

Students' Perspectives on the Implementation of the *Kollaboratives Schreiben* Model with the PORPE Method in Developing German Writing Skills

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Abstract

This study explores students' perspectives on the implementation of the *Kollaboratives Schreiben* (Collaborative Writing) model integrated with the PORPE method (Predict, Organize, Rehearse, Practice, Evaluate) in enhancing German writing skills among eleventh-grade students at SMA Taruna Nala, Indonesian. Employing a qualitative descriptive approach, the study involved 16 students as participants. Data were collected through open-ended questionnaires focusing on students' views regarding the combined application of *Kollaboratives Schreiben* and the PORPE method. The findings reveal that students responded positively to the collaborative aspects of the model, stating that it was enjoyable and supportive in developing writing skills and teamwork. Despite challenges such as limited vocabulary and the extended time required for implementation, the structured steps provided by the PORPE method helped students produce more organized texts.

Keywords: Collaborative Writing, PORPE Method, German Writing Skills

Introduction

The mastery of foreign languages, particularly among younger generations, is essential in the era of globalization, where broader career opportunities increasingly demand multilingual competencies. In countries such as Germany, where there is a growing demand for young professionals from various nations—including Indonesia—proficiency in foreign languages can open pathways to international careers and networking. Thus, many high schools in Indonesia have integrated foreign language instruction into their curricula, including the teaching of German as a foreign language.

In the context of language learning, both receptive skills (listening and reading) and productive skills (speaking and writing) are crucial in developing effective communication competence. Brown (2015) and Richards (2018) emphasize that receptive skills are fundamental for understanding and interpreting information, while productive skills are essential for expressing and conveying ideas in a clear and structured manner. These four skills are interrelated and form the foundation of comprehensive language proficiency.

Among these, writing is often regarded as the most challenging productive skill for students. It requires mastery of grammar, a well-organized text structure, and the

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appropriate use of vocabulary based on context. Additionally, writing demands critical thinking and creativity to effectively express ideas in written form, which calls for focused and intensive instruction (Graham et al., 2012; Graham & Harris, 2005). According to Salikin and Rasuki (2018), effective learning strategies combined with serious effort are key factors in the successful acquisition of foreign languages. "Writing is a gateway to lifelong learning and social inclusion because it can overcome various problems through the management of processes that take into account clear demands and objectives" (Wibowo et al., 2025; Alves, 2019).

SMA Taruna Nala, a high school located in Malang (East Java, Indonesian), includes German in its foreign language curriculum. Based on interviews with German teachers at the school, writing remains a significant challenge for students. Common difficulties include a lack of independent practice, limited vocabulary, and problems in constructing coherent sentences and developing ideas cohesively. Consequently, many students' written outputs do not meet the expected academic standards. To address these issues, it is necessary to adopt instructional models and methods that not only enhance writing skills but also support a systematic understanding of the writing process.

One potentially effective approach is the *Kollaboratives Schreiben* model, which emphasizes collaborative text production. This model encourages students to work in groups to retell and rewrite a given text, thereby promoting engagement and peer learning. Through this process, students are able to provide mutual feedback, correct errors collectively, and gain insights from diverse perspectives within their groups. According to Ika (in Agustine & Bukhori, 2017), collaborative learning offers several advantages, including improved academic performance both in group and individual tasks, particularly in metacognitive domains. Furthermore, it stimulates new ideas, encourages varied problem-solving approaches, and fosters a classroom environment characterized by curiosity, cooperation, and healthy competition. Collaborative learning also enhances students' ability to work independently in a more structured manner.

The use of appropriate teaching methods significantly influences student interest and capability, particularly in writing skills. Ningsih (2021) notes that a lack of variation and inappropriate instructional methods can lead to student disengagement, ultimately impeding their interest and progress in writing. To optimize the effectiveness of the *Kollaboratives Schreiben* model, this study integrates the PORPE method developed by Simpson (1986). Designed to support students in essay-type test scenarios, PORPE is a structured strategy that emphasizes the role of writing in enhancing students' independent understanding of texts. The method consists of five key stages—Predict, Organize, Rehearse, Practice, and Evaluate—which guide learners through a detailed comprehension of a text before expressing it in writing.

Integrating *Kollaboratives Schreiben* with the PORPE method creates a mutually reinforcing instructional framework. As Jamiah and Surya (2016) argue, the use of a model alone is insufficient to enhance learning outcomes. Due to the density of curricular content, teachers often focus on content delivery rather than fostering comprehension. This can result in reduced classroom interaction and a lack of student engagement. Therefore, combining instructional models with well-suited learning methods is vital for creating interactive, enjoyable, and effective learning environments. Through this integration, students can develop stronger writing skills supported by systematic guidance, repeated practice, and dynamic group collaboration.

The objective of this study is to examine students' perspectives on the implementation of *Kollaboratives Schreiben* and the PORPE method in writing instruction. Specifically, it aims to identify the perceived strengths and weaknesses of this integrated approach in supporting German language writing instruction at the secondary level. The research focuses on identifying the perceived strengths and weaknesses of this approach in improving German writing among secondary school students. The findings of this study are the design of more effective learning strategies, expected to contribute to the development of more effective strategies for enhancing students' writing skills.

Method

This qualitative descriptive study was conducted at SMA Taruna Nala during the 2024/2025 academic year, involving 16 students as participants. The implementation of the research took place across two sessions, held on Monday, October 14, 2024, and Wednesday, October 16, 2024, with a total duration of 5×45-minute instructional periods.

Data were collected through open-ended questionnaires designed to capture students' responses regarding the effectiveness and challenges associated with the implementation of the *Kollaboratives Schreiben* model integrated with the PORPE method. The teaching process was carried out in two phases, during which students applied both the collaborative writing model and the structured PORPE method.

The collected data were analyzed using the Miles and Huberman model, which consists of data reduction, data display, and conclusion drawing. In this research, the primary instrument was the researcher, supported by an open-ended questionnaire sheet. Then students' responses were transcribed and coded, identifying recurring words and main ideas that reflected their perceptions. These questionnaires were administered after the instructional implementation to elicit students' reflections on their experiences with the applied.

Result and Discussion

In the German language instruction at SMA Taruna Nala, the *Kollaboratives Schreiben* model were implemented in combination with the PORPE method to develop students' writing skills. The collaborative writing model was designed to support students in composing simple German texts through group-based tasks. This approach emphasizes teamwork in the writing process, encouraging students to engage in discussions, exchange ideas, and jointly compose texts. Through such collaboration, students were able to share insights and build more coherent texts, benefiting from peer interaction. Additionally, *Kollaboratives Schreiben* provided students with a clearer understanding of text structure and reduced writing anxiety by allowing them to receive immediate feedback from their peers.

During implementation, students were grouped and asked to retell the content of a text systematically by following the steps of the PORPE method. The five structured stages of PORPE—Predict, Organize, Rehearse, Practice, and Evaluate—were particularly suited to guiding students in rewriting texts in a more organized and detailed manner (Maulana, 2023; Fikriyah et al., 2021).

In the **Predict** phase, students began by reading a short narrative text. During the **Organize** stage, each group worked collaboratively to identify and arrange key information by answering questions related to the text using a mind map. In the **Rehearse** phase,

students were given limited time to memorize their group's mind map, which served as a summary of the main ideas. This phase trained students' memory and helped them recall information in sequence. Once the memorization time ended, students submitted their mind maps to the researcher. During the **Practice** phase, students cooperated within their groups to reconstruct the text from memory, based on their previous mind maps. Finally, in the **Evaluate** phase, each group evaluated their written output together with another group. They reread their compositions, checked whether all key points from the mind map were covered, and assessed the logical flow and structure of the text. This peer-review process also provided opportunities for feedback and correction to improve text accuracy and organization.

Following the implementation, students were asked to provide feedback on their experiences using this integrated learning model. The responses revealed a variety of perspectives regarding its effectiveness in enhancing German writing skills.

Seven students noted that the integration of *Kollaboratives Schreiben* with the PORPE method was a novel approach in their learning experience. However, the activity of retelling a text—whether individually or in groups using mind maps—is not entirely unfamiliar to language learners. A study by Susanti (2023) on paired text retelling among junior high students indicated that such a method had already been implemented at earlier educational levels. However, in the current study, the researchers combined the text retelling model with the PORPE method, utilizing mind mapping as a critical strategy. Numerous other studies have also shown the effectiveness of mind mapping in enhancing students' text reconstruction abilities (e.g., Surnasih et al., 2022).

One student stated, "*The PORPE method broadened my knowledge about sentence construction in German.*" This indicates that students perceived added value in the structured and systematic learning strategy, which differed significantly from previous, more conventional approaches. This view supports Jamiah and Surya's (2016) argument that learning models alone are insufficient, and that effective instruction requires the integration of structured methods to create dynamic and interactive learning experiences.

Another seven students reported that the instructional approach was enjoyable and that the learning materials were easier to understand. One student remarked, "It was fun, enjoyable, and I was able to understand everything during the lesson." This reflects how the collaborative nature of the method contributed to a more engaging and interactive classroom environment, which in turn increased student motivation—confirming Agustin and Bukhori's (2017) claim that collaborative classrooms tend to promote greater student enthusiasm.

Moreover, eight students stated that the model and method improved their writing skills in German. One student commented, "In my opinion, this method helps us learn in a more structured way. We learn how to formulate questions, answer them, and retell paragraphs using step-by-step techniques." This feedback suggests that students felt more confident in constructing well-organized texts and in understanding the underlying structure of written language.

Berikan pendapat Anda mengenai pembelajaran yang dilaksanakan menggunakan model *Kollaboratives Schreiben* dengan metode PORPE.

16 jawaban

menurut penadapat saya, belajar dengan metode seperti ini dapat membiasakan siswa untuk belajar secara terstruktur. kami dapat mengetahui cara membuat pertanyaan, menjawab pertanyaan, dan menceritakan kembali suatu paragraf dengan langkah - langkah yang tersturtur.

Figure 1. Students' Feedback

Seven students also noted that the *Kollaboratives Schreiben* model and PORPE method helped them better understand and paraphrase texts. As one student Seven students also noted that the *Kollaboratives Schreiben* model and PORPE method helped them better understand and paraphrase texts. As one student wrote, “*Analyzing first, then practicing and evaluating made the material easier to understand.*” The in-depth analysis performed before writing helped students grasp the meaning of the text, allowing them to express ideas more clearly and accurately.

Overall, the student responses demonstrated that this integrated approach facilitated more effective writing, particularly through group discussions. The model also encouraged improved performance and collaboration among group members. Trianto (in Maulana, 2023) suggests that the PORPE method is especially helpful for students with weaker memory, can be easily applied across different educational levels, and enhances questioning and communication skills.

Collaborative learning also proved successful in increasing active student engagement. Students felt more at ease discussing and developing ideas within their groups, which reduced anxiety about writing independently. Meanwhile, the structured stages of the PORPE method provided clear guidance that supported the systematic generation of ideas. The Predict and Organize stages, in particular, helped students gain a deeper understanding of the text before they began writing.

On the other hand, one student noted that the combined approach did not significantly impact their learning experience.

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model *Kollaboratives Schreiben* dengan metode PORPE.

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Figure 2. Students' Feedback

This suggests that the effectiveness of the method may vary depending on individual learning preferences and styles. Nonetheless, the overall feedback indicates that the integrated instructional model had a positive impact on students' writing abilities. With appropriate application and engaging instructional strategies, the method has the potential to enhance student participation and comprehension in learning German.

However, some negative aspects were also noted. According to Trianto (in Maulana, 2023), a key limitation of the PORPE method is the extended time required for each phase, which may cause student fatigue or disinterest. In larger classrooms, teacher supervision is limited, particularly during the Predict and Evaluate stages, where students require support in formulating questions and assessing their work objectively. As a result, some students may not fully benefit from the learning process. Teachers are therefore encouraged to adjust the method or divide students into smaller groups to ensure more effective and personalized guidance, even when instructional time is limited.

Despite its many benefits, the PORPE method requires a significant investment of time. Its systematic structure makes it challenging for both teachers and students to complete all stages efficiently within the constraints of a standard class period. Some students reported

feeling rushed during the process and suggested that more time should be allocated for each stage to allow for deeper understanding and greater comfort in writing. Limited vocabulary was also identified as a major obstacle for many students, who often struggled to construct cohesive sentences. This highlights the need for more vocabulary-building exercises and examples of completed texts to serve as references before students begin writing.

In addition, group dynamics presented another challenge. While collaboration promoted interaction and teamwork, some students were less active participants, resulting in imbalanced contributions. The method may also present a cognitive burden for students with weaker language retention. The demands of memorizing and reproducing texts can become significant hurdles that slow their learning process.

In summary, the implementation of the *Kollaboratives Schreiben* model combined with the PORPE method received positive responses from students, both in terms of its effectiveness in developing writing skills and its role in creating an interactive learning environment. However, to optimize its use, adjustments are necessary—particularly regarding group management and time allocation—to ensure that the approach supports all students effectively throughout the learning process.

Conclusion and Suggestion

Student responses to the implementation of the *Kollaboratives Schreiben* model in conjunction with the PORPE method indicate that this integrated instructional approach offers valuable opportunities for collaboration and discussion during the writing process. Students reported that it helped them organize ideas more effectively, retain information more systematically, and enhance both critical thinking and teamwork skills. From the students' perspective, the key strength of the model lies in its clear and structured stages, which allowed them to better understand the writing process. Students also expressed enthusiasm for the PORPE method due to its step-by-step nature, which they found logical, accessible, and easy to follow.

However, the implementation of this model and method also presents several challenges. One of the primary limitations is the relatively long duration required for each stage of the PORPE method, which can potentially lead to fatigue or stress among students. Additionally, during group work, students who lacked self-confidence tended to participate less actively than their peers, resulting in an imbalance in group contributions. Therefore, although the method has proven effective in improving writing skills and enhancing text comprehension, it is essential to implement strategies that optimize time management and ensure equitable student participation.

To maximize the benefits of this instructional approach, teachers should consider adjusting the duration of each stage, tailoring activities to students' proficiency levels, and organizing smaller, more manageable groups. Providing more structured examples and vocabulary-building resources may also help students overcome language limitations and approach writing tasks with greater confidence. With thoughtful planning and adaptation, the *Kollaboratives Schreiben* model and the PORPE method have strong potential to support meaningful improvements in students' writing skills, particularly in foreign language learning contexts.

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