

The achievement of students often taking selfies at SMKS Perwari Tulungagung

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Abstract

In this study, the researcher wanted to prove whether the students who often take selfies get lower achievement than the students who do not often take a selfie at SMKS Perwari Tulungagung in the 2020/2021 academic year. The researcher used an ex-post-facto experimental design that was categorized into quantitative research. This study was conducted at SMKS Perwari Tulungagung. The population of this study was all students of eleventh grade at SMKS Perwari Tulungagung in the 2020/2021 academic year which consist of 320 students and the sample was taken randomly 15% about 48 students. The finding of this study can be seen that the average score of the experimental group was 84 and the control group was 85. It means that the experimental group got a lower score than the control group. Then, after the researcher analyzed the data by using the t-test formula, the researcher got the result t count was 2.557 by a significant level of 0.05 and $df = n - 2 = 48 - 2 = 46$, and the t table is 2.013. Finally, it proved that the students who often took selfies got lower achievements than the students who did not often take a selfie on the students' achievement at SMKS Perwari Tulungagung in the 2020/2021 academic year.

Key Words: Taking Selfies; Achievements;

INTRODUCTION

In this modern era, social networking is very important for communication in daily life. As (Smith, 2014) says, "social networking is a large part of our society today". Many users of smartphones use them to connect on social media like Facebook, Twitter, and Instagram, it has become one of the most popular platforms for online communication and for spreading information (Baek, 2013). Therefore, many people switched to using a smartphone.

Furthermore, photography is becoming an increasingly public and social activity. Therefore, (Tsou & Leitner, 2013, p. 55) states that "smartphones and mobile devices use social media to both populate the content of the Internet and to record our daily lives in the real world". So, the development of the camera phone has been an impactful advancement in the world of mobile technology, with the innovations made smartphone to be sophisticated and have developed their own social life and implications through social media. The trend of capturing own images has become a phenomenon of the new culture in society and the young generation especially students.

One of the technology products that are very close to the student's daily life is a selfie. Hornby, A.S. 2013 defines selfies as, "A photograph that one has taken of oneself, typically with a smartphone or webcam and uploaded to a social media website". As (Snooke, 2014) says, "The phenomenon of taking a selfie was so widespread in 2013 that Oxford Dictionary selected the term as the "word of 2013". Meanwhile, Pacis (2015) says "Selfie is a self-portrait photograph, typically taken with a hand holding a digital camera or a camera phone, and it is usually about the private life of the photographer".

Furthermore, Saltz (2014) defines a selfie as a fast self-portrait made with a smartphone's camera and immediately distributed into a social network for instant visual communication of where we are, what we are doing, and who we think we are, and who we think is watching. So, the trend of taking selfies has almost become a daily habit for many people all around the world.

Some experts explain the history of the selfie. Ahmad as quoted in Angga Hadi (2015) states that "selfie is the term of self-portrait that appeared in 1800s using a mirror or self-timer". Meanwhile, Amy J Nguyen (2014) states that the selfie is not relatively a new concept, in fact, it is believed that the first American self-portrait photo was produced in 1839 by Robert Cornelius. Furthermore, Syahbana (2014, 21) states that some people are the first selfie makers in the world. Anastasia Nikolaevna was the first teenager who took her self-portrait using Kodak in front of a mirror in 1914 and sent it to her friends. Robert Cornelius was the first who took a selfie using an electronic device in 1839. He was the pioneer of American photography. A Scottish boy found two selfie photos in their country from 1900 to 1950. Both photos used mirrors as the media to take pictures. It can be concluded that the history of the selfie has existed since ancient times, about 1800 years ago, and the first was done by Robert Cornelius.

Nowadays, Millions of selfies have been posted on various social networking sites (Unmetric 2014). Therefore, so many teenagers especially students spend their time on social media taking selfie pictures on their smartphones. So that, they can upload or share on social networks, update their status and where are they at that particular time, looking for a nice place or environment to take pictures and share them. Unfortunately, if they take a selfie every day to get satisfying and over, they can be addicted and will be obsessed with the selfie and forget their activity (Syahbana, 2014: 45). As Simatupang (2015) elaborates on some negative impacts of selfies such as lack of confidence in the appearance, obsession over something, stress from something, and satisfaction of something.

Furthermore, Syahbana (2014) states that many people do not realize the impacts of taking too many selfies. The impacts of selfies are: Disturbing other people. People who see our posts on social media feel disturbed because of too many selfie photos, Forgetting important activities. It happens because someone who takes a selfie feels good about getting

praised by others, and they get addicted and finally forget their activities, Influencing other people. Taking a selfie can affect other people who see it, Endangering the doers. It may happen when taking a selfie is done in extreme and dangerous places, forgetting time, and being disrespectful to other people. Now, there are many people taking selfies in disasters and not respecting other people's suffering, Committing crimes. For the people who do not have many activities, it is very easy to commit crimes even though only by taking a photo on social media. Therefore, it will be a bad effect on students' achievement who often take a selfie.

Besides taking a selfie has many bad impacts it has also positive impacts. As Syahbana (2014) states that taking a selfie has positive and negative impacts on the people who do it. First, the positive impact of taking a selfie is making life livelier. Sometimes, the effect of posting pictures on social media is happiness. One of the factors that can make life more useful is the spirit that appears in ourselves, delivering positive messages to many people. Posting pictures to social media with a positive aura can make other people give positive opinions to us, increasing our confidence, taking and uploading a selfie to social media and getting good comments from friends can increase our confidence because we feel that people respect what are we doing, being an artist. A teenager in England suddenly became famous after she took a selfie with Prince William. So, a selfie does not rule out the possibility that anyone can be famous, learning to be patient. A psychologist taught her children to be patient when once she was recording a video of her children, they suddenly grabbed the phone and wanted to see the video. So, of this incident, she and her husband always ask her children to be patient, increasing togetherness. Taking a selfie can be taken not only by one or two people but also by a group of many people. So, taking a selfie has a negative and positive impact on the people who do it.

The result of an activity that has been done, creation, either individual or in groups is called achievement (Djamarah 2012: 19 in Putri Iska 2015). Meanwhile, according to Qodar (2012), the achievement is the thing that has to be created, the work that is done, and the results of what is obtained by working with tenacity. Furthermore, Harahap (2012) states that achievement is the development of the educational assessment of the student's progress in mastering the subject materials presented to them and the values contained in the curriculum. Based on the statement above, students' achievement is based on their interest in their studies. It is measured how the students can follow the teaching-learning process and understand the learning. Students' achievement is obtained from their students if they are interested in learning and trying to understand what the teacher taught.

However, obtaining students' achievement face many influences from around students especially taking a selfie. Unfortunately, on the other side selfie does have positive views such as refreshing, fun, increasing self-confidence, and encouraging although they can be addicting to the students. Such as a student from English, Danny Bowman that obsessed

to take selfies so he spends his time to have selfies and is willing to skip classes from school to get perfect capture, finally, he dropped out of his school (Syahbana, 2014: 62). So, from the statement as shown the researcher can conclude that taking selfies may bring happiness but on the other side it may harm the student's achievement. The student's achievements are the semester score in the report scores. The achievement was shown by the scores of students in the semester in the academic year 2020/2021.

METHOD

The research design used by the researcher was Ex-post Facto. As (Simon & Goes 2013) defines Ex-post Facto research as ideal for conducting social research when is not possible or acceptable to manipulate the characteristics of human participants. It is a substitute for true experimental research and can be used to test the hypothesis about cause and effect or correlational relationships.

Ex-post Facto is also known as after-the-fact research because observation is conducted after the events that occurred (Arikunto 2010). Ex-post facto is almost similar to experimental research, they both investigate the relationship among variables and test the hypothesis. But there is no variable control and usually, it does not conduct a pre-test in Ex-post Facto. This method was used because the researcher tried to find out whether there is any effect of often taking selfies on students' achievement.

Sugiyono (2011: 215) defines that population as a place or area consisting of generalized objects or subjects that have certain qualities and characteristics that are determined by the investigator to be studied and then make conclusions. Therefore, Population is the entire subject of research that exists in a certain area to find the study is to be applied. Meanwhile, study or research is also called population studies or a case study (Arikunto, 2010: 173).

The researcher conducted the research at SMKS Perwari Tulungagung in the 2020/2021 academic year. It is located in Jl. Soekarno Hatta no.13, Tulungagung. The population of this study was the eleventh-grade students of SMKS Perwari Tulungagung. The total population in this study was 320 students. In getting or taking the sample, the researcher distributed the questionnaire sheet to all populations. After the questionnaire sheet accumulated, the researcher classified it into experimental group and control group. The technique that the researcher uses was random sampling.

As Donald (2010) states, random sampling was when all members of the population have an equal and independent chance of being included in the sample. The total of students

who often take selfies and do not often take selfies is taken randomly at 15% of the population. It is about 48 students, from 48 taken randomly again to divided into two group

Variable is something that becomes an object of the research. As Arikunto (2010:161) defines that a variable is an object of study or research that becomes a main point of research. In this research, there are dependent and independent variables. The dependent variable of this research is an achievement. The independent variable is often taking a selfie.

No	Variables	Indicator	Instrument
1	Achievement (Y)	<ul style="list-style-type: none"> Shows the Students' achievement 	<ul style="list-style-type: none"> Document raport/transcript is
2	Taking selfie (X)	<ul style="list-style-type: none"> Shows response about often taking selfie 	<ul style="list-style-type: none"> Questionnaire

To get the data the researcher carried out two instruments to collect data containing questionnaires and achievements. As Arikunto (2010:194) defines a questionnaire is some literal questions that are used to get information from the respondent in terms of their personality or about the thing she or he knows. A questionnaire is the data collection instrument that is made to obtain relevant information. In this research, the researcher gives questionnaires to students. The purpose is to differentiate between the students who often take selfies or not among all populations and how often the students take selfies.

Further, talking about the questionnaire is to count the students' frequency of often taking selfies. Next, Arikunto (2010:274) defines the documentation method as finding the data about the things or variables such as notes, transcripts, books, newspapers, magazines, inscriptions, minutes of a meeting, agenda, etc.

A document is an important part to know the student's achievement. In this research, the researcher uses the report of the students to gain the data. The forms of the report are numbers and descriptions. In this research, the documentation method was used to obtain; (1) data about the number and names of the students in the population, and the sample (2) data report of the first semester of eleventh-grade students at SMKS Perwari Tulungagung. So, in the research, the researchers take data from staff administration in SMKS Perwari Tulungagung.

In this study, the researcher analyzed the data, and they were questionnaires and documentation. Then, she analyzed the main data by using the t-test formula. The researcher analyzed of questionnaires by using Likert scale. There are 20 questions and the options are

Always, Usually, Often, Sometimes, and Never. Rank is the score of the answer column as follows:

- | | | |
|--------------|---|---|
| 1. Always | = | 5 |
| 2. Usually | = | 4 |
| 3. Often | = | 3 |
| 4. Sometimes | = | 2 |
| 5. Never | = | 1 |

Criteria are set to interpret the result of computation.

Calculating the score range:

Maximum score	=	$1 \times 20 \times 5 = 100$
Minimum Score	=	$1 \times 20 \times 1 = 20$
Score Range (R)	=	$100 - 20 = 80$

Then, the researcher made continuum diagram for the interpretation score adapted from Sugiyono (2010).

Criteria for interpretation of scores:

Number 20 - 30	=	Never
Number 31 - 50	=	Sometimes
Number 51 - 70	=	Often
Number 71 - 90	=	Usually
Number 91 - 100	=	Always

In analyzing data of the documentation, the writer analyses the data collected quantitatively. The researcher takes data reports from the previous semester in form of numbers and descriptions of eleventh-grade students at SMKS Perwari Tulungagung. The researcher takes the average score of the report from each group. In the documentation in this research, the researcher uses a report or transcript's students' achievements by calculating reports from all of the subjects. Each student was based on the number of their subject in that semester. From that, to calculate the individual score from each subject the researcher uses a pattern as follows:

Score: $\frac{\text{Total score of the student}}{\text{Number of subject}}$

After getting individual scores from each subject, the researcher determined to calculate the mean score from the experimental group and control group. To calculate between Mean Score of the experimental group and the control group the researcher uses the pattern as follows.

Student's score = $\frac{\text{Total score of the student}}{\text{Number of subjects, -.-}}$

In this study, the researcher uses the t-test to analyze the data. This research is important to be able to identify situations where scores from two groups are likely to be related. Besides that, the researcher wants to know the result of the different scores from the students who often take selfies and the students who do not often take selfies in their achievement. Arikunto (2010:354) explains the formula of the t-test is as follows:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}} \quad t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

The result of the t-test above will be analyzed by comparing the t-count and t-table with the significance level (α) 0.05. The criteria are that the null hypothesis (H_0) is rejected when the t-count is higher than the t-table. When the null hypothesis (H_0) is rejected the alternate hypothesis (H_a) is accepted. It means that the students who often take selfies get lower scores than the students who do not often take selfies on their achievement. While, if the t-count is lower than the t-table the null hypothesis is accepted and the alternative hypothesis is rejected. It means that the students who often take selfies get better achievements than the students who do not often take selfies on their achievement.

RESULTS AND DISCUSSION

The research finding presents the findings from instruments that were applied and analyzed. The questionnaire consisted of 20 questions. Then, this instrument was distributed to 320 population of eleventh-grade students of SMKS Perwari Tulungagung in the 2020/2021 academic year on 3 May 2021. So, the result of the questionnaires is that 124 students often take selfies and 196 students do not often take selfies. From the population has been taken randomly 15%. So, the sample is 48 students divided into two groups, 24 students in the experimental group and 24 students in the control group.

Based on the analysis of the questionnaire, the finding of the questionnaire of the experimental group was that 24 students often take selfies. The highest score was 91 and only one student answered it, and the lowest score was 60. Eight students answered it. The result of the questionnaires of the control group is that 24 students do not often take selfies. It is shown that the highest score was 49 and 2 students answered it. The lowest score was 24 and only one student answered it. Based on the result from the experimental group and the control group it can be concluded that 20 students indicate in a category often taking selfies, 4 students in a category usually taking selfies, 10 students in the category sometimes taking a selfie, and 14 students in category never taking selfies. So, it can be believed that the students of eleventh grade at SMKS Perwari Tulungagung are in a category often taking selfies.

The finding of documentations was taken from staff administration of SMKS Perwari Tulungagung. The researcher took the data score of students' achievement reports in the first semester of eleventh-grade students at SMKS Perwari Tulungagung in the 2020/2021 academic year on 3 May 2021. The data gained from scores in all of the subjects they have learned has been tested in the first semester of curriculum 2013. Then, from the data, the researcher concludes that the score all subjects is average.

Based on the mean score of each group it can be concluded that the control group got a better score than the experimental group. As can be seen, the mean score of the control group was 85 and of the experimental group was 84. So, the student's achievement in the control group was good. It showed that the highest score from 48 students is 89 that predicate A, It means that the competence of cognitive aspect in all subjects is very good and the competence of psychomotor aspect in all subjects is skilled and the lowest score is 82 that predicate B, It means that the competence of cognitive aspect at all subjects are good and the competence of psychomotor aspect at all subjects are skilled overall, although there is one subject that must be improved (in creating three dimension product: SBK)

The finding of the testing hypothesis of students often taking selfies of their achievements is effective. The researcher analyzed the data by using the t-test formula, but before the researcher did the computation using the t-test formula, the researcher must know the mean score and standard deviation between each group. The finding of the mean score reveals that the experimental group is 84 and the standard deviation is 38. Then, the finding of the mean score of the control group is 85 and the standard deviation was 46,95. Next, the finding of the t-test formula is 2.557. Next, the researcher compares the t-count with the t-table to determine that there is a significant effect of students often taking selfies on their achievement. The result of the t-table with the level of significance (α) 5% and $df = N_1 + N_2 - 2 = 46$ was 2.013. It means that the result of the t-count was higher than the t-table. The number shows that $2.557 > 2.045$. So, H_a is accepted and H_o was rejected. So, it is concluded that there is a significant effect of students often taking selfies on their achievement in the eleventh-grade students of SMKS Perwari Tulungagung in the 2020/2021 academic year.

Based on the findings that 12 students are answering to often taking selfies to post on social media. It can be said that this finding supports the theories about taking selfies to be posted on social media. As Putra (2015) explains that teenagers who are active in doing selfies will upload them on social media. Those theories were also supported by Simatupang (2015) explains that many people do selfies and then upload them to Instagram for some reasons and aims, such as hobbies, seeking attention, or existence from others who probably see their selfies. So, it can be concluded that one of the reasons students often take selfies is to post them on social media. Then, from another item of questionnaires, there are 9 students answering about often taking selfies everywhere. There are also 14 students answering about often taking selfies before eating meals and 13 students answer about often taking selfies at

school. The third findings support the theories stated by Keenan (2014) that she had seen people taking selfies at parties, in class, while having food, working out at the gym, and almost everywhere and anywhere. So, it can be concluded that students of SMKS Perwari Tulungagung also often take selfies based on their pleasure to do something captured them by selfies. Furthermore, 3 students have a good achievement overall, but they should improve their competencies still in a certain subject.

There is a significant effect of students often taking selfies to their achievement in the eleventh-grade students of SMKS Perwari Tulungagung in 2020/2021 academic year. It can be said that this finding supports the theories stated that students often taking selfies has significant effect to their achievement. As Putra (2015) explained in his related study that it shows bad effect of people taking selfies on their life style. Furthermore, those findings are supported by Syahbana (2015) that also finds bad effect of taking selfies on students' obsession. It can be said that taking selfies can give impact in students' academic performances. So, the result of this research is same and suitable with the theories and related study. Here the researcher can conclude that the students who often take selfies get lower scores than the students who do not often take selfies on their achievement at SMKS Perwari Tulungagung in 2020/2021 academic year.

CONCLUSION

Regarding the findings, it can be concluded that the findings of this study can answer the statement of the problem which says "Do the students who often take selfies get lower achievement than the students who do not often take selfies at SMKS Perwari Tulungagung in the 2020/2021 academic year?" and the findings of this study can also meet the objective of this research which says to prove the students who often taking selfie get lower achievement than the students who do not often take selfies at SMKS Perwari Tulungagung in the 2020/2021 academic year. It also can be said that the working hypothesis (H_a) was accepted. So, it can be concluded that the hypothesis of this research which says the students who often take selfies get lower scores than the students who do not often take selfies on the students' achievement at SMKS Perwari Tulungagung in the 2020/2021 academic year is proved.

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