



The Use of Non-Cognitive Diagnostic Assessment on Students' Listening Skills

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ABSTRACT

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This study aims to describe the results of applying non-cognitive diagnostics to listening skills in class VII.2 students at SMP Negeri 22 Palembang. This research method used descriptive quantitative data collection techniques in the form of a questionnaire containing 35 questions distributed to a sample of 28 students. This study found that 46% of students had the medium category in listening skills. Apart from that, the diagnostic results of listening skills showed a mean of 96.18 and a standard deviation (SD) of 10.26. A standard deviation that was smaller than the mean indicated that the distribution of the data variable is small or that there is no large enough gap between the lowest (25%) and highest (29%) ratios.

Keywords: *assessment, Diagnostics Non-Cognitive, Listening Skills*

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PENDAHULUAN

A teacher as an educator who is at the forefront of the world of education certainly realizes that to be able to carry out his duties well requires data that can describe the understanding of students after learning is carried out and can describe the learning process carried out by students in achieving the goals that have been set. The data was obtained, among others, through an activity called an assessment. Assessment is commonly used to evaluate student performance, covering various dimensions such as cognitive, affective, and psychomotor aspects (Agustianti & et al., 2020).

Then, diagnostic assessments help educators create a conducive learning environment to achieve learning goals for all students (Khoirurrijal, 2022). The same opinion was conveyed by Assessment is a series of activities that include data collection, data analysis, and data interpretation which aims to find out the level of understanding and performance of students during the learning process (Kertati, I., dkk, 2023). Assessment is an important part of the learning process. The main focus is to find evidence or grounds for consideration related to the achievement of learning objectives (Ramah, S., & Rohman, M, 2023). One type of assessment

carried out in the world of education is diagnostic assessment. This assessment is carried out specifically to identify students' competencies, strengths, and weaknesses so that learning can be designed according to students' competencies and conditions (Ermiyanto et al., 2023).

Furthermore, Budiono and Khatib (2023) explained that diagnostic assessments are divided into cognitive diagnostic assessments and non-cognitive diagnostic assessments. The implementation of cognitive diagnostic assessments aims to identify competency achievements, adjust learning in the classroom to the average competence of students, and provide remedial for students whose competencies are below average. In contrast, non-cognitive diagnostic assessments aim to explore students' psychological and social-emotional well-being, students' activities during home study, students' family and social conditions, learning styles, students' character and interests. Another opinion states that non-cognitive diagnostics is a way to find out the mindsets, personality attitudes, social skills, intuition, and behaviors that affect a person's social communication with others (Aslamiah, A.,2024).

This study seeks to conduct a non-cognitive diagnostic assessment of listening skills. The basic reason for choosing listening skills is considering that this skill is at the earliest level of language skills. Since the human fetus in the womb is said to already have listening activities (Susanti, 2019). Listening skills are considered to be the main basis for other skills Kostman, J. T, 2004). Humans initially develop listening skills in their lives, after that they only develop speaking, reading, and writing skills. Thus, for students (especially junior high school students) listening skills are very important to be developed in order to support their activities as a student. In addition, (Arifudin, 2022) suggests that listening skills are the main foundation in expanding other language skills because they are an important prerequisite before developing speaking, reading, and writing skills. Then, according to Rahmawati et.al., (2024) Listening skills in general are the process by which a person evaluates or analyzes an object, be it a symbol, reality, or situation. These objects can be objects, sounds, concepts, processes, or actions. In listening, individuals not only receive sounds or information, but also process the language they hear to form a message that will be further communicated.

Assessment is a data collection process that provides a comprehensive picture of student learning development (Widiana, I. W, 2016). In the context of education, a broad and diverse understanding of assessment is essential. Each perspective offers valuable insights into how to measure and understand students' learning progress holistically and informatively (Agustianti & et al., 2020).

This non-cognitive diagnostic assessment instrument on listening skills is made in the form of a questionnaire based on aspects of listening assessment which consists of understanding the content of the text, understanding the details of the content of the text, fluency of disclosure, accuracy of diction, accuracy of sentence structure, and meaning of speech. In each aspect, instrument items are developed to determine the psychological, emotional, and social conditions of students in carrying out listening activities.

The research conducted on the students of SMP Negeri 22 Palembang essentially aims to describe the level of listening skills. It is hoped that the results of this study can help teachers (especially BK teachers) in providing tutoring, especially related to listening skills so that they can contribute to improving the process and better learning outcomes.

METHOD

This study uses a descriptive quantitative method. A descriptive quantitative approach is an approach that describes a situation precisely and accurately (Nurdin & Hartati, 2019). So,

descriptive quantitative research is research that describes variables according to conditions and is assisted by data in the form of numbers that are following actual conditions.

The sample in this study is 28 students of SMP Negeri 22 Palembang in grade VIII.2. The sampling technique uses simple random sampling. The data collection technique in this study uses a questionnaire. The data analysis techniques used are descriptive analysis, instrument tests consisting of validity tests, and reliability tests.

RESULTS AND DISCUSSION

Based on the results of the research, non-cognitive diagnostic tests on listening skills in class VIII.2 SMP Negeri 22 Palembang can be seen in the table.1.

Table 1. Listening Results Skills

<i>Name</i>	<i>Average score</i>	<i>Information</i>
S1	101	High
S2	108	High
S3	88	Low
S4	84	Low
S5	93	Medium
S6	107	High
S7	105	High
S8	106	High
S9	85	Low
S10	96	Medium
S11	100	Medium
S12	94	Medium
S13	84	Low
S14	90	Medium
S15	80	Low
S16	82	Low
S17	108	High
S18	76	Low
S19	113	High
S20	114	High
S21	93	Medium
S22	100	Medium
S23	91	Medium
S24	98	Medium
S25	100	Medium
S26	93	Medium
S27	96	Medium
S28	108	High
<i>Average</i>	96.18	Medium

The results of the table table.1. show that the categories of listening skills of the students studied include all categories (high, medium, and low). Students with high categories totaled 9 people, namely: S1, S2, S6, S7, S8, S17, S19, S20 and S28. A total of 12 students with medium categories, namely: S5, S10, S11, S12, S14, S21, S22, S23, S24, S25, S26, S27. Then, there are 7 students with low categories, namely: S3, S4, S9, S13, S15, S16, S18. Then, a mean of 96.18 and a standard deviation (SD) of 10.26 were obtained. Standard deviations smaller than the mean indicate the distribution of small data variables or no large gap between the lowest (25%) and highest (29%) ratios.

Table 2. Diagnostic Intervals of Listening Skills

<i>Interval</i>	<i>Category</i>
≥104	High
90-103	Medium
≤76	Low

Table 2 shows the data from the research results of the application of non-cognitive diagnostics to listening skills formulated in the high category with a ≥ number of 104, then 90-130 in the medium category, and ≤ 76 with a low category.

Table 3. Diagnostic Percentage of Listening Skills

<i>Number of students</i>			
High	104-117	8 Student	29%
Medium	90-103	13 Student	46%
Low	76-89	7 Student	25%

Based on the results of this non-cognitive diagnostic assessment study, it was found that the average student had good listening skills with a moderate category of 46%. So, it can be concluded that students can learn well supported by listening skills. From the results of this study, non-cognitive diagnostics play an important role in determining students' listening skills and this is significantly in line with the results obtained.

CONCLUSION

The research "Use of Non-Cognitive Diagnostic Assessment on Listening Skills" found that the dominant percentage of listening skill results of the students studied was 46% (as many as 13 students) at a moderate level in the score interval of 90-130. This indicates that the students studied (students in grade VII.2 of SMP Negeri 22 Palembang) already have enough abilities associated with the assessment aspects of listening skills, namely: understanding the content of the text, understanding the details of the content of the text, fluency of expression, accuracy of diction, accuracy of sentence structure, and meaning of speech. The students are expected to develop their abilities in terms of listening so that they will contribute to improving the quality of the process and learning outcomes to be better.

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