
THE USE OF MEDIA IN TEACHING WRITING DESCRIPTIVE TEXT TO THE SEVENTH GRADE STUDENTS

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Abstract: This research aims to describe the media used in teaching writing descriptive text to the seventh grade students of SMPN 6 Banjarmasin. This research was conducted by using qualitative approach. The design of this research was descriptive. The subject of this research was the English teachers who teach the seventh grade students. In obtaining the data, the researcher used observation and interview as the research instruments. Based on the result of the observation and interview, it was obtained that the teachers of the seventh grade students of SMPN 6 Banjarmasin taught writing descriptive by using picture, realia and pictures in the textbook as the teaching media. Furthermore, it can be concluded that the use of picture and realia for teaching helps motivating the students and helps them writing description easier. Finally, it is suggested to the teachers to keep using media such as picture and realia in teaching writing descriptive. The teachers are also suggested to use other media. The use of media in teaching writing can encourage the students to become active and involved in the teaching learning process.

Keywords: *Media, Teaching Writing and Descriptive.*

INTRODUCTION

Writing is the process of creating sentences. You can spend more time thinking and choosing to express your thoughts, thoughts, and feelings. So, if you are not sure what you want to write, do a review. Every student might want to be able to write well in English. With good writing skills, students can successfully share information, ideas, experiences, or ideas with others. However, according to Ras (2001: 30), writing is a difficult skill for native and non-native speakers. This is because the writer has to write on many problems such as content, organization, goals, audience, vocabulary, punctuation, spelling, uppercase, etc. Likewise, Brown (2007: 335-336) concludes that writing is a process that creates a good document that leads to the final document. Thus, the sentence contains a list of criteria including formatting, content, composition, punctuation, dynamics, grammatical structure, and sentences. Because students need to know that they will be explained in detail, they must pay more attention to writing descriptive texts. For this reason, the teacher must use forms and strategies that help students write explanatory texts well. One way to consider when writing descriptive text is to use the media as a medium for learning activities. You need to use various educational media to motivate students to learn English, especially with their writing skills, and adjust the material to avoid boredom. With the right media, the teacher can do a good job in the teaching and learning process and help students in the writing process. There are many media that teachers can use to teach students how to make descriptive texts such as photos, videos and realism. Using media when teaching 7th grade students increases student motivation and gives more attention to topics given in learning as a foreign language. For example, if you display images early in the educational process, students can look for correlations between these images and their current learning activities. In addition, by displaying pictures and verbal interpretations, students are more interested in learning activities and more focused. Therefore, using media for grade 7 education makes the teaching and learning process more effective and efficient.

Research on teaching writing using media was carried out by many researchers. Falupi (2013) studied in her study teaching instructional texts using video clips for middle school students. He argues that teaching text learning using video dramatically improves student writing performance. In addition, the use of video when teaching descriptive text writing has a significant impact on student writing performance. Another study was carried out by Untari et al (20015). Their research aims to discuss the teaching of descriptive text writing using realism. They concluded that it was easier to teach writing descriptive texts using media, especially rearia. In this case, using arguments, students can see the actual object and more easily describe the object. An example of using rearia in class is when the teacher asks students to explain the class. The aim is to attract and strengthen student motivation in learning and learning English, especially in teaching descriptive writing.

Based on the explanation above, it is important to learn to write descriptions for 7th grade students so students can share their ideas well with others. You can also help students identify and explain certain things clearly and accurately. The researcher chose grade seven of SMPN 6 Banjarmasin for this study. Seventh graders as learners of English first as a foreign language have the greatest impact on the use of media in teaching and learning. Therefore, researchers want to find out what type of media is most widely used and which media makes teachers and students more comfortable writing text for grade 7. Therefore, researchers are interested in conducting a study entitled "Using Media in Teaching Writing for Seven 6 SMPN Year in School Year 2018-2019".

RESEARCH METHODOLOGY

The purpose of this study is to explain the media used in teaching writing explanations to seventh grade students of SMPN 6 Banjarmasin. The research design for this research is descriptive. Descriptive research collects information related to actual phenomena and focuses on the description of several variables, phenomena, and status. According to Fraenkel and Wallen (2011: 15), "Examples of descriptive research in education include identifying results from various groups of students, explaining the behavior of teachers, administrators or counselors, explaining parental attitudes, including descriptions of physical abilities."

The topic of this research is an English teacher who teaches English up to seventh grade SPMN 6 Banjarmasin. There are three teachers who teach English until the seventh grade. Researchers will take all the teachers as research material. There are 9 chapters in grade 7, and all classes are monitored by researchers. They are categories VII A, VII B, VII C, VII D. VIIE, VII F, VII G, VII H and VII.

Researchers use several types of tools to obtain comprehensive data. The researcher makes a scrapbook about the research problem. This tool is used to monitor how English teachers use media in the teaching process, and researchers interview teachers to support preliminary data. Researchers use interview guidelines to ask a lot of questions related to the problem.

Nine studies will be conducted from the meeting of researchers as observers. Participant observation is a method for participating in teacher activities taught by observers. Researchers are not involved in the education and learning process. The researchers also used Canon type video recordings and cellphone cameras to record educational and learning activities that took place in class. Appropriate methods are used to find specific data not found in observations. This is done using the appropriate guidelines arranged based on the data in the notes. In the interview, there will be a discussion about the teaching and learning process in the classroom. English teachers use interviews to find information about how teachers use the media in education.

Data analysis from this research was performed using a qualitative approach. Data analysis for qualitative studies is a process of continuous and continuous comparison involving the reduction and retrieval of large amounts of written (and sometimes pictorial) information (Fraenkel and Wallen (2011:

436)). Once the topics and tools are identified, notes and interviews are made directly in the course material.

There are several steps to data analysis in this study.

1. Classify the technology and media in observation and interview papers by naturally explaining phenomena and processes in research.

2. Analyze data from interview papers and observations by explaining the phenomenon and process of survey papers normally, discuss data and draw conclusions.

RESULT AND DISCUSSION

There were nine educational and learning meetings that wrote descriptive text monitored by researchers. The subject of this study was an English teacher at SMPN 6 Banjarmasin. The notes were created in nine different chapters. They are VII A, VII B, VII C, VII D, VII E, VII F, VII G, VII H and VII I. SMPN 4 There are three English teachers who teach in 7th grade at Banjarmasin. The tools used for data collection are the observed papers and the corresponding papers.

Table 4.1
The Observation Schedule of Teacher A

No	Day	Date	Class	Material
1	Tuesday	February 19 th , 2019	VII A	Descriptive Text
2	Wednesday	February 20 th , 2019	VII B	Descriptive Text
3	Wednesday	February 20 th , 2019	VII C	Descriptive Text
4	Wednesday	February 20 th , 2019	VII D	Descriptive Text
5	Wednesday	February 20 th , 2019	VII E	Descriptive Text

Table 4.2
The Observation Schedule of Teacher B

No	Day	Date	Class	Material
1	Thursday	February 7 th , 2019	VII G	Descriptive Text
2	Thursday	February 7 th , 2019	VII H	Descriptive Text

Table 4.3
The Observation Schedule of Teacher C

No	Day	Date	Class	Material
1	Thursday	February 14 th , 2019	VII F	Descriptive Text
2	Thursday	February 14 th , 2019	VII I	Descriptive Text

Nine observations indicate that the process of teaching written texts at the Banjar 6 Junior High School consists of three stages: pre-activity, active, and post-activity. The researchers also found media used by teachers to teach writing descriptive texts.

During the observation, the teachers found that they used the media when teaching writing descriptive texts. The media used are: There are two teachers who use rearia as a teaching tool for descriptive texts. Realia is used primarily as an educational medium during its activities. The purpose of using realia as an educational tool is to facilitate the process of writing explanations for students by observing the real thing directly. The teacher uses students as reality. The remaining students are asked to look directly at students and explain how they are. Other teachers use the school garden as the backside. Students are asked to observe the park and write a description of the park. During the education process, students seem to enjoy the lesson when using realism.

When teaching writing descriptive text, the teacher applies guided writing as a strategy for teaching writing. The teacher instructs students to write sentences based on real things they observe. Give the teacher the first example before asking students to write their own sentences. The teacher then helps students create texts.

Observations made in class taught by the teacher reveal that the teacher is a realistic image used as a medium of written teaching. Observations were made in VII A on Tuesday, February 19, 2019. Realia is the main media used in the education process. Realia is often used during and after activities. During the activity, the teacher shows examples of how to use Realia to explain someone. The teacher also asks students to observe classmates and write descriptive texts. After the activity, the teacher uses rearia as an evaluation, in this case students.

The subject of this meeting is the explanatory text. The purpose of this lesson is to write a short description of his classmates. The teacher starts the activity by greeting the student and reviewing the attendance list. Then the teacher shows a picture of the little girl. The teacher asks the student to describe the characteristics of the little girl in the picture. The teacher will resign before giving the lesson for today. The teacher begins the activity with examples of explanatory text on the blackboard. Descriptive text is almost the same as the previous activity picture. The teacher and students then discuss the text and images. The teacher asks students to come before class. Teachers ask other students about their characteristics, such as hair, nose, eyes and skin names. After discussing the explanatory text with examples, the teacher gives students assignments. They were asked to write a descriptive paragraph about three of his three colleagues. Each paragraph has at least four characteristics. When writing a paragraph, the teacher assists the student and asks the student to use the dictionary. After completing the assignment, the student submits the assignment. Next, the teacher gives a degree and discusses student writing. In the post-activity phase, teachers are assessed by having one student read the paragraph aloud and asking other students to pay attention to the mistakes their classmates make. The teacher also corrects students' pronunciation errors. Then the teacher closes the class.

The second chapter taught by the teacher A is the seventh b. It became clear that Teacher A uses rearia as an instructional material in writing VII B. In a temporary activity, the teacher will give you an example of how to use Realia to explain someone. Teachers also ask students to monitor classmates and write descriptive passages. In publishing activities, teachers use rearia (in this case, students) to evaluate students.

The subject of the meeting is descriptive text. The purpose of this lesson is to write a short description of his classmates. The teacher starts the activity by greeting the student and reviewing the attendance list. The teacher asks the student about homework. The teacher reviews the previous lesson and ends the activity. The teacher begins the activity by providing an example of an explanatory text on the blackboard. Next, the teacher and students discuss the text. The teacher asks students to come before class. The teacher asks other students about their characteristics, such as the name of hair, nose, eyes and skin. After discussing the explanatory text with examples, the teacher gives students assignments. They were asked to write a descriptive paragraph about three of his three colleagues. Each paragraph consists of at least 4 Characteristics. In writing paragraphs, the teacher helps students and asks them to use a dictionary. After completing the assignment, students submit assignments. Then the teacher takes notes and discusses student writing. In the follow-up activity, the teacher asks one student to read the paragraph aloud and evaluate other students to pay attention to the mistakes made by their classmates. The teacher also corrects students' pronunciation errors. Then the teacher closes the class.

The third grade taught by Teacher A is seventh grade. Teacher A explained that VII C used Learia as a learning medium. VIIC notes take on Wednesday, February 20, 2019. At work. During the activity, the teacher uses realia to give examples of how to describe someone. The teacher also asks students to

monitor their classmates and write descriptive paragraphs. In publishing activities, the teacher evaluates students using buttocks, in this case students.

The subject of the meeting is the explanatory text. The purpose of this lesson is to write a brief description of your classmates. The teacher starts the previous activity by greeting students and checking attendance lists. The teacher then asks students about their homework. The teacher ends the previous activity by reviewing the previous lesson. The teacher starts during the activity with a sample text explanation on the board. After that, the teacher and students discuss the text. The teacher asked one of the students to come to class. The teacher asks other students to talk about their characteristics, such as hair, nose, eyes and skin. After discussing the explanatory text with examples, the teacher gives assignments to students. They were asked to write descriptive paragraphs about three or three classmates. Each paragraph has at least four characteristics. In writing paragraphs, the teacher helps students and asks them to use a dictionary. After completing the assignment, students submit assignments. Then the teacher takes notes and discusses student writing. In the follow-up activity, the teacher asks one student to read the paragraph aloud and evaluate the others to pay attention to classmates' mistakes. The teacher also corrects students' pronunciation errors. Then the teacher closes the class.

Observations made in two classes taught by Teacher C revealed that Teacher C used Realia as a learning medium for writing. In VII G, Teacher C taught script writing using Realia as an argument. Students are asked to write texts that explain the school garden. VII G observations were made on Thursday, February 7, 2019. Realia was used when active. During the activity, students are asked to observe the actual school park and explain the school garden.

The subject of the meeting is the explanatory text. The purpose of this lesson is to write a text that explains the school garden. The teacher starts their activity by greeting students and checking attendance lists. After that, the teacher asks for homework. The teacher starts the activity and asks students to form small groups of five students each. The teacher said the lesson was finished in the school garden. Before moving to the school yard, the teacher will explain how to prepare sentences that explain something. He also wrote a few sentences on the blackboard that explained the park. For example, "There are various types of flowers", "These flowers are very beautiful", "There are fish in a pond", etc. On the school grounds, students are asked to write text explaining the school grounds. As students write, the teachers monitor and supervise their work and help if there are problems. After asking students to submit assignments, the teacher records the results. Students must also save and submit their work. The teacher also evaluates the presentation and corrects pronunciation errors. In publishing activities, the teacher asks students to publish text after students are asked to return to class. Next, as an evaluation, students are asked to issue texts that explain the animal. Students must read the text aloud. Next, the teacher closes the class.

The second semester taught by Teacher C is 7th F. Teacher C is proven to use rearia as written teaching material. In VII, Teacher C was taught to write descriptive texts using Realia as an intermediary. Students are asked to write texts that explain the school garden. Observations were made in VII F on Thursday, February 7, 2019. Realia was used in individual activities. Students were asked to observe the school's original park and explain the school garden in the interim activities.

The subject of the meeting is the explanatory text. The purpose of this lesson is to write a text that explains the school garden. The teacher starts their activity by greeting students and checking attendance lists. After that, the teacher asks for homework. The teacher starts the activity and asks students to form small groups of five students each. The teacher said the lesson was finished in the school garden. Before moving to the school yard, the teacher will explain how to prepare sentences that explain something. He also wrote some text on the blackboard explaining the park. For example, "There are various types of flowers", "These flowers are very beautiful", "There are fish in a pond", etc. On the school grounds,

students are asked to write text explaining the school grounds. As students write, the teachers monitor and supervise their work and help if there are problems. After asking students to submit assignments, the teacher records the results. Students must also save and submit their work.

The teacher also evaluates the presentation and corrects pronunciation errors. In a publishing activity, after instructing the student to return to class, the teacher asks the student to write. Then, as an assessment, the student is asked to write a text explaining the animal. Students are also required to read their text aloud. Then the teacher closes the class.

Two teachers use photography as a means of teaching students descriptive writing to stimulate learning. Media images are primarily used for past activity and timer activities. In the previous activity, the purpose of using images as media is to attract students' attention. Part-time activities use images to allow teachers to explain materials and students to create sentences that describe people and places. The teacher uses pictures of textbooks as means. Another teacher gave me a picture of a little girl. The picture helps students create sentences describing the girl in the picture by referring to the features in the picture. Based on the observation, the use of images as arguments provides a focal point that stimulates students' attention.

Teacher A uses photography as writing materials in three chapters: VII A, VII D, and VII E. VIIA will be monitored on Tuesday, February 19, 2019. The teaching and learning process. Images are used at the beginning of activities before students participate and activities that help teachers explain the material. On the other hand, Realia is often used in temporary and post-activity activities.

The subject of this meeting is the explanatory text. The purpose of this lesson is to write a short description of his classmates. The teacher starts the activity by greeting the student and reviewing the attendance list. Then the teacher shows a picture of the little girl. The teacher asks the student to describe the characteristics of the little girl in the picture. The teacher will resign before giving the lesson for today. The teacher begins the activity by providing an example of an explanatory text on the blackboard. Descriptive text is almost the same as the previous activity picture. The teacher and students then discuss the text and images. The teacher asks students to come before class. The teacher asks other students about their characteristics, such as the name of hair, nose, eyes and skin. After discussing the explanatory text with examples, the teacher gives students assignments. They were asked to write a descriptive passage about the three classmates. Each paragraph has at least four characteristics. Teachers help write paragraphs I ask my students to use a dictionary. After completing the assignment, students submit assignments. Then the teacher takes notes and discusses student writing. In the follow-up activity, the teacher asks one student to read the paragraph aloud and asks the other student to pay attention to classmates' mistakes. The teacher also corrects students' pronunciation errors. Then the teacher closes the class.

The second layer is the seventh d. In VIID, Teacher A taught me to write explanatory texts using pictures as arguments. Students are asked to write short descriptive paragraphs about a particular picture. VII D is seen on Wednesday, February 20, 2019. Images are used during activities to attract students and show examples of how people are explained. The teacher also asks students to write descriptive paragraphs by observing the pictures provided.

The subject of the meeting is the explanatory text. The aim of this lesson is to write a short descriptive paragraph about the given image. The teacher starts the previous activity by greeting students and checking attendance lists. Then the teacher shows a photo of a little girl. The teacher asks students to describe the characteristics of the little girl in the picture. The teacher completes the previous activity by giving lessons that day. The teacher starts during the activity with a sample text explanation on the board. The teacher then shows the same picture before. The teacher asks students to write texts explaining the girl in Indonesian. The teacher writes the text on the board and asks students to translate the text into

English. After discussing the drawings and writing descriptive paragraphs about the drawings, the teacher shows other drawings and gives the students assignments. They were asked to write descriptive paragraphs about the boy's image. This paragraph consists of at least five sentences. In writing paragraphs, the teacher helps students and asks them to use a dictionary. After completing the assignment, students submit assignments. Then the teacher takes notes and discusses student writing. In the follow-up activity, the teacher also reviews and evaluates the lesson by asking students to write a sentence describing one of their classmates. Then the teacher closes the class.

The third category is VII E. In VIIE, Teacher A is taught to write explanatory texts using pictures as arguments. Students are asked to write short descriptive paragraphs about a particular picture. Observations take place at 7E on Wednesday, February 20, 2019. Images are used during activities to attract students and show examples of how individuals are explained. The teacher also asks students to write descriptive paragraphs by observing the pictures provided.

The subject of the meeting is the explanatory text. The aim of this lesson is to write a short descriptive paragraph about the given image. The teacher starts the previous activity with greetings Check the student and attendance list. Next, the teacher shows a picture of a little girl. The teacher asks students to state the characteristics of the little girl in the picture. The teacher quits before mentioning the lesson of the day. The teacher starts with an example of explanatory text on the board. The teacher then displays the same image in the previous activity. The teacher asks the student to issue a sentence in Indonesian explaining the girl in the picture. The teacher writes on the blackboard and asks the student to translate the text into English. After discussing the drawing and writing a descriptive paragraph about the drawing, the teacher displays the other drawing and assigns the assignment to the student. They were asked to write descriptive text about the boy's image. A paragraph consists of at least five sentences. In creating a paragraph, the teacher helps the student and asks the student to use a dictionary. After completing the assignment, the student submits the assignment. The teacher then gives a degree and discusses the student's writing. In the post-activity phase, the teacher reviews the lesson and evaluates by asking students to prepare each sentence to explain one of their classmates. Next, the teacher closes the class.

Teacher B uses images as teaching media for writing in the two chapters VII F and VII I. In VIIF, Teacher B writes descriptive text using textbook images as a means for students. Students are asked to write text explaining the textbook images. The VII F memo was implemented on Thursday, February 14, 2019. Textbook images were used to engage students in previous activities and to provide examples of how to describe someone in temporary activities. Teachers also ask students to observe textbook photos and write descriptive paragraphs. Textbook images are also used to evaluate students in publishing activities.

The subject of the meeting is explanatory text. The purpose of this lesson is to write a text explaining the textbook photo. Teachers begin their activities by greeting students and checking the attendance list. The teacher then asks the students to open a textbook on page 99 and see photos of some students in the park. The teacher asks students to pay attention to the photos and ask questions about the photos. Next, the teacher asks the student to draw a picture and correct the student's mistake. The teacher starts the activity and the student is asked to read some text in the pictured textbook. Next, the teacher writes a sentence on the blackboard and asks the students to know its meaning. After discussing the sentences, the students were assigned to write five sentences to explain the picture. The teacher then asked the students to read the text aloud In front of his friend. He also asked other students to observe, show, and correct students' mistakes. In the next activity, the teacher gives an assessment by asking students to make at least three sentences to explain the picture of the textbook. After asking students to submit assignments, the teacher closes the class.

Chapter 2 is VII I. Teacher B was found to have used textbook pictures as a medium for students to teach the creation of explanatory texts. Students are asked to write text describing textbook images. This observation was used in VII I on Thursday, February 14, 2019. The teacher also asked students to observe pictures of textbooks and write descriptive paragraphs. Textbook pictures are also used to evaluate students after the activity.

The theme of the meeting is explanatory text. The aim of this lesson is to write text that explains the pictures in the textbook. The teacher starts the introductory activity by greeting students and checking their attendance list. The teacher then asks students to open a 99-page textbook and point to photos of some students in the park. The teacher pays attention to the photos and asks them to ask about the photos. The teacher then explains the photo to one of the students and asks them to correct the student's wrong pronunciation. The teacher starts the activity by asking students to read a text book that explains the picture. The teacher then writes these sentences on the board and asks students to find out the meaning of these sentences. After discussing the sentences, students were given the task of writing five sentences to explain the picture. The teacher then asks students to read the text aloud. He also asked other students to observe, show and correct their mistakes. In the next activity, the teacher gives an assessment by asking students to make at least three sentences to explain the picture of the textbook. After asking students to submit assignments, the teacher closes the class.

The Result of Interview

Researchers interviewed teachers who taught English at SMPN 6 Banjarmasin. There are three English teachers who teach in seventh grade at SMPN 6 Banjarmasin. There are four main points of questions in the interview. The first point is for questions number one, four, five and ten. These questions arise about the media provided by School. All teachers stated that the school proved to be sufficient for the media to support the teaching and learning process, such as Scrabble, LCD monitors, cards, photos and more. However, as one teacher mentioned, schools' media cannot be used properly, such as LCD monitors.

The second point is for questions number seven, eight and nine. These questions are asked about setting up educational media. In the interview, a teacher reported that the students helped him prepare the media. The rest claim to have prepared their own educational media. For example, a teacher searches for and downloads videos as a way to teach themselves. They also agreed that the use of the media helped in the process of teaching and learning more easily. The media can motivate students to be more active and encourage them to pay attention to the lesson.

The third point questions number two, three and six. These questions are asked about the educational media used by teachers. Realia, LCD, Scrabble, Images, Cards and Audio are some of the teaching methods mentioned by teachers. Textbooks are also a medium of instruction, for example they use images in a textbook as an instructional medium. These educational media were provided by schools. For this reason, it is easier for them to use the media. In addition, teachers reported that they rarely use the media in teaching. Two of them claimed that when the materials provided by the textbook were sufficient, they did not use any teaching media.

The last point is for questions 11 through 15. These questions are asked about teaching media that teachers rarely use and the difficulties of using educational media. According to teachers, they had no difficulties using educational media. Someone explained that he used only teaching media that he already knew how to use to avoid problems using educational media. However, one claimed that when he had difficulties using the media, he changed it to another. For example, one time he wanted to use the LCD screen, unfortunately it was broken. So, he decided to use things around him as realia.

Discussion

Researchers interviewed teachers who taught English at SMPN 6 Banjarmasin. There are 3 English teachers who teach 7th graders at SMPN 6 Banjarmasin. There are four main questions in the interview. The first point is questions 1, 4, 5, and 10. These questions arise about the media provided by School. All teachers stated that the school proved that the media was sufficient to support the education and learning process, including scrabble, LCD monitors, cards and photos. However, as one teacher stated, some of the media provided by the school cannot be used properly, such as LCD monitors.

The second point is question numbers 7, 8, and 9. These questions arise about the educational media organization. In an interview, the teacher reported that the student helped him prepare the media. For example, teachers search for and download videos as a way to teach themselves. They also agreed that the use of media would help make teaching and learning easier. The media can motivate students to become more active and encourage attention to class.

The third point is question numbers 2, 3, and 6. These questions are asked about the educational media used by teachers. Realia, LCD, Scrabble, Image, Card, and Audio are some of the teaching methods mentioned by teachers. Textbooks are also an educational medium. For example, textbook images are used as educational media. These educational media are provided by the school. This makes it easier to use media. In addition, teachers report that they use little media in their classes. Two of them argued that they did not use educational media if the materials provided in the textbooks were sufficient.

The last point is questions 11-15. These questions are asked about the educational media that teachers rarely use and the difficulty of using educational media. According to the teachers, they have no difficulty in using educational media. Someone explained that they only use educational media that they already know how to use to avoid problems when using educational media. However, one person claimed that he changed it to something else when he had a hard time using the media. For example, when I wanted to use an LCD screen, it was unfortunately broken. So he decided to use things around him as reality.

CONCLUSIONS AND SUGGESTIONS

Conclusions

The seventh grade 7th grade teacher teaches descriptive writing using pictures, realism and textbook pictures as teaching material. We can conclude that the use of photography and realism as educational media can help students and write explanations more easily.

Suggestions

Researchers suggest that teachers continue to use media such as photography and realism when teaching descriptive writing. Teachers are also encouraged to use other media such as maps, photos and video collections. Using media when teaching writing can encourage students to participate in the learning process actively. Besides, being able to use pictures, eyes, and videos as an effective way in the production of creative writing for students is not easy.

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