

**AN UNDERGRADUATED THESIS**  
**STUDENTS' PERCEPTION ON THE USE OF RUANGGURU**  
**APPLICATION IN LEARNING ENGLISH IN SMA NEGERI 3 MAJENE**



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**STUDENTS' PERCEPTION ON THE USE OF RUANGGURU  
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**EXAMINATION**

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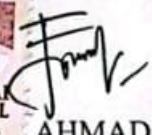
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## ABSTRAK

**AHMAD FADLI** : Persepsi Siswa Terhadap Penggunaan Aplikasi Ruangguru Dalam Pembelajaran Bahasa Inggris Di SMA Negeri 3 Majene. **Skripsi. Majene : Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sulawesi Barat, 2024**

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penggunaan aplikasi Ruangguru dan untuk mengetahui hal-hal apa saja yang dapat menjadi penghambat penggunaan aplikasi Ruangguru dalam pembelajaran Bahasa Inggris. Lokasi penelitian ini berada di SMA Negeri 3 Majene. Pendekatan yang digunakan dalam penelitian ini adalah metode campuran yang menggabungkan metode kuantitatif dan kualitatif. Jenis metode campuran yang digunakan ialah metode campuran berjenis *sequential*. Para peneliti mengumpulkan dan menguji data kuantitatif terlebih dahulu, kemudian mengumpulkan dan menganalisis temuan awal kualitatif dalam serangkaian prosedur penjelasan. Populasi pada penelitian ini adalah siswa yang menggunakan aplikasi Ruangguru di SMA Negeri 3 Majene. Sampel yang digunakan penelitian ini menggunakan teknik *Snowball sampling*. Sampel yang digunakan pada penelitian ini adalah siswa yang menggunakan aplikasi Ruangguru sebanyak 17 orang. Data penelitian dikumpulkan melalui lembaran kuisioner yang dibagikan untuk mengetahui persepsi siswa terhadap penggunaan aplikasi Ruangguru dalam pembelajaran bahasa Inggris dan lembar wawancara untuk mengetahui hambatan apa saja yang ditemui siswa dalam penggunaan aplikasi ini. Data penelitian ini diuji menggunakan Microsoft Excel. Nilai rata-rata yang ditemukan berdasarkan hasil pengujian menggunakan skala Likert menunjukkan di angka 76.10% yang berarti persepsi siswa terhadap aplikasi ini berada di kategori baik. Sedangkan berdasarkan hasil wawancara ditemukan beberapa kendala dalam penggunaan aplikasi Ruangguru seperti kendala jaringan internet, biaya, perangkat yang digunakan dan mengenai materi pembelajaran.

**Kata kunci** : Persepsi, Aplikasi Ruangguru, Pembelajaran Bahasa Inggris

## ABSTRACT

**AHMAD FADLI:** Students' Perception of the Use of Ruangguru Application in English Learning at SMA Negeri 3 Majene. Thesis. Majene: Faculty of Teacher Training and Education, Universitas Sulawesi Barat, 2024

This study aims to determine students' perceptions of the use of the Ruangguru application and to find out what things can be an obstacle to the use of the Ruangguru application in learning English. The location of this research was at SMA Negeri 3 Majene. The approach used in this research is a mixed method that combines quantitative and qualitative methods. The type of mixed method used is a sequential mixed method. Researchers collect and test quantitative data first, then collect and analyze qualitative preliminary findings in a series of explanatory procedures. The population in this study were students who used the Ruangguru application at SMA Negeri 3 Majene. The sample used in this study used the Snowball sampling technique. The sample used in this study were 17 students who used the Ruangguru application. The research data were collected through questionnaire sheets distributed to find out students' perceptions of the use of the Ruangguru application in learning English and interview sheets to find out what obstacles students encounter in using this application. This research data was tested using Microsoft excel. The average value found based on the test results using the Likert scale shows 76.10% which means that students' perceptions of this application are in the good category. Meanwhile, based on the results of interviews, several obstacles were found in using the Ruangguru application such as internet network constraints, costs, devices used and learning materials.

**Keywords:** Perception, Ruangguru App, English Learning

# CHAPTER I

## INTRODUCTION

### A. Background

It is no longer possible to ignore the effects of information technology's rapid development in the current globalized era on education. Global demands force the education sector to continuously adapt technological advancements in an effort to raise educational standards, particularly in the learning process. (Budiman, 2017).

Education is no longer seen as a rigid thing, where one has to be in the classroom and face to face with the teacher to gain knowledge. It is anticipated that future education will be adaptable since it will be easily accessible to everyone, regardless of background or age. With the help of technology, a person can still gain knowledge even though he is only at home.

Several important sectors of life were disrupted globally due to the COVID-19 pandemic. This condition forces all parties involved in the world of education, both teachers and students, to carry out the learning process without going through a face-to-face process in class to avoid the spread of the virus. Even though the spread of the pandemic has subsided, teachers and students should take this as a lesson that the learning process can be carried out even without face-to-face meetings. With the help of the use of electronic learning, the learning process can be carried out anywhere and at any time.

From the results of a short interview with one of the teachers, SMA Negeri 3 Majene was able to carry out online learning during the pandemic. In the learning process, schools use teaching media such as Google Classroom and Zoom for distance learning. Some students complained that they could not properly understand the material that had been given. Therefore, they use other tools to understand lessons, one of which is the Ruangguru application. This is also the reason why researchers want to research the Ruangguru application as an electronic learning medium to assist in the student learning process.

The Ruangguru application is an online learning application that can be easily accessed on smartphones and laptops. In this application, there are various levels

of education, namely elementary school, Junior High school, senior high school, and vocational high school. In addition, students can also choose what type of curriculum they want to use to match the curriculum used in schools. There are various types of learning provided in the form of audio, visual, and audio-visual so that students can avoid feeling bored because they learn with the same method every time. So the researcher will undertake the title "Students Perception on the Use of Ruangguru Application in Learning English in Negeri 3 Majene"

### **B. Problems Identification**

1. Students' perceptions toward the use of Ruangguru as a language learning application for learning English
2. Obstacles that students experience in using the Ruangguru application

### **C. Research Focus**

This research is focused on knowing the perceptions of the twelfth-grade students SMA Negeri 3 Majene on the use of the Ruangguru application during online learning and to find out what obstacles are encountered in using the application.

1. What are the students' perceptions toward the use of Ruangguru as a language learning application for learning English?
2. What are the obstacles that students experience in using the Ruangguru application ?

### **D. Research Objective**

Based on the research questions of the research, the objective of the research is:

1. To know students' perceptions toward the use of Ruangguru as a language learning application for learning English
2. To know the obstacles students experience in using the Ruangguru application

## **E. Research Benefits**

The benefits of this research after being implemented are follows

### **1. Theoretical Benefit**

It is projected that this study will be able to make a contribution to the expanding field of education and serve as a resource for scholars in the future who wish to investigate related subjects in the future.

### **2. Practical Benefit**

This study is expected to be useful for increasing the creativity of the teaching and learning process and can provide inspiration for students, teachers, lecturers, and the community around us.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Studies

Shofi, Rachmadi, & Herlambang (2019) in their research “Analisis Kebutuhan Pengguna Aplikasi Ruangguru Menggunakan Metode Fuzzy Kano” try to analyze the Ruangguru application using techniques for determining, classifying, and ranking needs according to user satisfaction. This will help to reduce user issues and maybe improve the Ruangguru application's overall quality.

This research is different from the research that will be conducted by the researcher because this research uses the Fuzzy Kano method. In order to improve quality, a quantitative and objective method for developing products is the fuzzy kano method, which is based on user satisfaction scores. Purposive sampling is used in this study with a minimum of 97 respondents in mind. After that, the results are divided into 35 requirements, of which 26 are related to the study site, 6 are based on the digital bootcamp procedure, and 3 are based on the purchase process. 12 of the 35 criteria that were identified as application features are one-dimensional, seven are attractive quality attribute features, and sixteen are indifferent quality attribute features..

Ramadhani & Damayanti in (2023) in their study “ Indonesian High Schoolers’ Perceptions Of Ruangguru In English Online Learning ” The purpose of this study is to investigate how Indonesian high school students view Ruangguru as an online resource for studying English. Data from the students who utilize Ruangguru was gathered via a questionnaire and facilitated interviews. The participants in this study are 100 high-school students in Indonesia who use the Ruangguru application to study English as a foreign language. A mixed-methods approach was used to analyze the data, combining qualitative analysis with descriptive statistics.

The results demonstrate how popular Ruangguru is among online English learners, especially considering that its instructional videos offer clear guidance that might motivate learners to pursue independent learning. Still,

some students struggle with the restrictions placed on them by the digital divide and online learning.

Sari, Hartati, & SY (2023) in their research “ Students' Perception About The Use Of Ruangguru Aplication In English Learning At The Grade Ix Of Smp It Darul Ikhlas Al Islami” The purpose of this study was to find out and analyze Students' Perception About The Use Of Ruangguru Application In Learning English For Grade IX Students At SMP IT Darul Ikhlas Al Islami . This research was a descriptive quantitative research. The population of this study was students of class IX. For collecting the data was used questionnaire. For quantitative data, the researcher used questionnaire that will be explained descriptively.

The results showed that students' perceptions of using Ruangguru application in English learning process was very high. with a percentage of 52%. The mean score of students' perception was 82.28%, and the median score was 81,25%. So that Ruangguru application can be used as a reference learning media for use in online learning activities, because the research results show that the Ruangguru application was quite effective for use in learning English.

Some of the studies above use the same research material that use an application . However, in this study, the researcher will present a different form of research, by selecting the type of qualitative research method, the researcher will examine students' perspectives on the use of the Ruangguru application besides that, this research will also present what the obstacles that students encounter in using these applications in implementing ruangguru application.

## **B. Theoretical Framework**

### **1. Perception**

#### **a. Definition of Perception**

Perception is a process that takes the form of receiving a stimulus by an individual through its receptor, the stimulus that is sensed by the individual is organized and then interpreted as the individual understands what he senses (Walgito, 2010)

Robbins (2013) describes perception as an impression that is obtained by individuals through the five senses that are then analyzed (organized), interpreted, and then evaluated so that the individual acquires meaning. Perception is not only dependent on physical stimuli but also associated stimuli with the surrounding environment and the circumstances of the individual concerned (Kotler & Keller, 2016).

From some of the expert opinions above, it can be concluded that perception is the impression or opinion of a person based on the information he captures through the five senses of his surroundings or certain things. The results are then analyzed, interpreted, and then evaluated to get meaning. Perception can be negative and positive because the perception in a person is very much influenced by thoughts and the surrounding environment.

**b. Factor Affecting Perception**

According to (Walgito, 2010) the factors that affect perception include:

1) Cognitive Component,

Cognitive Component (perceptual component) namely components related to knowledge, views, and beliefs, that is things that relate to how a person perceives the attitude object.

2) Affective Component

Affective Component (emotional component) is components related to pleasure or displeasure with the object attitude. Happiness is a positive thing while displeasure is a thing negative. This component shows whether the direction attitude is positive or negative.

3) Conative Component

Conative component (behavioral component or action component) is a component that Teacher's Perception of Elementary School Physical Education Towards an Integrative Thematic Approach to the 2013 Curriculum related to a person's tendencies to

act or behave towards an object attitude. This component shows the intensity of the attitude, which shows the size of the tendency to act or behave someone towards an attitude object.

**c. Forms of Perception**

A person tends to evaluate an object by considering whether the object is in accordance with his rational and emotional appreciation and acceptance. In other cases, an individual may view an object negatively when the object received by the mentor does not match their personal understanding, and they may tend to reject it. This statement is in line with Walgito (2010) who divides perception into two forms:

1) Positive Perception

It is a perception or view of an object and of a situation where the subject feels that he is likely to receive an object that is captured because of his personal demands.

2) Negative Perception

This is the perception of the view of an object and refers to the state in which the subject perceives the object being perceived and tends to reject it as not being in accordance with his personality.

**d. Learning Assessment Criteria**

According to Romi Satria Wahono in Kudiasanti (2017) the learning assessment criteria include three aspects, namely:

1) Software Engineering Aspects

In the aspects of learning media software engineering that can be measured based on:

- a) Effective and efficient in developing and using learning media, for example the memory capacity is not too large and is not slow when used.
- b) Reliability or dependability, means that the program created can run well and not have errors when used.
- c) It can be maintained or managed easily (maintainability), so anyone who wants to repair or add program features can do it easily.

- d) Easy to use and simple to operate (usability), the design and navigation layout and icons used in the program are easy for users to understand.
- e) Determining the selection of the type of application/software/tool for development, learning media works are developed with the right applications and devices according to the developer's needs.
- f) Learning media can be installed/run on various existing hardware and software (compatibility), the quality of learning will be better if everyone can work anywhere without obstacles with the specifications of the computer or smartphone they own.
- g) The learning media program's packaging is integrated and simple to use; it's ideal if you install it right away and can start using it right away, without having to install each individual program separately.
- h) Complete learning media program documentation does not just provide a program that works for users, but developers also need to provide clear, concise and complete installation instructions.
- i) Part or all of the learning media program can be reused to develop other learning media.

## 2) Learning Design Aspects

In the learning design aspect, the things that need to be assessed are as follows.

- a) Clarity of learning objectives, such as their formulation and realisticness.
- b) The relevance of learning objectives in the media with the applicable SK/KD/Curriculum.
- c) Coverage and depth of learning objectives in the media developed.

- d) The accuracy of using learning strategies is related to the learning media developed.
  - e) Interactivity in the learning media developed.
  - f) Providing learning motivation in the learning media.
  - g) Contextuality and actuality of the learning media used.
  - h) Completeness and quality of materials and learning aids in the media developed.
  - i) Suitability of material in the media with learning objectives.
  - j) The depth of the material contained in the media being developed.
  - k) Ease of understanding.
  - l) Systematic, coherent, clear logical flow.
  - m) The descriptions, discussions, examples, simulations and exercises contained in the learning media are clear.
  - n) The alignment of assessment with learning goals.
  - o) Evaluation tools' consistency and accuracy.
  - p) Giving comments on the findings of the evaluation.
- 3) Visual Communication Aspects

The criteria that will be assessed in the visual communication aspect include:

- a) Communicative, in accordance with the message and acceptable or in line with the target's wishes.
- b) Creative in ideas following the expression of ideas in the media developed.
- c) Simple and attractive appearance.
- d) The audio (narration, sound, effects, background sound, music) used is interesting.
- e) Visuals (layout design, typography, colors) are comfortable to look at.
- f) Moving media (animation, film) according to needs.
- g) Interactive layout (navigation icons) is easy to understand.

## **2. Obstacle**

### **a. Definition of Obstacle**

Activities that someone does are often not going well. often there are small or big problems that can cause the process of achieving a certain goal to be hampered. it is usually called an obstacle. Based on Cambridge Dictionary. An obstacle is something that is blocking you so that movement, progress, or action is prevented or made more difficult. Not much different, based on Meriam Webster's Dictionary obstacle is something that impedes progress or achievement. From the definitions, we can conclude that obstacle is factors or circumstances that limit us from achieving a certain goal.

## **3. Online Learning**

### **a. Definition of E-learning**

According to Gilbert dan Jones in Surjono (2011) learning using electronic media, including computer-based training (CBT), satellite broadcast, audio/video tape, interactive TV, internet, intranet/extranet, and CD-room. The Australian National Training Authority provides a description similiar to this, stating that it encompasses programs and procedures that employ diverse electronic media, including the internet, audio/video tape, interactive television, and CD ROM, to provide educational content in a more adaptable manner.

The internet and network-based technologies enable online learning, which is a system of dispersed, open learning using pedagogical gadgets (assistive tools education) to support the production of knowledge and the learning process through action and interaction. Online learning resources can be understood as having a controller that the user can operate to access and regulate content based on their needs. For example, download resources for material Tenses in English lessons (Arnesi & Hamid, 2015)

b. The Characteristics of Online Learning

There are several characteristics of online learning as follows (Hariyati, 2020):

- 1) With online learning, students can study whenever and wherever they like, depending on their own opportunities. They are no longer limited to a specific location or time to do.
  - 2) Digital information sources that may be accessed through cyberspace are now available to students in addition to textbooks and other printed learning materials.
  - 3) Through using a variety of information sources (such as databases, libraries, and special interest groups), interacting online with peers and subject matter experts, and exchanging information, educators can improve student learning in the classroom.
  - 4) To enhance their education, educators and students have access to electronic documents. Because online learning 21 offers an interactive learning environment, students can actively participate. Electronic material can be linked by students to their papers and projects, transforming them into "living documents with hypertext buttons."
  - 5) Computers have become limitless libraries since they can transmit information on a range of media, including print, video, sound, and music recordings. The roles of teacher and student can shift as a result of students' rapid text, image, voice, data, and video communication skills.
  - 6) Teachers can be geographically apart from their students and still collaborate with them in virtual classrooms around the globe.
- Type of Online Learning

c. Form of Online Learning

There are three forms of online learning as the basis for developing learning systems by utilizing the internet Hardjito in (Hasnidar, 2020)



1) Web Courses

Web Course is the utilization of the Internet for educational purposes; all course materials, discussions, consultations, assignments, exercises, and tests are provided entirely online.

2) Web-Centric Course

Web-Centric Course is education wherein certain exercises and learning resources are provided online, and some exams, consultations, and conversations take place in person.

3) Web-Enhanced Course

Web-Enhanced Course is the improvement of teaching and learning activities in the classroom through the use of the internet; in this format, in-person class activities serve as the primary means of instruction. The Internet's function in the Web-Enhanced Course is to supply extremely rich resources by providing links or addresses to a variety of appropriate online learning resources, thereby expanding and increasing the number of opportunities for reciprocal communication between teachers and students.

d. Advantages and Disadvantages of Online Learning

1) Advantages of Online Learning

There are some disadvantages Online Learning according to according to Sudirman (2022):

- a) Make it easier for teachers and students to communicate anytime and anywhere via an internet connection.
- b) All learning tools can be stored on a computer and can be studied again easily without time and place restrictions.
- c) Teachers can easily access new references related to learning material that students will study at home.
- d) Train students' independence when studying.
- e) Make it easier for students of knowledge who are already working to access the internet anywhere and anytime when they have free time so they can continue learning well.

- f) Provide opportunities to collaborate with online communities that make it easier to share information so that learning resources are unlimited.
  - g) Able to provide integrated learning resources for students in learning.
  - h) Can hone students' self-confidence in being ethical and interacting with people indirectly in a polite and courteous manner.
  - i) Become a learning opportunity for students who have experienced trauma while studying at school, are undergoing medical treatment, have dropped out of school but still want to continue their studies.
  - j) Provide great opportunities for learning for students who live far from educational institutions, have many activities or are not accommodated in conventional schools.
  - k) Make it easier for teachers to check assignment results and share the results with students.
  - l) Make it easier for teachers to control student activities when doing assignments after studying learning material.
- 2) Disadvantages of Online Learning

There are some disadvantages Online Learning according to Choirunnisa (2020) as follows :

a) Internet Network

It is difficult to separate online education from the internet. Many students struggle because of their homes' remote locations from areas with signal coverage. This hinders the effectiveness of at-home teaching and learning activities. A strong internet network is necessary for all applications used in learning activities, as learning cannot take place effectively without it.

b) Cost

Internet quota is something that is important for students when doing online learning. Some parents have to have their own budget to buy quotas because the assistance provided by the government is not evenly distributed. With the current unstable economic situation, parents are having difficulty increasing the costs for their children to buy quotas.

c) Electricity Often Breaks

People who live in remote areas frequently deal with this issue because turning off the electricity also means losing access to the internet. So in this way the learning process cannot take place.

d) Lacks Direct Interaction

In the same place and space between teachers and students and students and students, which can slow down the formation of moral values in the teaching and learning process.

e) Lack of understanding of the material

Online learning makes students less understanding of the material presented. By learning online, students cannot ask the teacher about material that they cannot master directly. Maybe students can ask, but it is very difficult to understand the material if it is not explained directly. Likewise, a teacher has difficulty knowing whether his students understand or not.

f) Parents find it challenging to comprehend teachings and inspire their kids to study at home

g) There is a high level of tension and boredom during at-home learning

h) There is no android

The disadvantages of online learning are also stated by Allan Jolliffe in Rahmi, Ibrahim, & Kusumawardani. (2021) as follows

- a) Technical limitations cause the learning environment to need to adapt to the technological devices currently used
- b) Online learning environments are relatively more expensive
- c) Material designers must have knowledge of computer-based learning to design effective learning environments
- d) Limited bandwidth causes problems when downloading graphic material
- e) Some materials require knowledge of the learner's computers and an up-to-date browser
- f) Training must be provided for lecturers as facilitators and students as learners. Lecturers are expected to be able to develop and facilitate computer-based learning
- g) Students must be given training on how to use available resources.

#### 4) **Ruang guru**

##### a. The Definition of Ruangguru

Ruangguru is a technology company in Indonesia that focuses on the world of education and has more than 6 million users and has managed more than 150,000 teachers who offer services in more than 100 subject areas. The company was founded in 2014 by Belva Devara and Iman Usman, both of whom made it into the ranks of successful entrepreneurs under 30 through Forbes 30 under 30 for consumer technology in Asia.

Ruangguru is a technology-based learning management system based education service provider company that allows various stakeholders in the education sector, namely teachers, students, central and local governments and parents of students to interact with each other on a comprehensive digital platform, which has covered more than 2,000,000 students and teachers.

In the Ruangguru application, there are various practice questions organized by subject topic. The most up-to-date concept available in this online practice question is deliberately presented to add to the nuances of learning to make it more fun. Private study using the ruangguru application can be done anytime and anywhere in a fairly easy way, namely by photographing difficult problems, uploading and sending messages or calling with the teacher online, making students able to increasingly utilize the use of their smartphones and gadgets. 39 The ruangguru learning management system provides dashboard panels and data insights for the government to support data-driven policy making, in a way that was not possible before.



(Figure 2. 1 Ruangguru Application Logo)

b. The Characteristics of the Ruangguru Application

Ruangguru develops various technology-based learning services, including virtual class services, online exam platforms, subscription learning videos, private tutoring marketplaces, and other educational content that can be accessed via the Ruangguru web and application. In Ruangguru, several interesting features are available such as Test Room, Practice Room, Video Room, Tutoring Room, Online Tutoring Room, Digital Boot Camp, and Edumail.

Test Room helps students to prepare for semester exams, national exams, and joint selection. Entering the Practice Room makes it easy for students to do practice questions on various subjects and topics, and is equipped with an analysis and gamification system so

that the practice process becomes more interesting. There are more than 50,000 question banks that can be accessed easily and for free by students from various levels (elementary school, junior high school to senior high school) through the application or website. Through the gamification system, the Exercise Room has the advantage of motivating students to continuously train and hone their abilities.

The Video Room allows students to have an exciting learning experience through thousands of video concepts and discussion of questions according to their education level. Tutoring Room is a feature that provides the best in-house tutor services to increase student understanding. Online Tutoring Room is a feature that allows students photos of the difficult questions they face and then discuss them (chat online) with the tutor through the Online Tutoring Room feature.

c. Features of Ruangguru

Ruangguru application has various features that support the learning process of students who use it. There are various features of the ruangguru application provided to students who use it as a learning medium.

1) Ruangbelajar

In this first service, online tutoring is provided by providing animated videos, practice questions, and summaries. This learning room service is also available from elementary school, junior high school, senior high school, and SNBT to teacher training. Well, for this service you don't need to worry because the Study Room service can also be used by those of you who have not subscribed. In other words, you can study some of the material for free.

The question bank can be found on the main page or the journey page of the Ruangguru Application Room learning. Users who have subscribed can download all question packages according to the user's subscription class and those who have not subscribed can only download those labeled 'free' (Android only). The discussion will appear after the user has finished working on

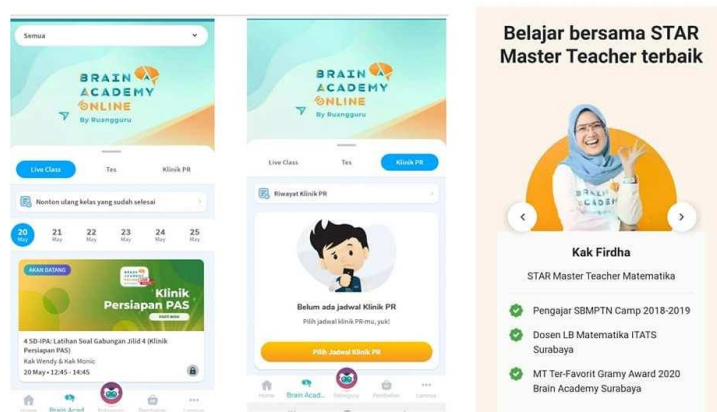
the question package. Not only that. The available question packages can also be downloaded and then printed if needed.



(Figure 2. 2 Ruangbelajar Dislpay)

## 2) Brain Academy Online

Brain Academy Online is an interactive online tutoring program where users can study with the best tutors and meet study friends from all over Indonesia through live streaming and online study groups in each subject. Equipped with learning modules, tryouts, thousands of additional questions, and counseling, Brain Academy Online is available for grade 6 elementary school-12 senior high school & SNBT.

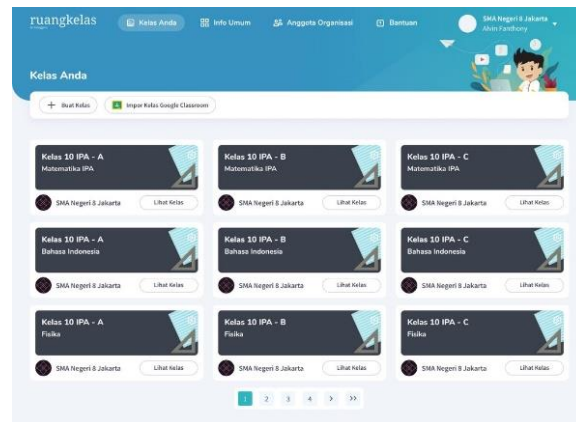


(Figure 2. 3 Brain Academy Online)

## 3) RuangKelas

Ruangkelas is the newest Ruangguru product created to support teaching and learning activities virtually or online in the form of Learning Management System (LMS) services for teachers

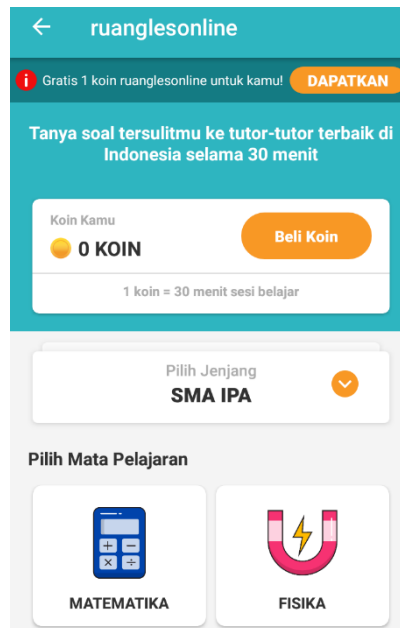
and students. With a classroom, teaching and learning activities at home can run more practically and effectively.



(Figure 2. 4 RuangKelas Display)

#### 4) Ruangles & Ruangles Online

Ruangles is one of Ruangguru's features in the form of private tutoring directly with the teacher that has been provided by this application. There are more than 200,000 best teachers who graduated from well-known universities in Indonesia and abroad. who can guide a variety of subject topics, ranging from school subjects, foreign languages, test preparation, and various skills.



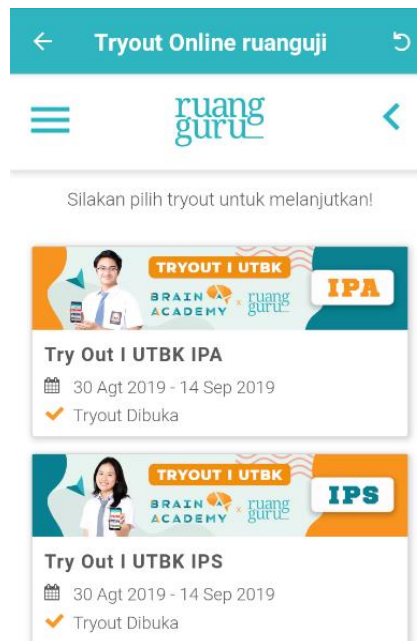
(Figure 2. 5 Ruangles Online Display)



Users can determine whether they want to study anywhere and anytime according to the user's activity schedule. While the space feature Online is the fastest help to answer difficult questions for users. In less than 3 minutes, you can immediately get Ruangguru's best tutor. Upload questions and write questions, then users can connect with the tutor via chat. This service is available for Elementary Schools, Junior High Schools, and Senior High Schools with subjects such as Mathematics, Physics, Chemistry, Biology, Economics / Accounting, and English.

#### 5) Ruanguji

Ruanguji is a place for students to measure their exam readiness by doing tryouts. Not only National Exams, children can also find SNBT, UTS, UAS and UKG questions. After completing the test, you can immediately get a discussion, analysis of your topic weaknesses and rankings.



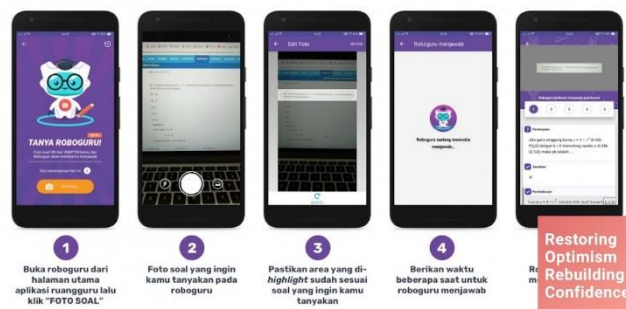
(Figure 2. 6 Ruanguji Display)

#### 6) Roboguru

Roboguru is an artificial intelligence from Ruangguru that will help users find answers to even the most difficult questions. Then, users just have to choose whether they want to ask for a

solution for what level of problems and what subjects. Users only need to send a photo of the question. , the problem is you can't write it by hand, and make sure the user's photo is not blurry. Then Roboguru will look for discussions and provide learning videos that match the user's questions. So, users not only know the answer to the question but also understand the concept of the question topic.

This feature can be the right solution when users practice question-and-answer questions, especially for exam preparation. Questions that can be asked cover all subjects, both Science and Technology and Social Sciences. The levels range from elementary to high school, as well as SNBT questions. This feature can be used for free users though.



(Figure 2. 7 Roboguru)

d. Advantages and Disadvantages of Ruanguru Application

1) Advantages of Ruanguru Application

There are some advantages of Ruanguru, as follows :

a) Experienced and Professional Tutor

With the existence of professional and experienced teachers, the Ruang Guru is in great demand by people. The teachers in it are able to provide a clear delivery in accordance with the material being taught. So, students' can understand the material easily.

b) The Features Attractive And Simple

Ruang Guru has features that attractive and simple so students' can easily access the application. The features are very completed, students' can learn the material they want.

c) The Material Completed

Complete materials can certainly make it easy for students' to learn through this one application.

d) Various subjects ranging from SD, SMP, to SMA are provided in full.

Students' can learn what they need, students' can even be guided by the teachers about the material they can learn.

e) Videos Can Be Downloaded

If students' want to learn again, they can download the video in the application. They can collect various kinds of learning videos that are needed, this can make them more focused later. Hence, it can save data network.

2) Disadvantages of Ruangguru

The disadvantages of Ruangguru is The applications can only be opened online, it's mean that the students' must be connected with the internet. In addition, some features can only be accessed by subscription

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. CONCLUSION**

The conclusion was drawn based on the research questions and categories of this research, as follows:

1. Students' perceptions toward the use of Ruangguru as a language learning application for learning English.

Students' perceptions of the use of the Ruangguru Application on average chose to agree on each statement in the questionnaire form 20 students. The results of the questionnaire show that the calculation of the percentage score of 76.10% is included in the Good category. This means that students have a positive perception of using the Ruangguru application. Although there is one assessment indicator that shows a fair value, namely in terms of aspects of software engineering which include application installation, user guide Smooth use of the application.

2. The obstacles that students experience in using the Ruangguru application

The obstacles faced by students in using the Ruangguru application are divided into several factors. These factors include network factors, costs, devices used and learning materials.

#### **B. SUGGESTION**

Based on the research that has been conducted, it can be seen that Student Perception On The Use Of Ruangguru Application In Learning English in SMA Negeri 3 Majene is in a Good category. However, researchers realize that there are still many shortcomings in it. Therefore, researchers provide suggestions in order to get an overview as a consideration for future researchers related to similar research. So the authors suggest the following:

1. Students can use this application to improve their skills, because they can get access this application easy and this application provide a lot of material to mastering English well that student can easy to access anywhere and anytime.

2. The researcher suggests that teachers can use this application as an alternative to teaching English. This is because Ruangguru Application are quite easy to use in and provide a lot of kind material in different forms especially learning video to make the learning atmosphere is more interesting and enjoyable..
3. This research still has many shortcomings and is far from perfect. So the researcher hopes that there will be other researchers who will examine the learning process and challenges of students who use the Ruangguru application or other similar learning applications. In addition, researchers hope that this research will be useful and become a reference for further research.
4. The researcher hopes that the Ruangguru application as a language learning application can improve its application to be even better in the future and makes English lesson fun and easy to understand

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