

## Improving the Ability to Write Descriptive Texts through the Field Trip Method for Grade VII Students of MTs Muhammadiyah Bengkulu

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### Abstract

Writing skills are one of the important aspects of learning Indonesian, especially in writing descriptive texts. This research aims to improve the ability to write descriptive texts of grade VII students of MTs Muhammadiyah Bengkulu through the application of the Field Trip to Cinema method as an audiovisual experience. This study uses the Kemmis & McTaggart Class Action Research (PTK) model approach which includes the stages of planning, action, observation, and reflection. The research subjects consisted of 25 students, with data collected through observation of teacher and student activities and descriptive text writing skills tests. The results of the study showed a significant improvement in students' writing skills. In the first cycle, the completeness of classical learning reached 64%, not meeting the Minimum Completeness Criteria (KKM) 75, with most students in the adequate and inadequate categories. After improvement and re-application in cycle II, learning completeness increased to 100%, with most students obtaining good and excellent category scores. Teacher activity and student enthusiasm also showed an increase in cycle II. These findings confirm that the Field Trip method is not only effective in improving writing skills, but also provides a contextual, creative, and interesting learning experience, so that it can be used as an innovative alternative in learning to write descriptive texts at the junior high school/MTs level.

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## INTRODUCTION

In the context of Indonesian language learning, writing skills are arguably a crucial aspect that cannot be ignored (Tartila, 2021); (Wulandari et al., 2025). Writing is basically a way to convey ideas, views, and emotions through writing in an orderly and coherent manner ((Saragih et al., 2022); (Rustinar et al., 2023). More than just conveying a message, this activity also serves as an exercise to hone analytical thinking skills, imagination, precision, and understanding of language rules (Wirabhakti, 2022); (Subianto et al., 2024). Therefore, writing is often seen as a dynamic and productive process, requiring careful word selection, sentence structure, spelling, and punctuation, as explained by (Prasetyo, 2021); (Sepdiana & Kusmiarti, 2023). Therefore, writing proficiency plays an important role in helping students achieve academic success and develop effective communication skills in society.

Nonetheless, some studies show that students' writing skills, especially when writing Description Text, still needs to be improved. Many students often have trouble finding the right words, organizing ideas well, and describing an object in depth and coherently (Rianti, 2024); (Telaumbanua, 2024). A writing learning approach that relies only on theory and simple classroom observations has proven to be less effective in developing imaginative and Description Students (Fadly, 2024); (Yusra, 2022) (Yudistin et al., 2022). Therefore, teaching methods that involve practical experience and real-life situations are necessary so that students can get direct inspiration while writing. Empirical studies at various levels show that learning interventions that utilize real learning resources (field visits/*field trip*) can help overcome these limitations by providing concrete experiences that enrich the content of students' writing and motivate the writing process (Rosmana et al., 2022); (Nazla Asyifa et al., 2024) and (Kusmiarti et al., 2024)

Previous research has shown that *Field visit* effective in improving students' writing skills through hands-on experience. In research (Sari et al., 2022) which aims to determine the influence

of the application of the *Field visit* on the skills of writing descriptive essays for elementary school students using design *Quasi-experiment* shaped *control group*, technical *Multi-level sampling* and *Destination sampling*, as well as showing the results that the *Field visit* Significant effect on students' writing skills, as evidenced by the average score of the experimental class of 90.05 which is higher than the control class of 68.55 and the significance value of the statistical test  $< 0.05$ . Research (Hariarti, 2023) reported that there was an increase in students' average scores from 60.4 in the pre-action to 66.2 in the first cycle and a significant increase to 83.4 in the second cycle, which indicates that the field trip method is able to increase learning motivation and students' ability to pour and develop ideas descriptively. Research (Dewi et al., 2023) report that the implementation of *Field visit* succeeded in increasing the completion rate of grade IV students of SDN 013 Pangkalan Kerinci in writing descriptive texts from only 25% to 92% after two cycles of classroom action research. Instead (Simatupang et al., 2024) found an increase in short story writing skills and learning motivation among 1st grade students at SMA Negeri 1 Silimakuta, with an average score increasing from 72.47% to 81.25%. Research (Malik & Zuhdi, 2025) Seventh-grade students at PKBM Darul Hikam Kebumen Junior High School also revealed that field trips can improve short story writing activities and learning outcomes, based on the evaluation of two learning cycles. Overall, these findings confirm the significant contribution of experiential learning to the development of students' writing skills.

However, previous research has tended to be limited to subjects such as the natural environment, museums, or school environments. There has been no research that specifically utilizes field trips to the cinema as an audiovisual experience to learn to write Description Text. In fact, watching a movie and experiencing the atmosphere of a cinema can provide a more diverse and profound visual and emotional stimulus, as stated by (Asyifa et al., 2024) (Ali, 2024) and (Son, 2023). Seeing these gaps, this

study tries a new approach by applying *Field visit* to the cinema to improve writing skills Description Text grade VII students at MTs Muhammadiyah Bengkulu. Furthermore, this effort is expected to be in line with the spirit of the Independent Curriculum which emphasizes contextual, meaningful, and experiential learning.

## METHODOLOGY

This study uses the Kemmis & McTaggart approach of the classroom action research (PTK) model which includes planning, action, observation, and continuous reflection. Action research is a systematic effort made to improve the learning process and outcomes through specific actions that are planned, implemented, and evaluated on an ongoing basis (Arikunto, 2022). Through action research, teachers not only play the role of teachers, but also as researchers who reflectively examine the effectiveness of the learning strategies they apply. This research aims to improve writing skills Description Text grade VII students of MTs Muhammadiyah Bengkulu through the Field Visits, with the object of learning in the form of a visit to the cinema.

The subjects of this study are 25 grade VII students, consisting of 11 female students and 14 male students in the 2024/2025 school year. The object of this research is the ability to write student descriptive texts.

The design of this research consists of two cycles of Classroom Action Research (PTK). The PTK model used is the Kemmis and Taggart model (Arikunto, 2023) which includes planning, action, observation, and reflection. Data was collected through direct observation to record aspects related to learning and through writing skills tests Description Text, which is given as a writing task during the learning process.

## RESULTS AND DISCUSSION

### Results of Research Cycle I

#### 1. Planning

The planning stage in the first cycle was carried out as the first step in the application of

the field trip method to improve the ability to write descriptive texts for grade VII students of MTs Muhammadiyah Bengkulu. The researcher prepares learning tools according to the principles of the Independent Curriculum that are student-centered, contextual, and based on real experience. The learning plan includes objectives, learning outcomes, learning objectives flow, and learning steps (introduction, core, conclusion) with a focus on field observation.

The subject matter is focused on descriptive texts, including definitions, characteristics, structure (identification, section descriptions, closing), linguistic rules (adjectives, special nouns, comparison patterns), and observation-based writing steps. The learning scenario is arranged in such a way that the activity takes place in an active, creative, collaborative, and fun way, with an introduction, the core (field trip, discussion, writing), and the closing stage (presentation and reflection). Learning resources include textbooks, worksheets, sample texts, field visit locations, stationery, and observation sheets. Observation sheets and observation formats were developed to monitor teacher and student activities objectively.

#### 2. Implementation

Learning will be held on February 11, 2025, at 10.00–11.45. In the early stages, the teacher opens the lesson with greetings, prayers, perceptions, conveying learning objectives, explaining field trip activities, and group divisions.

In the core stage, students took a field trip to the Bengkulu Indah Mall Cinema to observe the atmosphere, building shape, color, lighting, and visitor activities. The results of the observations are recorded on the observation sheet. After returning to class, students discuss observational data, select important information, and write descriptive texts according to linguistic structures and rules. The teacher guides the students throughout the writing process.

The closing stage includes reflection on learning, feedback on writing results, awards for the most active group and best writing, and

reaffirmation of the linguistic structure and characteristics of descriptive texts.

by researchers to obtain data on learning implementation, student participation, and the effectiveness of the application of the field trip method.

### 3. Observations

The activeness of teachers and students was observed using observation sheets compiled

**Table 1** Observation Results Of Teacher Activities Cycle I

No	Observed Activity	Shoes			
		1	2	3	4
1	Teacher explains <i>Field Trip Preparation</i>			✓	
2	Teacher guides students to observe travel objects		✓		
3	Teachers guide students to dig up information		✓		
4	The teacher guides students to record information	✓			
5	The teacher guides the student to write a descriptive text		✓		
6	The teacher guides the student to revise the description text			✓	
7	Teacher conducts questions and answers with students	✓			
8	Teachers do good time management		✓		
9	Teacher motivates students to read the descriptive text		✓		
10	Teacher concludes the Subject Matter			✓	
Total Score		2	5	3	0

Based on Table 1, the results of observation of teacher activities in Cycle I show that of the 10 indicators observed, there are 2 indicators in the poor category (score 1), 5 indicators in the

adequate category (score 2), and 3 indicators in the good category (score 3). Meanwhile, there were no indicators that reached the very good category (score 4).

**Table 2** Observation Results Of Student Learning Activities In Cycle I

No	Observed Activity	Shoes			
		1	2	3	4
1	Students pay attention to the teacher's explanation			✓	
2	Students understand <i>the field trip method</i>		✓		
3	Students are enthusiastic about observing <i>field trip objects</i>			✓	
4	Students are enthusiastic about digging for information		✓		
5	Students actively record information		✓		
6	Students are enthusiastic about writing descriptive texts		✓		
7	Students are enthusiastic about revising the description text	✓			
8	Students actively ask questions and answer with the teacher	✓			
9	Students are enthusiastic about reading the results of the descriptive text		✓		
10	Students collect assignments on time			✓	
Total Score		2	5	3	

Based on Table 2, the results of observation of student learning activities in cycle I show that the low category obtained a score of 2, the sufficient category obtained a score of 5, and the

good category obtained a score of 3, while the very good category has not yet appeared. This shows that student learning activities in the first

cycle are still dominated by the sufficient category and have not reached the very good category.

#### 4. Reflection

At this stage, the researcher analyzes the test results, the results of the observations made. These results are used to find out the advantages and disadvantages of the learning methods used

by the researcher and to find out the actions of students during the learning process.

Reflection on the activities of the first cycle will be used as an improvement in learning in the second cycle. The aspects assessed in writing a descriptive essay are: Title, content organization, grammatical structure, diction, spelling and punctuation.

**Table 3** Value Of Writing Descriptive Text For Cycle I

No	Student Name	Aspects Assessed					Total Score
		Title (15)	Organization Content (30)	Diction (25)	Structure (20)	Ejaan (10)	
1	Dava Wildan S	12	21	23	9	9	74
2	Ahmad Wildan Al Fahri	11	21	20	9	9	70
3	Muhammad Ismail	14	26	22	9	9	80
4	Reza Mahkota Palenta	13	27	20	10	5	75
5	Yaskia Chumayra	13	28	22	10	9	82
6	Candra Yudi Kapratama	14	23	22	9	9	77
7	Muhammad Rafa	13	22	19	9	9	72
8	Mutiara Aisya Putri	13	23	23	10	9	78
9	Aji Putra	12	21	23	18	9	75
10	Raffah Razani Rayhana	14	26	21	10	9	80
11	Olivvia Utari	12	27	23	9	9	80
12	Ragil El Zirazi	11	21	20	10	9	71
13	Andika Septiadi	10	25	16	10	9	70
14	Rooziq Maulana Zainal	11	25	19	9	9	73
15	Karin Aqilah	11	26	20	9	9	76
16	Anggita Septriani	13	26	20	9	9	72
17	Allvio Efendi	10	24	19	9	8	70

18	Dimas Maulana	11	25	20	9	9	70
19	Rifaya Nailah Yusuf	13	25	22	9	9	75
20	Dzakia Thalita Sakhi	11	25	20	10	9	73
21	Adelin Neisha Salsabila	10	25	19	9	9	72
22	Hikmiyatul Kaisa	12	27	21	10	9	72
23	Erga Salsa Amanda	11	25	20	9	9	70
24	Dzihni Hadyan Zachari	13	27	23	9	9	71
25	Muhammad Alif	12	27	20	10	9	70
Quantity							1.848
Average							73,92

Based on table 3 above, the assessment results in cycle I show that the average value of students' descriptive text writing skills is 73.92, which is still below KKM 75. Although some students have achieved completeness, classically the learning is not complete. Therefore, it is necessary to improve actions in cycle II to improve students' descriptive text writing skills.

**Table 4** Category Of Value Of Writing Descriptive Text Cycle I

No	Category	Value	Students	Percentage
1	Excellent	93-100	-	-
2	Good	85-92	-	-
3	Enough	75-84	10	40%
4	Less	65-74	15	60%
5	Very Less	0-60	-	-
Quantity			25	100%

Based on Table 4, the results of the descriptive text writing test in cycle I show that no students are included in the exceptional category (score 93–100) or good category (score 85–92). A total of 10 students or 40% were in the category of good enough with a score range of 75–84. Meanwhile, 15 students or 60% were in the underperforming category with a score range of 65–74. No students scored in the very few categories (0–60). Thus, most students in the first cycle have not reached the minimum completeness criteria (KKM).

## Results of Cycle II Research

### 1. Planning

Planning is focused on fixing the weaknesses of the first cycle, including improving the teaching modules, setting learning objectives (writing a complete description text with proper structure and correct vocabulary and spelling), sharpening the subject matter, providing learning resources and media, developing learning scenarios, and preparing evaluation instruments.

### 2. Implementation

The implementation will be carried out on April 11, 2025, starting with preliminary activities in the form of perception, analysis of the first cycle student description text, and group division for observation activities. Core activities include: (1) field observation at the Bengkulu Indah Mall Cinema to record various relevant environmental aspects; (2) write a description text based on the results of observations with the guidance of the teacher; and (3) revision of the text through peer review using the assessment rubric. The activity was closed with a presentation of writing, providing appreciation, feedback, and reflection together.

### 3. Observations

Observations showed an increase in teachers' activities in managing the classroom and providing guidance, as well as an increase in student participation who were more enthusiastic, confident, and able to write descriptive texts more consistently than cycle I.

### 4. Reflection

It concluded that cycle II learning showed a significant improvement in students' descriptive text writing skills. Teachers and students alike show improved quality of classroom management, engagement, and learning achievement.

**Table 5** Observation Results Of Teacher Activities Cycle Ii

No	Observed Activity	Shoes			
		1	2	3	4
1	Teacher explains <i>Field Trip Preparation</i>				✓
2	Teacher guides students to observe travel objects				✓
3	Teachers guide students to dig up information			✓	
4	The teacher guides students to record information			✓	
5	The teacher guides the student to write a descriptive text			✓	
6	The teacher guides the student to revise the description text				✓
7	Teacher conducts questions and answers with students			✓	
8	Teachers do good time management				✓
9	Teacher motivates students to read the descriptive text				✓
10	Teacher concludes the Subject Matter				✓
Total Score				4	6

Based on Table 5, teacher activities in Cycle II show that there are no activities that are in the category of insufficient or sufficient. A total of 4 activities were in the good category, while 6

activities were in the very good category. This shows that the implementation of learning by teachers in Cycle II has taken place optimally.

**Table 6** Observation Results Of Student Learning Activities Cycle Ii

No	Observed Activity	Shoes			
		1	2	3	4
1	Students pay attention to the teacher's explanation				✓
2	Students understand <i>the field trip method</i>			✓	
3	Students are enthusiastic about observing <i>field trip objects</i>				✓
4	Students are enthusiastic about digging for information				✓
5	Students actively record information				✓
6	Students are enthusiastic about writing descriptive texts				✓
7	Students are enthusiastic about revising the description text			✓	

8	Students actively ask questions and answer with the teacher				✓
9	Students are enthusiastic about reading the results of the descriptive text			✓	
10	Students collect assignments on time				✓
Total Score				3	7

Based on Table 6, the results of observation of student learning activities in cycle II show that there are no student activities in the category of insufficient and sufficient. Student activities in the good category received a score of 3, while in the very good category received a score of 7. This shows that most of the students have shown excellent learning activity during the implementation of learning in cycle II.

**Table 7** Value Of Writing Descriptive Text Cycle Ii

No	Student Name	Aspects Assessed					Total Score
		Title (15)	Organization Content (30)	Diction (25)	Structure (20)	Ejaan (10)	
1	Dava Wildan S	13	25	23	19	9	89
2	Ahmad Wildan Al Fahri	13	25	23	18	9	88
3	Muhammad Ismail	15	29	24	18	9	93
4	Reza Mahkota Palenta	14	28	24	17	9	92
5	Yaskia Chumayra	15	29	23	19	9	95
6	Candra Yudi Kapratama	13	27	23	18	9	91
7	Muhammad Rafa	13	26	23	17	9	82
8	Mutiara Aisya Putri	13	27	24	18	9	92
9	Aji Putra	13	28	24	19	9	94
10	Rafifah Razani Rayhana	13	27	23	19	9	93
11	Olivvia Utari	13	27	23	18	9	90
12	Ragil El Zirazi	13	27	22	18	9	89
13	Andika Septiadi	13	28	23	18	9	91
14	Rooziq Maulana Zainal	14	28	23	19	9	94
15	Karin Aqilah	14	27	23	19	9	93

16	Anggita Septriani	14	27	22	19	9	90
17	Allvio Efendi	14	28	24	19	9	94
18	Dimas Maulana	13	28	24	19	9	93
19	Rifaya Nailah Yusuf	13	27	23	18	9	90
20	Dzakia Thalita Sakhi	13	28	23	18	9	91
21	Adelin Neisha Salsabila	14	28	24	19	9	94
22	Hikmiyatul Kaisa	13	26	22	18	9	88
23	Erga Salsa Amanda	13	27	22	18	9	89
24	Dzihni Hadyan Zachari	13	28	22	18	9	90
25	Muhammad Alif	12	27	22	18	9	82
Quantity							2.275
Average							91

Based on Table 7, it is known that the number of students who participated in learning in cycle II was 25 people. The results of the assessment show that the average score of students' descriptive essay writing skills reached 91. All students obtained scores above the Minimum Completeness Criteria (KKM) set at

75. This shows that the application of the Field Trip method in cycle II has a positive impact on improving students' descriptive essay writing skills. Thus, the ability to write descriptive essays for students in cycle II was declared to have improved and had achieved classical learning completion.

**Table 4.4** Category Of Descriptive Text Writing Value Cycle Ii

No	Category	Value	Students	Percentage
1	Excellent	93-100	-	-
2	Good	85-92	-	-
3	Enough	75-84	10	40%
4	Less	65-74	15	60%
5	Very Less	0-64	-	-
Quantity			25	100%

From the data above, the students who got the very good category consisting of a score of 94-100 were 5 people, or 20%, and the students who got the good category consisting of a score of 83-93 were 18 people, or 72% and the students who got the pretty good category consisting of a score of 72-82 were 2 people or 8%. So that the number

of students who achieve a score of 75 and above is 25 people or 100%.

Based on the results of observation of the implementation of actions, it is known that there is an improvement in the quality of the learning process of writing descriptive texts through the application of the Field Trip method. This

increase can be seen from the results of the descriptive text writing test in each cycle.

In cycle I, learning to write descriptive texts has not fully used the Field Trip method. The results of the assessment showed that no student had obtained a score in the very good category (83–93). Students who obtained scores in the good category (72–82) amounted to 16 people or 64%, while students who obtained scores in the fair category (61–71) amounted to 9 people or 36%. No students scored in the less than category (0–60). The data was obtained from the results of the assessment of student worksheets.

The results of data analysis in cycle I show that students' ability to write descriptive texts has not reached classical learning completeness. This has an impact on the low achievement of student learning outcomes in writing descriptive texts. The value of writing the descriptive text of grade VII students of MTs Muhammadiyah Bengkulu in the first cycle has not met the minimum completeness standard (KKM) set, which is 75. Therefore, learning actions need to be continued to cycle II.

In addition, the results of observation of teacher and student activities in the first cycle show that the learning process is still not optimal. Teachers' activities in the category of low score 2, the sufficient category obtained a score of 5, and the good category obtained a score of 3, while the very good category has not been achieved. Based on the interval of assessment criteria, the results show that the learning process has not experienced a significant improvement so that improvements need to be made in cycle II.

In cycle II, the learning outcomes of writing descriptive texts have increased significantly. Students who scored in the excellent category (94–100) amounted to 5 people or 20%. Students in the good category (83–93) amounted to 18 people or 72%, while students in the fair category (72–82) amounted to 2 people or 8%. Thus, all students, namely 25 people or 100%, have obtained a score of  $\geq 75$  and are declared classically complete.

The results of data analysis in cycle II showed that the ability to write students' descriptive texts through the Field Trip method

had reached the completion of learning. The application of the Field Trip method has a positive impact on students' ability to write descriptive essays and improves student learning outcomes. The value of writing the description text of grade VII students of MTs Muhammadiyah Bengkulu in the second cycle has met the minimum completeness standard set, which is 75. Therefore, the ability to write student descriptive texts in cycle II is declared to be improved.

An increase was also seen in teacher and student activities. In cycle II, teacher activities in the sufficient and less categories were no longer found, the good category obtained a score of 4, and the very good category obtained a score of 6. Meanwhile, student activity in the low and sufficient category was not found, the good category received a score of 3, and the excellent category received a score of 7. This shows that student engagement in learning has increased significantly.

Based on the observation data of student activities and learning outcomes, in the first cycle students have not shown optimal enthusiasm in participating in learning. However, in cycle II, students showed high enthusiasm in writing descriptive texts, so that student learning outcomes increased and achieved the KKM that had been set.

## CONCLUSION

Based on the results of the study, the application of the Field Trip method has proven to be effective in improving the descriptive text writing skills of grade VII students of MTs Muhammadiyah Bengkulu City. This is shown by the increase in classical learning completeness, from 64% in the first cycle who did not meet the Minimum Completeness Criteria (KKM) of 75, to 100% in the second cycle. In addition, the assessment results show that most students obtain grades in the good and excellent categories. These findings indicate that the Field Trip method not only significantly improves descriptive text writing skills, but also creates a more contextual and engaging learning experience, making it

feasible as an innovative alternative to writing learning in the first grade.

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