

## THE BENEFIT OF RUANG GURU IN TEACHING ENGLISH: TEACHER'S PERSPECTIVE

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### Abstract

Technology has been successfully attracting human's life, including in education. It can be seen that there are a lot of online learning especially in English language learning that can be accessed by everyone in everywhere. In Indonesian context, Ruangguru is an example of an online course that most popular used nowadays. This paper aims at exploring the way of teaching practices that used by teachers and challenges they faced in teaching English in Ruangguru. This study is a descriptive qualitative using interview as the instrument of data. The respondents of this present study are teachers who teach English from different level of students and learning programs that were chosen by snowball sampling. This study found that most of the teachers have similar methods of teaching such as preparing materials reading and having knowledge before delivering lesson to students. The teachers also faced corresponding challenges such as internet connection and difficult question that should be answered directly.

**Keywords:** *Online Course, Ruangguru, ELT, E-Learning*

### INTRODUCTION

Nowadays, technology is one thing that can't be separated from human's life. That's way there are so many online English language learning (Zou & Li, 2015; Kacatl & Klímová, 2019; Wrigglesworth, 2020). Learning English can be learned by everyone and everywhere in just easiest way with the help of technology, such as English online game and online courses which can be free downloaded in gadget easily. From that aspect might be change people's mind in the learning process. People start to move learning process from traditional teaching and learning to online teaching and learning (Gangaiamaran & Pasupathi, 2017). It is supported by many online courses such as Coursera, edX, Lynda and many others (Themuse.com, 2018). In several countries, Coursera is considered as one of popular courses which offer free online course based on various fields of study run by different world class universities (Silvia, 2015; Wrigglesworth & Harvor, 2018). The situation also happens in Indonesia. Indonesia has an online course and is considered as one of the most popular online courses in the country that is Ruangguru (Kompas, 2020; Lida & Eliya, 2019).

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Ruangguru has attracted many learners to join learning with it since it was established in 2014. According to the founder of Ruangguru in an interview by SWA Magazine, since 2014 Ruangguru is growing up 20-25% each month. The numbers of students who join the application are also increasing each month. Moreover, in 2014, the total number of teacher in Ruangguru is 2000 and it became significantly increased by 7000 teachers in 2015. WE Online Jakarta has reported that in 2017 Ruangguru has a significant growing which from 1 million students became 6 million students in a year (Rahayu, 2018). In the beginning of 2018, it was increasing up to 9 million users (Tek Id, 2019). Moreover, according to Warta Ekonomi (2018), Ruangguru has successes in having a try out for National exam which is followed by more than 700.000 students only in 10 days. It was becoming one of the biggest online examinations in Indonesia (Warta Ekonomi, 2018). Ruangguru has attracted the President of Indonesia and numerous ministries to give many appreciations and supports. Ruangguru has shown that almost of 96% of their students get the average score more than 70 in National exam (Warta Ekonomi, 2018).

Ruangguru is a virtual platform established by Iman Usman and Belva Devara in 2014. This company concern to serve education in technological base. In 2019, there are more than 6 billion students with more than 150.000 teachers have joined this online course. This online course provides many choices for students in learning. Moreover, there are more than 100 subject kinds of material that can be accessed by the students based on the student's needs and wants. The focus participants of this platform are students from elementary school to senior high school. In addition, this online course also provides online try out and online test for those one who will have national exam and test for University. Students just need to pay for the online course that they are taken. They can choose the price based on the terms of learning, whether for a month, semester or a year. If they are subscribers of this online course, so there will be discount. Students can pay it through Indomaret payment or transfer via ATM for the payment method.

Potential learners who want to join with Ruangguru have to install Ruangguru application from Play Store or app store in the mobile phone. After they install it, students are directed to create a new account that asks them to fill form related with their identity. Students are able to choose the learning based on the curriculum, grade, subject, kind of learning in Ruangguru based on their needs and wants. Moreover, they also can choose the teachers that will teach them. Ruangguru provides many subjects that can be accessed by students, and each subject have their subtopic to discuss.

In Ruangguru, the participant will serve with some kind of learning program that can be chosen, namely:

1. Ruang Belajar

Here, in this forum, students can learn independently. They just need to watch video animation with 5-10 minutes duration that explains the material. After they watch the video, they are directed to do some exercises related with the topic to help students be more comprehended to the materials. Each question provide explanation, so the students will not feel confuse if they get misunderstanding. Moreover, Ruangguru also provide a review of materials which can be downloaded by the students for those one who can't learn online continually. The review is delivered in graphic / visual review, so it makes students easier to understand. The downloaded file also provides the quiz to assess student's understanding. If the students done all of the steps of learning, there will appear a notification that the mission is complete.

2. Ruang Les

Students who search for a private teacher in their home can choose this kind of learning. They can choose the teacher based on their preference.

3. Ruang Guru digital bootcamp

In this menu option, students can have a chat with teacher directly who standby to answer and explain everything that students need to explain. They also have access for joining group online learning in Indonesia based on the subject of materials

4. Ruang Les online

This menu here is the choice from Ruangguru that can help students who have a problem in doing their homework. Students can have a chat with teacher and ask the way to do the homework. They just need to take the picture of the question and then have a discussion with the teacher.

5. Ruang Uji

This feature is for those who will have national exam or test for entering a University. This platform will provide online tryout and in a real-time show the score of the test that can be traced here.

6. Ruang Kelas

This choice is a learning management system that is for virtual class for both students and teacher.

Teacher who teaches in Ruangguru can choose whether they want to teach online or offline. Moreover, the teachers don't need to manage the class and the students. They just need to prepare for the materials and teach it well while the teaching and learning process. The time and place where to teach can be suitable for the teacher based on their preference and duty. In addition, teacher who teaches in Ruangguru will earn salary based on the time of their teaching. The system of dividend is 70-80% for the teacher and 20-30% for Ruangguru. Therefore, there are some qualification that teacher must fulfill if they want to teach in Ruangguru online course. In selecting the teacher, Ruangguru has some steps that should be followed by the teacher candidates, those are:

1. Registration form
2. Administration form selection (based on background of education and teaching experience)
3. Online test and interview via telephone
4. Online Microteaching
5. Final selection (notification via email)

Those applied system in Ruangguru has attracted many students and teachers to join with them. It was proven by the total amount of students and teacher who have joined with this online course. The existence of online course Ruangguru in Indonesia becomes one thing that is interesting to explore. Some studies related with online learning platform were found, but those studies discuss another kind of online course platform, such as Coursera, LinkedIn learning, EdX, and Lynda in foreign country context. In terms of online course in Indonesia, especially for Ruangguru, there were found three studies that have discussed about Ruangguru in Indonesia. The first is conducted by Gideon (2018) who tried to introduce an attractive learning process that used by Ruangguru to the Science subject for students' junior High School. The second study is conducted by Anggraeni (2018) who explored the promotion strategies for students in senior high school. The third study from Dewi (2018) has discussed about the quality of Ruangguru Website which is used by Webqual. Those previous studies found different result based on their topic and they don't touch the way and challenges of teacher while teaching in Ruangguru yet in terms of English language learning. Therefore, this study needs to be conducted in terms of teaching and learning English by Ruangguru online course.

The current study focused on the online teaching and learning from the teacher in Ruangguru. The purpose of this study is to investigate the way of teaching practices that used by the teacher and the challenges that faced by the teacher in teaching English in

Ruangguru. Some interviews were done to complete the data as the resources of this study. Therefore, hopefully this study will benefit teachers, students, and far also parents who want to know the learning& teaching practices in Ruangguru, so they also will be more interested in applying teaching and learning process.

## **RESEARCH METHOD**

This study used a descriptive study qualitative design referred to a case study which wanted to explore a phenomenon or something in depth with real life context (Hudhes, 1995). This study explored the way of teaching and the teacher's challenges in Ruangguru according to the teacher's point of view. To do so, a set of interviews in depth were conducted to collect a qualitative data. The participants of the study were chosen by snowball sampling. There were three participants who have joined in this study. The first teacher teaches English in Ruang Les online at for all level start from elementary school up to senior high school. The second teacher teaches in Ruangguru digital bootcamp who focuses for students in the third of senior high School or for students who want to get C program in the National Examination. The third teacher teaches in The Ruang Les (offline) who delivers teaching for junior high school students. These participant teachers were interviewed. The result of the interview was transcribed in written form and the sentence which related to the research question will be highlighted in brighter color. Those data were categorized in two main topics in terms of the research questions. Those data were described and written as the result of this study.

## **RESULTS AND DISCUSSION**

### **Results**

Related with the result of the interview, almost of those teachers have similar answers related to the way they teach their students. Those answers were come from the second and the third teacher. Those two teachers said that they just need to explain the material briefly based on the syllabus and schedule from Ruangguru to the students. The second teacher explained that before she was going to teach her students, she needed to learn, and comprehended the material that presented in the learning process. In addition, she added that she always made some additional questions for students even though Ruangguru has prepared questions and assessment for the students. She told that she wanted to do it because she felt that her students need various difficulties level of questions because they are going to get National Examination of Packet C. However, it

was different with the first teacher who has dissimilar way of teaching. She explained that she didn't need to explain the material briefly, but she just needed to explain in which part of material that her students didn't understand. There were not syllabus, material, or media needed. However, those three teachers mentioned that they didn't have any particular strategies while they are teaching, because almost of them are taught virtual.

Related with those ways of teaching that were done by English teacher in Ruangguru, the result of interview also found answers related with challenges that they were faced. For the first teacher said that the challenges were from unexpected and difficult questions that were asked by the students. Moreover, she added that internet connection also became one challenges. The second also stated similar statement about internet connection and unexpected question. On the other hand, the third teacher faced a similar and different challenges. It is about the location where they taught the students. Not all students who take this program closed with the location of the teacher. Facing those challenges, those teachers has their own ways to deal with those things. While teaching, all of those teachers explained same way in dealing with internet connection. They told that before they are going to teach, they must be sure that they were in a place which has strong signal and made sure that the internet connection was not poor. The first teacher told that she would be honest if she didn't know the answer and asked the students to find another teacher who might helped them. On the other hand, the second teacher who also has similar case by discussed the question in the next meeting. For the third teacher dealt the challenges by only accepted students who near with her location.

Considering the result of the interview from three teachers, two teachers had similar ways of teaching because of all aspects of teaching have prepared by Ruangguru Online course. It could be known from the explanation from those teachers who explained that syllabus, schedule, material, media, assessment and feedback for the students were coming from Ruangguru online course. Related with the information that was gotten from the official website of Ruangguru explained that there were some programs which has different function and goal, such as Ruang Uji as an assessment and feedback program for the students on the other hand, there were also video animation and PPT as the media and material which have prepared by Ruangguru. Those aspects became the reason why those two teachers could have similar ways of teaching. In addition, the official website of Ruangguru also explained about the other programs such as digital bootcamp and ruang les which has their own characteristic in teaching and learning process. Ruang Les Digital Bootcamp seemed like a group discussion in virtual which the

teacher sent the material the explained by sending video or voice note in WhatsApp group, then there would be a question and answer session. Related with the challenges that almost teacher mentioned before, those similar with almost of teacher who teach in Online course (Anggareini, 2018; Kukulka-Hulme & Viberg, 2018; Alkhezzi & Al-Dousari, 2016). Such as internet connection, difficult question which teacher must answered it as fast as they can correctly, and many others.

## **Discussion**

### **Ruangguru Online Tutoring**

When it comes to e-learning, mobile learning (M-Learning) is a part of the word that refers to the usage of portable and mobile IT devices such as PDAs, cellphones, laptops, and tablet computers. In this sense, students no longer have to travel to tutoring places or centers as a result of the growth of m-Learning. They may study whenever and wherever they choose as long as they have a laptop or smartphone in their possession. Online tutoring is the term used to describe this type of service (online tutoring). Pertaining this issue, Ruangguru is one of the most well-known and largest online tutoring providers in Indonesia.

Tutoring or private lessons are not only available in person, but they may also be completed online. Online tutoring is intended to provide distant learning opportunities over the internet without the need to meet face-to-face with the instructor. Online tutoring can be a viable option for students who have access to the internet in order to receive the most effective, efficient, and engaging learning services available. The online tutoring that is being discussed here is tutoring that takes advantage of Ruangguru's resources. As a result, this tutoring is expected to have an impact on student learning results, particularly in English-related courses.

It is worth to mention here the views of the teachers about Ruangguru and what they understand from the application. Ruangguru is a bold learning platform that has many features to support student learning and teaching activities outside of school using Mobile Application media, whether based on Android or iOS (Iphone Operating System). The main feature it offers is in the form of learning videos delivered by qualified teachers, complemented by animations that clarify the material presented. The presence of interesting animations in the video is very helpful for students in understanding lessons between mathematics and other English.

The material is presented in a short but very clear video. Not only the aforementioned, after explaining the material using video, Ruangguru also gave a short quiz as a form of confirmation. That is one of the key points missing from online learning. Although it sometimes the quiz given is too easy. But that's normal and has not a big deal. It is clear that the purpose of this is to increase the motivation of the learning process, not evaluation. This actually shows again that what Ruangguru has arranged has been carefully prepared.

The biggest impact is how they can study at any time without boredom reading textbooks. The character, behavior and potential of children are different. Some are able to read the text well and do not feel bored. There are also those who rely more on their visual and auditory intelligence. In class, students can listen directly to the explanation from their teacher.

In short, it can be said that, through the Ruangguru application, students can meet their teacher at any time, without having to get tired and bored with reading school notes or textbooks. This application also provides a positive value in terms of using gadgets for students. Students have one additional application that can help the learning process from a trusted reference source and in accordance with the school curriculum.

### **The Extended Role of Online Teacher**

The position of online teacher is one that requires careful consideration. When comparing asynchronous conversations with and without instructor presence, Oliver and Shaw (2003) asserted that the teacher was the only contextual variable that appeared to significantly impact involvement. Garrison and Anderson (2003) also endorse this point of view. In online conversations, they emphasize the importance of a strong instructional presence. The instructors' quality, and therefore their training, is a critical component of this online learning. To determine which techniques optimize students' learning possibilities, ongoing observation, development, and exchange of best practices are required. It's critical to look at how instructors make day-to-day decisions that affect learning.

Online teachers play a significant role in assisting e-learning delivery and may be able to aid enhance English language skills. Online teachers assist students in meeting their expectations when learning English. This is especially crucial for people who appear to be underserved by traditional learning. Because of the importance of the job of online teachers, it is vital to select persons who have a set of pre-existing talents that can be developed through well planned training programs. Only well-trained teachers will be

able to meet students' expectations regarding the quantity, frequency, and quality of English learning assistance activities. According to previous studies, well-educated teachers with suitably developed abilities were able to improve the quality of e-learning informatics-related courses. As a result, further study and inquiry are needed to obtain a better knowledge of how teachers grow and what additional assistance is needed to help them improve.

## **CONCLUSION**

Looking at the result and discussion mentioned, the result of interview showed that almost all teachers who teach English in Ruang Les and digital bootcamp programs in Ruangguru Online course. They had similar ways in teaching which there were not special strategies while teaching. They just taught seems like as usual, before they explained the material, they should read and understand the material that would be shared to the students. In addition, some teachers also made some additional questions to sharpen the student's comprehension even though there have been some questions from Ruangguru. Moreover, for the teacher who teach in Ruang Les did not need to explain all of the materials because they just helped the students who studied a material and had misunderstanding or difficulties there. However, there also some challenges that faced by the teachers. The first is unexpected and difficult questions from the students while learning online. The second is poor internet connection, the third is the location which far away from the teacher's location.

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