

# PORTFOLIO AS ONE OF THE LEARNING EVALUATIONS IN THE CCU (CROSS-CULTURAL UNDERSTANDING) SUBJECT

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## **Abstract**

There were two evaluations, measurement and assessment. The instruments of the evaluation must be valid and reliable. In the teaching and learning process, it had three aspects, input, process, and outputs. The outputs had a close relationship with evaluation. One of the kinds of evaluation was using a portfolio in which the students' work was being considered thoroughly. By using a portfolio, a teacher was able to evaluate the students in detail. This research was a descriptive qualitative in which it had 5 students as the subject and several students' work as the object of the research. The result proved that the portfolio can be applied to CCU (Cross-Cultural Understanding) subject by considering some steps; 1) compile the students' work, 2) make a rubric for each student, 3) evaluate the process and the results of students' work. It was also found that the portfolio could be an alternative way to evaluate the CCU subject.

Keywords: *evaluation, portfolio, CCU*

## **A. Introduction**

To find out the competencies which a person has, we need an instrument called evaluation. Two things need to be distinguished in evaluation, namely measurement and assessment or interpretation. To be able to measure correctly, we need the right measurement instrument. The right instruments must meet several requirements, it must be: valid, reliable, and practical.

In the learning process there are inputs, processes, and outputs. In the teaching and learning process there are several important things. Learning is a process of changing one's behavior/ personality based on his experience on interacting with his environment which is shown in various forms such as changes in knowledge, understanding, attitudes, and behavior, skills, abilities, habits, and changes in other aspects that exist in individuals who learn.

Whereas in teaching, several principles should be considered. The five principles are context, focus, socialization, sequence, and evaluation. The last principle is the most important thing in this discussion. With learning, evaluation is very important because 1) Evaluation is a continuous process, before, during, and after the teaching and learning process. 2) The evaluation process is always directed towards certain objectives, namely, to get answers about how to improve teaching 3)

Evaluation requires the use of a valid and reliable instrument to gather information needed to make decisions.

There are several types of instruments. Subjective instruments like essays, objectives (multiple-choice, matching, completion, and true-false), and performance, performance is now beginning to be recognized as portfolio measurement tools. The portfolio is a collection of the work of a student as a result of the implementation of a performance assignment, which is determined by the lecturer or by the student together with the lecturer, as part of an effort to achieve learning goals, or achieve competencies specified in the curriculum.

In the English language education curriculum several courses require prerequisites, it means before taking the course should take certain courses. Students must take several courses as a prerequisite for taking courses in the following semester. In learning English, students are required to study CCU (Cross-Cultural Understanding) courses. This subject is taught in semester VI with several required courses. The learning objectives of CCU are intended to give students an understanding of how to communicate, interact, and understand the culture of others well.

It is not easy to teach CCU to students with different cultural backgrounds from the cultural backgrounds studied, the lecturer needs to train students to not only read books about other cultures but also learn them from other sources, for example films, cultural capsules, newspaper articles, magazines and more. In this case the lecturer also assigns students to make assignments either in the form of collecting articles, book reviews, or films about culture. These tasks can also be called portfolios.

## **B. Literature Review**

### **1. Portfolio**

Portfolios are considered "only a collection of the work of a student as a result of carrying out performance tasks, which are determined by the teacher or by students with the teacher, as part of an effort to achieve learning goals, or achieve competencies specified in the curriculum" (Mone, 2004: 3). It is also "focused on documents about productive student work, namely 'evidence' about what students can do, not what cannot be done, or cannot be answered, or cannot be solved by students" (Depdiknas, 2004: 3).

It also means 'Collection of documents' in the definition must be interpreted 'documents that are arranged systematically and organized' (Surapranata and Hatta, 2004: 28); and the task completion time is limited, and only selected by specified competencies.

A portfolio is a collection of artifacts (evidence of work/activities/data) as evidence that shows the development and achievement of a program. The use of portfolios in evaluation activities has been done for a long time, especially in language education. In recent years, with the orientation of the competency-based curriculum, portfolio assessment has been excellent in the class-based assessment.

It should be understood that a portfolio (usually placed in a folder) is not merely a collection of meaningless evidence. Portfolios must be arranged according to their purpose. Wyatt and Looper (2002) state that based on the purpose of a portfolio, it could be a developmental portfolio, best work portfolio, and portfolio showcase.

Developmental portfolios are arranged in such a way according to the chronological steps of development that occur. Therefore, recording when an artifact is produced is very important, so that the development of the program can be seen clearly. The best work portfolio is a portfolio of the best work. The best work is selected by the portfolio owner himself and given a reason. The best work can be more than one. A portfolio showcase is a portfolio that is used more for display purposes, as a result of a particular performance.

## **2. Works collected in the Portfolio**

The works which can be collected in a portfolio are: a) the results of an inquiry project or student practice that is presented in writing, b) student work using recording equipment, or computers, or flash drives, c) pictures or reports of observations, d) description and problem-solving diagram, e) group work report, f) reports on student attitudes toward learning (Mone, 2004: 4), g) written award, h) the work in the form of writing, summary (Surapranata and Hatta, 2004: 39).

The materials which can be collected in the portfolio are: a) Draft essay and final composition and form b) Reports, project outline c) Clippings of literary works, photographs, newspapers, and magazines) Audio recordings, videos about presentations, demonstrations, e) Journals, diaries and other personal reflections f) Tests, test scores, and written assignments, g) Lecture notes, h) Self and friend assessment including comments, evaluations and check checks (Genesee and Urphus (via Brown, 2003: 256)

Specifically, for language subjects, Surapranata and Hatha (2004: 36) provide examples of documents in the portfolio adopted in the CCU courses as follows:

- a. lecturer observation notes about students' speaking abilities

- b. Students' responses to cultural descriptions presented by other students
- c. a shortlist and comments about the books you have read
- d. a synopsis of the culture reads made
- e. letters made
- g. free expression based on topic
- h. visit report
- i. the writing on the wall magazine.

### 3. Portfolio Weaknesses

The Ministry of National Education (2004: 6) cautions that there are some weaknesses in using portfolios as an assessment.

- a. The use of portfolios depends on the ability of students to convey their descriptions in writing. As long as students are not fluent in written language, the use of portfolios is an additional burden.
- b. In some countries many lecturers have difficulties because of the habit of lecturers who give tests in assessment, and this habit is ingrained.
- c. Lecturers need extra time to plan and carry out assessments with portfolios. Using a portfolio as an assessment tool requires a lot of time to do the scoring, especially if the class is large.
- d. Assessments with portfolios are less reliable compared to assessments that use daily tests, general tests, or national examinations that use tests; let alone self-assessment as recommended in the portfolio.
- e. Lecturers tend to pay attention only to the final achievements. If this happens, it means that the assessment process does not get proper attention.
- f. Lecturers and students are usually trapped in an atmosphere of top-down relationships: lecturers know everything and students need to be told. If so, the initiative and creativity of students do not develop, even though assessment with a portfolio requires both.
- g. There are elements of skepticism, especially parents because so far the success of their children is only based on the results of the final test, ranking, and things that are quantitative. Whereas evaluation with a portfolio requires the opposite, that is, evaluations are not numbers. For lecturers, an assessment that is not in the form of a number is not an easy job.

- h. Assessment with a portfolio requires adequate storage of evidence (documents), especially if the number of students is large enough.

That is why the Ministry of National Education (2004: 6) provides a suggestion: "... the portfolio assigned to be made needs to be adjusted to the ability of students in written English and the time available for teachers to read".

#### **4. Portfolio Assessment Model**

To get a comprehensive picture through portfolio assessment, an approach that can represent the entire assessment process is needed. Wyatt III and Looper (1999) developed a portfolio model that was synchronized into CORP, which included (1) collecting, collecting data such as works and other documents including drafts, (2) organizing, namely the process of compiling and selecting data. The data is based on the desired rules, such as chronology, based on focus, or the best work 3) reflecting, which is a reflection of the learning process that has been passed and an evaluation of one's work, and (4) presenting, which displays all the results of the selection and reflection in a document that is often called a folder.

Portfolio folder is material that will be assessed by the teacher. In general, some things that must be in the portfolio folder are (1) cover letter, which is a summary of what students have made as proof of their learning outcomes, (2) table of contents of the portfolio, (3) entries (with dates on each entry). Entries are divided into two, namely mandatory entries and optional entries; (4) draft of each entry (for monitoring the process that was passed), and (5) reflection and self-evaluation.

#### **5. CCU (Cross-Cultural Understanding)**

- a. Description of Cross-Cultural Understanding (CCU)

The idea of "cross-cultural" includes more than speakers of different languages or from different countries; it includes speakers from the same country from different classes, regions, ages, and even gender (Tannen, 1980: 203). In The Fourth Edition of the American Heritage Dictionary, cross-culture is defined as the interaction of different cultures, or comparisons.

Cross-cultural understanding only refers to the basic ability of people in business to recognize, interpret, and react to people, events, or situations that are open to misunderstanding due to cultural differences. The fundamental objective of cross-cultural

training is to equip students with the appropriate skills to achieve cross-cultural understanding. ([www.kwintessential.co.uk/cultural-services/articles/cross-cultural-understanding.html](http://www.kwintessential.co.uk/cultural-services/articles/cross-cultural-understanding.html))

Teaching cross-cultural understanding skills is important in language studies. As SG Ter-Minasova argues that understanding is indeed very important, when many people who are different languages, cultures that are in the same place and have never happened before or have often occurred there will be big problems about how to teach tolerance to other cultures, respect and pay respect to this culture, overcome feelings of offense and redundancy within oneself and overcome feelings of inadequacy or just because of differences with other cultures (via Fadeeva, 2012: 146).

The classic definition is given in EM Vereschagin and VG Kostomarov's book "Language and Culture" in which 'cross-cultural communication' is understood as an adequate understanding between people who have different national cultures (via Fadeeva, 2012: 146). CCU learning includes:

**1) Intercultural awareness.**

Knowledge, awareness, and understanding of the relationship (typical similarities and differences) between the 'world of origin' and 'the world of the target community' results in intercultural awareness. It is, of course, important to note that intercultural awareness includes awareness of the regional and social diversity of the two worlds. It is also enriched with a broader awareness of culture than is done by first and second language learners. This broader awareness helps to put both in context. In addition to objective knowledge, intercultural awareness includes awareness of how each community emerges from another perspective.

**2) Cross-cultural skills and know-how include:**

- 2.1. the ability to bring home cultures and foreign cultures into relationships with each other;
- 2.2. cultural sensitivity and the ability to identify and use various strategies for contact with people from other cultures;
- 2.3. capacity to fulfill the role of cultural intermediary between one's own culture and foreign culture and effectively deal with intercultural misunderstandings and conflict situations;
- 2.4. ability to overcome stereotypical relationships

## b. CCU on the English Language Education

The CCU in the English Language Education at the University of Muhammadiyah Purworejo is set in the sixth semester. This course has several topics. As a consideration that in the sixth-semester students have completed language skills so that they are considered to have a comprehensive understanding of how to write and present things properly in terms of using correct grammar and vocabulary and also diction which must also be considered. Related to several considerations of the importance of CCU teaching, this course has several topics that will be discussed. These topics are: a) cultural terms, b) cross-cultural conflict and adjustment, c) cultural values, d) space and time, e) individual and the group, f) language, g) family, h) education, i) moral values, and j) gender.

Of all the above topics, several topics are project assignments. In this case students are asked to formulate titles and conduct a small study on matters relating to the topic.

## C. Research Methodology

The research design is descriptive qualitative. In this research the researcher uses 5 students in semester VI as the sample by considering that their works need much time to evaluate. The research object is several collections of student work in one semester. The main research instruments in qualitative research are the researcher herself and the complementary instrument is the documentation and questionnaire. The data collecting techniques are: 1) Collecting student work, 2) selecting the best work of students, 3) Collecting the works in one folder. The data analysis techniques are: 1) Collection, 2) Selection, 3) Analysis 4) Concluding.

## D. Findings

### 1. Sample of Students' work (10 assignments for each student)

Name: Wati Elisa  
Semester: VI

NO	Types of assignment	Form of Assignment	Point	Signature		Explanation
				Lecturer	Students	
1.	Analysis of film reflection on cultural terms	Group	70			Films selected do not reflect the topic but how to analyze it is good

2.	Transcript and a video interview with a native speaker	Group	70	The group is less valid because the interview is dominated by a student only
3.	Reports on city arrangement	Group	65	All the selected cities are traditional
4.	Analysis of films about the concept of individualism	Group	80	The ways to analyze are good because it is equipped with little research
5.	Summary of types of Individualism	Individual	85	The summary is good and complete
6.	Reports on the style and structure of conversations between people from different backgrounds	Individual	75	The results of the report are less detailed
7.	Summary of family structure	Individual	70	The summary was the only traditional family
8.	The report about moral values	Individual	90	The concept of moral values was complete
9.	The summary of the differences of educational values	Group	90	Differences are completed by representative data
10.	A report on gender	Group	90	The role analysis was complete

## 2. Portfolio evaluation: Students' self-evaluation

The students give reasons and they put rate the value for each rate is decided.

The rate for each category is 0-4;

4 = very good, 3 = good, 2 = fair, 1 = low, 0 = very low

### Rating Category Reasons

Student name: 1. Ilham Anwar Ibrahim

Category	Rating	Reason
Is the portfolio complete and based on the plan?	4	The Presentation used appropriate grammar and varied samples
Is the chosen work appropriate?	3	Appropriate
How is the quality of work chosen	3	Pretty good but the diversity of samples should be more varied
Is the evaluation and description sustainable?	3	Sustainable



### Rating Category Reasons

Student name: 2. HestuTiarAnggaWijaya

Category	Rating	Reason
Is the portfolio complete and based on the plan?	3	Presentation using inaccurate grammar and varied samples
Is the chosen work appropriate?	2	Quite appropriate
How is the quality of work chosen	2	Enough. Most of the samples came from one village
Is the evaluation and description sustainable?	3	Continuous views on selected topics

### Rating Category Reasons

Student name: 3. Salsabila Ayu Aisyah

Category	Rating	Reason
Is the portfolio complete and based on the plan?	3	Presentation using the right grammar
Is the chosen work appropriate?	3	Matched
How is the quality of work chosen	3	Pretty good but the diversity of samples should be more varied
Is the evaluation and description sustainable?	3	Continuous views on selected topics

### Rating Category Reasons

Student name: 4. WatiEllisa

Category	Rating	Reason
Is the portfolio complete and based on the plan?	4	The Presentation used appropriate grammar and varied samples
Is the chosen work appropriate?	4	Appropriate
How is the quality of work chosen	3	Pretty good but the diversity of samples should be more varied
Is the evaluation and description sustainable?	3	Continuous views on selected topics

### Rating Category Reasons

Student name: 5. RuniRofiqoh

Category	Rating	Reason
Is the portfolio complete and based on the plan?	4	The Presentation used appropriate grammar and varied samples
Is the chosen work appropriate?	3	Appropriate
How is the quality of work chosen	4	Pretty good but the diversity of samples should be more varied
Is the evaluation and description sustainable?	3	Sustainable

Evaluator's name: TitiRokhayati

### 3. Recapitulation of Students' work (All Students)

No	Students' name	Topics	Points	Mean
1	Ilham Anwar Ibrahim	Cultural terms	70	76.6
		Interview with native speaker	80	
		Space and time	75	
		Individual and the group	75	
		Language	80	
		Family	80	
		Moral values	75	
		Education	75	
		Gender	80	
2	Hestu Tiar Angga Wijaya	Cultural terms	80	76.6
		Interview with native speaker	80	
		Space and time	80	
		Individual and the group	75	
		Language	75	
		Family	80	
		Moral values	75	
		Education	75	

		Gender	70	
3	Salsabila Ayu Aisyah	Cultural terms	80	80
		Interview with native speaker	85	
		Space and time	80	
		Individual and the group	75	
		Language	75	
		Family	90	
		Moral values	90	
		Education	75	
		Gender	70	
4	Wati Elisa	Cultural terms	70	85.5
		Interview with native speaker	70	
		Space and time	65	
		Individual and the group	80	
		Language	85	
		Family	75	
		Moral values	70	
		Education	90	
		Gender	90	
5	RuniRofiqoh	Cultural terms	85	84.4
		Interview with native speaker	85	
		Space and time	85	
		Individual and the group	90	
		Language	90	
		Family	75	
		Moral values	75	
		Education	90	
		Gender	85	

## **E. Discussion**

### **1. Portfolio as one of the evaluation of learning in CCU subjects**

By looking at some of the topics taught in CCU, the portfolio is the right way to collect student data about everything related to the topic. From the 10 topics presented tasks that must be done by students. They were as follows:

The first topic, students analyzed films that reflect several terms in cross-culture: stereotypes, generalizations, ethnocentrism, tolerance. In this assignment the students analyzed a film which reflect one of the cultural terms. After watching the film, they cut some scenes which contained dialogues with some of cultural expressions included in the cultural terms. They, then analyzed why the expressions was being expressed in that situation.

The second topic, they interviewed native speakers and recorded it, transcribed the conversations and analyzed the conflicts and adaptations they made while living in Indonesia. The interview was done for the sake of practicing or interacting with native. It was included in the cross cultural conflict and adjustment topic.

The third topic, the students identified several types of space found in the classroom, personal space, in the house and in the city. In this task students were interviewing people based on the space they had.

The fourth topic, they differentiated the concepts of individualism and groups that were reflected in films between Indonesia and the Western world. There were some concepts of individualism, the students were asked to choose one then analyze by finding the reflection of the concept in the film.

The fifth topic was cultural topic. Some cultural values found in daily life were often discussed and students tried to have projects on the topic. There were some different cultural values between Indonesia and western. They were universalism vs particularism, collectivism vs individualism, polychronoism vs monochronoism and the last was locus of control on fate and free will.

The next topic was language. The pattern and style of conversation was being discussed and the students were having the project by observing the people who did a conversation. The patterns were divided into two: high involvement conversation pattern

and high considerateness conversation pattern. The styles were divided into ping-pong and bowling style.

The seventh topic was about moral values. In this task the students were asked to pay attention to some moral values and how people taught moral values especially to children and then did a research about it. There were some ways of teaching moral values, namely by religion, poetry, story, fable, and songs.

The eighth topic was family. There were two family structures, traditional and modern families. The modern families were varied. They were single parent family, stay at home dad, gay and lesbian couple, unmarried person, unmarried couple, and blended family. It made the students curious and they did research on the topic.

The ninth topic was education. The students tried to find differences in educational values between Indonesia and the West. This topic increased students' curiosity by having projects on the topic. There were some subtopics: active participation, honor system, teacher-students' relationship, grading and competition, and students' stress.

The last topic was gender. This is the most popular topic, students planned to do the project by interviewing several women who do the work of men and women who were leaders. The students were inspired with this assignment because they got new experience about the roles of men and women in the society.

Based on the portfolio model developed by Wyatt III and Looper (1999) which was accronized to CORP, which included (1) collecting, i.e. collecting data such as works and other documents including drafts, (2) organizing, namely the process of compiling and selecting the data according to the desired rules, such as in chronology, based on focus, or best work (3) reflecting, which is a reflection of the learning process that has been passed and an evaluation of one's own work, and (4) presenting, which displays all the results of the selection and reflection in a document that is often called a folder.

Then the assignments and work of students in CCU courses that can be included in the portfolio are: (1) Collecting: collecting all student assignments from the first topic to the last topic. these data include: (a) the results of the analysis of films containing cultural terms. (film analysis), (b) transcripts and video interviews with strangers. (transcripts and videos), (c) reports on the type of distance that is most convenient when talking and reports on classroom layout, urban planning and interior of both ancient and modern homes. (report),

(d) Collecting and analyzing films which are reflections of the concepts of individualism and group concepts. (film analysis), (e) Identifying several types of cultural values and summarizing them. (summary), (f) Observation results in the form of a report on the style and structure of the conversation carried out by at least 2 people from different cultural backgrounds. (report), (g) Summarize and conduct a small study to collect data on what moral values teachers teach and how teachers or parents teach them (summary), (h) Reports on the results of interviews with several people who are family members from different family forms, for example from the classic family form, namely nuclear family and extended family while from modern family forms, namely: single parent, gay couple, unmarried person, unmarried couple, working wives etc. (report), (i) A summary of educational values in Indonesia and in the West (summary), (j) Small research on work differences between men and women (report)

While the self-evaluation was done by:

- 1) Organizing: data is collected in the best order of work
- 2) Reflecting: students are asked to evaluate their own work
- 3) Presenting: presents the best collection of works in one folder

## **2. Benefits of Using a Portfolio**

Based on the results of the study it can be seen that the benefits of using portfolios are

- a. Make it easy for lecturers to see the progress report of each student.
- b. Lecturers can immediately see the results and input on each student by looking at the portfolio folder.
- c. Lecturers can easily find students who have high, medium and easy achievements.
- d. The portfolio is a portrait of student achievement from time to time as well as comments given by lecturers to students.

## **3. Three main elements of Portfolio**

- a. Sample of Student Work

The sample of students' work shows the progress of their learning over time. These samples can be written, audio or video, reports, mathematical problems, or experiments. The contents of the sample are arranged systematically depending on the

learning objectives, teacher preferences, and student preferences. Portfolio assessment assesses both process and results. Therefore, the process and the outcome are equally important. Although this assessment is ongoing, which means the process of getting a large portion of the assessment (compared to conventional assessments that only assess learning outcomes), the quality of the results is very important. And indeed, the assessment of the process carried out actually gives students the opportunity to achieve the best product.

The contents of the folder are various products produced by students, both in the form of materials/ drafts and works (best), and are called entries (Dantes, 2008: 15). Sources of information can be obtained from tests or non-tests (with an objective test of the minimum sought). Non-test materials include works (artifacts), recordings, drafts, performance, etc. that can show the development of students as learners. Notes and self-evaluation material are also part of the folder.

b. Self Evaluation in Portfolio Assessment

O'Malley and Valdez Pierce (1994) even say that 'self-assessment is the key to the portfolio'. This is because through self-evaluation students can build their knowledge and plan and monitor their progress whether the route taken is appropriate. Through self-evaluation, students can see their strengths and weaknesses, henceforth these deficiencies become an improvement goal. Thus, students are more responsible for their learning process and achievement of their learning goals. Portfolio assessment is the most comprehensive authentic assessment in authentic repertoire because it involves other types of assessments such as performance assessments and essays.

c. Clear and Open Assessment Criteria. If in conventional types of assessment

The assessment criteria become 'confidential' teachers or testers, in portfolio assessment it should be clearly socialized to students. These criteria include procedures and assessment standards. Experts recommend that the assessment system and standards be established together with students, or at least clearly announced. The assessment rubric that teachers use to assess student performance (for example, writing ability assessment criteria).

## F. Conclusions

Portfolios can be applied in CCU learning in such a way. It can be done as follows: 1) Identify several topics in the CCU, actually it was all the topics that had been discussed, 2) Compile some student works, 3) Make a rubric for each student, 4) Evaluating the process and results of student work

The portfolio can be an alternative way of evaluating CCU learning. Using a portfolio will facilitate lecturers in assessing both the process and the results. The lecturers are able to see the progress of the students' understanding by analyzing their work.

Portfolio assessment contains three main elements, namely: (a) a sample of students' work, (b) self-evaluation, and (c) clear and open evaluation criteria. Those should be done altogether so that the results are complete. Either process and results.

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