

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two parts, namely the research findings section and the research discussion section. The research findings are the answers to the problem formulation formulated in the first chapter. This section also presents the effect of using the Ruang guru application on students' English learning achievement. To collect data, use a questionnaire to determine the effect of using the Ruang guru application on students' English learning achievement

A. Findings

Based on the research that the author has done, data regarding the X and Y variables are obtained, namely the effect of the method Ruang guru application to increasing students' English learning achievement, which in this case the X variable is obtained through a questionnaire, questionnaire totaling 20 positive and negative questions then distributed to 45 the students of SMP Negeri 1 Pinrang, given to class VIII students who use the Ruang guru application. While the Y variable is taken from the report cards of students who have used the application.

1. Variable X (The Use of Ruang guru application).

Management is an independent variable or is subject to variable X, to find out data about library utilization using a questionnaire of 20 questions as attached, then research is carried out in the form of scores described in

chapter III, then calculated using the correlation formula "Product moment". Before using the product moment formula, what you need to know is the results of the questionnaire which are explained through the interpretation of the data table as follows:

Table 4.1
Questioner Scoring of the results of the variable X .

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	T
1.	5	4	5	5	4	4	4	5	4	4	4	4	5	4	4	4	4	5	4	4	90
2	5	5	3	5	5	5	4	5	4	4	5	5	5	5	5	3	5	5	5	4	97
3	5	4	4	5	5	5	5	4	4	4	5	4	4	5	4	5	4	3	4	4	92
4	5	4	4	5	5	4	5	4	4	5	4	4	3	5	4	4	4	4	5	5	91
5	5	4	4	5	4	5	5	4	4	4	4	5	4	5	5	5	4	4	4	3	91
6	5	4	5	4	5	4	5	4	4	4	5	5	3	5	3	4	4	4	4	3	88
7	4	5	4	5	4	5	5	5	4	4	5	4	4	4	5	3	4	4	4	4	91
8	5	4	4	4	4	5	4	4	4	5	5	3	4	4	5	4	4	4	4	5	90
9	5	4	4	5	4	4	4	4	4	3	4	4	4	4	5	4	4	4	4	3	85
10	4	5	4	3	4	5	4	5	4	4	4	5	4	5	4	4	4	4	4	5	90
11	4	4	5	5	4	4	4	4	4	5	5	4	4	5	5	4	4	4	5	3	90
12	5	5	5	5	4	4	4	4	4	4	5	4	5	4	4	4	3	4	5	3	89
13	5	4	5	5	4	4	4	4	4	5	3	5	4	5	4	4	4	4	4	4	89
14	5	3	5	4	5	4	4	4	4	4	5	4	4	4	4	4	4	5	5	3	87
15	4	4	5	5	4	5	4	4	3	4	4	4	5	4	4	4	4	5	3	4	88
16	4	4	5	4	5	4	5	4	4	5	5	4	5	4	4	5	4	5	5	4	93
17	5	4	4	4	3	4	4	5	4	4	4	5	4	4	4	4	4	4	4	2	84
18	5	4	5	4	5	5	4	4	4	4	3	4	5	5	5	4	4	4	5	4	92
19	4	4	5	4	4	5	4	4	4	2	4	4	5	4	4	5	4	4	3	4	85
20	4	4	4	4	5	5	4	4	4	3	5	4	3	4	4	4	5	4	4	4	87
21	5	5	5	5	5	4	4	5	4	4	4	4	5	4	3	4	4	3	5	4	91
22	5	5	4	5	4	4	4	4	4	4	4	4	5	5	4	5	4	4	5	4	91
23	4	5	4	5	4	4	4	4	5	3	5	4	3	4	4	4	4	5	3	5	87
24	5	5	5	5	4	5	4	4	4	5	5	5	5	4	5	4	4	5	4	3	90
25	4	5	5	4	5	4	5	4	5	4	5	4	4	5	4	5	4	4	4	4	88
26	5	3	4	4	5	3	4	4	5	5	4	5	4	3	4	4	4	5	4	5	84
27	5	5	4	5	4	4	4	4	5	4	4	5	4	4	5	4	5	4	4	3	86
28	5	4	4	4	5	5	4	5	4	5	5	4	5	5	4	5	4	4	5	4	90

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	T
29	5	5	5	4	5	4	4	4	4	4	4	5	4	4	4	5	4	4	4	4	86
30	5	5	5	4	4	4	4	4	5	5	5	4	5	4	5	4	5	4	4	4	89
31	5	5	4	4	4	5	4	4	3	5	4	5	4	5	4	4	4	4	4	3	84
32	4	5	5	4	4	5	4	4	4	3	5	5	4	3	4	4	4	5	5	4	85
33	5	5	4	4	3	4	4	4	5	4	4	5	5	4	4	3	4	4	5	4	84
34	5	5	4	4	4	3	4	4	4	4	5	5	5	3	4	4	4	4	4	4	83
35	4	4	4	4	5	4	5	5	4	4	3	4	5	4	4	4	4	4	4	4	83
36	5	5	3	4	4	4	5	3	4	4	4	4	5	5	4	4	4	4	4	5	84
37	5	5	5	5	5	5	4	4	4	5	5	4	4	5	5	4	5	4	4	4	91
38	5	5	4	5	4	5	4	4	4	4	5	5	5	5	3	4	4	4	4	2	85
39	4	5	4	4	4	4	4	4	3	5	5	4	5	5	4	5	4	4	4	4	85
40	5	4	5	4	5	4	4	5	4	4	4	4	4	5	4	4	4	4	4	4	85
41	5	4	4	5	4	5	4	5	4	5	4	5	4	4	5	4	5	5	5	4	90
42	5	4	5	5	4	4	5	4	4	4	3	5	4	4	5	4	4	4	4	5	86
43	5	4	5	5	4	4	4	4	3	2	5	4	5	4	4	4	4	5	4	3	82
44	5	4	4	4	4	5	5	5	4	3	4	3	4	4	4	4	4	4	3	3	80
45	5	5	4	5	3	4	4	3	4	5	4	5	5	4	4	3	4	3	3	2	79

2. Variable Y (student report card score)

Students' achievement in learning English is the dependent variable or known as variable Y. Variable Y is obtained from student report cards using the Ruang Guru application.

Table 4.2 Variable Y
The value of student English report cards using the Ruanguru application

No.	NAMA	NILAI
1.	Fadhilah Sulaeman	90
2.	Alfiyan Ali	85
3.	Husna Usman	83
4.	Nur atira adiaksa	75
5.	Hafsah Aulia Arsita	90
6.	Nur Ifha Maulana	85

No.	NAMA	NILAI
7.	Anggina sari	89
8.	Mutmainna	80
9.	Yasmin Haristy Adabina	76
10.	Sulastri	85
11.	Sulkipli Ramadani	90
12.	Nur Santi	88
13.	Nur Aini	80
14.	Resky	78
15.	Ahmad Fausan Abqari	80
16.	Muh.Fathul Mubaraq	90
17.	Razilah Ramadani	83
18.	Syatriani Syamsir	88
19.	Asyifa	85
20.	Sulasmi	80
21.	Nabila Almunawar	87
22.	Clarissa Rosalia Fredrik	90
23.	Nur Akasyah	75
24.	Cinta Titania Putri	90
25.	Faril Muhammad	87
26.	Restu Anugrah	82
27.	Marshela setiawan	78
28.	Alifia Ratu Maharani	87
29.	Hariani	80
30.	ghina Imtaz Amalia	80
31.	Ghina Imtaz Amalia	80
32.	M.Husnul Fateh Yayha	73
33.	Aldi	83
34.	M.Yayang Dwi Saputra	82
35.	Ikhwani Agus	75
36.	Muh. Fadhil Alfaridzi	80
37.	Rexa Depita	79

No.	NAMA	NILAI
38.	Fariz Ramadhan	85
39.	Anisa Triana	82
40.	Nur Amelia	80
41.	Mildani	90
42.	Nur Intan	85
43.	Nur Amelia	80
44.	Muh.Mubarak	75
45.	Novitasari	85
	TOTAL	3.730

3. Data Tabulation, and Analysis

To find out the effect of the use of the teacher's room application on the improvement of students' English learning achievement at SMP Negeri 1 Pinrang, the author distributed a questionnaire to 45 students in class 9 who used Ruang Guru application. The data was compiled into the following table:

Table 4.3
Happy students use the new application to learn

No	Category	Frequency	%
1.	Strongly Agree (SA)	33	73,3 %
	Agree (A)	12	26.7 %
	Neutral (N)	-	-
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 73.3% of the 33 students who choose to be diagnosed strongly agree to use the new application for learning. So based on these results the researchers concluded that the use of new applications can be effective in increasing students' English learning achievement.

Table 4.4
Students use the Ruang Guru application in learning because it is fun.

No	Category	Frequency	%
2.	Strongly Agree (SA)	21	46,7 %
	Agree (A)	22	51,1 %
	Neutral (N)	2	4,4 %
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, students use the teacher's room application because the application is fun. This can be seen from the answers of respondents who answered agree, 51.1 % with a total of 22 students, strongly agree 46,7 % with a total of 21 students, neutral 4.4 % with a total of 2 students, disagree 0% and strongly disagree 0%

Based on the table above, the writer analyzed that, there were 48.9% of the 22 students who chose to be diagnosed with agreeing to use the Ruangguru application in learning because it was fun. Based on these results, the researcher concluded that the use of Ruangguru could be effective in increasing students' English learning achievement.

Table 4.5
Using Ruang Guru application helps in
increase the value of students' English subjects.

No	Category	Frequency	%
3.	Strongly Agree (SA)	20	44,5 %
	Agree (A)	23	51,1 %
	Neutral (N)	2	4,4%
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 51.1% of the total 23 students who choose the diagnosis agree. Using the Ruang guru application helps in increasing the value of students' English subjects. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.6
Ruang Guru application provides information,
Material complete and easy for students to understand.

No	Category	Frequency	%
4.	Strongly Agree (SA)	20	44,5 %
	Agree (A)	24	53,3 %
	Neutral (N)	1	2,2 %
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 53.3% of the 24 students who choose to agree that the Ruang Guru application provides information, complete material and questions that are easily understood by students. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.7
The ruang guru application is easily accessible anywhere and anytime.

No	Category	Frequency	%
5.	Strongly Agree (SA)	19	42,3 %
	Agree (A)	23	51,1 %
	Neutral (N)	3	6,6 %
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 51.1% of the total 23 students who choose to agree that the Ruang guru application is easy to access anywhere and anytime. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.8
The features in Ruang Guru are varied

No	Category	Frequency	%
6.	Strongly Agree (SA)	18	40 %
	Agree (A)	25	55,6 %
	Neutral (N)	2	4,4 %
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 55.6% of the total 25 students who choose to agree that the Ruang guru application is easy to access anywhere and anytime. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.9
The Ruang guru application helps facilitate learning needs during the covid-19 pandemic.

No	Category	Frequency	%
7.	Strongly Agree (SA)	11	24,4 %
	Agree (A)	34	75,6 %
	Neutral (N)	-	-
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the author analyzes that, there are 75.6% of the 34 students who chose to be diagnosed with agreeing that the Ruang guru application

helps facilitate learning needs during the COVID-19 pandemic. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.10
The Ruang guru application is easily accessible via a Smartphone.

No	Category	Frequency	%
8.	Strongly Agree (SA)	11	24,4 %
	Agree (A)	32	71,1 %
	Neutral (N)	2	4,4 %
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 71.1% of the 32 students who choose to agree that the Ruang guru application is easily accessible via Smartphone. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.11
The ruang guru application is more affordable.

No	Category	Frequency	%
9.	Strongly Agree (SA)	5	11,1 %
	Agree (A)	36	80 %
	Neutral (N)	4	8,9 %
	Disagree (D)	-	-
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 80% of the 36 students who choose to agree that the teacher's room application is more affordable. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.12
Students intend to use the
Application Ruang guru for some time to come.

No	Category	Frequency	%
10.	Strongly Agree (SA)	12	26,7 %
	Agree (A)	26	57,8 %
	Neutral (N)	5	11,1 %
	Disagree (D)	2	4,4 %
	Strongly disagree (SD)	-	-
	Total	45	100 %

Based on the table above, the writer analyzes that, students use the teacher's room application because the application is fun. This can be seen from the answers of respondents who answered agree, 57.8 % with a total of 26 students, strongly agree 26,7 % with a total of 12 students, neutral 11.1 % with a total of 2 students, disagree 4.4 % with the total 2 students and strongly disagree 0%

Based on the table above, the authors analyze that, there are 57.8% with a total of 26 students who choose to be diagnosed with agreeing to use the Ruang guru application for some time to come. Based on these results, the researcher concluded that the use of Ruang guru could be effective in increasing students' English learning achievement.

Table 4.13
Students are not happy to use
new technology such as Ruang guru in learning.

No	Category	Frequency	%
11.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	4	8,9 %
	Disagree (D)	19	42,2 %
	Strongly disagree (SD)	22	48.9 %
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 48.9% with a total of 22 students who choose to be diagnosed strongly disagree with the statement. Students are not happy to use new technology such as Ruang guru in learning. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on improving students' English learning achievement.

Table 4.14
Students do not use the
Ruang guru Application because it's not fun.

No	Category	Frequency	%
12.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	2	4,4 %
	Disagree (D)	24	53,3 %
	Strongly disagree (SD)	19	42,3 %
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 53.3% with a total of 24 students who choose the diagnosis to disagree with the statement. Students do not use the Ruang guru application because it is not fun. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement.

Table 4.15
Using the Ruang guru app doesn't help
I am in improving the value of English subjects.

No	Category	Frequency	%
13.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	4	8,9 %
	Disagree (D)	21	46,7 %
	Strongly disagree (SD)	20	44,4 %
	Total	45	100 %

Based on the table above, the writer analyzed that, there were 46.7% of the 21 students who chose to be diagnosed with disagreeing with the statement. Using the Ruang guru application did not help me improve the value of English subjects. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement..

Table 4.16
The Ruang guru application does not provide
Information complete material and easy to understand questions

No	Category	Frequency	%
14.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	4	8,9 %
	Disagree (D)	26	57,8 %
	Strongly disagree (SD)	15	33,3 %
	Total	45	100 %

Based on the table above, the writer analyzes that, there are 57.8% with a total of 26 students who choose the diagnosis to disagree with the Ruang guru application statement that does not provide complete material information and questions that are easy to understand. Based on these results, the researcher concludes that the use of the Ruang guru application has a positive effect on increasing students' English learning achievement.

Table 4.17
The Ruang guru application is not
easily accessible anywhere and anytime.

No	Category	Frequency	%
15.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	2	4,4 %
	Disagree (D)	30	66,7 %
	Strongly disagree (SD)	13	28,9 %
	Total	45	100 %

Based on the table above, the author analyzes that, there are 66.7% with a total of 30 students who choose to be diagnosed with disagreeing with the statement that Ruang guru application is not easily accessible anywhere and anytime. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement.

Table 4.18
I don't like using the Ruang guru application because of its varied features.

No	Category	Frequency	%
16.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	4	8,9 %
	Disagree (D)	32	71,1 %
	Strongly disagree (SD)	9	20 %
	Total	45	100 %

Based on the table above, the author analyzes that, there are 71.1% with a total of 32 students who choose the diagnosis to disagree with the statement I am not happy with using the Ruang guru application because its features do not vary. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement.

Table 4.19
Ruang guru app doesn't help
Facilitate learning needs during the COVID-19 pandemic.

No	Category	Frequency	%
17.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	1	2,2 %
	Disagree (D)	34	86,7%
	Strongly disagree (SD)	5	11,1 %
	Total	45	100 %

Based on the table above, the author analyzed that, there were 86.7% with 34 students who chose to be diagnosed with disagreeing with the statement that the Ruang guru application did not help facilitate learning needs during the COVID-19 pandemic. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement.

Table 4.20
The Ruang guru application is not easily accessible via Smartphone.

No	Category	Frequency	%
18.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	4	8,9 %
	Disagree (D)	32	71,1 %
	Strongly disagree (SD)	9	20 %
	Total	45	100 %

Based on the table above, the author analyzes that, there are 71.1% with a total of 32 students who choose to be diagnosed with disagreeing with the statement that the Ruang guru application is not easily accessible via Smartphone. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement.

Table 4.21
The Ruang guru application is unreachable.

No	Category	Frequency	%
19.	Strongly Agree (SA)	-	-
	Agree (A)	-	-
	Neutral (N)	5	11.1 %
	Disagree (D)	31	68,9 %
	Strongly disagree (SD)	9	20 %
	Total	45	100 %

Based on the table above, the writer analyzes that, students use the teacher's room application because the application is fun. This can be seen from the answers of respondents who answered disagree, 68.9 % with a total of 31 students, strongly disagree 20 % with a total of 9 students, neutral 11.1 % with a total of 5 students, agree 0% and strongly agree 0%

Based on the table above, the writer analyzed that, there were 68.9% of the 31 students who chose to be diagnosed with disagreeing with the statement that the Ruang guru application was not affordable. Based on these results, the researcher

concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement.

Table 4.22
I don't intend to use the
Ruang guru application for some time to come.

No	Category	Frequency	%
20.	Strongly Agree (SA)	-	-
	Agree (A)	3	6,7 %
	Neutral (N)	11	24,4 %
	Disagree (D)	26	57,8 %
	Strongly disagree (SD)	5	11,1 %
	Total	45	100 %

Based on the table above, the writer analyzed that, there were 57.8% of the 26 students who chose to be diagnosed with disagreeing with the statement. Students did not intend to use the Ruang guru application for some time to come. Based on these results, the researcher concluded that the use of the Ruang guru application had a positive effect on increasing students' English learning achievement.

From the explanatory description above, the writer can conclude that the effect of using the Ruang guru application method in improving English learning achievement for SMP Negeri 1 Pinrang students is currently good. Judging from the use of the Ruang guru application properly and from the answers given by the respondents. From the above it proves that the Ruang guru application helps students and students of SMP Negeri 1 Pinrang in

learning, especially during the pandemic so that lessons at school can still be understood well and produce good student learning achievements.

After knowing the results of the questionnaire about the effect of the Ruang guru application that has been distributed, it is analyzed and interpreted in the form of items. In order to know student achievement. Then the process of calculating the correlation index between the use of the Ruang guru application (Variable X) and students' English learning achievement (Variable Y) was carried out.

Table 4.23
Table of calculation of variable X and variable

No	NAMA	X	Y	X	Y	XY
1.	Fadhilah Sulaeman	90	90	8100	8100	8100
2.	Alfiyan Ali	85	96	7225	9216	8160
3.	Husna Usman	83	92	6889	8464	7636
4.	Nur atira adiaksa	75	91	5625	8281	6825
5.	Hafsah Aulia Arsita	90	91	8100	8281	8190
6.	Nur Ifha Maulana	85	88	7225	7744	7480
7.	Anggina sari	89	91	7921	8281	8099
8.	Mayangsari Dwi	80	90	6400	8100	7200
9.	Yasmin Haristy Adabina	76	85	5776	7225	6460
10.	Suistiawati	85	89	7225	7921	7565
11.	Sulkipli Ramadani	90	90	8100	8100	8100
12.	Nur Santi	88	89	7744	7921	7832

No	NAMA	X	Y	X	Y	XY
13.	Nur Aini	80	89	6400	7921	7120
14.	Resky	78	87	6084	7569	6786
15.	Ahmad Fausan Abqari	80	88	6400	7744	7040
16.	Muh.Fathul Mubaraq	90	93	8100	8649	8370
17.	Razilah Ramadani	83	84	6889	7056	6972
18.	Syatriani Syamsir	88	92	7744	8464	8096
19.	Asyifa	85	86	7225	7396	7310
20.	Sutriana	80	87	6400	7569	6960
21.	Nabila Almunawar	87	91	7569	8281	7917
22.	Clarissa Rosalia Fredrik	90	91	8100	8281	8190
23.	Nur Akasyah	75	87	5625	7569	6525
24.	Cinta Titania Putri	90	91	8100	8281	8190
25.	Faril Muhammad	87	88	7569	7744	7656
26.	Restu Anugrah	82	84	6724	7056	6888
27.	Marshela setiawan	78	86	6084	7396	6708
28.	Alifia Ratu Maharani	87	90	7569	8100	7830
29.	Hariani	80	86	6400	7396	6880
30.	Ghina Imtaz Amalia	80	87	6400	7569	6960
31.	Ghina Imtaz Amalia	80	89	6400	7921	7120
32.	M.Husnul Fateh Yayha	73	82	5329	6724	5986
33.	Aldi	83	85	6889	7225	7055
34.	M.Yayang Dwi Saputra	82	83	6724	6889	6806
35.	Ikhwani Agus	75	83	5625	6889	6225

No	NAMA	X	Y	X	Y	XY
36.	Muh. Fadhil Alfaridzi	80	84	6400	7056	6720
37.	Rexa Depita	79	84	6241	7056	6636
38.	Fariz Ramadhan	85	85	7225	7225	7225
39.	Anisa Triana	82	85	6724	7225	6970
40.	Nur Amelia	80	85	6400	7225	6800
41.	Mildani	90	90	8100	8100	8100
42.	Nur Intan	85	86	7225	7396	7310
43.	Nur Amelia	80	82	6400	6724	6560
44.	Muh. Mubarak	75	80	5625	6400	6000
45.	Noviana	85	79	7225	6241	6715
TOTAL		Σx =3.730	$\Sigma y =$ 3.931	Σx^2 =310.244	Σy^2 =343.971	Σxy =326.273

4. Finding the correlation index "r" Product moment

Finding the correlation index "r" product moment questionnaire based on the calculation table is known: $N=45$, $x = 3.730$, $y = 3.931$, $x^2 = 310.244$, $y^2 = 343.971$, $xy = 326.273$ so that the correlation value "r" product moment can be searched with the following formula :

$$R_{xy} = \frac{n \sum XY - (\sum X) (\sum Y)}{(n \sum X^2 - (\sum X)^2) (n \sum Y^2 - (\sum Y)^2)}$$

$$R_{xy} = \frac{45 \sum 326.273 - (\sum 3.730) (\sum 3.931)}{(45 \sum 310.244 - (\sum 3.730)^2) (45 \sum 343.971 - (\sum 3.931)^2)}$$

$$R_{xy} = \frac{14682285 - 14662630}{(13960980 - 13912900) - (15478695 - 15452761)}$$

$$R_{xy} = \frac{19655}{48080 \times 25934}$$

$$R_{xy} = \frac{19655}{1246906720}$$

$$R_{xy} = \frac{19655}{35311566}$$

$$R_{xy} = 0.55$$

From the calculation above, the correlation coefficient value between variable X and Variable Y is 0.55, thus the variable can be categorized as moderate or sufficient category. in the effect of the use Ruangguru application on learning achievement in English at SMP Negeri 1 Pinrang.

Tabel 4 .24
Correlations

		Penggunaan aplikasi ruang guru	Prestasi beajar bhs.inggris siswa
Penggunaan aplikasi ruang guru	Pearson Correlation	1	,557**
	Sig. (2-tailed)		,000
	N	45	45
Prestasi beajar bhs.inggris siswa	Pearson Correlation	,557**	1
	Sig. (2-tailed)	,000	
	N	45	45

** . Correlation is significant at the 0.01 level (2-tailed).

5. Provide Interpretation of the Correlation Number "r" Product moment

Based on the results of the calculation of the product moment correlation formula above, the authors interpret the data by using the method, namely: From the calculation it can be obtained that the r value of

0.55 the correlation index number is not negative, this means that the calculated correlation between Variable X (the effect of the use Ruang guru application) has an effect on Variable Y (students' learning achievement in English) and there is a unidirectional relationship, in other words, there is a positive influence between the two variables.

So the alternative hypothesis (H_a) which states that there is a significant positive effect between the effect of the use Ruang guru application and students' English learning achievement, and the null hypothesis (H_o) which states that there is no significant positive effect between the use of the Ruang guru application and student learning achievement is rejected, which The magnitude ranges from 0.40 to 0.70, which means that the positive correlation between the X and Y variables is a moderate or sufficient correlation.

Thus the conclusion that can be drawn is that there is a positive correlation between, the effect of using Ruang guru application on student achievement, a moderate or sufficient correlation, or in other words, there is a significant influence between the effect of the use Ruang guru application on students' learning achievement in English.

This significant result can be seen from the results obtained from the calculation of the value of the number "r". For more details can be seen in the following explanation:

Give an interpretation by using the "r" value table

$$\begin{aligned} Df &= N-nr \\ &= 45-2 \\ &= 43 \end{aligned}$$

By checking the table "r" product moment that with a Df of 43 at a significant level of 5% obtained from "r" $r_{table} = 0,288$ and at a level of 1 % obtained "r" r_{table} is $= 0,372$ because the r_{xy} or r_{hitung} at a significance level of 5% is greater than r_{table} ($r_{xy} > r_{table}$) $0,55 > 0,288$ Hypothesis H_0 . Rejected and alternative H_a is accepted.

B. Discussion

The results of the study are the answers to the problem formulation formulated in the first chapter. This section also presents an analysis of respondent data to find out an overview of the use of the Ruang guru application. This section will seek answers to the research questions mentioned in the first chapter, which asks about the effect of the use Ruang guru application on students' learning achievement in English.

Currently online media is a benchmark in all matters, especially during the pandemic, such as the presence of creative efforts in the field of technology utilization by Ruang guru, which is a company engaged in the field of non-formal education which was established based on applicable law in Indonesia and has obtained a Permit for the Establishment of a Non-Formal Education Unit and an Operational Permit for Training Course Institutions with Number 3/A.5a/31.74.01/ 1,851,332/2018.

The presence of Ruang guru gives hope that students can be enthusiastic in learning and in improving achievement as well as to provide a cool and creative way of learning, especially during distance learning. As for seeing the presence of technology or online media as part of current educational progress, but which also has a negative part for its users, and with the presence of the teacher's room as an application for online learning that invites every student to make learning easier and less boring, so that still want to continue to learn and improve their achievements, and not be tempted by the use of negative online media and are not pegged only on learning while at school.

The presence of the Ruang guru application is one solution for students in improving their English learning achievement during the current pandemic. This is very helpful for students in solving learning problems faced, especially during the pandemic. The more often students use the Ruang guru application in the learning process, the higher the achievement that can be achieved.

In the product moment correlation technique used in this research, the answer is that with a Df of 43 at a significant level of 5%, it is obtained from " r "_{table} = 0.288 and at a level of 1%, it is obtained that " r "_{table} is = 0.372 because the r_{xy} or r count on the significance level of 5% is greater than the r table ($r_{xy} > r_{table}$) $0.55 > 0.288$ Hypothesis H_0 . Rejected and alternative H_a is accepted. Thus the conclusion that can be drawn is that there is a positive

correlation between, the effect of using Ruang guru application on student achievement, a moderate or sufficient correlation, or in other words, there is a significant influence between the effect of the use Ruang guru application to increase students' English learning achievement in SMPN 1 Pinrang.

Based on the research conducted, there are many complaints about learning in distance learning, especially in English lessons. In the period of distance learning, students are often only given learning links from YouTube videos without further explanation from the teacher, thus making students difficult or confused in completing the assigned tasks. Through the Ruang guru application, students can search for the desired material and get a direct video explanation of the material and it is included with practice questions and discussions so that it is easier for students to understand.

So the writer can conclude that with the Ruang guru application in the world of education, especially during the pandemic, helping students understand material that is not understood from school can be seen from the responses to the statements submitted by the research, there is a significant positive effect between the use of the Ruang guru application and student achievement is a moderate or sufficient correlation

