

An Analysis of Lecturers' Perception on Distance Learning during Covid-19

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui persepsi dosen terhadap pembelajaran jarak jauh selama covid-19 dan untuk mengetahui kendala dosen dalam memilih dan menerapkan pembelajaran jarak jauh selama covid-19. Subjek penelitian ini adalah lima orang dosen Jurusan Bahasa Inggris di STKIP Bina Bangsa Getsempena Banda Aceh. Penelitian ini menggunakan pendekatan deskriptif kualitatif dalam pengumpulan data dengan menggunakan wawancara dan kuesioner. Data dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa dosen mempersepsikan pembelajaran jarak jauh secara positif dan negatif. Pertama, dosen bahasa Inggris menilai bahwa pembelajaran jarak jauh merupakan media atau alat yang berguna dan efektif dalam proses pembelajaran karena dapat mengirimkan materi dan tugas kepada mahasiswa. Kedua, sebagai motivasi mengajar. Dengan pembelajaran jarak jauh, dosen dan mahasiswa menggunakan teknologi seperti komputer, laptop, dan internet. Selain itu dosen juga dapat memberikan informasi penting kepada mahasiswanya. Ketiga, pembelajaran jarak jauh dapat mengembangkan ide dan kreativitas dalam pembelajaran bahasa Inggris, sehingga dapat menciptakan lingkungan yang alami dan nyaman untuk digunakan. Terakhir dosen merespon negatif yaitu, pembelajaran jarak jauh membuat dosen merasa sedikit tertekan dan kewalahan bahkan kesulitan menyampaikan materi perkuliahan kepada mahasiswa, arena tidak berinteraksi secara langsung dan tidak mendapatkan feedback antara dosen dan mahasiswa.

Kata Kunci: Pembelajaran jarak jauh, persepsi dosen, covid-19

Abstract

The aims of this research are to investigate the lecturers' perception of distance learning during covid-19 and to find out the lecturers' obstacles in selecting and applying distance learning during covid-19. The subject of this research was five lecturers of the English department at STKIP Bina Bangsa Getsempena Banda Aceh. This research implemented a qualitative descriptive approach in gaining data, by using an interview and questionnaires. The data were analyzed descriptively. The results showed that the lecturer perceived distance learning positively and negatively. First, the English lecturer considered that distance learning was a useful and effective medium or tool in the learning process because it could send materials and assignments to students. Second, as the motivation to teach.

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With distance learning, lecturers and students use technology such as a computer, laptops, and internet. Besides that, lecturers can also provide important information to students. Third, distance learning can develop ideas and creativity in learning English, then it can create a natural and comfortable environment to use. Lastly, the lecturers responded negatively, namely, distance learning made the lecturers felt a little depressed and overwhelmed and even had difficulty delivering course material to students, because they did not interact directly and did not get feedback between lecturers and students.

Keywords: *distance learning, lecturers' perception, covid-19*

INTRODUCTION

Distance learning is extensively obtainable in conventional universities as habitual and unbroken instruction programs. Types of courses on hand consist of all purpose's education, management, and question administration, engineering, and language education. The term distance education has been applied to a tremendous variety of programs serving numerous audiences via a wide variety of media. For example, E-learning, E-campus, Opensimka, and another online learning.

In the globalization era which use the technology to help people to work, to study, and relationship (Syahputra. 2019). Therefore, in the educational system, technology also still there. For example, the learning methods used an online system called E-learning. It is an important thing for all layers of education. It can help the lecturers to explain the materials to the students so the lecturers give the material without face to face with the students. Based on Joshi and Kaur in Windiarti, et. al, (2019:8) the internet extends a broad description of the content that is easily accessible to lecturers and students during the learning process. Currently, many education has applied technology-based learning system in the world.

There are several studies on online learning so far especially in amid Covid19 pandemic. In global human life, pandemic Covid-19 has a massive impact. According to Allo (2020:3) previously, learning activities were carried out using the face-to-face method. as a result of covid19, the learning system turned to online learning. So, the government and the education authorities must keep a distance so that the spread of the virus is not widespread. Thus, both lecturers and learners are expected to remain at home and still carry out their duties and responsibilities. In this pandemic, all of the colleges used E-learning as the learning method as well as STKIP Bina Bangsa Getsempena Banda Aceh. Through the E-Learning, the STKIP BBG Banda Aceh lecturers continue to perform teaching tasks by interacting online with students. That interaction by inputting lecture materials into E-learning applications, providing assignments, online discussions, and

review of the learning process because the lecturers are required to keep teaching to keep students informed of proper education and teaching.

Based on Sun and Chen (2016:2) the development of online courses can make an influence in the implementation process, 1) well-designed course content, motivating interaction between the instructor and learners, well-prepared, and fully-supported instructors; 2) creation of a sense of online learning community; and 3) rapid advancement of technology. In doing this, this will stimulate an ongoing discussion of effective strategies that can enhance success in transitioning to teach online. Holmes and Gardner in Allo (2020:5)., syahputra (2020) argued that E-learning capability to assess that learners are doing learning activities, so at the same time will improve their experience in the education process, due to the interactivity that is appropriate to community education, cultural diversity, and globalization, and remove the boundaries of place and time. For those, the most vital characteristics as well as the advantage of e-learning in education is that it is centered on learners.

Many pieces of research have been conducted on lecturers' perceptions of distance learning during covid-19. One of which is research conducted by Kay, et.al,(2009) under the title "Exploring Teachers Perceptions of Web-Based Learning Tools". Based on the data analysis the purpose of this study was to evaluate teachers' perceptions of WBLTs used in middle and secondary school classrooms. A moderately reliable, valid assessment tool was used that glean information about student learning, the usability of WBLT, engagement, technological issues, and suggestions for future use. Overall, most teachers rated WBLTs as easy-to-use tools that engaged students and promoted successful learning. Teachers also noted searching for WBLTs and preparing lessons required significant time. Technological problems related to WBLTs were not reported often and focused mostly on the speed of the Internet. The main suggestion offered by teachers was to be prepared to spend time selecting, testing, and preparing the materials to ensure the successful use of WBLTs.

Besides, another previous study was conducted by Isik (2009) under the title "Perceptions of Students and Teachers about the Use of E-Learning / Sharing Portal in Educational Activities". This research shows that the findings of the study indicated that the students and the teachers perceived that e-learning/sharing portal technology is useful and also easy to use technology. It was found out that the students and the teachers are satisfied with the advantages of the use of this new technology in their learning environment. In the same way, the teachers and the students stated that using the system

affected students' perceived motivation towards the educational activities in a positive way.

And the last, another previous study was conducted by Lin and Zheng (2015) under the title "Teaching Practices and Teacher perceptions in Online world Language Courses". Based on the result of the analysis of the data, the rapid spread of online learning in K-12 schools poses a major challenge for teachers, which may be especially difficult in the case of world language teaching. Our study collected survey data from 19 world language teachers in a Midwestern virtual school, supplemented by interview data from eight of them. Using a combination of quantitative and qualitative research methods, our study identified a relative lack of content-related teaching practices, such as guiding student knowledge and engaging students with content, as compared to the more frequent use of non-content-related practices (e.g., maintaining academic integrity, keeping the course a safe place). Additionally, this study sheds light on teachers' managerial, social, and pedagogical role changes as they transitioned from face-to-face to online teaching and their need for more PD in subject-based technology integration. Our findings carry important implications for how to improve world language teachers' online teaching practices, and how to provide smoother transitions from face-to-face to online teaching, as well as what types of PD online language teachers need. It also may be of assistance to online teachers and administrators of virtual schools seeking to build engaging online environments for world language teaching.

In conclusion, the researcher conducted this study to undergraduate students in Banda Aceh. It has been surveyed that STKIP Bina Bangsa Getsempena Banda Aceh was one of the colleges which applied the E-Learning as the media in the teaching-learning process during the COVID-19 Pandemic. The researcher also found that the lecturers in STKIP Bina Bangsa Getsempena Banda Aceh should prepare the best materials. Distance learning is not the same as face-to-face learning because it cannot ask questions and discuss freely. Therefore, the researcher chose to do this research at STKIP Bina Bangsa Getsempena Banda Aceh. The problem in this study is formulated as follows:

1. How is the lecturers' perception of distance learning during Covid-19?
2. What are the lecturers' obstacles in selecting and applying distance learning during Covid-19 at STKIP Bina Bangsa Getsempena Banda Aceh?

RESEARCH METHODOLOGY

The research was conducted by the researcher using qualitative methods. The researcher focuses on lecturers' perception of distance learning during Covid-19 at STKIP Bina Bangsa Getsempena Banda Aceh. According to Creswell (2014:32), Qualitative research is approximate for exploring and understanding the meaning of individuals or groups ascribe to a social or human problem. The process of exploration involves emerging questions and procedures, data typically collected in participant's settings. Qualitative research is a study that confirms the important thing about an event that can be learned from the development of the theory concept (Satori and Komariah, 2017:22).

Lodico et. al, in Soko (2017:67), stated that the result of the data collection and problems conducted by the researcher that can be stated by descriptive research/method. Supported by Arikunto (2016:3) qualitative research is the simplest research from other studies. This research only does and describes what happens in the form of a very straightforward report.

Based on the statement above, the researcher investigated information about the lecturers' perception of distance learning during the Covid-19 pandemic. The qualitative method has a strong quality to provide complex textual descriptions of how people experience a given research issue. This approach of research is used to provide a better understanding of the research problem. Qualitative data consist of information that the researcher gathered through interview and questionnaire. To gain depth understanding, the researcher preferred to use a qualitative method to collect the data. The techniques that the researcher used to collect the data of this study were interviews and questionnaires.

To get problems or clarify the initial topic, a researcher should conduct the data. However, a researcher will do two techniques to collect the data namely observation and questionnaire. First, the researcher especially used the open-ended interview as the main instrument in gathering data for this study. In this case, the researcher collected the data by giving the respondents some questions related to the used of Distance Learning in teaching subjects systematically and objectively. The given questions also include the lecturers' perception of selecting and organizing the Distance Learning and obstacles in applying distance learning. The teachers that were interviewed are six lecturers of STKIP Bina Bangsa Getsempena Banda Aceh. The researcher decided to only six lecturers' representatives to make the interview effective. Those interviewees were invited to the interview section.

The researcher used a rating scale questionnaire. The questionnaire is an efficient data collection method by giving a set of questions to the respondent who can measure a variable (Widoyoko, 2018:33). In this section, the researcher used the Likert scale, a scale with several points that provide ordinal scale measurement. Each statement was provided with four columns of number from 1 to 4 which represents the level of the respondent's agreement. The high score represents a positive answer in responding to the questionnaire, while the low score represents the negative answer. The scores were as followed: 1 is for strongly disagree, 2 is for disagreeing, 3 is for agreeing, and 4 is for strongly agree.

RESULTS AND DISCUSSION

Result of Interview

The lecturers' responses to the interview were the result of this study. There were five questions of the interview related to the lecturers' perception of distance learning during covid-19. Which was addressed to five English lecturers at STKIP Bina Bangsa Getsempena Banda Aceh. The interviewer is the researcher himself. In this study, the interview was conducted through face to face and via WhatsApp (Voice Note). The interview process took about 10-15 minutes for each English lecturer. The interview took place at the English Department Program.

The interview questions get in-depth information from the lecturers. Perception of distance learning used teaching English. It presents the lecturers' perception regarding the use of distance learning in teaching English, the criteria for choosing distance learning in teaching English, difficulties while used distance learning in teaching English, increasing distance learning in teaching English, and the weaknesses and strengths of used distance learning in teaching English. The research data is the result of an analyzed interview qualitatively based on the lecturers' perception. The name of the lecturers, the researcher used initial name, they are Salwa Chaira (SC), Maulizan ZA (MZ), Sariakin (SA), Mulyani (MY), and Sri Wahyuni (SW). The following points are the interview details:

1. Perception regarding the use of distance learning in teaching English

The lecturer (SC) stated that in applying distance learning, ones can use various means in various situation. She said students can learn very well through online learning, E-learning, or their opensimka. Sometimes it is difficult for them to get the material and to comprehend the material. So, the use of distance learning can vary in depends on their

situation of comprehension of the material. Whereas, the second lecturer (MY) said that distance learning has been used long ago by several universities in the world and there are also in Indonesia and this is included in the blended learning category. Blended learning is very well applied because there is a combination of the use of online learning and face-to-face learning.

Besides that, the third lecturer (MZ) also adds distance learning can be a learning solution, and at least what learning is conveyed and taught by the lecturer can be absorbed by students. Students are given the freedom to communicate with lecturers even though there are limitations. Then, the fourth lecturer (SA) said that distance learning accustoms us to used online or used technology. To add insights, it increases knowledge about learning by using technology. Indeed, in a modern or era equipped with technology now, online learning is one of the learning by using technology. Meanwhile, according to the lecturer (SW), distance learning is quite difficult to teach English, such as reading, speaking, etc. Because She could not directly assess them. From the explanation above, the researcher concluded that distance learning or online learning is very good to be applied and very useful for now in the pandemic covid-19. Because the use of distance learning helps students and lecturers to carry out learning so that it can be carried out properly and effectively. However, it also has a limitation, because online learning cannot fully be used for the assessment of students' progress.

2. Criteria for choosing distance learning in teaching English

Talking about the criteria for choosing distance learning from five lecturers. SC said she has not any criteria because they learned online learning of the covid-19 pandemic. Although they like or not about distance learning, we should be taught students by using online learning. While MY said the criteria that should be used in distance learning are digital technology tools, it carries out online learning such as Zoom or Google Map or it can be said, the media helps in the implementation of online learning. Then, the internet quota also should be owned by students and lecturers. Then, there must be a good Internet Network. And also MZ, used the Zoom application in facilitating distance learning. Although there are also other options namely by using opensimka where students can open the material as subject matter that has been uploaded by the lecturers. But in this case, for students who are spread across the many regions, the learning process will be hampered due to internet services in the area that may not have a network.

Whereas, SW said the opensimka is a tool that must be used. But sometimes she used Zoom application to teach her students, and for submitting the assignment they prefer to use google classroom. The last, SA answers his criteria for choosing a material in English learning or distance learning are certain criteria that are easy for students to understand, and to make students not confused with the distance learning process. In short, when the lecturers provided material, the lecturers must know the ability of the students before they selected the way or strategy that is very easy for students to understand because the knowledge and character of students are very different.

3. Difficulties while using distance learning in teaching English, especially for the teaching material presentation, exercises, production, and assessment

In terms of distance learning situations, the lecturers find some difficulties in the teaching and learning process of distance learning. The first participant (MY) explained that the students experienced difficulties in understanding the material from the lecturer because they did not immediately receive feedback. Then, when the students did exercise the students did not get feedback from the lecturer. and also, students and lecturers did not have an internet quota.

In this case, students are limited by economic factors, some have low economies and some are moderate. Besides the students who are outside the area, the network is usually slow and some even have no network. So that students cannot download the material that has been given by the lecturers. Meanwhile, the second participant (SA) said that the online distance learning process does indeed have obstacles and difficulties such as teaching material cannot be face to face, and it was hard to supervise all students. Moreover, the lecturers did not know who already understands or do not understand. Students were difficult to understand what the lecturers want to say in doing the exercise. Therefore, the students asked questions after the learning process ended.

(SC) said there were some difficulties in the learning process of distance learning, such as in giving exercises and assessments. In the exercises, she did not see them personally. So how do they found answered or work on the questions that have been given by the lecturers will be a problem. In this case, whether they do it alone or with friends or cheat. Whereas in the assessment, the difficulty was when she wanted them to do the questions or assessment, but it turned out to be difficult because they used the internet or google translate. (SC) is worried that the results were not effective because they working not real from their knowledge.

In the process of learning, training, production, and assessment (MZ) said that almost no difficulties were found in distance learning, because teaching material has been prepared by the lecturer and can be uploaded directly on opensimka, and so is uploaded to student assignments and students can re-upload material from opensimka. Then he also said that for production, here students are more creative, such as making videos and there is also drama and so on according to the lessons they take. Furthermore, the assessment also has no obstacles, the assessment is still given according to the student's job. Meanwhile (SW) only said that the assessment was the most difficult when doing distance learning because she could not give feedback directly and students also could not respond directly.

4. Things need to be done to increase distance learning in teaching English, especially for the teaching process, monitoring students' progress, and improving language skills.

Based on the experiences of the lecturers studied improving distance learning in teaching English. According to (SC) the first point is the teaching process. he felt after experiencing learning in opensimka it seemed like he could not socialize between lecturers and students. However, so that they interact with each other, they usually use Whatsapp groups to make it easier for students and lecturers to learn online to improve the learning process itself and to facilitate transactions between students and lecturers and students with other students.

While MY said lecturers must be creative and innovative in conducting distance learning. For example, how strategies and methods must be done so that learning can run optimally and effectively. Meanwhile, according to MZ's opinion, several things must be prepared or carried out by the lecturer to improve the distance learning process, including to improve the distance learning process the lecturer must be often open to updated sources or give the material to the students. The system of the learning process that was applied is E-Learning through opensimka and can also be done with a zoom application or similar applications that allow students and lecturers to interact directly.

Then, SA said that in online learning, there are ups and downs such as he like it when the students active in the learning process, but sometimes they are stiff each laughing. Therefore, the obstacles are as stated they do not understand directly. Several lecturers said that monitoring student progress was very important and some said it was difficult. SW and MZ have the same opinion that monitoring students are very important. Because of how often these students practice their English skills to improve their abilities.

Then, MZ added an opinion about how the lecturer monitor student, the lecturers beforehand reminded students about the learning schedule so that students can be prepared so what was the student's task could be completed on time and there were no obstacles even though the distance learning process. While SC and SA both said that monitoring student progress was difficult. the students' check-in on opensimka but didn't care anymore with the learning process and were busy with their other work. However, while teaching on distance learning SC and prefer to use WhatsApp groups. So it appears who is constantly active and who is inactive and from there it can be detected.

Also, SA stated that monitoring is a bit difficult because it is not optimal. For example, students have problems with unequal skills and uneven skills. Then, because there are students in the area who are with the network so that it is not optimal. He concluded that sometimes they do not really understand and do not know directly.

The last one is improving language skills, the explanations from several lecturers are very various. MZ believes that distance learning is equally important or has no weak points. In this case, more and more students are creating products or making videos with their friends, there we can see that their ability to practice English in particular. In speaking II, they made videos and dramas. Then, SA said there were four ways to improve language skills like listening, speaking, reading, and writing. So there are levels, so from there, we can evaluate the extent to which the increase in their skills. Meanwhile, according to SC, improving students' language skills is very difficult. But she suggested that the only way we can do is give advice to students and provide materials that can improve their language skills. Because now they have a lot of technology such as cellphones, youtube and they can learn a lot from the teachers on youtube. And this is their desire that must be planted firmly for themselves to want to learn independently. However, MY and SW did not comment on this point.

5. The weaknesses and strengths of using distance learning in teaching English.

All lecturers have the same opinion about the disadvantages of using distance learning, namely the internet problem. Because not all regions have an internet network that can be connected. SA added because if it is in the remote regions there may not be a network or there is no network there. So we have to understand the situation and the conditions. Besides, lecturers and students do not have an internet quota so the learning process cannot be done. Then student interaction with lecturers is minimal and not all methods or strategies in learning can be applied properly and effectively. continued by

SW, she could not directly discuss to students, assess their work, and explain their material briefly if the students could not get the point.

While on the strengths of distance learning, several lecturers say the strength of using distance learning is easy and funs, SC and MY said that lecturers and students do not have to go to campus to carry out a lesson. Even though they are in a different place or a certain place but learning can be done well. SC added that they just have to use electricity and the internet. and also online learning does not need a lot of money because they are only being at home and can carry out learning without having to learn face-to-face. MZ continued that, even though during the Covid-19 pandemic that was hitting, we at the STKIP BBG campus continued to carry out teaching and learning processes. Finally, SW revealed that distance learning is flexible to teach wherever we are and also we share the material that students need by discussing through such online media.

Result of Questionnaire

No	Statements	Student's Responses	Frequency	Percentage
1.	Distance Learning is an effective media to be implemented in English Class	Strongly Agree	1	20%
		Agree	3	60%
		Disagree	0	0%
		Strongly Disagree	1	20%
2.	Distance Learning is useful means to be used in English Learning	Strongly agree	0	0%
		Agree	3	60%
		Disagree	2	40%
		Strongly Disagree	0	0%
3.	You feel less pressure in undergoing English Learning with Distance Learning	Strongly Agree	1	20%
		Agree	1	20%
		Disagree	3	60%
		Strongly Disagree	0	0%
4.	You feel comfortable in undergoing English learning with Distance Learning	Strongly Agree	1	20%
		Agree	3	60%
		Disagree	1	20%
		Strongly Disagree	0	0%
5.	Distance Learning can develop your ideas and creativity in finding and discussing English	Strongly Agree	1	20%
		Agree	2	40%
		Disagree	2	40%

topics	Strongly Disagree	0	0%
6. Distance Learning creates a natural learning environment/comfortable learning environment to produce the product of the project you administered	Strongly Agree	1	20%
	Agree	3	60%
	Disagree	0	0%
	Strongly Disagree	1	20%
7. Distance learning lets you have a depth-exploration and investigation toward an issue of your English classes	Strongly Agree	0	0%
	Agree	4	80%
	Disagree	1	20%
	Strongly Disagree	0	0%
8. Distance Learning makes you accustomed to using technology(computer, laptop, internet, etc)	Strongly Agree	3	60%
	Agree	2	40%
	Disagree	0	0%
	Strongly Disagree	0	0%
9. Distance Learning makes you accustomed to managing a project of your students	Strongly Agree	0	0%
	Agree	4	80%
	Disagree	1	20%
	Strongly Disagree	0	0%
10. Distance Learning allows you to learn from your teaching capacity	Strongly Agree	0	0%
	Agree	3	60%
	Disagree	1	20%
	Strongly Disagree	1	20%
11. You consider that Distance Learning is less-burdening than teach directly	Strongly Agree	0	0%
	Agree	2	40%
	Disagree	3	60%
	Strongly Disagree	0	0%
12. The Distance learning below can be used by the lecturers to Sending materials and assignments	Strongly Agree	3	60%
	Agree	2	40%
	Disagree	0	0%
	Strongly Disagree	0	0%
13. Distance learning is an interesting learning tool to use	Strongly Agree	2	40%
	Agree	2	40%

	Disagree	1	20%
	Strongly Disagree	0	0%
14. I find it easier to convey subject matter when using distance learning as an intermediary	Strongly Agree	0	0%
	Agree	2	40%
	Disagree	3	60%
	Strongly Disagree	0	0%
15. Distance learning makes you in the habit of giving important information to your students	Strongly Agree	0	0%
	Agree	4	80%
	Disagree	1	20%
	Strongly Disagree	0	0%

Based on the results of the questionnaire, the researchers concluded that distance learning is learning that is widely approved by English lecturers because they consider distance learning during covid-19 is one of the means that can be used in learning English. Besides, the English lecturers' perceptions of distance learning made it easier for them to convey learning material, and distance learning was less burdensome than teaching directly. then with distance learning makes us accustomed to using technology, developing ideas, and creativity because distance learning is an interesting learning tool to use. However, some English lecturers disagreed with statement number eleven, namely that they considered that distance learning was less burdensome than direct. meaning by distance learning it burdens them than face-to-face learning. because they feel pressured to carry out learning, they cannot create a natural learning environment and a comfortable environment to produce learning.

From the interview, the researcher found that the lecturers' perceptions of English were positive. The lecturers stated that using distance learning can be very meaningful, various, and dependent. According to them, they can learn both uses online learning, E-learning, and at Opensimka (an online academic administration database system at STKIP Bina Bangsa Getsempena Banda Aceh). This distance learning can be a learning solution and is very useful for now in the Covid-19 period. Although distance learning has been implemented long before by the world's leading universities, we can still apply distance learning through Opensimka (an online academic administration database system at STKIP Bina Bangsa Getsempena Banda Aceh). Students are given the freedom to communicate with lecturers even though there are restrictions. Distance

learning makes it a habit to use technology, namely computers, laptops, the internet, and so on.

In this study, researchers found the research results of lecturers' perceptions in distance learning, and it can be proved from the results of interviews and supported by a questionnaire given to English lecturers at STKIP Bina Bangsa Getsempena Banda Aceh. Both have positive and negative answers, resulting in data validity and can be seen following the findings of the researcher. Data from interviews revealed that there was only a slight difference in the perception of English lecturers about distance learning during Covid-19. All English lecturers have almost the same view about aspects of distance learning. The different perceptions are only about the difficulties in using distance learning in teaching English, especially for presentation, practice, production, and assessment of teaching materials. This was evidenced by the interviews conducted by the researchers.

Besides, the English lecturer responded that what needs to be done to improve distance learning in learning English is that lecturers must be creative and innovative in learning. Strategies and methods must be carried out so that learning can run optimally and effectively. After that, the form of learning that is carried out is through E-learning, the Zoom application, Whatsapp group, opensimka, and other applications that can make lecturers and students interact directly. And also distance learning is no less important and there is no weak point to be applied in learning English.

On the other hand, there is also a negative side of using online learning, some lecturers perceive that distance learning is rather difficult to do because learning is done online. The problem is that students and lecturers do not interact less and do not get feedback in learning. Then the internet network and internet quota are not owned by lecturers and students so that the learning process cannot be carried out. Especially for students who are outside the region or where there is no internet network, this also becomes an obstacle and becomes an obstacle to distance learning.

When it links to an obstacle in implementing distance learning. Researchers found that there were several obstacles in selecting and implementing distance learning. The thing experienced by the English lecturer was explaining the material, exercising, monitoring, and assessing.

The first one emphasizes the material because they cannot explain the material directly to students so that students do not understand what we are conveying. Then students often do not get feedback during the learning process. In the second exercise,

students find it difficult to understand what we want to say in the exercise. After closing the learning process then they ask questions. So that's also an obstacle. The third supervises, when the learning process begins, students check-in opensimka (an online academic administration database system). After the check-in, they don't care anymore and are busy with their work. So to monitor whether they are still active or still in front of opensimka, we cannot detect it. We can only see who is commenting that is active. In the last assessment, all does assume the student's assessment is given according to what he is doing, and the tasks given to them. The difficulty in assessing students when we provide practice questions, assignments, and exams may be that they take answers from the internet, cheat from friends, and not the result of their efforts. So that judging them according to what they do is the value.

Based on the results of the questionnaire, the researcher concluded that the lecturers' perceptions of distance learning had positive and negative answers. In this case, several statements have been responded positively by lecturers. they are as follows:

First, distance learning is effective in use in learning English. English lecturers consider that distance learning is a useful and effective medium or tool in the learning process. Because lecturers can send materials and assignments to students, as well as distance learning is an interesting learning tool to use in the English learning process.

The second, motivation to teach. Through distance learning makes lecturers and students accustomed to using technology, such as computers, laptops, and the internet. Besides, lecturers can provide important information to students, such as informing learning schedules on distance learning during Covid-19.

Then lastly, personal development. make lecturers feel comfortable and can develop ideas and creativity in implementing distance learning. then enables lecturers to explore and investigate in-depth English classroom teaching problems, and distance learning enables them to learn from their teaching capacities.

On the other hand, there was a statement that was responded negatively by English lecturers, namely distance learning made English lecturers difficult/depressed. In this case, they feel a little depressed and overwhelmed and even have difficulty delivering subject matter to students using distance learning. because lecturers and students do not get direct feedback, and this is an obstacle experienced by lecturers and students in distance learning during covid-19.

CONCLUSION AND SUGGESTION

This study concluded that distance learning is very meaningful (every lecturer and student can learn at home even during the covid-19 pandemic), varied (online learning is carried out using Zoom application, WhatsApp Group, Google meet, act), and every situation (even though lecturers and students are in different places, learning can still be carried out without face to face. such as lecturers in the office and students at home, they are very far apart and can still learn online. Learning is not limited by place and time, we can study wherever). Because it can be carried out through online learning, e-learning, and opensimka (an online academic administration database system at STKIP Bina Bangsa Getsempena Banda Aceh, like Zoom application, WhatsApp Group, and Google meet). During covid-19, it was very easy for lecturers and students to carry out the learning process was applying distance learning without having to come face to face. Besides that. Then to improve distance learning in learning English, lecturers must be creative and innovative in learning. Strategies and methods in teaching must be applied so that learning is optimal and effective. Besides, distance learning during covid-19 is also very useful for lecturers and students because it accustomed them from using technology such as a computer, laptop, the internet, and so on.

On the other hand, some lecturers considered distance learning to be very difficult because it was done online. The problem is that lecturers and students do not interact and get no feedback in learning. Then the internet network and internet quota are not owned by lecturers and students so the learning process is cannot do it. Especially students who are in areas that do not have an internet network.

Besides, there are four obstacles faced by the lecturer in selecting and implementing distance learning, namely explaining the material, training, monitoring, and assessment. In explaining the material and exercises, the lecturer cannot explain the material directly to the students so that the students do not understand what the lecturer says. After closing the learning process then ask them questions. In monitoring students, when the learning process begins, students check-in Opensimka (an online academic administration database system). After the check-in, they don't care anymore and are busy with their work. and can't monitor whether students are still active or still in front of opensimka. and the last assessment, when lecturers provide practice questions,

assignments, and exams maybe because they take answers from the internet, cheating from friends and not the result of their efforts.

Besides, in the questionnaire results, the researcher found several statements that had positive responses from English lecturers. Because distance learning is a tool or media that is effectively used in distance learning during Covid-19, lecturers can send materials or assignments, and interesting learning tools to use. Furthermore, it becomes the motivation to teach. Lecturers can develop ideas and creativity and accustom them to using technology in the learning process during Covid-19. However, there were also negative responses. Namely, English lecturers consider distance learning to make them comfortable and feel a little depressed or overwhelmed and even have difficulty delivering learning materials to students using distance learning.

Based on the research finding, and conclusion of the research, the researcher proposes some suggestions for English lecturers, universities, and other researchers. The first, the English lecturers must use the E-learning platform optimally in performing the teaching and learning process. With this distance learning, lecturers must be creative and innovative in teaching students so that they are interested and fun. Then to learn more optimally and effectively, lecturers must use strategies and methods that make students not bored in the learning process. If the lecturers find it difficult to deliver material, provide exercises, monitoring, and provide assessments. then look for more appropriate ways that allow students to be controlled, and students must be emphasized to obey the rules so that they are easy to monitor. The second, researcher hopes that STKIP BBG Banda Aceh University, Opensimka as a medium for the process of learning lecturers and students so that it can be improved. so that lecturers and students can interact and get feedback in the learning process. After that, the campus must provide internet quota to lecturers and students so that learning can run smoothly because internet quota is needed in distance learning during covid-19. Considering that not all students come from residing families, some students cannot afford to buy internet quota, this can prevent them from learning. The last, the researcher hopes that for other researchers who are interested in conducting similar research, it will contribute to understanding teaching strategies in teaching English. Besides, hopefully, this research will provide inspiration and guidance for other researchers to be more careful in researching so that the research is better.

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