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## Transforming experience into poetry: The role of field trips in developing writing skills

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### Abstract

The low level of poetry writing skills among elementary school students is a problem influenced by a lack of interest, motivation, and limited imagination and vocabulary. In addition, conventional teaching methods make it difficult for students to express their ideas and choose appropriate words. The purpose of this study is to determine the effect of the field trip method on elementary school students' poetry writing skills. This study employed an experimental method with a pre-experimental design, specifically a one-group pretest-posttest design. The participants consisted of 36 students. Data were collected through a pre-test and a post-test, while data analysis was conducted using descriptive and inferential statistics with a paired sample t-test. The results showed an improvement in students' poetry writing skills after the implementation of the field trip method, with the average pre-test score of 62.28 increasing to 76.79 in the post-test. The hypothesis testing results indicated a significance value of  $0.000 < 0.05$ , which means that the field trip method has a significant effect on students' poetry writing skills. In addition, the N-gain analysis showed that the improvement fell into moderate and high categories. In conclusion, the field trip method is effective in improving poetry writing skills, as it provides direct learning experiences, enriches students' vocabulary, and stimulates their creativity and imagination, enabling them to write poetry more expressively.

**Keywords:** Writing Skills; Poetry; Method; Field Trip

### 1. Introduction

Writing is a fundamental skill that must be taught and mastered by elementary school students. Through writing, students can express their ideas, thoughts, and feelings in written language. Writing is a form of communication aimed at conveying messages or information to others through written text, using written language as its medium. In this process, several important elements are involved, namely the writer as the sender of the message, the content or ideas being conveyed, the medium used, and the reader as the recipient of the message. As one of the language skills, writing is not a simple activity, as writers are required to organize their ideas in a structured manner while expressing them in appropriate written language. Nevertheless, writing offers various benefits, including enhancing intelligence, fostering creativity and initiative, strengthening self-confidence, and encouraging the ability and willingness to gather information. In addition, writing plays a role in supporting individual learning processes (Graham et al., 2019; Karakuş, 2023). In literary learning at the elementary school level, students are encouraged to express their feelings and desires in the form of poetry. Poetry functions as an authentic means of communication, strengthening individuals' emotional and imaginative abilities as they acquire language skills, thereby nurturing their creativity. Poetry-based classroom activities have been shown to significantly improve students' language skills (Aladini, 2020). Poetry is a form of literature that relies on artistic imagery to express emotions, feelings, attitudes, and more. However, poetry is often considered a difficult genre to translate, as some of the poet's emotions, feelings, and visualizations cannot be fully

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conveyed, even by professional and experienced translators (Zagood, 2026). Furthermore, poetry enhances literacy skills because it requires students to actively engage with vocabulary, syntax, and symbolism, thereby strengthening their linguistic abilities (Widodo, 2023). Writing poetry is the expression of one's feelings or inner thoughts through written language, transforming them into beautiful words, for example when experiencing annoyance, anger, joy, or sadness. A study by Suherman, (2024) found that most students face difficulties, particularly in writing poetry. This is reflected in the low scores achieved in this skill. A total of 28 students, or approximately 84.84%, scored below the class passing threshold of 75. The overall average score for complex poetry writing was 51.06, with only 15.15% of students achieving classical mastery.

Writing poetry can also bring positive value to society, as it helps individuals avoid harmful actions by channeling emotions such as anger, annoyance, sadness, and joy into the creation of meaningful and beautiful literary works (Johnson-laird & Oatley, 2022). The teaching of literature, especially poetry, can stimulate children's creativity and imagination in producing literary works while also supporting the teaching and learning process in schools. Learning poetry can serve as a reference for teachers to identify students' talents and interests in literature, enabling them to provide proper guidance and direction, as well as both intrinsic and extrinsic motivation. Writing poetry is an integral part of writing instruction taught at both primary and secondary education levels. One of the issues related to poetry writing is that it is often perceived as an unappealing activity by students. Many students consider poetry writing to be difficult to learn. During poetry writing lessons, students often feel that they are faced with a demanding task that creates feelings of anxiety, uncertainty, and doubt, especially when they believe they lack talent. Students also tend to require a considerable amount of time when assigned to write a poem. This occurs because their ability to explore and develop imagination is still very limited (Beaumont, 2022).

According to Kristiantari et al. (2023), the low level of students' ability in writing poetry is caused by three main contributing factors, namely student-related factors, teacher-related factors, and the limited availability of learning media. Writing instruction has long been implemented through various methods, yet optimal results have not been achieved. There are still many obstacles in learning to write at school. These challenges are often associated with constraints such as limited time allocation, inadequate facilities and infrastructure, and students' low interest in writing poetry. In addition, Indonesian language lessons are often scheduled in the final period of the school day, which does not effectively support the learning process. In line with this, Liao (2018) states that teachers are the dominant factor in instructional planning, and a lack of knowledge and teaching skills can become a barrier in the learning process. Teachers must demonstrate responsibility and professionalism in teaching. Professional teachers are required to meet several criteria, one of which is having a strong understanding and the ability to selectively choose and apply appropriate teaching methods or approaches, particularly in literature instruction. To address the low level of poetry writing skills, the researcher sought to identify the causes of students' difficulties in learning to write poetry through direct observation in schools as well as interviews with teachers. Based on preliminary surveys and observations, several contributing factors were identified, including the lack of students' interest and motivation in poetry learning, and the fact that many students are not yet accustomed to utilizing available school facilities as learning resources. In addition, teachers tend to provide limited opportunities for students to explore poetry writing, as students are rarely exposed to real objects that they can observe directly. Other studies reveal that the presence of poetry in school environments in many countries is currently declining, and poetry writing activities are increasingly marginalized within the curriculum. In fact, such activities play an important role in developing language skills and creative thinking, as well as in enhancing phonological and phonemic awareness, enriching vocabulary, and training students to explore sounds, imagery, and words (Wilson & Dymoke, 2017). Although poetry plays a significant role in improving linguistic skills and creative thinking, students often perceive poetry writing as difficult and uninteresting (Kangasharju et al., 2022). Furthermore, while writing poetry provides space for self-expression, many students still view this activity as challenging and less engaging (Kovalik & Curwood, 2019).

Through such learning patterns, children's psychological factors do not develop fully, particularly students' interest and motivation. In this regard, teachers should be skillful in selecting appropriate approaches, methods, techniques, and learning models so that the learning process becomes active, innovative, creative, effective, enjoyable, and meaningful for students (Batlolona et al., 2019). Teachers' understanding and perspectives on creativity are crucial factors in creating a learning environment that provides authentic creative experiences for students. The way educators interpret creativity reflects how their understanding of the concept, along with its application in the classroom, helps them develop instructional strategies that focus on enhancing students' confidence in their creative abilities, while also integrating creative thinking processes and outcomes as essential parts of learning (Leasa et al., 2025). Moreover, since each field has different knowledge characteristics, the aspects considered important in creativity, as well as the forms of creativity that are valued, may vary across disciplines (Gardiner et al., 2025). The implementation of learning is strongly influenced by the instructional approach used by the teacher. The chosen approach plays a significant role in determining learning objectives, as well as the methods and techniques applied. The terms approach, method, and

technique are often used interchangeably. No single teaching method is perfect, as each has its own strengths and weaknesses. Although numerous studies and experiments have been conducted to identify the most effective methods, it remains difficult to scientifically determine which method is the best (Leasa et al., 2024). At times, in the learning process, students need to be taken outside the classroom to observe different places or objects. This helps prevent boredom and creates a more enjoyable and engaging learning atmosphere. In this context, Leasa et al. (2023) explain that enjoyable learning can be identified through several indicators, such as a stress-free environment, freedom to express opinions, reduced drowsiness, opportunities to explore objects, and the absence of boredom. In addition, students are encouraged to confidently express ideas, learn through play, generate many ideas, and engage in a learning process that is relaxed yet still purposeful. Enjoyable learning is also characterized by the ability to communicate with others, self-confidence without awkwardness, learning experiences outside the classroom, and the absence of fear. Based on these considerations, one alternative method that teachers can apply to create a more flexible learning environment while fostering students' creativity in writing poetry is through field trip activities.

A field trip can be defined as a visit or educational excursion. It is not merely a recreational activity, but a means of learning or deepening understanding by observing real situations. Therefore, the field trip method refers to a way of teaching in which students are taken to specific places or objects outside the school to study or investigate something, such as visiting a shoe factory, an automotive workshop, a department store, and so on (Mahgoub & Alawad, 2014). A field trip is an excursion undertaken by students to enrich certain learning experiences and serves as an integral part of the school curriculum. Through this teaching method, students, under the guidance of their teacher, visit particular places with the purpose of learning (Behrendt & Franklin, 2014). In addition, field trip activities can be designed with several main objectives, including providing direct learning experiences, increasing interest and motivation in science, making learning more relevant while strengthening social relationships, developing observation and perception skills, and supporting students' personal and social development (Michie, 1998). Through field trips, students are invited to visit unique places that cannot be replicated in the classroom. During this process, each student observes the surrounding environment and constructs meaningful personal understanding. Various interactive activities enable students to explore concepts directly, something that is often difficult to achieve within the classroom setting (Krakowka, 2012). Previously learned material becomes more meaningful as students integrate prior knowledge with new experiences and understanding. Furthermore, the connection between the field trip location and classroom learning helps link real-world experiences with existing knowledge (Ganiyu et al., 2015). Field trip activities have been widely implemented in many schools as a form of experiential learning, which is considered effective in building positive connections between concepts learned in the classroom and their application in broader environmental contexts. However, the pedagogical effectiveness of this approach remains a subject of debate, particularly when weighed against the various challenges and costs involved in its implementation. Field trips have been widely used in schools as a way of learning through direct experience. This method can help students connect theoretical knowledge from the classroom with its application in real-life situations, especially within environmental contexts. Nevertheless, the benefits of field trips in education are still debated, particularly in comparison to the challenges and costs required for their implementation (Lynch et al., 2025).

The field trip method was selected because it has become a commonly used approach across various academic disciplines. In the teaching of the Indonesian language, this method is also frequently utilized by educators. However, specifically in poetry writing instruction, its application still tends to be conventional and has not been widely implemented. Several previous studies have applied the field trip method in poetry writing instruction at the secondary level, while others have used it at the elementary level. In addition, there are studies that employ the field trip method to improve poetry writing skills. Nevertheless, a shared limitation among these implementations is the lack of optimal use of digital media as a supporting tool that could enrich students' learning experiences in poetry writing instruction in Indonesia. Therefore, some scholars have proposed a conceptual idea involving the integration of the field trip method with virtual reality media in poetry writing instruction (Reynaert et al., 2024). A field trip, or educational excursion, is an effective way of learning to write poetry. Through this activity, students learn directly from environments outside the classroom, which can stimulate their imagination and creativity. Moreover, this activity encourages students to be more enthusiastic, focused, and capable of producing more vivid and expressive poems. The steps involved in field trip activities for poetry writing begin with the planning stage, in which the teacher determines the location to be visited, such as a park, museum, or library, while also establishing the learning objectives to be achieved. Next, during the implementation stage, students observe the surrounding environment directly, identify objects that capture their attention, and record various ideas that emerge, including keywords and word choices that can be used in poetry. After that, in the poetry writing stage, students develop and arrange the collected words into a poem based on their observations. Finally, in the evaluation stage, students present their poems in front of their peers as a form of appreciation and assessment of their work. Through activities conducted outside the school, students gain real experiences that can enrich their vocabulary and help them construct imagery, rhythm, and deeper meaning in

their poems. Therefore, the purpose of this study is to determine the effect of the field trip method on elementary school students' poetry writing skills.

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## 2. Research methods

### 2.1. Type and Research Design

Every research activity must employ a method that is accountable so that the main objective of the study, namely solving a problem, can be properly achieved. In line with the view of Ojoboh & Igben (2024), selecting an appropriate research methodology, applying rigorous data collection and analysis procedures, and addressing potential sources of bias and error enable researchers to enhance the quality and credibility of their findings, ultimately advancing knowledge and understanding within their respective fields. Such knowledge can then be utilized to understand, address, and anticipate various issues, particularly in the field of education. Therefore, the choice of research method greatly influences the quality of a study. The more appropriate the method used, the better the results obtained. The type of research employed in this study is experimental research. According to Imai et al. (2013), experimental research is a powerful method that allows scientists to empirically establish cause-and-effect relationships. However, one important criticism of experiments is that they often provide only a "black box" view of causality and are unable to explain the underlying mechanisms. Specifically, critics argue that although experiments can identify average causal effects, they do not fully explain the processes through which these effects occur. This experimental study was conducted to examine the effect of the field trip learning method (O1 X O2) on the reading ability of fifth-grade students at SD Negeri 1 Kairatu in West Seram Regency. The researcher employed a pre-experimental design, specifically a one-group pretest-posttest design. This design involves two measurements of students' abilities through the implementation of the field trip learning method in a fifth-grade class at SD Negeri 1 Kairatu. The first measurement (pre-test) was conducted to determine the initial condition of the sample before the treatment, namely to assess students' learning outcomes prior to the use of the field trip method. The second measurement (post-test) was carried out to determine students' learning outcomes after the application of the field trip learning method.

### 2.2. Participants

The participants in this study consisted of 36 fifth-grade students of SD Negeri 1 Kairatu, West Seram Regency. The participants were composed of 16 male students and 20 female students. These students were selected as research subjects because they were considered to have relatively low poetry writing skills, as indicated by preliminary observations and initial assessments conducted by the researcher prior to the implementation of the study. All participants were enrolled in the same class and were taught using similar instructional approaches prior to the intervention. This condition ensured that the participants had relatively homogeneous academic backgrounds, particularly in terms of their prior experience in poetry writing instruction. The selection of fifth-grade students was also based on developmental considerations, as students at this level are generally capable of expressing ideas, emotions, and imagination in written form, although their creativity and vocabulary development still require guidance and appropriate instructional strategies. Furthermore, the participants had not previously experienced learning through the field trip method in poetry writing activities. This made them suitable subjects for examining the effect of the intervention, as any observed changes in their poetry writing skills could be more directly associated with the implementation of the field trip method. The involvement of all students in the class also allowed the researcher to observe learning outcomes in a natural classroom setting without disrupting the existing learning structure.

### 2.3. Research Instruments

The research instrument used in this study was a written test in the form of an essay, specifically designed to assess students' poetry writing skills. The test required students to compose a poem based on given instructions, allowing the researcher to evaluate their ability to express ideas, emotions, and imagination through written language. The instrument was administered in two stages, namely the pre-test and the post-test. The pre-test was conducted prior to the implementation of the field trip method to measure students' initial abilities in writing poetry. Meanwhile, the post-test was administered after the treatment to assess any improvement in students' poetry writing skills following the application of the field trip method. Both tests used similar formats and levels of difficulty to ensure comparability of results. To obtain more objective and systematic data, students' poetry writing was evaluated using specific assessment criteria. These criteria included several important aspects of poetry writing, such as: (1) the suitability of the theme with the topic, (2) diction or word choice, (3) imagery and figurative language, (4) coherence and unity of ideas, (5) creativity and originality, and (6) the use of rhythm and expression. Each aspect was scored using a predetermined rubric, enabling the researcher to quantify students' performance in a consistent manner. In addition, the instrument was designed to reflect authentic learning conditions, where students were encouraged to express their thoughts and feelings freely based on their observations and experiences. This aligns with the nature of poetry writing as a creative

and expressive activity. The use of essay-based tests allowed students to demonstrate their individual writing styles and levels of creativity more effectively than objective test formats. To ensure the validity of the instrument, the test content was adjusted to the learning objectives of poetry writing at the elementary school level. The instrument also underwent a review process to ensure that the instructions were clear and understandable for students. Meanwhile, reliability was supported by the use of consistent scoring guidelines and the same assessment rubric for both pre-test and post-test results. Through the use of this instrument, the researcher was able to obtain comprehensive data on students' poetry writing skills, both before and after the implementation of the field trip method, thereby enabling a more accurate analysis of the effectiveness of the treatment.

#### 2.4. Data Collection Techniques

The data collection techniques used in this study consist of a pre-test and a post-test. The procedures for data collection are as follows. First, the pre-test is administered before the treatment to determine students' initial abilities prior to the implementation of the field trip method in poetry writing instruction. Second, the treatment phase involves the application of the field trip method in teaching students how to write poetry. Third, the post-test is conducted after the treatment to assess students' poetry writing learning outcomes following the implementation of the field trip method.

#### 2.5. Data Analysis Techniques

The data obtained from the study are analyzed using both descriptive and inferential statistical methods. The collected data, in the form of pre-test and post-test scores, are then compared by addressing the question of whether there is a difference between the two sets of scores. The comparison focuses on the mean values of the pre-test and post-test results. To examine this difference, a t-test is employed. In applying inferential statistics, the researcher uses a dependent t-test, specifically the paired sample t-test, provided that the assumptions of normality and homogeneity are met. The data are processed using SPSS version 23.

### 3. Results

#### 3.1. Description of Poetry Writing Skills

Poetry writing skills refer to the ability to express thoughts or feelings through symbolic forms of language, enabling students to transform their imagination into literary works that can be appreciated by others. These skills can be improved through the use of the field trip method. The research was conducted using a pre-test and post-test design. The pre-test was administered to measure students' initial poetry writing skills. After the pre-test, a treatment was implemented using the field trip method in the learning process, followed by the administration of the post-test. Table 1 presents a description of students' pre-test and post-test results.

**Table 1** Description of Poetry Writing Test Results

Activity	N	Minimum	Maximum	Mean	Std Deviation
Pre-test	34	57.00	68.00	62.28	3.01
Post-test	34	71.00	82.00	76.79	2.98

Table 1 shows that the minimum score in the pre-test was 57.00, while in the post-test it increased to 71.00. The maximum score improved from 68.00 in the pre-test to 82.00 in the post-test. The mean score of the pre-test was 62.28 with a standard deviation of 3.01. After the implementation of the field trip method, the post-test mean increased to 76.79 with a standard deviation of 2.98. These findings indicate that, descriptively, the field trip method is effective in improving students' poetry writing skills.

#### 3.2. The Effect of the Field Trip Method on Poetry Writing Skills

To examine the effect of the field trip method, a dependent sample t-test, specifically a paired sample t-test, was conducted, provided that the assumptions of normality and homogeneity were met. Table 2 presents the results of the normality and homogeneity tests.

**Table 2** Normality and Homogeneity Tests

Kolmogorov Smirnof		
	Sig.	Decision
Pre-test	0.200	Normal
Post-test	0.200	
Levene's Test		
Pretest-Posttest	0.770	Homogeneous

Table 2 shows that the results of the normality test using the Kolmogorov–Smirnov test yielded a significance value of 0.200 for both pre-test and post-test, which is greater than  $\alpha = 0.05$ . Therefore, the data are considered to be normally distributed. Meanwhile, the homogeneity test using Levene's test produced a significance value of 0.770, which is also greater than 0.05, indicating that the data are homogeneous. Since both assumptions were satisfied, parametric testing using the paired sample t-test was conducted. Before conducting the test, the research hypotheses were formulated as follows:

- $H_0$  : There is no difference in the use of the field trip method on students' poetry writing skills.  
 $H_1$  : There is a difference in the use of the field trip method on students' poetry writing skills.

After establishing the hypotheses, a difference test was carried out using the paired sample t-test. Table 3 presents the results.

**Table 3** Paired Sample t-Test Results

Paired Sample t-Test		
	Sig.	Decision
Pair 1 Pretest - Posttest	0.000	H1 Accepted

Table 3 shows that the significance value is 0.000, which is less than  $\alpha = 0.05$ . This indicates that  $H_0$  is rejected and  $H_1$  is accepted, meaning that there is a significant difference in the use of the field trip method on students' poetry writing skills. This difference indicates that the field trip method has a significant effect on the poetry writing skills of fifth-grade students.

### 3.3. Improvement of Poetry Writing Skills

The field trip method is one of the effective approaches for improving students' poetry writing skills. To analyze the improvement, the N-gain formula was used:

$$N\text{-gain} = (\text{Post-test Score} - \text{Pre-test Score}) / (\text{Maximum Possible Score} - \text{Pre-test Score}) \text{ (Hake, 1998).}$$

**Table 4** N-gain Scores of Poetry Writing Skills

Improvement Category	N-gain Score Calculation			
	Frequency	Percentage (%)	Mean N-gain Score	Mean N-gain Percentage
High	4	11.8	0.73	73%
Moderate	30	88.2	0.38	38%
Low	0	0	0	0%
Total	34	100	Mean N-gain = 0.36	

Table 4 presents the results of the N-gain analysis in examining the improvement of poetry writing skills through the field trip method.

Based on Table 4, the improvement in poetry writing skills through the use of the field trip method is categorized as high for 4 students (11.8%), with an average N-gain score of 0.73, indicating a 73% increase. Meanwhile, 30 students (88.2%) fall into the moderate category, with an average N-gain score of 0.38, reflecting a 38% improvement. No students were categorized in the low improvement group. This improvement can be attributed to the effectiveness of the field trip method. It helps enrich students' vocabulary and introduces them to new and relevant words, while also developing their emotional sensitivity. During field trip activities, students experience various emotions, such as admiration, joy, or even slight fear. Teachers can guide students to recognize and express these emotions in their writing. The field trip method also provides spontaneous inspiration, making the process of writing poetry more enjoyable and less burdensome for students.

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#### 4. Discussion

In the process of writing poetry, students can express what they directly see and feel; however, one of the main challenges in writing poetry is limited vocabulary. This issue needs to be addressed by implementing appropriate teaching methods, one of which is the field trip method. This method provides students with the opportunity to learn by observing the real world outside the classroom, where they can gain inspiration from their surroundings. Through the use of the field trip method, students are able to acquire various experiences that can serve as material for writing poetry. For elementary school students, poetry writing is often considered difficult because it requires strong imagination and the ability to arrange words effectively. The field trip method is an effective instructional approach for stimulating students' creativity in exploring ideas, enabling them to practice and develop their poetry writing skills. Many higher education institutions have begun to incorporate field trip teaching strategies into their instructional methods courses. Studies indicate that teacher education programs are still largely dominated by formal classroom settings, with limited exposure to outdoor learning experiences, including field trips. Researchers recommend that field trip practices be systematically integrated into courses, emphasizing that this is particularly important for pre-service teachers who may lack experience or confidence in managing student behavior (Anderson et al., 2006; Dewitt & Storksdieck, 2008). Furthermore, when surveys were conducted among university students regarding their field trip experiences, the majority of respondents (81%) stated that taking students on trips during instruction is essential for their understanding of field trips (Ateşkan & Lane, 2016).

The field trip method can be highly beneficial when applied in poetry writing instruction, as it encourages students to express themselves through poetry by observing objects directly. A study by Sriarunrasmee et al. (2015) states that teachers and students can participate in virtual field trips at any time and in various ways, supported by modern information and communication technologies. This approach helps reduce many of the limitations associated with organizing real field trips, while also providing equal learning opportunities for students who may otherwise lack access. Cassady & Mullen (2007) further argue that virtual field trips cannot replace real field trips or actual site visits. However, virtual field trips can generate higher levels of learning, skills, and experiences compared to traditional field trips. Learning stimulation during virtual field trips may include live broadcasts such as web-based streaming, interactive web platforms, animations, and online games (Seifan et al., 2018). The field trip method also helps students expand their vocabulary naturally through real-life experiences. In real-world settings used as learning resources, students encounter new places where they discover objects, activities, or phenomena that may be unfamiliar to them. Teachers can guide students to record new vocabulary and discuss it collectively during classroom learning. The enrichment of vocabulary encourages students to select more precise and varied diction, resulting in poetry that is more expressive and less monotonous. In addition, field trips provide students with authentic emotional experiences, such as a sense of awe when observing beautiful scenery, joy during activities, or even moments of deep reflection. With proper guidance from the teacher, students can learn to recognize and express these emotions in their writing.

The implementation of the field trip method has been shown to improve students' poetry writing skills. This is evidenced by the research findings, where students' poetry writing ability increased to a high category with a score of 0.73 (73%) and to a moderate category with a score of 0.38 (38%). This improvement can be attributed to the effectiveness of the field trip approach as a learning medium. Nadelson & Jordan (2012) state that the advantages of the field trip method include: (1) providing students with opportunities to apply content learned in the classroom to contexts outside the school environment, which can enhance their understanding and knowledge retention; (2) expanding opportunities for students to transfer, apply, or reinforce their knowledge; (3) offering exposure to learning conditions that cannot be replicated in the classroom; and (4) enabling students to gain diverse knowledge and experiences that are directly integrated with the objects being observed. The use of the field trip method also helps develop students' emotional sensitivity, as they become more aware of their own feelings as well as events occurring

around them. As a result, the poems they produce do not merely contain visual descriptions, but also reflect deeper emotional experiences, making their work more meaningful and expressive.

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## 5. Conclusion

Based on the findings, it can be concluded that the field trip method has proven to be highly effective in improving students' poetry writing skills. This method offers a more concrete and multisensory learning approach compared to classroom-based instruction, making it well suited to students' cognitive development characteristics. The improvement in poetry writing skills was categorized as high for 4 students, reaching an increase of 73%, moderate for 30 students with an increase of 38%, and low for none of the students. In addition, through the field trip method, students gain direct learning experiences outside the classroom, providing a richer approach than merely learning theoretical concepts indoors. Based on these conclusions, several practical recommendations can be proposed to optimize its implementation, particularly in educational settings. First, the field trip method should be applied not only to improve poetry writing skills but also to enhance other competencies and be integrated into various subject areas. Its implementation requires careful planning, clear guidelines, active teacher guidance during field activities, and creative follow-up activities in the classroom. Second, it is recommended that field trip implementation be followed by classroom discussion sessions involving all students to collaborate and share ideas. This process can enrich students' inspiration in various aspects, with optimal guidance from the teacher in developing poetry writing. Third, students should be encouraged to publish their poems so that their work can reach a wider audience and be appreciated by broader communities.

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## Compliance with ethical standards

### *Disclosure of conflict of interest*

The authors state that there is no conflict of interest in connection with the preparation, conduct, analysis, or publication of this research.

### *Statement of informed consent*

Informed consent was obtained from all individual participants included in the study.

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