

**THE RELATIONSHIP BETWEEN INTENSITY IN USING MOBILE
LEARNING TOOL IN LEARNING ENGLISH AND THE STUDENTS'
GRADE POINT AVERAGE**



A THESIS

*Submitted to the faculty of Teacher Training and Education
Makassar Muhammadiyah University in part Fullfillment
of the Requirrement for the Degree of Education in English
Department*

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**ENGLISH EDUCATION DEPARTMENT
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MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2018**



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| Day / Date | Chapter | Note | Sign |
|-------------------------|---------|--|------|
| Monday 23/10/2017 | IV | Find the students' grade point average from PRODI | |
| Thursday, 23/11/2017 | IV | Restructure the order of idea in Findings | |
| Friday, 01/12/2017 | IV | Put in the discussion the result of this research compared to the previous ones. | |
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MOTTO

“If You Believe, you can achieve.

ABSTRACT

Nurhidaya ,2017. *The Relationship between Intensity in Using Mobile Learning Tool and The Students' Grade Point Average.* Under the thesis of English Education Department faculty of Teachers Training and Education, Muhammadiyah University of Makassar (supervised by Ratna Dewi and Ratu Yulianti Natsir.

The objective of the research was to find out the relationship between intensity in using mobile learning tool in learning English and the students' grade point average at the third, fifth, and seventh semester students of English department in Muhammadiyah University of Makassar. The research design was correlational research. The total number of sample was 60 students. The researcher used questionnaire as instrument. The research findings shown that the classification of students' intensity in using mobile learning tool at the third, fifth, and seventh semester students' of English Department in Muhammadiyah University of Makassar was fair with mean score 63.26, and the classification of the students' grade point average was cumlaude with the mean score with mean score 3.54.

The researcher conclude that there was no correlation between intensity in using mobile learning tool in learning English and the students' grade point average at the third, fifth, and seventh semester students of English department in Muhammadiyah University of Makassar. The pearson correlation values of students Intensity in using mobile learning tool in learning English and the students' grade point average were 0.097, 0.132, 0.077, and 0.087.

Keywords: *Correlation, Mobile Learning Tool, Students' Grade Point Average*

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Makassar, December 2017

Nurhidaya

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CHAPTER I

INTRODUCTION

A. Background

In the twenty-first century, Internet technologies serve as platforms where individuals can access knowledge and interact with other individuals wherever and whenever they want. Students have grown up in a world with the Internet, mobile phones, video on demand, and personal computers. If the technology can be applied in education, it can be used as an effective tool for language teaching. One of these technology tools is the Internet, which has given students a new way to do research, allowed teachers to offer a wider topic range, and made available an endless amount of information.

A central issue in education development is that mobile technologies are playing an increasingly important role in college students' academic lives. Devices such as smartphones, tablets, and e-book readers connect users to the world instantly, increasing accessibility to information and enabling users to interact with each other. Using mobile technology for teaching and learning has become an evolving area of educational research (Collins cited in Cano, 2014:1506). For example, Young (2008:2) suggests that today teachers have to access innovative tools to enhance their curriculum.

However, few studies have reported the effect of mobile learning on students' achievement. Masadeh and Elfeky (2016:28) find that the use of

mobile phone as the mobile learning tool had quite significant effect on the students' achievement. Students perceive that tablet PC to be effective in improving their learning environment. Hayati et al. (2013:80) also find that mobile phone use in teaching has positive impact on academic achievement.

Hariry (2015:312) find that Mobile technology has significantly contributed in the arena of learning. First, mobile learning enables students to enhance their literacy skills and to recognize their abilities. Second, it can be used to enhance both independent and collaborative learning experiences. Mobile learning enables the students to upgrade their literacy skill and to identify their existing abilities. Wang cited in Wulystan (2012:120) state that students can use browsers to check emails, read materials such as e- books, from anywhere and at any time. Mobile phones can be used by students to download various kinds of materials through their mobile phones easily.

Each of the previous research only focused on one of the mobile devices such as mobile phone, smartphone as the learning tool and its impact on the students achievement. None of the research has examined the relationship between intensity in using all mobile learning tools in learning English and the students' Grade Point Average.

The purpose of the present research is to analyze the relationship between the intensity in using mobile learning tool in learning English and the students' grade point average. The research will investigate the students intensity in using mobile learning tool in learning English. After that, the researcher will compare it with the students' Grade Point Average.

Based on the explanation above, the researcher is interested in carrying out the research entitled: *“The Relationship between Intensity in Using Mobile Learning Tool in Learning English and the Students’ Grade Point Average”*

B. Research Question

The problem in this research is formulated in a research question as follow :
Is there any relationship between intensity in using mobile learning tool in learning English and the students’ Grade Point Average?

C. Objective of the Research

Based on the research question above, the objective of this research is to find out the relationship between intensity in using mobile learning tool in learning English and the students’ Grade Point Average.

D. Significant of the Research

The significance of this research are not only for the students, but also for the lecturers and the researcher. For students, they will get important information about using mobile learning tool in learning English. For the lecturers, they are able to widen their varieties techniques in teaching. For the researchers, they will get more information about the result of the research for the next researches.

E. Scope of the Research

The scope of the research is limited to investigate the relationship between intensity in using mobile learning tool and the students’ grade point average. The subject of this research are the students of English Department in Muhammadiyah University of Makassar in academic year 2017/2018. The object of this research is

focusing on the use of mobile learning tool in learning English such as mobile phone, notebook computer, tablet, smartphone, and its relationship to the students' Grade Point Average.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

There are some Research findings about the impact of mobile learning on english language learning that related to the research undertaken, as follow:

Nalliveettil and Alenazi (2016) "*The Impact of Mobile Phones on English Language Learning: Perceptions of EFL Undergraduates*" found that 67% of the students think that mobile phones can improve their English spelling skills, and 45% of the students believe that they need not learn English spelling because they can always use a mobile phone. The belief that they can carry their mobile phones around at all times and that therefore, it is not necessary to learn English spelling may hinder them from reaching higher proficiency levels. It is observed that students often depend on their mobile phones when they are not sure of English spellings.

Bezircilioglu (2016) "*Mobile Assisted Language Learning*" The percentage of the students saying that they always use English is 26.67% and 18.33% say often to the question. The questionnaire points out that 76.66% of the students use mobile phone to learn English after school whereas 18.33% of the students claim that they do not use their mobile phones for English learning purposes. 3.33% of the students sometimes use their mobile phones to study English after school. The answers to the question about which purposes they use their mobile phones after class hours show that 39,6% of the students use them to

improve their English while 60,3% use them for other purposes such as music, social media and playing games.

Muhammed (2014) "*The Impact of Mobiles on Language Learning on the part of English Foreign Language (EFL) University Students*" found that the remaining student was of the opinion that the smartphones was effective to some extent. That is, nobody disregarded the effectiveness of mobiles in English language learning. That means that mobiles have a great impact on 99% of the targeted students. Although this might be considered a big claim, the discussion regarding the impact of various relevant applications on language skills and systems and international tests may prove the effectiveness of smartphones from the point of view of EFL language learners.

Begum (2011) "*Prospect for Cell Phones as Instructional Tools in the EFL Classroom: A Case Study of Jahangirnagar University, Bangladesh*" told that the universities can be a more suitable place to introduce students to the ways that they can use their personal mobile devices to support learning facilities to a greater extent, as almost all the students possess cell phones and know the use of the mobile devices. Considering the large number of mobile phone users and the potential for mobile devices for learning English proper policy should be developed to integrate mobile technologies in study units and lessons. Further researches are required to design proper methods to use cell phones as instructional tools.

Marc cited in Begum (2011:112) "*Prospect for Cell Phones as Instructional Tools in the EFL Classroom: A Case Study of Jahangirnagar*

University, Bangladesh” in wondered why we are fighting the trend toward using cell phones in education. He maintained that students can learn anything from a cell phone but among the most frequent, time-taste, and effective of these are listening, observing, imitating, questioning, reflecting, trying, estimating, predicting, speculating and practicing. So we should adopt all the potential functions and capacities of cell phones for language teaching and learning and offer the learners more effective ways for practice English by using the cell phone devices.

Based on the research above, the researcher would like to conclude that many recent researchs have focused only using mobile devices such as mobile phone, smartphone as the learning tool without compare it with the students’ grade point average. It makes the researcher interests to find out the relationship between the intensity in using mobile learning tool in learning English and English Department students’ grade point average in Muhammadiyah University of Makassar.

B. Some Partinent Ideas

There are four topics in this section. The first topic discuss the intensity in using mobile learning tool, comprising the definition of mobile learning, and kinds of mobile learning tool. The second topic is about English Language Learning including the definition of learning and the definition of English language learning. The third topic is about students’ Grade Point Average, include the definition of Grade Point Average. The last topic is the importance of practicing in learning.

1. Definition of mobile learning

Pegrum (2013:67) mobile learning can be observed through the nature of these mobile devices, they lead to an expansion of the spaces and times of learning, where the students can perform their learning outside the places of formal education and also the hours of formal timetables.

O'Malley cited in Woodil (2011:14) said that mobile learning is any sort of learning that happens when the learner is not at a fixed, predetermined location, or learning that happens when the learner takes advantage of learning opportunities offered by mobile technologies.”

Geddes cited in Woodil (2011:15) defined mobile learning as“ the acquisition of any knowledge and skill through using mobile technology, anywhere, anytime, that results in an alteration in behavior.” The shift to thinking about mobile learning in terms of the learner being mobile has occurred only in the past couple of years.

According to Petrova and Li (2009:219) mobile learning has attracted significant research interest in recent years, the research topics includes the theories underpinning learning design and factors affecting learner experiences and influencing mobile learning adoption including social interaction. Learners perceived the uses of mobile devices in learning as playful, dynamic and in the nature, moreover, the learners have the opportunity to explore the learning subject independently as well as through the collaboration of team work.

Besides that, based on the study done at the Saudi Arabia University by Al-Fahad(2009:118) the majority of the student indicated that mobile devices

with wireless network increase the learners' flexibility in engaging into various types of learning process, therefore, the mobile technologies are perceived as an effective tool in improving communication as well as individual and team learning.

Based on the definitions above, the researcher would like to conclude that mobile learning is the learning which used mobile devices to get any knowledge anywhere and anytime.

2. Kinds of Mobile Learning Tool

According to Woodil (2011:35) the kinds of mobile learning tool included :

a. Mobile Phones

By far, the largest category of devices for mobile learning is mobile phones. Mobile phones (also called cell phones) work by connecting through radio signals to special base stations that are linked in a cellular network. As a user moves from one cell area to another, there is a hand off from one base station to the next. Sometimes we even notice the hand off, especially when we lose phone service briefly as we are driving down the highway.

b. Smartphones

Mobile phones became smaller, they also took on more features and functions. Paging devices popular in 1980s, became incorporated into mobile phones such as the Blackberry from Canadian Company, Research in Motion (RIM). Many phones also developed personal organizing features such as those found in many personal digital assistants (PDAs).

Gradually, a new type of phone known as a “smartphone” took shape. Current smartphones have taken on some of the functionality of laptop computers, allowing access to e-mail, documents, and office productivity software. Smartphones usually have a miniature QWERTY keyboard, or a virtual keyboard on a touch screen. Smartphones are currently seen as being one of the most suitable platforms for mobile learning purposes.

c. Notebook Computers

Some people have argued that laptop or notebook computers are not part of mobile computing. Others, see them as part of the mix of technologies that allows people to easily move around and connect to the information cloud wherever they are. Also, notebook and laptop computers have increasingly become thinner, lighter, and smaller, making it even easier for them to be used as mobile learning devices.

d. Tablet Devices and Computers

Tablet computers are special laptop computers shaped like slates which use an electronic stylus or a digital pen to input information onto a touch screen. In 2010, many tablet computers were introduced into the market, including the Apple iPad. Some tablet computers are basically laptop computers with screen that swivels so that it is on the outside of the computer when it is closed. Other tablet computers have more limited functionality and are used mostly as “e-book readers.” These computers, such as the Amazon Kindle, can download documents and books for use by mobile learners at any time.

Based on the explanation above, the researcher would like to conclude that kinds of mobile learning tools such as mobile phone, smartphones, notebook, and tablet devices are very useful to use in the learning process.

3. Definition of English Language Learning

Language means a tool in communication of human beings. It can be written, spoken, or language forms. English language is one of the international languages which is used around the world. Many countries use English as the first language, the second language, or the foreign language. It is one of the reasons why English become an important competence in career development. Therefore, the students need to improve their ability in using English to face the global competence.

Hasmidah (2016:1) in her thesis states that language learning is very important for human's social development. As a language which is used by more than a half of population in the world. English holds the key as an international language. It is used a as communication system among people of the world to get trade, socio- cultural, science and technology goals. Technology has been used as a tool in education for decades around the world. It becomes one of the subjects that students must learn both at junior and high school.

Based on the definition above, the researcher would like to conclude that English language learning is a process of acquisition of English language, the international language that used as a tool of communication around the world.

4. Definition of Learning

Meriam & Webster cited in Hasmidah (2016:26) mention that learning is to learn (verb): (1) to gain knowledge or understanding of skill by study, instruction, or experience (2) memorize (the lines of a play), to come realize (3) to come to know to acquire knowledge or skill or behavioral tendency.

Brown (2006:8) breaks down the definition of learning into some items, they are:

- a. Learning is acquisition or getting
- b. Learning is retention or information or skill
- c. Retention implies storage system, memory cognitive organization
- d. Learning involves active, conscious focus and acting upon events outside and inside the organism.
- e. Learning is relatively permanent but subject to forgetting
- f. Learning involves some form practice
- g. Learning is change behavior

Based on the definition above, it can be concluded that learning is the process of acquisition the information or skill which changes behavior as the result of experiences and it cannot be accounted. This definition refers to the changing of human being from experiences or planning.

5. Students' Grade Point Average

The Definition of GPA (Grade Point Average) is a measure of a student's academic achievement, calculated by dividing the total number of grade points earned by the total number of credits attempted. According to

Khalid (2015:8) a Grade Point Average is the students average grade which includes all of the average marks of all subjects during the study.

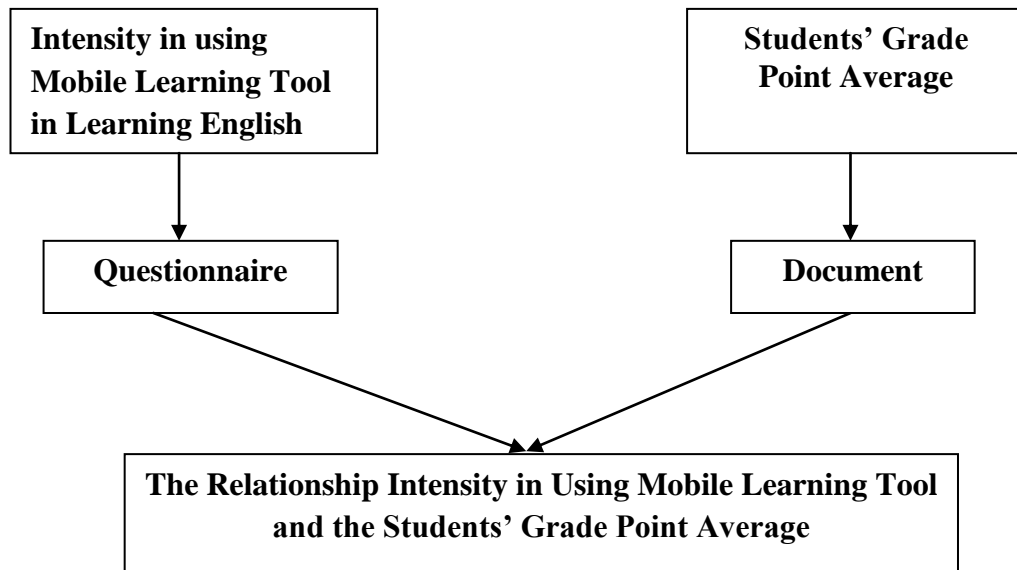
Based on the definition above, the researcher conclude that GPA (Grade Point Average) is a measuring process which calculated by dividing all the subjects during the study.

6. The importance of practicing in learning

Ahmet cited in Liu & He (2014:13) Learning English refers to listening, speaking, reading and writing, while there are many apps that create a multimedia instructional material, which is very helpful to create an English atmosphere for Chinese students who not only learn English from text but also suck in English thought from audio and video .

College students have plenty of free time to learn English by themselves. By adopting this approach, undergraduates can control their studying plan and learn English materials that they like. Furthermore, the development of internet technology breaks the limitation of information resources scarcity. Students can get English resources that they need easily. Mobile technology devices with internet, such as mobile phone and iPad, make students rely on their own internal resources to govern their learning without the restriction of time and place (Subian cited in Liu & He, 2014:7).

C. Conceptual Framework



The Conceptual framework above explains the process of doing and result of the research. The input of the research are two variables that Intensity in using mobile learning tool in learning English such as mobile phone, smartphone, Tablet, and notebook computers and the other variable is the students' grade point average . At the end, the researcher finally get the result about the relationship between intensity in using mobile learning tool and the students' grade point average.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The Researcher used correlational research design. According to Gay (2012:204) correlational research involves collecting data to determine whether, and to what degree, a relationship exists between two or more quantifiable variables. The basic correlational research design was not complicated: scores for two (or more) variables or interest were obtained for each member of the sample, and the paired scores were then correlated.

B. Population and Sample

1. population

The population of this research were third, fifth, and seventh semester students of English Department Makassar Muhammadiyah University in academic year 2017/2018. It consisted of 30 classes. The total population were 1140 Students.

2. Sample

The researcher used accidental sampling in this research. It used to select the the sample from the population. According to Sugiyono (2016) accidental sampling is a sample determination technique chance, if anyone who meets with the researcher can be used as a sample, when viewed by the researcher, the person is suitable as a data source. The total sample was 60 students.

C. Research Variables and Indicators

1. Research Variables

This research had two independent variables, namely intensity in using mobile learning tool in learning English and the students' Grade Point Average.

2. Indicators

The indicators of this research were the different intensity in using mobile learning tool such as mobile phone, smartphone, notebook computer, tablet and the students' grade point average.

D. Research Instrument

Research instrument in this research was questionnaire. The questionnaire was implemented to indicate the intensity in using mobile learning tool in learning English by the third, fifth, and seventh semester students.

E. Data Collection technique

The Researcher used questionnaire to collect the data. In collecting the data, the researcher distributed the questionnaire to the English Department students. The questionnaire consisted of 20 statements. The questionnaire was given to investigate the students intensity in using mobile learning tool in learning English such as mobile phones, smartphones, notebook computers, and tablet devices.

In measuring the data of questionnaire, the researcher made measuring rod. According to Arikunto cited in Hasmidah (2016) there were some benefits of measuring rod, as follow :

1. To compare the measurement for the researcher in order to don't affected by subjective factor.
2. To keep the stability of data that is collected in different time.
3. To make the researcher easy in processing the data.

The measuring rod of this research as follow:

- 1) The positive statements
 - a) Always is given value 4
 - b) Often is given value 3
 - c) Sometimes is given value 2
 - d) Never is given value 1
- 2) The Negative Statements
 - a) Always is given value 1
 - b) Often is given value 2
 - c) Sometimes is given value 3
 - d) Never is given value 4

In composing questionnaire, the researcher applied Likert's scale form :

1. Always
2. Often
3. Sometimes
4. Never

The questionnaire was about the intensity in using mobile learning tool in learning English. The statements score as show in the table :

Table 3.1. Likert Scale

| Positive Statement Score | | Negative Statement Score |
|--------------------------|-----------|--------------------------|
| 4 | Always | 1 |
| 3 | Often | 2 |
| 2 | Sometimes | 3 |
| 1 | Never | 4 |

(Sugiyono, 2016:93).

After collecting the data through questionnaire, the researcher analyzed the data based on the steps below:

- a. Identifying the answer from the questionnaire
- b. List the value of the answers
- c. The result of the questionnaire was interpreted, described, and then it was discussed to get conclusion.

F. Data Analysis Technique

Data analysis was the activity that is done after all the data are collected. The activities in this analysis were: grouping the data based on the variable and respondent, tabulating the data based on the variable, serving the data, doing the calculation of data to answer the research questions. The purpose of analyzing the data was to know whether there was positive significant relationship between intensity in using mobile learning tool in learning English and English department students' grade point average.

The data from instruments analyzed by using these formulas as follows:

1. To find out the students' grade point average mean score use the following formula:

$$X = \frac{\sum x}{N}$$

Where : \bar{X} = Mean Score of the students

$\sum x$ = Total row score

N = Total respondent, (Gay cited in Herlina :2016:28).

- Classifying the mean score of students' intensity in using mobile learning tool in learning English:

Table 3.2 Classification the mean score intensity in using mobile learning tool in learning English

| Classifications | Score |
|-----------------|--------|
| Excellent | 90-100 |
| Very good | 80-89 |
| Good | 70-79 |
| Fair | 60-69 |
| Poor | 0-59 |

(Direktorat Pendidikan cited in Herlina: 2016).

- Classifying the mean score of students' Grade Point Average score into five classifications:

Table 3.3. Classification of the students' grade point average

| No | Interval Score | Classification |
|----|----------------|-----------------|
| 1 | 4.0 | summa cum laude |
| 2 | 3.75-3.99 | magna cum laude |
| 3 | 3.50-3.74 | Cumlaude |
| 4 | 3.00-3.49 | Excellent |
| 5 | 2.75-2.99 | Very good |
| 6 | 2.50-2.74 | Good |
| 7 | 2.00-2.49 | Fair |
| 8 | <2.0 | Poor |

(system kredit UKSW cited in Meilani: 2012).

- In analyzing the data between intensity in using mobile learning tool in learning English and the students' grade point average, the researcher used SPSS program version 20.0.

The significant value used to show coefficient correlation between the variable as follows:

- a. If the significant value < 0.05 means there is correlation between intensity in using mobile learning tool in learning English and the students' grade point average
- b. If the significant value > 0.05 means there is no correlation between intensity in using mobile learning tool in learning English and the students' grade point average

Correlation characteristic determined the direction of correlation, closeness of the correlation can be group as follow :

Table 3.4 Interpretation value of r

| Coeffecient Interval | Level of correlation |
|-----------------------------|-----------------------------|
| 0.800-1.00 | Very strong |
| 0.600-0.799 | Strong |
| 0.400-0.599 | Fairly strong |
| 0.200-0.399 | Weak |
| 0.000-0.199 | Very weak |

(Sugiyono, 2016:184).

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher will present the findings and discussions of the research.

A. Findings

This part is divided into three main sections. The first section presents the description of the students' intensity in using mobile learning tool in learning English, the second section describes the students' grade point average and the third section presents the relationship between Intensity in using mobile learning tool in learning English and the students' grade point average.

1. Intensity in Using Mobile Learning Tool in learning English

This part describes the students' intensity in using mobile learning tool in learning English. To gather the data, the researcher used questionnaire that were given to the students at the third, fifth, and seventh semester students of English Department in Muhammadiyah University of Makassar. The score of questionnaire were listed by summing up the scores of the students' answer. The mean score of students' intensity in using mobile learning tool in learning English shown in the following table :

Table 4.1 Mean Score of Students Intensity in Using Mobile Learning Tool

| No. | Kinds of Mobile Learning Tool | Mean Score | Classification |
|-------------------------|-------------------------------|--------------|----------------|
| 1 | Mobile Phone | 15.62 | Fair |
| 2 | Smartphone | 15.37 | |
| 3 | Tablet Computer | 15.97 | |
| 4 | Notebook computer | 16.3 | |
| Total Mean Score | | 63.26 | |

Table 4.1 shows the mean score of students' Intensity in using Mobile Learning Tool was 63.26. Based on the standar classification, it was categorized as "fair".

2. The students' grade point average

Based on the data from the students' grade point average, the mean score of the students' grade point average had been determined and presented in the following table:

Table 4.2 The Mean Score of The Students' Grade Point Average

| Item | Mean Score | Classification |
|---|------------|----------------|
| The Students' Intensity in using Mobile Learning Tool in Learning English | 3.54 | Cumlaude |

Table 4.2 shows the mean score of students' grade point average was 3.54 and based on the standar classification, it was categorized as "cumlaude".

3. The relationship between Intensity in using mobile learning tool and the students' grade point average

Based on the students' answer of the questionnaire about students' intensity in using mobile learning tool in learning English (X) and the students' grade point average(Y), the score of r_{xy} is divided into four correlations as follow:

- a. The Relationship between students' intensity in using mobile phone and the students' grade point average

Based on the data from students' intensity in using smartphone in learning English and the students' grade point average, the result of the correlation by using SPSS version 20.0 shows in the following table:

Table 4.3 The correlation product between students' intensity in using mobile phone in learning English and the students' grade point average

| | | Correlations | |
|---|---------------------|---------------------|-----------------------------------|
| | | Mobile Phone | The Students' grade point Average |
| Mobile Phone | Pearson Correlation | 1 | .097 |
| | Sig. (2-tailed) | | .462 |
| | N | 60 | 60 |
| The Students' grade point Average | Pearson Correlation | .097 | 1 |
| | Sig. (2-tailed) | .462 | |
| | N | 60 | 60 |

Table 4.3 shows the result of pearson correlation that there was no a significant correlation between Intensity in using mobile phone in learning English and the students' grade point average. The significant value was $0.462 > 0.05$. it was described that if the significant value < 0.05 , it means there is a significant correlation, then if the significant value > 0.05 , it means there is no a significant correlation.

The pearson correlation value was 0.097, It was conducted that the characteristic of correlation was conduction between 0.000-0.199 with "very weak" interpretation.

- b. The Relationship between Students' intensity in using smartphone and the students' grade point average

Based on the data from students' intensity in using smartphone in learning English and the students' grade point average, the result of the correlation by using SPSS version 20.0 shows in the following table:

Table 4.4 The correlation product between students' intensity in using smartphone in learning English and the students' grade point average

| | | Correlations | |
|-----------------------------------|---------------------|---------------------|-----------------------------------|
| | | Smartphone | The Students' grade point Average |
| Smartphone | Pearson Correlation | 1 | .132 |
| | Sig. (2-tailed) | | .316 |
| | N | 60 | 60 |
| The Students' grade point Average | Pearson Correlation | .132 | 1 |
| | Sig. (2-tailed) | .316 | |
| | N | 60 | 60 |

Table 4.4 shows the result of pearson correlation that there was no a significant correlation between Intensity in using smartphone in learning English and the students' grade point average. The significant value was $0.316 > 0.05$. it was described that if the significant value < 0.05 , it means there is a significant correlation, then if the significant value > 0.05 , it means there is no a significant correlation.

The pearson correlation value was 0.132, It was conducted that the characteristic of correlation was between 0.000-0.199 with "very weak" interpretation.

- c. The Relationship between Students' intensity in using tablet computer and the students' grade point average

Based on the data from students' intensity in using tablet computer in learning English and the students' grade point average, the result of the correlation by using SPSS version 20.0 shows in the following table:

Table 4.5 The correlation product between students' intensity in using tablet computer in learning English and the students' grade point average

| | | Correlations | |
|-------------------------------|---------------------|---------------------|-------------------------------|
| | | Tablet computer | Students' grade point average |
| Tablet computer | Pearson Correlation | 1 | .077 |
| | Sig. (2-tailed) | | .560 |
| | N | 60 | 60 |
| Students' grade point average | Pearson Correlation | .077 | 1 |
| | Sig. (2-tailed) | .560 | |
| | N | 60 | 60 |

Table 4.5 shows the result of pearson correlation that there was no a significant correlation between Intensity in using tablet computer in learning English and the students' grade point average. The significant value was $0.560 > 0.05$. it was described that if the significant value < 0.05 , it means there is a significant correlation, then if the significant value > 0.05 , it means there is no a significant correlation.

The pearson correlation value was 0.077, It was conducted that the characteristic of correlation was conduction between 0.000-0.199 with "very weak" interpretation.

- d. The Relationship between Students' intensity in using notebook computer and the students grade point average

Based on the data from students' intensity in using notebook computer in learning English and the students' grade point average, the result of the correlation by using SPSS version 20.0 shows in the following table:

Table 4.6 The correlation product between students' intensity in using notebook computer in learning English and the students' grade point average

| | | Notebook computer | Students' Grade Point Average |
|-------------------------------|---------------------|-------------------|-------------------------------|
| Notebook computer | Pearson Correlation | 1 | .087 |
| | Sig. (2-tailed) | | .509 |
| | N | 60 | 60 |
| Students' Grade Point Average | Pearson Correlation | .087 | 1 |
| | Sig. (2-tailed) | .509 | |
| | N | 60 | 60 |

Table 4.6 shows the result of pearson correlation that there was no a significant correlation between Intensity in using notebook computer in learning English and the students' grade point average. The significant value was $0.509 > 0.05$. it was described that if the significant value < 0.05 , it means there is a significant correlation, then if the significant value > 0.05 , it means there is no a significant correlation.

The pearson correlation value was 0.087, It was conducted that the characteristic of correlation was conduction between 0.000-0.199 with "very weak" interpretation.

B. Discussions

In this section, the researcher discuss about the result of the research, students' Intensity in using mobile learning tool in learning English, the students' grade point average, and the relationship between intensity in using mobile learning tool in learning English and the students' grade point average.

1. Intensity in Using Mobile Learning Tool in Learning English

The Students' intensity in using mobile learning tool in learning English shown by the students' answer toward the questionnaire that distributed to the students of English department in Muhammadiyah University of Makassar. The result showed that the mean score of students' Intensity in using Mobile Learning Tool in learning English was 63.26. It was taken from the mean score of students' intensity in using mobile learning tool on each of the mobile learning tools. Mobile phone (15.62), smartphone (15.37), tablet computer (15.97), and notebook computer (16.30).

2. The Students' Grade Point Average

Based on the data of the students' grade point average that had been converted by using grade point average conversion table, the total score of the students' grade point average is "212.39" and the mean score is 3.54, and based on the standar classification, it was categorized as "cumlaude". It means that most of the students had good grade point average scores.

3. The Relationship between Intensity in using Mobile Learning Tool and The Students' Grade Point Average.

The result of the research shows that there was no significant correlation between students' intensity in using Mobile learning tool in learning English and

the students' grade point average score at the third, fifth, and seventh semester students of English Department in Muhammadiyah University of Makassar.

From the application of Pearson Product Moment formula in SPSS version 20.0 to analyze the correlation between intensity in using Mobile learning tool in learning English and the students' grade point average score at the third, fifth, and seventh semester students of English Department.

The significant value of the correlation between Intensity in using mobile phone in learning English and the students' grade point average was 0.462. It was described that if the significant value < 0.05 , it means there is a significant correlation, then if the significant value > 0.05 , it means there is no a significant correlation. The researcher concluded that there was no correlation between Intensity in using mobile phone in learning English and the students' grade point average, because the significant value $0.462 > 0.05$.

The significant value of the correlation between Intensity in using smartphone in learning English and the students' grade point average was 0.316. it was described that if the significant value < 0.05 , it means there is a significant correlation, then if the significant value > 0.05 , it means there is no a significant correlation. The researcher concluded that there was no correlation between Intensity in using mobile phone in learning English and the students' grade point average, because the significant value $0.316 > 0.05$.

The significant value of the correlation between Intensity in using tablet computer in learning English and the students' grade point average was 0.560. it was described that if the significant value < 0.05 , it means there is a significant

correlation, then if the significant value > 0.05 , it means there is no a significant correlation. The researcher concluded that there was no a significant correlation between Intensity in using mobile phone in learning English and the students' grade point average, because the significant value $0.560 > 0.05$.

The significant value of the correlation between Intensity in using notebook computer in learning English and the students' grade point average was 0.509. it was described that if the significant value < 0.05 , it means there is a significant correlation, then if the significant value > 0.05 , it means there is no a significant correlation. The researcher concluded that there was no correlation between Intensity in using mobile phone in learning English and the students' grade point average, because the significant value $0.509 > 0.05$.

The result was different with few studies which reported the effect of mobile learning on students' achievement. Masadeh and Elfeky (2016:28) found that the use of mobile phone as the mobile learning tool had quite significant effect on the students' achievement, Students perceived that tablet PC to be effective in improving their learning environment. Hayati et al. (2013:80) also found that mobile phone use in teaching has positive impact on academic achievement.

The result of the data analysis of students' intensity in using mobile learning tool and the students' grade point average shows that the correlation coefficients are close to zero, it is concluded that intensity in using mobile learning tool in learning English has no relationship with the students' grade point average.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions of the research. This chapter is concerned on what was discussed in the previous chapter.

A. Conclusions

The findings of the research show that the mean score of students' intensity in using mobile learning tool at the third, fifth, and seventh semester students' of English Department in Muhammadiyah University of Makassar is fair with mean score 63.26, and the mean score of the students' grade point average is cumlaude with mean score 3.54.

The relationship between intensity in using mobile learning tool and the students' grade point average are divided into four correlations. First, the correlation between students' intensity in using mobile phone in learning English and the students' grade point average with score of pearson correlation 0.097, the second is the correlation between students' intensity in using smartphone in learning English and the students' grade point average with score score of pearson correlation 0.132, the third is correlation between students' intensity in using tablet computer in learning English and the students' grade point average with score of pearson correlation 0.077, and the fourth is the correlation between students' intensity in using notebook computer in learning English and the students' grade point average with score of pearson correlation 0.087.

The characteristic of pearson correlation values are conduction between 0.000-0.199 with “very weak” interpretation.

The result of the data analysis shows that all of the correlation coefficients were close to zero, it can be conclude that there is no relationship between intensity in using mobile learning tool and the students’ grade point average.

B. Suggestions

The following suggestions are referred to the implications for overcoming the given problems:

1. For the students to search more information about using mobile learning tool in learning English, because it’s very useful to widen variety ways in learning.
2. For the Lecturers that they should try to use mobile learning tool to widen then varieties of techniques used in teaching.
3. For the next researcher who want to do research related to this case, they can use this thesis as literature. Although this research is done, but it still has many weakness.

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Appendix A

INSTRUMENT OF QUESTIONNAIRE ITEMS OF THE INTENSITY IN USING MOBILE LEARNING TOOL IN LEARNING ENGLISH

Name :

Class :

M/F :

You are asked to give an opinion on the statement about intensity in using Mobile Learning Tool in learning English. This is not a test. There is no right or wrong answer to the statement, your answer will not affect the value of your lesson. After you read the statement, decide how you think about the statement by put a tick (☑) in one of the box.

| Indicator | Statement | Always | Often | Sometimes | Never |
|-----------------|--|--------|-------|-----------|-------|
| Mobile Phone | 1. I use digital dictionary in my mobile phone to check pronunciation. | | | | |
| | 2. I use mobile phone to translate English words into indonesia to develop my vocabulary | | | | |
| | 3. I like listen to English songs in my phone to develop my listening skill | | | | |
| | 4. I use my mobile phone to play a game, and it makes me lazy | | | | |

| | | | | | |
|------------|---|--|--|--|--|
| | to improve my speaking skill. | | | | |
| | 5. I use mobile phone to access facebook, and it distracts me to improve my grammar. | | | | |
| Smartphone | 6. I use English Grammar Checker application in my smartphone to develop my grammar skill. | | | | |
| | 7. I.... like to use English Listening Practice application in my smartphone to improve my listening skill. | | | | |
| | 8. I use my smartphone to play an online game, it distracts me from improving my speaking skill. | | | | |
| | 9. I like to access instagram in my smartphone, and it is not useful to develop my vocabulary. | | | | |
| | 10. I don't use digital dictionary in my smartphone to develop my vocabulary. | | | | |
| Tablet | 11 I use tablet to chat via facebook with western to develop my grammar skill. | | | | |
| | 12 I Like to use English Conversation application in my tablet to develop my speaking skill | | | | |

| | | | | | |
|----------------------|---|--|--|--|--|
| | 13. I use Sound Right application in my tablet to check my pronunciation | | | | |
| | 14. I don't like use my tablet in improving my listening skill. | | | | |
| | 15. I Don't use various applications in my tablet to develop my vocabulary | | | | |
| Notebook Computer | 16. I use laptop to watch English movie to improve my speaking skill | | | | |
| | 17. I use laptop to develop my listening skill through TOEFL application. | | | | |
| | 18. I like to use laptop to watch youtube videos than improve my grammar skill. | | | | |
| | 19. I use my laptop to play an online game, and it doesn't have contribution in improving my pronunciation. | | | | |
| | 20. I can't utilize my laptop as fasilitator to develop my vocabulary | | | | |

APPENDIX B : Score of item 1-5

| No | Code | 6 | 7 | 8 | 9 | 10 | Total |
|-----------|-------------|----------|----------|----------|----------|-----------|--------------|
| 1 | s-1 | 1 | 1 | 2 | 4 | 4 | 12 |
| 2 | s-2 | 2 | 2 | 3 | 3 | 3 | 13 |
| 3 | s-3 | 2 | 2 | 4 | 4 | 4 | 16 |
| 4 | s-4 | 2 | 4 | 3 | 4 | 4 | 17 |
| 5 | s-5 | 2 | 4 | 3 | 4 | 3 | 16 |
| 6 | s-6 | 1 | 1 | 3 | 4 | 3 | 12 |
| 7 | s-7 | 2 | 2 | 3 | 4 | 3 | 14 |
| 8 | s-8 | 2 | 3 | 4 | 4 | 4 | 17 |
| 9 | s-9 | 2 | 1 | 3 | 4 | 4 | 14 |
| 10 | s-10 | 1 | 4 | 4 | 2 | 2 | 13 |
| 11 | s-11 | 4 | 3 | 3 | 3 | 4 | 17 |
| 12 | s-12 | 1 | 3 | 4 | 3 | 4 | 15 |
| 13 | s-13 | 4 | 4 | 4 | 4 | 3 | 19 |
| 14 | s-14 | 1 | 2 | 4 | 4 | 3 | 14 |
| 15 | s-15 | 3 | 4 | 3 | 4 | 4 | 18 |
| 16 | s-16 | 4 | 1 | 1 | 4 | 4 | 14 |
| 17 | s-17 | 3 | 4 | 2 | 4 | 3 | 16 |
| 18 | s-18 | 4 | 4 | 3 | 4 | 3 | 18 |
| 19 | s-19 | 4 | 3 | 4 | 4 | 4 | 19 |
| 20 | s-20 | 3 | 3 | 4 | 4 | 4 | 18 |
| 21 | s-21 | 3 | 3 | 4 | 4 | 3 | 17 |
| 22 | s-22 | 2 | 2 | 2 | 3 | 3 | 12 |
| 23 | s-23 | 4 | 4 | 4 | 4 | 4 | 20 |
| 24 | s-24 | 3 | 3 | 4 | 4 | 4 | 18 |
| 25 | s-25 | 3 | 1 | 3 | 3 | 3 | 13 |
| 26 | s-26 | 3 | 1 | 3 | 4 | 4 | 15 |
| 27 | s-27 | 3 | 3 | 2 | 2 | 4 | 14 |
| 28 | s-28 | 3 | 2 | 2 | 3 | 4 | 14 |
| 29 | s-29 | 2 | 1 | 3 | 4 | 4 | 14 |
| 30 | s-30 | 4 | 3 | 3 | 3 | 4 | 17 |
| 31 | s-31 | 4 | 3 | 2 | 3 | 4 | 16 |
| 32 | s-32 | 3 | 3 | 3 | 3 | 4 | 16 |
| 33 | s-33 | 4 | 3 | 4 | 4 | 4 | 19 |
| 34 | s-34 | 3 | 2 | 2 | 3 | 3 | 13 |
| 35 | s-35 | 1 | 3 | 2 | 4 | 4 | 14 |
| 36 | s-36 | 4 | 3 | 2 | 3 | 4 | 16 |

| | | | | | | | |
|---------------------------------------|------|---|---|---|---|---|--------------|
| 37 | s-37 | 3 | 4 | 4 | 3 | 4 | 18 |
| 38 | s-38 | 1 | 1 | 1 | 4 | 4 | 11 |
| 39 | s-39 | 2 | 4 | 4 | 3 | 4 | 17 |
| 40 | s-40 | 3 | 3 | 4 | 4 | 4 | 18 |
| 41 | s-41 | 3 | 4 | 3 | 4 | 4 | 18 |
| 42 | s-42 | 1 | 4 | 4 | 4 | 2 | 15 |
| 43 | s-43 | 1 | 3 | 3 | 3 | 2 | 12 |
| 44 | s-44 | 3 | 3 | 4 | 4 | 4 | 18 |
| 45 | s-45 | 4 | 1 | 1 | 4 | 4 | 14 |
| 46 | s-46 | 1 | 4 | 4 | 4 | 2 | 15 |
| 47 | s-47 | 3 | 3 | 3 | 4 | 3 | 16 |
| 48 | s-48 | 3 | 4 | 4 | 3 | 4 | 18 |
| 49 | s-49 | 2 | 4 | 2 | 3 | 3 | 14 |
| 50 | s-50 | 3 | 4 | 4 | 4 | 4 | 19 |
| 51 | s-51 | 2 | 3 | 3 | 3 | 3 | 14 |
| 52 | s-52 | 2 | 4 | 3 | 4 | 4 | 17 |
| 53 | s-53 | 1 | 3 | 3 | 3 | 3 | 13 |
| 54 | s-54 | 3 | 4 | 4 | 3 | 4 | 18 |
| 55 | s-55 | 2 | 3 | 4 | 4 | 4 | 17 |
| 56 | s-56 | 3 | 3 | 4 | 4 | 4 | 18 |
| 57 | s-57 | 1 | 1 | 3 | 3 | 3 | 11 |
| 58 | s-58 | 3 | 3 | 2 | 4 | 3 | 15 |
| 59 | s-59 | 3 | 3 | 2 | 3 | 3 | 14 |
| 60 | s-60 | 2 | 4 | 3 | 4 | 4 | 17 |
| Total Score | | | | | | | 937 |
| The Mean Score of mobile phone | | | | | | | 15.62 |

$$X = \frac{\sum x}{N} = \frac{937}{60} = 15.62$$

APPENDIX C : Score of item 6-10

| No | Code | 1 | 2 | 3 | 4 | 5 | Total |
|-----------|-------------|----------|----------|----------|----------|----------|--------------|
| 1 | s-1 | 3 | 2 | 3 | 2 | 3 | 13 |
| 2 | s-2 | 2 | 3 | 2 | 4 | 3 | 14 |
| 3 | s-3 | 3 | 4 | 2 | 2 | 4 | 15 |
| 4 | s-4 | 3 | 4 | 2 | 3 | 2 | 14 |
| 5 | s-5 | 2 | 3 | 4 | 4 | 4 | 17 |
| 6 | s-6 | 3 | 3 | 3 | 4 | 3 | 16 |
| 7 | s-7 | 3 | 3 | 1 | 4 | 4 | 15 |
| 8 | s-8 | 2 | 4 | 1 | 4 | 3 | 14 |
| 9 | s-9 | 3 | 4 | 2 | 4 | 4 | 17 |
| 10 | s-10 | 4 | 3 | 4 | 4 | 2 | 17 |
| 11 | s-11 | 4 | 3 | 3 | 3 | 4 | 17 |
| 12 | s-12 | 3 | 4 | 4 | 3 | 4 | 18 |
| 13 | s-13 | 3 | 2 | 4 | 3 | 1 | 13 |
| 14 | s-14 | 3 | 3 | 4 | 4 | 3 | 17 |
| 15 | s-15 | 2 | 4 | 4 | 4 | 2 | 16 |
| 16 | s-16 | 4 | 2 | 3 | 3 | 3 | 15 |
| 17 | s-17 | 3 | 2 | 4 | 4 | 2 | 15 |
| 18 | s-18 | 3 | 4 | 4 | 3 | 4 | 18 |
| 19 | s-19 | 4 | 3 | 4 | 4 | 4 | 19 |
| 20 | s-20 | 2 | 2 | 3 | 2 | 3 | 12 |
| 21 | s-21 | 2 | 2 | 4 | 3 | 1 | 12 |
| 22 | s-22 | 4 | 3 | 4 | 2 | 4 | 17 |
| 23 | s-23 | 3 | 2 | 2 | 4 | 3 | 14 |
| 24 | s-24 | 4 | 3 | 4 | 4 | 2 | 17 |
| 25 | s-25 | 3 | 3 | 3 | 4 | 3 | 16 |
| 26 | s-26 | 3 | 4 | 2 | 4 | 3 | 16 |
| 27 | s-27 | 3 | 2 | 4 | 2 | 3 | 14 |
| 28 | s-28 | 4 | 4 | 3 | 3 | 2 | 16 |
| 29 | s-29 | 2 | 2 | 2 | 1 | 3 | 10 |
| 30 | s-30 | 2 | 2 | 4 | 4 | 1 | 13 |
| 31 | s-31 | 3 | 3 | 3 | 4 | 3 | 16 |
| 32 | s-32 | 2 | 2 | 3 | 3 | 2 | 12 |
| 33 | s-33 | 3 | 2 | 4 | 2 | 3 | 14 |
| 34 | s-34 | 2 | 4 | 4 | 3 | 2 | 15 |
| 35 | s-35 | 2 | 4 | 2 | 4 | 4 | 16 |
| 36 | s-36 | 3 | 3 | 2 | 2 | 2 | 12 |

| | | | | | | | |
|-------------------------------------|------|---|---|---|---|---|--------------|
| 37 | s-37 | 4 | 4 | 2 | 4 | 3 | 17 |
| 38 | s-38 | 4 | 2 | 4 | 2 | 1 | 13 |
| 39 | s-39 | 4 | 3 | 4 | 4 | 4 | 19 |
| 40 | s-40 | 4 | 3 | 2 | 3 | 2 | 14 |
| 41 | s-41 | 3 | 4 | 2 | 3 | 2 | 14 |
| 42 | s-42 | 4 | 3 | 4 | 4 | 2 | 17 |
| 43 | s-43 | 3 | 3 | 3 | 4 | 3 | 16 |
| 44 | s-44 | 4 | 3 | 4 | 4 | 2 | 17 |
| 45 | s-45 | 4 | 2 | 2 | 3 | 2 | 13 |
| 46 | s-46 | 4 | 3 | 4 | 4 | 2 | 17 |
| 47 | s-47 | 4 | 3 | 2 | 4 | 3 | 16 |
| 48 | s-48 | 4 | 2 | 4 | 4 | 3 | 17 |
| 49 | s-49 | 4 | 2 | 4 | 2 | 4 | 16 |
| 50 | s-50 | 2 | 4 | 2 | 4 | 4 | 16 |
| 51 | s-51 | 4 | 3 | 2 | 4 | 3 | 16 |
| 52 | s-52 | 3 | 4 | 2 | 3 | 2 | 14 |
| 53 | s-53 | 4 | 3 | 2 | 4 | 3 | 16 |
| 54 | s-54 | 4 | 2 | 4 | 4 | 3 | 17 |
| 55 | s-55 | 2 | 4 | 2 | 4 | 4 | 16 |
| 56 | s-56 | 4 | 3 | 4 | 4 | 2 | 17 |
| 57 | s-57 | 4 | 3 | 2 | 4 | 3 | 16 |
| 58 | s-58 | 3 | 3 | 1 | 4 | 4 | 15 |
| 59 | s-59 | 4 | 3 | 4 | 2 | 4 | 17 |
| 60 | s-60 | 3 | 4 | 2 | 3 | 2 | 14 |
| Total Score | | | | | | | 922 |
| The mean Score of Smartphone | | | | | | | 15.37 |

$$X = \frac{\sum x}{N} = \frac{922}{60} = 15.37$$

APPENDIX D : Score of item 11-15

| No | Code | 11 | 12 | 13 | 14 | 15 | total |
|-----------|-------------|-----------|-----------|-----------|-----------|-----------|--------------|
| 1 | s-1 | 4 | 2 | 3 | 3 | 4 | 16 |
| 2 | s-2 | 3 | 2 | 3 | 4 | 3 | 15 |
| 3 | s-3 | 4 | 2 | 2 | 4 | 4 | 16 |
| 4 | s-4 | 3 | 2 | 3 | 4 | 3 | 15 |
| 5 | s-5 | 3 | 4 | 3 | 3 | 3 | 16 |
| 6 | s-6 | 3 | 4 | 3 | 3 | 4 | 17 |
| 7 | s-7 | 2 | 3 | 3 | 4 | 4 | 16 |
| 8 | s-8 | 4 | 4 | 1 | 4 | 1 | 14 |
| 9 | s-9 | 3 | 4 | 3 | 3 | 3 | 16 |
| 10 | s-10 | 3 | 4 | 3 | 4 | 3 | 17 |
| 11 | s-11 | 3 | 3 | 3 | 4 | 3 | 16 |
| 12 | s-12 | 4 | 3 | 4 | 4 | 4 | 19 |
| 13 | s-13 | 4 | 4 | 2 | 4 | 4 | 18 |
| 14 | s-14 | 3 | 1 | 4 | 4 | 4 | 16 |
| 15 | s-15 | 3 | 3 | 4 | 4 | 2 | 16 |
| 16 | s-16 | 3 | 2 | 3 | 4 | 4 | 16 |
| 17 | s-17 | 4 | 4 | 3 | 2 | 4 | 17 |
| 18 | s-18 | 4 | 4 | 3 | 3 | 4 | 18 |
| 19 | s-19 | 3 | 4 | 3 | 4 | 4 | 18 |
| 20 | s-20 | 4 | 4 | 3 | 3 | 3 | 17 |
| 21 | s-21 | 3 | 3 | 4 | 3 | 4 | 17 |
| 22 | s-22 | 4 | 4 | 3 | 3 | 3 | 17 |
| 23 | s-23 | 4 | 4 | 3 | 4 | 4 | 19 |
| 24 | s-24 | 3 | 1 | 2 | 3 | 4 | 13 |
| 25 | s-25 | 3 | 3 | 2 | 4 | 3 | 15 |
| 26 | s-26 | 4 | 4 | 3 | 3 | 3 | 17 |
| 27 | s-27 | 3 | 1 | 3 | 3 | 3 | 13 |
| 28 | s-28 | 2 | 3 | 2 | 4 | 2 | 13 |
| 29 | s-29 | 3 | 4 | 3 | 3 | 3 | 16 |
| 30 | s-30 | 3 | 3 | 3 | 3 | 3 | 15 |
| 31 | s-31 | 3 | 3 | 3 | 3 | 4 | 16 |
| 32 | s-32 | 3 | 4 | 3 | 3 | 2 | 15 |
| 33 | s-33 | 4 | 4 | 3 | 4 | 3 | 18 |
| 34 | s-34 | 2 | 1 | 3 | 3 | 2 | 11 |
| 35 | s-35 | 4 | 2 | 1 | 4 | 3 | 14 |
| 36 | s-36 | 3 | 3 | 3 | 3 | 4 | 16 |

| | | | | | | | |
|--|------|---|---|---|---|---|--------------|
| 37 | s-37 | 2 | 4 | 1 | 3 | 4 | 14 |
| 38 | s-38 | 3 | 3 | 3 | 4 | 3 | 16 |
| 39 | s-39 | 4 | 4 | 3 | 4 | 4 | 19 |
| 40 | s-40 | 4 | 4 | 3 | 4 | 3 | 18 |
| 41 | s-41 | 3 | 2 | 3 | 4 | 3 | 15 |
| 42 | s-42 | 2 | 4 | 3 | 4 | 3 | 16 |
| 43 | s-43 | 3 | 4 | 2 | 4 | 3 | 16 |
| 44 | s-44 | 3 | 1 | 2 | 4 | 4 | 14 |
| 45 | s-45 | 3 | 1 | 3 | 4 | 4 | 15 |
| 46 | s-46 | 2 | 4 | 3 | 4 | 3 | 16 |
| 47 | s-47 | 3 | 3 | 3 | 4 | 3 | 16 |
| 48 | s-48 | 4 | 4 | 3 | 4 | 4 | 19 |
| 49 | s-49 | 4 | 4 | 3 | 3 | 3 | 17 |
| 50 | s-50 | 4 | 4 | 3 | 4 | 3 | 18 |
| 51 | s-51 | 3 | 2 | 3 | 4 | 3 | 15 |
| 52 | s-52 | 3 | 2 | 3 | 4 | 3 | 15 |
| 53 | s-53 | 3 | 1 | 3 | 4 | 3 | 14 |
| 54 | s-54 | 3 | 4 | 3 | 4 | 4 | 18 |
| 55 | s-55 | 4 | 2 | 1 | 4 | 3 | 14 |
| 56 | s-56 | 3 | 3 | 2 | 4 | 4 | 16 |
| 57 | s-57 | 3 | 2 | 3 | 4 | 3 | 15 |
| 58 | s-58 | 3 | 2 | 3 | 4 | 4 | 16 |
| 59 | s-59 | 4 | 4 | 3 | 3 | 3 | 17 |
| 60 | s-60 | 3 | 2 | 3 | 4 | 3 | 15 |
| Total score | | | | | | | 958 |
| The mean score of Tablet Computer | | | | | | | 15.97 |

$$X = \frac{\sum x}{N} = \frac{958}{60} = 15.97$$

APPENDIX E : Score of item 16-20

| No | Code | 16 | 17 | 18 | 19 | 20 | Total |
|----|------|----|----|----|----|----|-------|
| 1 | s-1 | 2 | 3 | 4 | 4 | 3 | 16 |
| 2 | s-2 | 3 | 4 | 2 | 3 | 4 | 16 |
| 3 | s-3 | 1 | 1 | 4 | 3 | 2 | 11 |
| 4 | s-4 | 3 | 3 | 4 | 4 | 3 | 17 |
| 5 | s-5 | 3 | 3 | 4 | 3 | 3 | 16 |
| 6 | s-6 | 3 | 4 | 4 | 4 | 3 | 18 |
| 7 | s-7 | 1 | 2 | 4 | 4 | 2 | 13 |
| 8 | s-8 | 3 | 2 | 4 | 2 | 3 | 14 |
| 9 | s-9 | 1 | 1 | 4 | 3 | 4 | 13 |
| 10 | s-10 | 4 | 3 | 3 | 4 | 3 | 17 |
| 11 | s-11 | 3 | 3 | 3 | 4 | 4 | 17 |
| 12 | s-12 | 3 | 1 | 4 | 3 | 4 | 15 |
| 13 | s-13 | 4 | 4 | 3 | 1 | 3 | 15 |
| 14 | s-14 | 3 | 4 | 4 | 4 | 4 | 19 |
| 15 | s-15 | 3 | 1 | 4 | 3 | 3 | 14 |
| 16 | s-16 | 4 | 4 | 4 | 3 | 4 | 19 |
| 17 | s-17 | 3 | 3 | 4 | 4 | 4 | 18 |
| 18 | s-18 | 4 | 3 | 3 | 3 | 4 | 17 |
| 19 | s-19 | 4 | 4 | 4 | 4 | 3 | 19 |
| 20 | s-20 | 3 | 4 | 4 | 4 | 4 | 19 |
| 21 | s-21 | 3 | 4 | 4 | 3 | 3 | 17 |
| 22 | s-22 | 4 | 3 | 2 | 1 | 4 | 14 |
| 23 | s-23 | 4 | 3 | 4 | 3 | 4 | 18 |
| 24 | s-24 | 4 | 3 | 3 | 4 | 4 | 18 |
| 25 | s-25 | 1 | 2 | 4 | 4 | 4 | 15 |
| 26 | s-26 | 1 | 3 | 4 | 3 | 4 | 15 |
| 27 | s-27 | 3 | 3 | 4 | 3 | 3 | 16 |
| 28 | s-28 | 2 | 3 | 3 | 3 | 4 | 15 |
| 29 | s-29 | 1 | 1 | 4 | 3 | 4 | 13 |
| 30 | s-30 | 3 | 4 | 3 | 4 | 4 | 18 |
| 31 | s-31 | 2 | 4 | 3 | 4 | 4 | 17 |
| 32 | s-32 | 3 | 3 | 4 | 3 | 4 | 17 |
| 33 | s-33 | 3 | 4 | 4 | 4 | 4 | 19 |
| 34 | s-34 | 4 | 4 | 3 | 3 | 4 | 18 |
| 35 | s-35 | 2 | 3 | 4 | 1 | 4 | 14 |
| 36 | s-36 | 2 | 4 | 3 | 4 | 4 | 17 |

| | | | | | | | |
|--|------|---|---|---|---|---|--------------|
| 37 | s-37 | 2 | 4 | 3 | 4 | 3 | 16 |
| 38 | s-38 | 4 | 4 | 4 | 3 | 3 | 18 |
| 39 | s-39 | 2 | 4 | 3 | 4 | 3 | 16 |
| 40 | s-40 | 3 | 4 | 4 | 4 | 4 | 19 |
| 41 | s-41 | 2 | 3 | 4 | 4 | 3 | 16 |
| 42 | s-42 | 4 | 3 | 3 | 4 | 3 | 17 |
| 43 | s-43 | 1 | 2 | 4 | 4 | 4 | 15 |
| 44 | s-44 | 4 | 3 | 3 | 4 | 4 | 18 |
| 45 | s-45 | 4 | 4 | 4 | 3 | 4 | 19 |
| 46 | s-46 | 4 | 3 | 3 | 4 | 3 | 17 |
| 47 | s-47 | 4 | 4 | 3 | 3 | 4 | 18 |
| 48 | s-48 | 2 | 4 | 3 | 4 | 3 | 16 |
| 49 | s-49 | 3 | 3 | 2 | 1 | 3 | 12 |
| 50 | s-50 | 3 | 4 | 4 | 4 | 4 | 19 |
| 51 | s-51 | 2 | 4 | 2 | 3 | 4 | 15 |
| 52 | s-52 | 2 | 3 | 4 | 4 | 3 | 16 |
| 53 | s-53 | 3 | 4 | 2 | 3 | 4 | 16 |
| 54 | s-54 | 3 | 4 | 3 | 4 | 3 | 17 |
| 55 | s-55 | 2 | 3 | 4 | 4 | 3 | 16 |
| 56 | s-56 | 4 | 3 | 3 | 4 | 4 | 18 |
| 57 | s-57 | 3 | 4 | 2 | 3 | 4 | 16 |
| 58 | s-58 | 2 | 2 | 4 | 4 | 2 | 14 |
| 59 | s-59 | 4 | 3 | 2 | 1 | 4 | 14 |
| 60 | s-60 | 2 | 3 | 4 | 4 | 3 | 16 |
| Total Score | | | | | | | 978 |
| The Mean Score of Notebook Computer | | | | | | | 16.30 |

$$X = \frac{\sum x}{N} = \frac{978}{60} = 16.30$$

APPENDIX F: The Mean Score of Students' Grade Point Average

| No | Code | Students' Grade Point Average |
|-----------|-------------|--------------------------------------|
| 1 | s-1 | 3.2 |
| 2 | s-2 | 3.21 |
| 3 | s-3 | 3.67 |
| 4 | s-4 | 3.35 |
| 5 | s-5 | 3.57 |
| 6 | s-6 | 3.52 |
| 7 | s-7 | 2.88 |
| 8 | s-8 | 3.75 |
| 9 | s-9 | 3.74 |
| 10 | s-10 | 3.71 |
| 11 | s-11 | 3.33 |
| 12 | s-12 | 3.33 |
| 13 | s-13 | 3.71 |
| 14 | s-14 | 3.65 |
| 15 | s-15 | 3.3 |
| 16 | s-16 | 3.44 |
| 17 | s-17 | 3.58 |
| 18 | s-18 | 3.45 |
| 19 | s-19 | 3.68 |
| 20 | s-20 | 3.49 |
| 21 | s-21 | 3.18 |
| 22 | s-22 | 3.72 |

| | | |
|----|------|------|
| 23 | s-23 | 3.67 |
| 24 | s-24 | 3.65 |
| 25 | s-25 | 3.4 |
| 26 | s-26 | 3.76 |
| 27 | s-27 | 3.29 |
| 28 | s-28 | 3.62 |
| 29 | s-29 | 3.46 |
| 30 | s-30 | 3.62 |
| 31 | s-31 | 3.54 |
| 32 | s-32 | 3.78 |
| 33 | s-33 | 3.63 |
| 34 | s-34 | 3.4 |
| 35 | s-35 | 3.62 |
| 36 | s-36 | 3.4 |
| 37 | s-37 | 3.33 |
| 38 | s-38 | 3.42 |
| 39 | s-39 | 3.42 |
| 40 | s-40 | 3.91 |
| 41 | s-41 | 3.3 |
| 42 | s-42 | 3.86 |
| 43 | s-43 | 3.78 |
| 44 | s-44 | 3.44 |
| 45 | s-45 | 3.72 |
| 46 | s-46 | 3.65 |

| | | |
|--|------|---------------|
| 47 | s-47 | 3.59 |
| 48 | s-48 | 3.45 |
| 49 | s-49 | 3.38 |
| 50 | s-50 | 3.3 |
| 51 | s-51 | 3.52 |
| 52 | s-52 | 3.46 |
| 53 | s-53 | 3.38 |
| 54 | s-54 | 3.8 |
| 55 | s-55 | 3.83 |
| 56 | s-56 | 3.65 |
| 57 | s-57 | 3.61 |
| 58 | s-58 | 3.69 |
| 59 | s-59 | 3.74 |
| 60 | s-60 | 3.86 |
| Total Score | | 212.39 |
| The Mean Score of Students' Grade Point Average | | 3.54 |

$$X = \frac{\sum y}{N} = \frac{212.39}{60} = 3.54$$



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 Web : www.dip.umh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

KARTU KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Nurhidaya
 NIM : 10535542713
 Judul Penelitian : "The Relationship between Intensity in Using Mobile Learning Tool and The Students' Grade Point Average"
 Tanggal Ujian Proposal : 16 September 2017
 Tempat/Lokasi Penelitian : Universitas Muhammadiyah Makassar

| No | Hari/tanggal | Kegiatan Penelitian | Nama Dosen | Paraf Dosen |
|----|--|---------------------|---------------------------------------|-------------|
| 1 | Tuesday / 16 th Oct 2017 | Questionnaire | Sitti Mangam Hamid, S. Pd., M. Pd. | |
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Makassar, Desember 2017

Mengetahui,

Ketua Jurusan

 Ummi Khairunnisa Syahri, S.Pd., M.Pd
 NBM. 977 807

Dekan FKIP Unisnuh Makassar

 Erwin Akib, M.Pd., Ph.D
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SURAT KETERANGAN PENELITIAN

Nomor : 1615/FKIP/05/A.5-VI/XII/1439/2017

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan dengan sebenarnya bahwa mahasiswa yang tersebut di bawah ini :

Nama : NURHIDAYA
NIM : 10535542713
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan

Adalah benar-benar telah melaksanakan penelitian di Fakultas Keguruan dan Ilmu Pendidikan tahun pelajaran 2017/2018 terhitung sejak 07 Oktober 2017 s/d 07 Desember 2017 dalam rangka penyusunan skripsi dengan judul:

"The Relationship Between Intensity In Using Using Mobile learning Tool In Learning Eanglish and The Students Grade Point Average".

Demikian surat keterangan ini kami buat dengan sebenarnya, dan untuk dipergunakan sebagaimana mestinya.

04 Rabiul Akhir 1439 H
Makassar,
22 Desember 2017 M

Dekan
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Makassar,
Erwin Akib, S. Pd., M.Pd., Ph.D.
NBM. 860.....



Terakreditasi Institut

CURRICULUM VITAE



Nurhidaya was born on November 17th, 1992 in Toli-toli. She has 1 brother. She is the youngest child from the couple of Anwar and Sahapia. She started her education, first was in elementary school at SDN 01 Tinigi and she graduated in 2005.

Then, she continued at SMP Negeri 1 Galang, she graduated in 2008. And she continued at SMA Negeri 1 Majene and graduated in 2011. In 2013, she entered the English Department field at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with title ***The Relationship between Intensity in Using Mobile Learning Tool in Learning English and the Students' Grade Point Average.***