



Available online at
<https://journal.stkip-us.ac.id/index.php/meujile>

P-ISSN:, E-ISSN:

Vol. 2 No. 1 (2026). 1-9

The Use of the Field Trip Method to Improve Seventh-Grade Students' Fantasy Story Writing Skills

Melisa Noviani ^{1*}, Najarudin ², Irfan Johari ³

*Department of Indonesian Language and Literature Education
STKIP Usman Safri Kutacane, Aceh Tenggara, Indonesia*

Submitted: 5 March 2026

Accepted: 18 March 2026

Published: 26 March 2026

KEYWORDS

field trip method,
fantasy story
writing, writing
skills, learning
method, junior high
school

ABSTRACT

This study investigates the effect of the Field Trip learning method on improving fantasy story writing skills among seventh-grade students at SMP Swasta Darul Huda during the 2023/2024 academic year. The research employed a quantitative experimental design using a one-group pretest–posttest approach. The sample consisted of 23 students selected through total sampling. Data were collected through writing tests administered before and after the implementation of the Field Trip method. The pretest results indicated that students' writing ability was relatively low, with scores ranging from 30 to 50, a mean score of 43.91, and a standard deviation of 5.70. After the treatment, the posttest scores showed a significant improvement, with scores ranging from 70 to 80, a mean score of 73.47, and a standard deviation of 4.76. The standard error decreased from 1.21 in the pretest to 1.01 in the posttest, indicating more consistent performance after the intervention. The mode and median scores increased from 40 in the pretest to 70 in the posttest. Hypothesis testing using a paired-sample t-test revealed a calculated t-value of 18.48, which exceeded the critical t-table value of 1.717 at the 5% significance level. These findings demonstrate that the Field Trip method has a significant positive effect on students' ability to write fantasy stories and can be considered an effective instructional strategy in writing instruction at the junior high school level.

KATA KUNCI

metode karya
wisata, menulis
cerita fantasi,
keterampilan
menulis, metode
pembelajaran,
siswa smp

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan metode Karya Wisata (Field Trip) terhadap peningkatan kemampuan menulis cerita fantasi pada siswa kelas VII SMP Swasta Darul Huda tahun pembelajaran 2023/2024. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen one-group pretest–posttest. Sampel penelitian terdiri atas 23 siswa yang ditentukan dengan teknik sampling jenuh. Pengumpulan data dilakukan melalui tes menulis cerita fantasi yang diberikan sebelum dan sesudah penerapan metode Karya Wisata. Hasil pretest menunjukkan bahwa kemampuan menulis siswa masih rendah, dengan nilai minimum 30 dan maksimum 50, rata-rata 43,91, serta standar deviasi 5,70. Setelah penerapan metode Karya Wisata, hasil posttest mengalami peningkatan yang signifikan dengan nilai minimum 70 dan maksimum 80, rata-rata 73,47, serta standar deviasi 4,76. Nilai standar error juga menurun dari 1,21 pada pretest menjadi 1,01 pada posttest, yang menunjukkan konsistensi hasil belajar siswa. Nilai modus dan median meningkat dari 40 pada pretest menjadi 70 pada posttest. Hasil uji hipotesis menggunakan uji t menunjukkan nilai t hitung sebesar 18,48 yang lebih besar daripada t tabel sebesar 1,717 pada taraf signifikansi 5%. Dengan demikian, dapat disimpulkan bahwa metode Karya Wisata berpengaruh signifikan terhadap peningkatan kemampuan menulis cerita fantasi siswa.

APA 7th Citation:

Noviani, Najarudin, Johari. (2026)
The Use of the Field Trip Method to Improve Seventh-Grade Students' Fantasy Story Writing Skills
Meujile: Jurnal Pendidikan Bahasa dan Sastra , 2(1), 1-9

* Corresponding author name:
E-mail address: melisanoviani76@gmail.com

Introduction

Writing is one of the essential language skills in Indonesian language learning, alongside reading, listening, and speaking. As a productive skill, writing enables students to express ideas, thoughts, emotions, and experiences in written form. Through writing activities, students are trained to think critically, organize ideas logically, and communicate messages effectively to readers. Abidin (2017) states that writing is an indirect form of communication between the writer and the reader through written texts produced by the writer. Therefore, writing requires not only linguistic competence but also creativity, imagination, and continuous practice. In the context of formal education, writing plays a crucial role in developing students' academic abilities, especially in constructing meaningful and coherent texts. However, producing good writing is not an instant process; it requires gradual, systematic, and continuous training so that students can develop their writing skills effectively.

The Indonesian national curriculum emphasizes text-based learning, aiming to help students understand knowledge through various types of texts with specific social purposes (Mahsun, 2017). One of the text types taught at the junior high school level is fantasy story text. Fantasy stories are designed to foster students' imagination and creativity by allowing them to create fictional narratives beyond real-life boundaries (Kemendikbud, 2016). Through fantasy writing, students are expected to develop original ideas, apply appropriate text structures, and use suitable language features. However, classroom realities often show that students experience difficulties in writing fantasy stories. Based on preliminary observations, several challenges were identified, including students' difficulty in generating ideas, limited opportunities for writing practice, inability to develop story plots coherently, and the use of less engaging learning methods or media. These obstacles result in low student motivation and unsatisfactory writing outcomes. Consequently, innovative teaching methods are needed to create a more engaging learning environment that supports students' creativity and writing development.

One learning method that has the potential to address these challenges is the Field Trip method (*karya wisata*). The Field Trip method involves taking students outside the classroom to observe real environments, events, or objects related to learning materials. This method allows students to gain direct experiences that can stimulate imagination and provide concrete references for writing activities. Through observation and interaction with real situations, students are encouraged to generate ideas more easily and describe them creatively in written form. The Field Trip method also requires students to produce written reports or compositions based on their observations, which directly supports writing practice. Learning through field trips is considered effective because it combines experiential learning with active student participation, making learning more meaningful and enjoyable. By engaging directly with their surroundings, students are expected to enhance their creativity and ability to develop fantasy stories with richer details and more coherent structures. Therefore, this study aims to investigate the effectiveness of the Field Trip method in improving fantasy story writing skills among seventh-grade students at SMP Swasta Darul Huda during the 2023/2024 academic year. The findings of this study are expected to contribute both theoretically and practically to the development of innovative teaching strategies for writing instruction in Indonesian language education.

Method

The present study employed a quantitative experimental research design to examine the effect of the Field Trip (Karya Wisata) method on students' ability to write fantasy stories. Specifically, the research adopted a one-group pretest–posttest design, which is commonly used to determine the impact of a treatment by comparing participants' performance before and after an intervention. This design involved three sequential stages: administering a pretest to measure students' initial writing ability, implementing the instructional treatment using the Field Trip method, and conducting a posttest to assess learning outcomes after the treatment. The population of the study consisted of all seventh-grade students at SMP Swasta Darul Huda during the 2023/2024 academic year. Because the total number of students was fewer than 100, the study applied saturated sampling, in which all members of the population were included as research participants. Accordingly, the sample comprised 23 seventh-grade students. The research was conducted at SMP Swasta Darul Huda, with data collection carried out in March 2024. Prior to the implementation of the treatment, students completed a pretest in the form of an essay task requiring them to write a fantasy story. This initial assessment aimed to identify students' baseline abilities in terms of idea development, language use, and overall writing quality. Following the pretest, students participated in learning activities based on the Field Trip method, which involved observing real environments outside the classroom to stimulate imagination and creativity. Through direct observation and experiential learning, students were encouraged to transform real-world experiences into imaginative fantasy narratives. After the instructional sessions were completed, a posttest was administered using a writing task similar in format and difficulty to the pretest in order to ensure consistency and comparability of results.

Data collection in this study employed test and observation techniques. The primary research instrument was a fantasy story writing test administered during both the pretest and posttest phases. Students' written products were assessed using an analytic scoring rubric adapted from established writing assessment frameworks, focusing on three main aspects: content quality of the fantasy story, accuracy of spelling and writing conventions, and neatness or clarity of written expression. Each aspect was scored on a scale ranging from 1 to 4, with a maximum total score of 12, which was then converted into a percentage score. In addition to the writing test, an observation sheet was used to record students' engagement and participation during the learning process, particularly their responsiveness and involvement when applying the Field Trip method. The collected data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to calculate the mean, highest and lowest scores, standard deviation, mode, and median for both pretest and posttest results. To determine whether the observed improvement in students' writing ability was statistically significant, a t-test was employed to compare the mean scores of the pretest and posttest. The level of significance was set at 0.05. The hypothesis testing criteria stipulated that if the calculated t-value exceeded the critical t-table value, the alternative hypothesis would be accepted, indicating a significant effect of the Field Trip method on students' fantasy story writing ability. Conversely, if the calculated t-value was lower than the t-table value, the null hypothesis would be accepted. Through this systematic procedure, the study sought to provide empirical evidence regarding the

effectiveness of the Field Trip method in enhancing students' fantasy writing skills in junior high school contexts.

Results

Overview of the Research Findings

This section presents the results of the study examining the effect of the *Field Trip (Karya Wisata) method* on improving seventh-grade students' fantasy story writing skills at SMP Swasta Darul Huda during the 2023/2024 academic year. The results are organized following APA-style reporting conventions and are based on quantitative data obtained from pretest and posttest scores, descriptive statistics, and inferential statistical analysis using a paired-samples *t* test. The sample consisted of 23 students who participated in all stages of the research.

Descriptive Statistics of Pretest and Posttest Scores

Students' writing performance was measured before and after the implementation of the Field Trip learning method. The results demonstrate a clear improvement in students' fantasy writing skills after the treatment.

Table 1

Descriptive Statistics of Students' Fantasy Writing Scores (N = 23)

Test	Minimum	Maximum	Mean	SD
Pretest	30	50	43.91	5.70
Posttest	70	80	73.47	4.76

As shown in Table 1, the pretest scores ranged from 30 to 50, with a mean score of 43.91, indicating that students' initial fantasy writing skills were below the minimum mastery criterion (KKM = 70). After the application of the Field Trip method, posttest scores increased substantially, ranging from 70 to 80, with a mean of 73.47. This improvement indicates that most students reached or exceeded the expected competency standard. The decrease in standard deviation from 5.70 (pretest) to 4.76 (posttest) suggests that students' writing abilities became more evenly distributed following the instructional treatment.

Distribution of Students' Scores

The distribution of students' scores further illustrates the improvement in writing performance.

Table 2

Frequency Distribution of Pretest and Posttest Scores

Score	Pretest Frequency	Posttest Frequency
30	1	–
40	12	–
50	10	–
70	–	15
80	–	8

Before the treatment, most students (12 out of 23) obtained a score of 40, which was also the mode and median of the pretest. In contrast, after the implementation of the Field Trip method, the most frequent score was 70 (15 students), while 8 students achieved a score of 80. These findings indicate a shift from low achievement levels to satisfactory and good performance categories.

Measures of Central Tendency

The measures of central tendency reinforce the descriptive findings.

- **Pretest**
 - Mean = 43.91
 - Median = 40
 - Mode = 40
- **Posttest**
 - Mean = 73.47
 - Median = 70
 - Mode = 70

The increase in mean, median, and mode values from pretest to posttest demonstrates that the Field Trip method positively influenced students' fantasy story writing skills.

Standard Error of Measurement

The standard error values indicate the precision of the mean scores.

Table 3
Standard Error of Pretest and Posttest Scores

Test	SD	SE
Pretest	5.70	1.21
Posttest	4.76	1.01

The smaller standard error in the posttest (SE = 1.01) compared to the pretest (SE = 1.21) indicates greater reliability and consistency of students' scores after the treatment.

Inferential Analysis: Paired-Samples t Test

To determine whether the improvement in students' writing skills was statistically significant, a paired-samples *t* test was conducted.

Table 4
Paired-Samples t Test Results

Statistic	Value
N	23
Mean Difference (MD)	29.57
SD of Difference	7.52
Standard Error	1.60

t value	18.48
df	22
Sig. ($\alpha = .05$)	1.717

The calculated t value (18.48) was significantly higher than the critical t value (1.717) at the 0.05 significance level. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted. This result indicates a statistically significant effect of the Field Trip method on students' fantasy story writing skills.

Analysis Based on Writing Rubric Components

Students' writing performance was also evaluated using a rubric consisting of three aspects: (1) quality of fantasy story content, (2) spelling and mechanics, and (3) neatness of writing.

Table 5
Summary of Rubric Scores for Pretest and Posttest

Aspect	Pretest Mean	Posttest Mean
Content Quality	Low–Moderate	Good–Very Good
Spelling & Mechanics	Moderate	Good
Neatness	Moderate	Good

1. Quality of Fantasy Story Content

The quality of content includes originality of ideas, imaginative elements, plot coherence, and relevance to fantasy themes. Before the treatment, most students showed limited imagination and incomplete story structures. After applying the Field Trip method, 53% of students demonstrated good content quality, while 47% reached very good levels. This improvement suggests that direct observation and real-life experiences gained during field trips helped students generate richer ideas and develop more coherent fantasy narratives.

2. Spelling and Mechanics

Spelling and mechanics include correct use of capitalization, punctuation, word choice, and sentence structure. Posttest results showed that 97% of students applied spelling and mechanical rules adequately, while only 2.3% still required significant improvement. This finding indicates that the Field Trip method supported students not only in idea development but also in applying technical writing conventions more effectively.

3. Neatness of Writing

Neatness refers to handwriting clarity, paragraph organization, spacing, and overall presentation. Posttest data revealed that 54% of students achieved very good neatness, 42% reached good levels, and only 2.2% remained in the poor category. This improvement suggests that increased motivation and engagement during learning activities positively affected students' attention to presentation.

Interpretation of Overall Results

Overall, the results indicate that the Field Trip learning method significantly improved students' fantasy story writing skills. The substantial increase in mean scores, the reduction in score variability, and the statistically significant *t* test result confirm the effectiveness of the method. Students became more engaged, imaginative, and confident in expressing ideas through written fantasy stories.

Furthermore, the rubric-based analysis shows balanced improvement across content, mechanics, and neatness aspects. These findings suggest that experiential learning through field trips provides meaningful contexts that stimulate creativity, enhance language accuracy, and improve writing presentation.

Discussion

The findings of this study indicate that the Field Trip (Karya Wisata) method has a significant positive effect on students' ability to write fantasy stories. The increase in the mean score from the pretest (43.91) to the posttest (73.47) demonstrates a substantial improvement after the implementation of the learning method. This improvement suggests that experiential learning activities, such as field trips, provide students with concrete experiences that stimulate imagination and creativity, which are essential elements in fantasy story writing. By engaging directly with real environments, students were better able to generate ideas, develop storylines, and enrich narrative details in their writing.

In addition to improving overall writing scores, the Field Trip method also contributed to better performance across specific writing aspects, including content quality, language use, and writing neatness. The majority of students achieved scores that met or exceeded the minimum mastery criterion (KKM), indicating that the method effectively supported both creative and technical aspects of writing. Improvements in content quality suggest that students were able to construct more coherent plots and imaginative elements, while gains in *ejaan*, *tata tulis*, and *kerapian* reflect enhanced attention to linguistic accuracy and presentation. These results align with constructivist learning theory, which emphasizes that knowledge is built through direct experience and active involvement in the learning process.

Furthermore, the results of the *t*-test analysis ($t = 18.48 > t\text{-table} = 1.717$) confirm that the observed improvement was statistically significant, supporting the acceptance of the alternative hypothesis. This finding reinforces previous studies that highlight the effectiveness of contextual and student-centered learning methods in language instruction. Therefore, the Field Trip method can be considered an effective alternative strategy for teaching fantasy story writing in junior high schools. Its application not only enhances students' writing achievement but also increases learning motivation and engagement, making it a valuable approach for Indonesian language teachers seeking to improve students' creative writing skills.

Conclusions

Based on the results of this study, it can be concluded that the implementation of the Field Trip (Karya Wisata) method has a significant positive effect on improving the fantasy story writing skills of seventh-grade students at SMP Swasta Darul Huda in the 2023/2024 academic year. This is evidenced by the substantial increase in

students' average posttest scores compared to their pretest scores, as well as the results of the t-test analysis which indicate that the calculated t-value exceeds the critical value at the 5% significance level. The use of the Field Trip method encourages students to engage directly with real environments, stimulates imagination, and provides concrete experiences that support the development of ideas, content quality, language accuracy, and writing organization. Therefore, the Field Trip method can be considered an effective learning strategy for enhancing students' creative writing abilities, particularly in writing fantasy stories, and is recommended for use in Indonesian language learning at the junior high school level.

Acknowledgements

The author would like to express sincere gratitude to the principal of SMP Swasta Darul Huda for granting permission to conduct this research. Appreciation is also extended to the Indonesian language teacher and the seventh-grade students of SMP Swasta Darul Huda for their cooperation, participation, and support throughout the research process. Finally, the author gratefully acknowledges all parties who provided guidance, suggestions, and encouragement, which contributed significantly to the completion of this study.

References

- Abidin, Y. (2017). *Pembelajaran bahasa berbasis pendidikan karakter*. Bandung, Indonesia: Refika Aditama.
- Arikunto, S. (2017). *Dasar-dasar evaluasi pendidikan*. Jakarta, Indonesia: Bumi Aksara.
- Arikunto, S. (2017). *Populasi dan sampel*. Jakarta, Indonesia: Bumi Aksara.
- Dalman. (2016). *Keterampilan menulis*. Jakarta, Indonesia: PT RajaGrafindo Persada.
- Dalman. (2016). *Manfaat menulis*. Bandung, Indonesia: CV Yrama Widya.
- Dalman. (2017). *Tujuan menulis*. Bandung, Indonesia: CV Yrama Widya.
- Harsiati, A., & Kosasih. (2016). *Tokoh cerita fantasi*. Jakarta, Indonesia: PT RajaGrafindo Persada.
- Hendra. (2017). *Penerapan metode karya wisata untuk meningkatkan motivasi dan hasil belajar pada siswa sekolah dasar (Skripsi)*. Universitas Negeri Surabaya, Surabaya, Indonesia.
- Kemendikbud. (2016). *Teks cerita fantasi*. Jakarta, Indonesia: PT RajaGrafindo Persada.
- Kementerian Pendidikan dan Kebudayaan. (n.d.). *Kamus Besar Bahasa Indonesia (15th ed.)*. Retrieved from <https://kbbi.web.id/model>
- Kosasih. (2016). *Strategi belajar dan pembelajaran: Implementasi Kurikulum 2013*. Bandung, Indonesia: Yrama Widya.
- Langan, Y., & Ali, Y. (2017). *Pengertian menulis*. Jakarta, Indonesia: PT RajaGrafindo Persada.
- Mahsun. (2017). *Kurikulum nasional mata pelajaran Bahasa Indonesia*. Bandung, Indonesia: Refika Aditama.
- Nurgiyantoro, B. (2017). *Penilaian pembelajaran bahasa berbasis kompetensi*. Yogyakarta, Indonesia: BPFE-Yogyakarta.
- Nurgiyantoro, B. (2017). *Pengertian teks cerita fantasi*. Yogyakarta, Indonesia: BPFE-Yogyakarta.
- Sugiyono. (2017). *Instrumen penelitian*. Bandung, Indonesia: Alfabeta.
- Tarigan, H. G. (2017). *Pengertian menulis*. Bandung, Indonesia: Alfabeta.
- Zainurrahman. (2017). *Menulis: Dari teori hingga praktik (Penawar racun plagiarisme)*. Bandung, Indonesia: Alfabeta.