

***RUANGGURU AS AN ALTERNATIVE MEDIA TO STUDY ENGLISH  
AS A FOREIGN LANGUAGE: STUDENTS' VOICE***



**Submitted as a partial fulfillment of the Requirement for Getting Bachelor Degree of  
Education in English Department School Teacher Training and Education**

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## ACCEPTANCE

### ***RUANGGURU* AS AN ALTERNATIVE MEDIA TO STUDY ENGLISH AS A FOREIGN LANGUAGE: STUDENTS' VOICE**


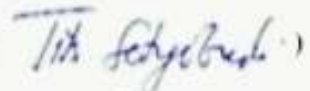
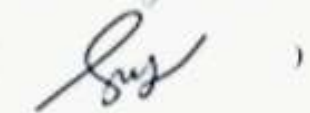
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Surakarta, 2 February 2022

The Researcher



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# ***RUANGGURU AS AN ALTERNATIVE MEDIA TO STUDY ENGLISH AS A FOREIGN LANGUAGE: STUDENTS' VOICE***

## **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan alasan, manfaat dan hambatan yang dihadapi siswa dalam menggunakan Ruangguru. Penelitian ini menggunakan desain penelitian deskriptif. Partisipan penelitian ini adalah 49 siswa SMA dari dua belas kota di Jawa Tengah sedangkan 48 siswa SMA dan satu siswa SMK mengisi kuesioner Google online. Instrumen yang digunakan adalah kuesioner dengan menggunakan Google Form dan dokumentasi. Semua data dianalisis secara kualitatif. Temuan penelitian ini adalah: (1) Alasan siswa menggunakan Ruangguru karena biaya, guru yang berkualitas, dan fitur. (2) Keuntungan menggunakan Ruangguru adalah materi yang lengkap, pengajar yang berkualitas, fitur dan efektivitas (3) Kendala menggunakan Ruangguru adalah materi yang masih perlu dikembangkan, biaya dan koneksi internet.

**Kata Kunci:** Ruangguru, Online Learning, English Learning, Student Voice, Foreign Language

## **Abstract**

This study aims to describe the reason, benefits and obstacles faced by students in using *Ruangguru*. This study used a descriptive research design. The participants of this study were 49 high school students from twelve cities in Central Java whereas 48 Senior High School students and one student from vocational High School filled online Google questionnaire. The instruments used were questionnaires using Google Form and documentation. All the data were analysed qualitatively. The findings of this study were: (1) The reasons students used *Ruangguru* because of cost, qualified teachers, and features. (2) The advantages of using *Ruangguru* were complete materials, qualified teachers, features and effectiveness (3) The obstacles of using *Ruangguru* were materials still need to develop, cost and internet connection.

**Keywords:** Ruangguru, Online Learning, English Learning, Student Voice, Foreign Language

## **1. INTRODUCTION**

Globalization is widespread and English is common language, communication is considered an indispensable skill in various fields [1]. English is a widely used as an international language. Agustin[2] "English is the main communication medium for people in the world". *English* is a communication tool that is used both oral and written. *English* is a foreign language that is often used in Indonesia and has even been taught in schools.

Nowadays online platform has set features to help students to learn English quickly. "E-learning through online platform is a learning system made possible by not meeting face to face but using a platform that can make teaching and learning happen even at a distance Sofyana and Rozaq [3] . Online Learning increase education quality through their features. Every platform has advantages in the teaching and- learning process [4]. According to Handari

[5], some applications can also support teaching and learning activities, such as *WhatsApp*, *Zoom*, *Web Blog*, *Edmodo*, etc

Furthermore, many scholars also had investigated about online learning such as the study done by David & Jayaprakash [6] entitled “A Study on Parents Opinion Towards XSEED Syllabus in Private School with Special Reference to Coimbatore City”. The purpose of this study is to investigate parents’ opinion towards XSEED education application in Singapore. The data used Convenient Sampling Technique which taken in Coimbatore City with total 150 Respondents. The result is the syllabus which implemented in private school makes students to be engaged in activities and think innovatively. This study also found that students are satisfied with syllabus used as they learn skills practically. Another study conducted by McClelland, [7] entitled “Exploration of Positive Teacher-Student Relationships in the Online Context of *VIPKID*”. *VIPKID* is Online education I China. The Purpose of this study was to collect teachers’ opinions on positive students-teacher relationship and to explore their efforts to builds these relationships with their students. This study is qualitative method and used *SurveyMonkey* to collect with 36 respondents. The data were analysed using primary-cycle coding. The result is the positive media and teaching build better relationships between teacher and students. Second, *VIPKID* teachers had to communicate regularly and take care of their students.

Challa and Anute [8] explored about online education platform in India Entitled “Strategic Analysis of Emerging Online Tutoring Platform in India”. The purpose of this study is to rising the online tutorial platform in opportunities, challenges ahead and innovation of education plays a crucial role. The objects of this study were *BYJU’S*, *Unacademy*, *Vedantu*, *Khan Academy*, and *White hat Junior*. The data were collected from news articles, blogs, educational websites and some research papers. This research paper is mainly focused on strategic analysis of online tutorial application. This study found that learners are stepping back because the price is expensive. All these platforms provide an education to their learners.

Miller et al [9] did a study about factors influencing online learning. This study participated by 93 students. The data collected using survey and the result showed that students prefer using Moodle. Furthermore, according to Aliyyah et al [10] investigated teacher’s perception in a program developed in Indonesia which participated 67 primary school teachers in 5 provinces. The data taken from survey and open-ended questionnaires. The result showed that motivation for teachers, challenges, support.

Behforouz [11] conducted a study about gender difference and motivation. This study participated by 48 college students at Omani which consisted 24 males and 24 females. The

result of the stud revealed that students; gave positive attitude towards online learning. Moreover, study from Sumardi and Muamaroh [12] entitled “Edmodo Impacts: Mediating Digital Class and Assessment in English Language Teaching” Edmodo is invasion teaching-learning based digital that improve students’ English skills. Edmodo helping students to be more active and dynamic in learning. In addition, Edmodo facilitates teachers to conduct computer-based tests and assessments.

The most popular online learning platform in Indonesia is *Ruangguru*, as *Ruangguru* focuses on guiding student learning outcomes rather than social processes and instilling social scores [13]. According to *Ruangguru* website [14], it was founded in April 2014 by Belva Devara and Isman Usman to help students find mentors online. In February 2016, *Ruangguru* introduced beta version of the Android app and the full version in April. In 2017, *Ruangguru* had 6 million users, most of them were junior and senior high school students. In October 2018, *Ruangguru* claimed that its users had increased by more than 13 million. As of December 2019, *Ruangguru* has 15 million users.

This number increased by 46% or 7 million during 2020 since the government-imposed learning from home due to the Covid-19 pandemic. Now *Ruangguru* total user is more than seventeen million and total review with 4.7/5 rating playstore. *Ruangguru* has twelve products: *Dafa and Lulu*, *Ruangbelajar*, *Ruanguji*, *Ruangles*, *Ruang Kelas*, *Ruangbaca*, *Roboguru*, *Brain Academy Online*, *Skill Academy*, and *English Academy*.

Apart from the development of *Ruangguru* in Indonesia, since 2019, *Ruangguru* also has a branch company in Vietnam under the name *Kien Guru* and in 2020 under the name *StartDee* in Thailand. According to *Kien Guru* original website. *Kien Guru* is one of Education platform by *Ruangguru* build in June 2019 in Ho Chi Minh City, Vietnam. *Kien Guru* is a mobile application to help students from first grade to high school solve learning problems at school with teaching and learning methods. According to *Star Dee* original website In May 2020 located Bangkok, Thailand. Under the name *StartDee Ruangguru* builds education startup. *StartDee* is an educational technology development (EdTech) company that aims to use technology to help every child access the quality education.

Many scholars explored about *Ruangguru* such as the study done by Munawwir, *et al* (2021) [15] with the title “Analysis of the *Ruangguru* Application in Improving Children's Creativity in The Era of Covid-19 Pandemic”. The instrument to collect data used documentation by analysing 501 *Ruangguru* users in the comment column. They found that 430 users gave positive comments about *Ruangguru*, 57 users gave negative comments and 14 users gave neutral comment. Moreover, Islami, *et al* [16] investigated about “Analysis of

Perceived Usefulness and Ease of Use to the Actual System usage through Attitude Using Online Guidance Application”. The data collected using document taken from 247 high school students who used *Ruangguru*. This study found that perceived benefits and perceived eases of use positively affect attitudes towards using the *Ruangguru* online tutoring application.

Purwandi et al [17] conducted a study about students’ perceptions in online learning which participated by 22 students in four universities. The data collected using in-depth interviews. The result showed that students’ perception divided into two, positive and negative. Positive thought that online learning such an interesting learning, while negative thought that online learning such boring activity and not effective. Fatimannisa et al [18] Investigated the students’ perception towards the use of *Ruangguru*. This study was participated by 30 Senior High School students at Makasar. The data was collected using questionnaires and interviews and analysed qualitatively and quantitatively. The result of the study showed that students gave a positive attitude towards *Ruangguru* and admitted that *Ruangguru* is an interesting platform.

Fattah., et al [19] explored Social Presence of *Ruangguru* in social media during Covid-19 Pandemic using case study research design. The data collected from documentation taken from the Instagram @ruangguru posts that were uploaded related to the Covid-19 pandemic from February to April 2020. The study found that *Ruangguru* is an excellent application. It accelerates online learning by adjusting the information and messages to public through the @ruangguru Instagram account with the context of the Covid-19 Pandemic.

Moreover, Chinmi, M., and Marta, R.F. [20] investigated *Ruangguru* as an Ideation of Interaction and Education Revolution during COVID-19 Pandemic in Indonesia using a case study. The data taken from *Ruangguru* website and application. This study found that using *Ruangguru* makes students and teachers learn about critical thinking, creativity, collaboration, and communication. Fatimannisa et al., [21]. explore about students’ perception on the use of *Ruangguru* application in their English Learning. This research used mixed methods between quantitative and qualitative. The respondents of this research were 24 second-grade students of SMA Athirah Pesantren Makassar. The instrument to collect data using questionnaire and interviews. The study found that students have positive perceptions and liked to use *Ruangguru* in learning English.

This research was different from previous studies above since this study investigated the senior high students in Central Java about their perspective on learning English using *Ruangguru* as alternative media. This study is important to do since based on my observation;



students in senior high schools as young generation need alternative media to improve their English competence such as *Ruangguru*.

During pandemic covid 19, all students in all levels from kindergarten to university use online learning. At the beginning both teachers and students get difficulties since they do not have enough experiences to use online application such as zoom, Google Meet and so on. As result online learning applications are needed for all students such as *Ruangguru*. However, the study about online learning media is still limited. Therefore, the study about online learning media is very urgent to do.

## **2. METHOD**

The participants of this research were 47 of senior high schools and 1 student of vocational high school who used *Ruangguru*. Total respondents were 48 students that consist of 13 male and 35 female students. The instruments to get data were documentation and questionnaire. According to Sugiyono [22] the questionnaire is data collection technique which to give questions or a written statement to the respondent to answer. The questionnaire can also be given to the respondent directly or sent by post, or the internet. These questioners using Google Form Questioner and the documentation used is *Ruangguru* website to get information about materials, videos, and so forth. The questioner used was closed questionnaire using Linkert scale [23] and open-ended questioner. The questionnaire had been tried out to students who are not included in this research to know whether the statements in questionnaire could be understood easily. All the statements in questionnaire used Indonesian to get more detail data. The questionnaires were distributed using direct message in social media which related to *Ruangguru* or the followers of *Ruangguru* in social media such as Instagram, Twitter, telegram group, WhatsApp and so forth who posted about *Ruangguru*. The researcher sent direct message for volunteers to fill the questionnaire. Students then filled online google form questioner since the situation is still in pandemic covid 19. They are from grade 10,11,12 senior high school students in 12 cities in central java. Their age around 15-18 years old. The data were analysed qualitatively.

### 3. RESULT AND DISCUSSION

#### 3.1. The Reason Students Using *Ruangguru*

##### 3.1.1. Cost

Based on the closed ended questionnaire, the reasons why students chose to use the online platform *Ruangguru* in learning English were because the cost of *Ruangguru* is cheap. The close questioner showed that 15 students or 31.3% perceived strongly agree that it is affordable price and 18 students or 37.5% agree its price is affordable, 12 students or 25% were neutral about the price and 3 students or 6.3% were disagree about about the price. It is also supported the results from open ended questionnaire.

*“Because it's more affordable, isn't. There are lots of testimonials, they often promote on TV, that way parents know and Ruangguru it's recommended to use, even though still help by using other tutoring apps and YouTube, the same as offline tutoring”.* (Student3, Grobogan)

*“Because the price is affordable and can be accessed anytime and anywhere”.* (Student15, Kendal)

*“Because there are so many promos that are offered and how to deliver the material in the form of videos in easy-to-understand language”* (Students 21, Purwodadi)

##### 3.1.2. Mentor or Master of Teacher

It was found that 27 students or 55.1% stated that they strongly agree that *Ruangguru* mentor is fun, 21 students or 42.9% agree that it is fun and only one student or 2% that it is neutral based on the result of closed questionnaire. It is in line with the result from open-ended questionnaire, students stated that *Ruangguru* has excellent mentor in explaining English materials. It is also supported the results from open ended questionnaire.

*“Learning with Ruangguru is very fun because it is taught well and in detail. Besides that, Ruangguru is applied well”* (Students 11, Wonogiri)

*“Fun and easy to understand”* (Students2, Polokarto)”

*“Fun and the explanation of the tutor is very helpful to understand the material”* (Students14, Banjarnegara)

*“Very helpful and not boring because the delivery of the material is very fun and easy to understand”* (Students 33, Surakarta)

##### 3.1.3 Features

Based on the closed questionnaire, it was found that 19 students or 39.6% strongly agree and 54.2% agree that *Ruangguru* helps them to study English and 3 students or 4.2% were neutral and one student or 2.1% disagree about it. It is because *Ruangguru* has interesting features such as interesting video for learning English, its performance is unique, and easy to use visually. It is also supported the results from open ended questionnaire.

*“Because Ruangguru has better features than other applications in my opinion”* (Student2, Semarang)

*“Because the learning videos at Ruangguru are accompanied by interesting animations and challenging practice questions”* (Student14, Banjarnegara)

*“Because of its unique appearance and unique features”* (Student 39, Temanggung)

*“Because Ruangguru designed easy to use and good visual”* (Student43, Semarang)

### **3.2. The Advantages of Using *Ruangguru***

#### **3.2.1 Materials**

Based on the closed questionnaire, it was found that 18 students or 37.5% strongly agree and 26 students or 54.2% agree that *Ruangguru* application gave the information/materials/quiz of English lesson that was easy to understand. 4 students or 8.3% neutral. It is because *Ruangguru* provided summary to understand the English materials, and quiz which evaluated students' ability. It is also supported the results from open ended questionnaire.

*“English materials are easy to understand and not boring”* (Student2, Semarang)

*“It is easy enough to understand the materials, there is also summaries and quizzes available so we can measure our English skills”* (Student3, Semarang)

*“It is very appropriate for those who want to start studying English from beginner to advance levels”* (Student25, Banjarnegara)

#### **3.2.2. Mentor or Master Teacher**

Base on the close ended questioner, the advantage of using *Ruangguru* in learning English it is because *Ruangguru* easy to use in learning English. It was found 20 students or 41.7% and 23 or 47.7% believed that the advantage *Ruangguru* was easy to learn and 5 students or 10.4% was neutral about it. It is also supported the results from open ended questionnaire.

*“The teacher's presentation is unique and not make students bored while they are studying. She/he is friendly, fun and explains materials clearly”* (Student4, Surakarta)

*“The teacher's presentation is clear and gives examples, illustrations which can make materials easier to understand”* (student21, Tegal)

*“The teacher explains materials step by step”* (Student 28, Semarang)

#### **3.2.3. Features**

Based on the close-ended questioner, the advantage of using *Ruangguru* it is because *Ruangguru* application facilitates the students' need to study English. The close questioner showed that 19 students or 39.6% strongly agree and 26 students or 56% agree that *Ruangguru* provides the student resources. 2 students or 4.2% is neutral and one student or

2.1% disagree that *Ruangguru* facilitates the students' need. It is also supported the results from open ended questionnaire.

*"Ruangguru has unique design and its teaching enjoyable"* (Student11, Polokarto)

*"Ruangguru uses interesting animation, its teachers explain materials clearly, and it is providing challenging practice test"* (Student14, Wonosobo)

*"Its video is not boring, it is quite attractive"* (Student23, Semarang)

*"The facilities provided are easy to understand"* (Student31, Surakarta)

#### 3.2.4. Effectiveness

Based on the closed questionnaire, it was found that 27 students or 56.3% strongly agree, 19 students or 39.6% agree and 2 students or 4.2% neutral that *Ruangguru* helps students to study English effectively. It is also in line with the results from open-ended questionnaire.

*"The English materials can be studied repeatedly students can ask question anytime and anywhere, if they get difficulties about the materials. It also provides summary of the materials"* (Student7, Salatiga)

*"Ruangguru improves the effectiveness of learning English"* (Student43, Surakarta)

### 3.3 Disadvantage of Using Ruangguru

#### 3.3.1 Materials

Based on the closed questioner, some students still have difficulty to understand the materials in *Ruangguru* Application. The close questioner showed that 9 or 18.8% students perceived strongly agree that materials hard to learn and 8 students or 16.7% agree about materials, then 6 students or 12.5% neutral that the materials complex to study, 16 students or 33.3% disagree and 9 students 18.18% strongly disagree that learning English in *Ruangguru* is difficult. It is also supported the results from open ended questionnaire.

*"Even though Ruangguru has complete materials, it still needs to develop"* (Student3, Purwodadi)

*"Since Ruangguru application is online based therefore questions from the students cannot be answered directly"* (Student43, Semarang)

#### 3.3.2. Mentor or Mater Teacher

It is interesting that one of respondent stated that some teachers explain materials fast. It might be because she/he is still not used to *Ruangguru*. Therefore she/he suggests for teachers to explain slowly.

*“Teachers should not explain materials for students so fast”* (Student5, Semarang)

### 3.3.3. Cost and Internet Connection

Based on the open questioner, the students have problems in internet connection. The following statements are taken from students' opinions.

*“The video lesson is over capacity to download”* (Sudent14, Banjarnegara)

*“Ruangguru application. There is no problem maybe just for the internet connection is difficult to access”*. (Student17, Surakarta)

*“Sometimes Ruangguru is slow to access because of internet connection”* (Student35, Surakarta)

*“It needs internet quota a lot to view videos”* (Student 36, Semarang)

*“On some occasions, access is a little bit constrained”* (student47, Wonogiri)

This study found the reasons for students to choose *Ruangguru* as the media to study English because *Ruangguru's* features are better than other learning online applications, affordable price and *teachers'* explanation is clear and easy to understand. This finding supported the research done by Gideon [24] and Pregitha [25] who found that *Ruangguru* had five features inside (*Ruangbelajar, Digitalbootcamp, Ruangles, Ruanglesonline, and Ruanguji*). The finding of this study agrees with the study done by Syafril [26] and Fatimannisa et al [21] who found that students had positive perception in using of *Ruangguru* application in their English learning. Their score of English increased after studying English using *Ruangguru* website. Moreover, the finding of this research also in line with the finding of the research done Simanihuruk [27] who found that the advantage of e-learning is that students can understand teaching and learning materials easier because e-learning uses multimedia such as images, text, animation, sound, and video. The finding of this study also supports the research done by Prillya at al [28] who found that Students face problems and challenges when using the *Ruangguru* application need a good internet connection to access.

## 4. CLOSING

This study found the reasons why students chose *Ruangguru*, were because of its cost, teacher and features. In addition, the advantages of the *Ruanguuru* application are the English materials which are complete, the qualified teachers, the complete feature and the learning activity. However, *Ruangguru* also has disadvantages, some materials still need to developed, teachers

should explain materials slowly and internet connection. The limitation of this study is not many students in all levels fill the online questionnaire. Most of the participants were from senior high schools. Therefore, the findings of this study cannot be generalized. The study on online learning with respondents from all the levels such as elementary, junior high school and senior school is still needed in the future.

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