THE INFLUENCE OF COMIC MEDIA BASED ON ADOBE PHOTOSHOP CS ON WRITING SKILLS AND LEARNING INTEREST OF CLASS IV SDN SIDOMULYO STUDENTS 05

Veni Fitriana S,
SDN SIDOMULYO 05
vienda1107@gmail.com

Abstract: Students as learning centers. This curriculum requires students to be more active, creative, productive and have a national spirit. Subjects are then integrated with theme-by-theme placement. Each competency is a combination of several subjects which are called learning themes. The phenomenon that exists in fourth grade students of SDN is that there are several problems found in learning to write essays and a lack of interest in participating in learning activities. This research uses a causal (causal) quantitative research approach. in looking at the relationship of variables to the object under study, so that in his research there is a variable (X) comic media and two dependent variables, namely writing skills (Y1) and interest in learning (Y2). The technique for determining the sample of the researcher took a sample of class IV as many as 30 students.With the help of SPSS v.22, the results of the data obtained through the SPSS calculation of the t-test, the t-test value on the conventional learning method has a value of -2,900 with a probability of 0.008 (sig). The mean difference in the conventional method is -2.30769 with a df of 25. Meanwhile, the t-value for comic media based on the Adobe Photoshop CS program is 6.325 with a probability of 0.001 (sig). The number of df is 25 with a mean difference of 4.61538. While the results of the data analysis of the interest in learning questionnaire obtained 0.535, this means that 53.5% of the data both have a positive effect.Based on the results of the analysis and testing of the hypothesis, it was obtained data that Ho was rejected, which means that there was an effect of using Adobe Photoshop-based comic media on students' writing skills and interest in learning**.**
Keywords: Comic Media, Writing Skills, Interest in Learning.

INTRODUCTION
The world is currently entering a digital era that is developing very rapidly. As experts say, we are now living in a revolutionary era called the Industrial Age 4.0. Developments in the current era have spread to all levels of society, including the people of Indonesia. Indonesian people must be able to play an active role in the use of

technology in the Industrial Age 4.0. Digital technology is now a necessity for every element of society whose mastery is non-negotiable. Indonesian people must be able to play an active role in the use of technology in the Industrial Age 4.0. Digital technology is now a necessity

The development of education can be seen in the curriculum which is continuously updated according to the needs of students. Education in Indonesia currently uses the latest curriculum, namely the 2013 curriculum which is practiced both in elementary, middle and high schools, but only a few do it. In the 2013 curriculum,

Students as learning centers. This curriculum requires students to be more active, creative, productive and have a national spirit. Subjects are then integrated with theme-by-theme placement. Each competency is a combination of several subjects called learning themes. In this way, it is hoped that students will find lessons that are easier to remember and even easier to understand. Of course this requires the teacher to be more creative in presenting it so that the learning activities are more interesting. Hopefully students enthusiastically participate in learning activities

Students as learning centers. The program requires students to be more active, creative and productive. Slameto (2010: 2) argues that learning is a business process carried out by someone to obtain new changes in behavior as a whole, the result of his own experience. when interacting with the environment. Learning can be done by anyone anytime, anywhere. Currently, learning is more tied to school. When students go to school they experience a learning process. However, there are not a few of their students who only study without understanding what they are learning. Elementary school students are at a different stage of cognitive development from the next level of elementary school students.

In Piaget's theory of intellectual development, elementary school students are at certain stages. For example, if students are given mathematical concepts without concrete examples, students will find it difficult to learn. If this happens, it is likely to result in a lack of interest and desire for students to learn the concept.

There are five very important components in the teaching and learning process, including objectives, materials, methods, media, and learning evaluation. These five aspects influence each other. The choice of a particular teaching method influences the appropriate type of learning media, without forgetting three other important aspects, namely objectives, materials and learning evaluation. Therefore, the use of media in the classroom is a necessity that cannot be ignored.

Learning media is an effective support to help carry out the learning process. The use of learning media in the education and learning process can create new interests and desires, motivate and inspire learning activities, as well as have a psychological impact on students.

The use of learning media at the educational orientation stage will greatly help the effectiveness of the learning process and the delivery of messages and lesson content at that time. There are several types of media available in educational and educational activities. Media can be categorized into graphic media, photography, 3D media, projection media, audio media, and educational media (Sadiman, 2010:28).

In its use, there is no media that is absolutely used in certain learning. Therefore, the use of media in the subject is the need for teaching materials and the learning objectives themselves. At present the development of the media is very rapid and has become a new innovation in the field of education. The development of graphic media is

no exception. Graphic media is included in visual media. Graphic media can clearly and powerfully combine facts, ideas through a combination of words and pictures. The value of graphic media lies in their ability to quickly attract attention, interest, convey certain types of information. The main role of graphic media is to visualize facts and ideas in a concise and concise manner. One of comic graphic learning media. Comics are one of the graphic media that can be used in education. Comics are a collection of images arranged in a certain order, lined up in frames, expressing characters in a plot to capture the imagination of readers (Negara, 2014).

Comics have several advantages and are a medium that can attract the attention of people of all ages. The advantages of using comics as a learning medium are: (a) the ability to attract students' interest in learning, (b) helping students to make it easier for them to remember the subject they are studying. learn, (c) the ability to develop children's imagination processes in written form, (d) the ability to provide recommendations about the organization of ideas in determining the flow of writing, (e) can develop children's creative abilities in writing, (f) can improve children's motivation and active interest in writing, (g) can be used as an entertainment and learning tool.

The essay writing skills study found basic abilities in the grade IV syllabus to write essays on various simple topics by paying attention to the use of spelling (capital letters, periods, commas, etc.). .Write articles on various simple topics such as those referred to in the curriculum. For fourth graders, you can put them in the form of essay writing. Writing is a language skill that is used to communicate indirectly, rather than face to face with other people. Tarigan, 2013:3).

Writing is one of the four aspects of language proficiency that students must master, along with speaking, reading and listening. The ability to write is not a skill that comes by itself but an ability that is acquired from birth, but from learned behavior. Intensive and systematic training is required to master writing skills. Writing is an activity that uses words as a medium to convey information. Writing skills in elementary school students need to be improved because at the age of 9-12 years, children still like life which is described fantastically and stories of experience.

In this modern era of globalization, writing skills can improve living standards. Therefore, the development of writing skills needs to be done intensively without neglecting other aspects of language. This is in line with the statement that writing skills can only be obtained through practice and lots of practice (Tarigan, 2013: 1), so that the higher the writing skills, the higher the language skills. Writing skills should enable students to develop creativity and use language as a means of guiding creativity in their daily lives.

Learning to write is considered a very difficult skill for students. This is in accordance with Nurgiyantoro's statement (2001:294) that even native speakers of the language find it difficult to acquire writing skills compared to other language skills. This is because the ability to write requires mastery of various linguistic elements which are the contents of essays and elements outside the language itself. These elements of language and content need to be intertwined in such a way as to create a coherent and coherent essay. This is also expressed by Tarigan (2013: 8), which requires ideas to be arranged logically, clearly expressed, and arranged in an interesting way to write about. This is so that everyone who reads the results can read and understand these results.

Increased interest in learning does not grow without being supported by trigger factors that can affect a student's conscience. Study time is a trigger factor that can play

a role in arousing student learning interest. The right learning time can increase students' interest in learning so that the learning process is more effective. High interest in learning allows students to learn and practice these subjects well. Therefore, it is easier for students to be trained to think critically, creatively, carefully and logically, and students can succeed in class.

But in fact, based on observations made at SDN Sidomulyo 05, especially Class IV, I found several obstacles in learning to write essays and was less interested in participating in learning activities. The problems I face are: (A) there are still many students who have difficulty writing down their thoughts, feelings, and ideas in essay form, (b) students cannot use consistent sentences, and (c) students cannot use correct spelling. Because (d) there is a lack of interest in writing activities, or because there are no more ideas that can be poured into someone's writing, it tends to get boring easily, (e) students are active in writing, I haven't written it yet. participate in essay writing activities and joke more with friends.

Based on this fact, in order to improve elementary school students' writing skills and at the same time foster interest in learning, a learning model is needed that allows students to participate in the teaching and learning process with full interest and enthusiasm. especially in writing learning activities. The learning model in question is learning activities with the help of comic props. It is hoped that through this comic medium can convey messages in various sciences. especially language learning in the aspect of writing.

In addition, because of its attractive appearance, comic media is expected to encourage students to be interested in learning activities. It assists in the development of language skills, artistic activities and creative expressions in storytelling, adaptation, reading, writing, painting and drawing, and assists in interpreting and remembering textbook content.

Based on these reasons, the author encourages the writing of a paper entitled "The Influence of Using Adobe Photoshop CS-Based Image Media on Writing Skills and Learning Interest of Grade IV Students at SDN Sidomulyo Silo.

1. Comic Media

The word media comes from Latin and is the plural form of the word media which literally means intermediary or introduction. Media is anything that can be used to convey information from the sender to the recipient, which stimulates the thoughts, feelings, concerns, interests and attention of students so that the learning process occurs (Sadiman, 2010: 7). Meanwhile, Siddiq et al (2008: 1.36), state that educational media are all forms of mediators or messengers in the process of educational communication.

Based on this definition, it can be concluded that learning media has great benefits in facilitating student learning of these subjects. The learning media used must be able to attract students' attention to teaching and learning activities and stimulate more student learning activities.

2. Definition of Writing Skills

Writing is an activity of conveying messages through written media. Writing is basically a form of linguistic (verbal) communication that uses written symbols as its medium. As a form of communication, writing consists of at least four elements. The four elements are: (1) the author as the messenger, (2) the message or something conveyed

by the author, (3) the channel or media in the form of symbols of written language such as letters and punctuation, and (4) the element of the recipient of the message, namely the reader. , as the recipient of the message sent by the author. According to Tarigan (2013: 3), writing skills are one of the productive and expressive language skills that are used to communicate indirectly with other people rather than face-to-face.

Writing is basically a process, which goes hand in hand with the fact that a product created by a person is made through several stages: idea generation, idea processing, and idea generation (idea generation process). Abidin, 2012). On the other hand, according to (Sahmini and Rostikawati, 2015), writing is a continuous process, requiring ideas in our minds to be documented in the form of symbols to create meaningful and meaningful documents.Writing is an activity of conveying messages through written media. Writing allows one to share ideas and messages with others and develop their skills (Akharga et al, 1986:1.1).

1. Definition of Learning Interest

Interest in learning is a combination of the words interest and learning. The word interest means an inner interest or inclination towards something. This is important to stimulate interest in learning in each lesson, especially in the writing aspect of learning Indonesian. Interest is the tendency of the soul towards something, including the existence of pleasure, attention, sincerity, motivation, and goals to achieve learning goals (Sirait, 2016).

Interest in learning is a combination of the words interest and learning. The word interest means an inner interest or inclination towards something. This is important to stimulate interest in learning in each lesson, especially in the writing aspect of learning Indonesian. Interest is the tendency of the soul towards something, including the existence of pleasure, attention, sincerity, motivation, and goals to achieve learning goals (Sirait, 2016).

In terms of creating students who have a great interest in learning, perhaps one of them is by developing a variety of educational styles by explaining what is interesting. This variation allows students to feel happy and pleased with their learning. Interest includes elements of cognition (knowing), emotion (emotion), and konashi (will). Therefore, interest can be seen as a conscious reaction. Otherwise, interest is unreasonable.

Interest in learning can be measured by the 4 indicators proposed by Slameto in (Nurhasanah and Sobandi, 2016: 130), namely interest in learning, attention to learning, motivation to learn, and knowledge. Interest in learning is defined if those who are interested in a course will be interested in that course. He will study hard, continue to know everything related to his field, he will attend lectures with enthusiasm and without any burden.

Attention is the concentration or activity of one's soul on observing, understanding, or other people to the exclusion of others. Therefore, if students' minds and souls are focused on what they are learning, they can focus on learning.

METHOD
1. Research Design
The research approach used by researchers is a quantitative approach because the research data is in the form of numbers and the analysis uses statistics (Sugiyono, 2016: 11). This survey uses a causal survey method. According to Sumiharsono (2009:

15) this causal research seeks to reveal a causal relationship between a variable under study unfolds naturally from the object of research.

From this opinion, it can be concluded that researchers use a quantitative causal (cause and effect) research approach when investigating causality. variable to the object under study, so that in his research there is an independent variable (X) and two dependent variables (Y1 and Y2). As explained above, the researcher wants to know whether there is an influence between variables X and Y. As explained, the researcher wants to know whether there is an influence between variable X on variables Y1 and Y2. The variables are the comic method based on Adobe Photoshop as variable X, while writing skills as variable Y1 and interest in learning as Y2.

2. Research Area Method

This research was conducted at Sidomulyo 05 Elementary School, Silo District, Jember Regency, East Java Province. The selection of the object, location and time of the research was carried out purposively, that is, on purpose with the consideration that the research location is closer to where they live, easy to reach and economical.

Researchers are not required to pay for a field study that is larger than that of research elsewhere. In addition, the selection of this research location can provide time efficiency so that the researcher can still carry out the main tasks of the researcher as a teacher at the institution. The duration of the research is from January to February 2020.

3. Population and Sample
a. Population

Population can be defined as a collection of humans, animals, plants, and objects that have the same characteristics (Riyanto, 2010: 63). Meanwhile, according to Sugiyono (2016: 80), population is a general area consisting of objects or subjects with certain qualities and characteristics determined by the researcher, then a conclusion is drawn.

Therefore, we can conclude that the population is the entire research subject that can provide information (data), objects or research objects.

b. Sample.

Based on the total population in class IV SDN Sidomulyo 05, namely 30 students, in this case the sample used is a population sample. The sampling method in this study was non-probability sampling using saturated sampling techniques. Saturated sampling method is a sampling method when all members of the population are sampled..

Research Instruments

There are two main things that affect the quality of research data, namely the quality of research tools and the quality of data collection. The quality of research tools is related to the validity and reliability of the tools and the quality of data collection is related to the accuracy of the methods used to collect data.

RESULTS AND DISCUSSION

With the research flow and procedures planned, the main results of this research are data from the test results of search tool data, and data for variables X and variables

Y1 Y2. These results are research data on fourth grade students at SDN Sidomulyo 05 for the 2019/2020 academic year.

Data analysis
1. Data Analysis and Hypothesis Testing of Adobe Photoshop-Based Comic Media on Students' Writing Skills

In this study, hypothesis testing was carried out using a one sample t-test using the SPSS v.22 for Windows application. Differences in the results of the analysis of fourth grade students at SDN Sidomulyo 05 before using Adobe Photoshop-based comic media and after using Adobe Photoshop-based comic media on students' writing skills. The following table shows the results of data analysis in this study:

One-Sample Test

| | Test Value = 80 | | | | | |
| | | | | | 95% Confidence Interval of the Difference | |
	T	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Before	-2.900	25	.008	-2.30769	-3.9465	-.6689
After	6.325	25	.001	4.61538	3.1124	6.1183

The table above shows that t-count has a value of -2900 in conventional learning media with a probability of 0.008 (sig). The average difference value for conventional media is -2.30769 with a df of 25. The t-count value for comic media based on the Adobe Photoshop cs program is 6.325 with a probability of 0.001 (sig). The number of df is 25 with an average difference of 4.61538.

Based on the processing results above, the results of the writing skills of fourth grade students at SDN Sidomulyo 05 between conventional learning media and comic media based on the Adobe Photoshop program are different. Because the probability is 0.008 (sig) <0.05 then Ho is rejected

From the description above, it can be concluded that there are differences in the results of the writing skills of fourth grade students at SDN SIDOMULYO 05 between conventional learning media and comic media based on the Adobe Photoshop cs program on students' writing skills.

1. Data Analysis and Hypothesis Testing of Adobe Photoshop-Based Comic Media Against Student Interests

Correlations

		Interest	Media
Interest	Pearson Correlation	1	.535[**]
	Sig. (2-tailed)		.002
	N	26	26
Media	Pearson Correlation	.535[**]	1
	Sig. (2-tailed)	.002	
	N	26	26

**. Correlation is significant at the 0.01 level (2-tailed).

In testing this hypothesis H0 is rejected if the value of Sig. (2-tailed) < 0.05 and vice versa H0 is accepted if the Sig. (2-tailed) > 0.05. It can be seen in the table above that the Sig. (2-tailed) is .002 then Sig. (1-tailed) < 0.05 so it can be concluded that H0 is rejected and Ha is accepted. Which means that in this study there was an influence of comic media based on the Adobe Photoshop program on students' learning interest at SDN Sidomulyo 05.

This research was conducted because the researchers wanted to know the effect of comic media based on the Adobe Photoshop program on students' learning interest at SDN Sidomulyo 05. Based on the data from the hypothesis testing results, it shows that the above calculations show that the correlation number between variable X and variable Y2 is not negative, meaning that between the two these variables have a positive correlation (correlation goes in the same direction). In the hypothesis test table above, the correlation of the X variable and the Y2 variable is 500, so the correlation is a positive or unidirectional correlation which includes a strong positive correlation.

This can be seen from the calculation of the results of the questionnaire distribution carried out by the researcher. If the comic media based on the Adobe Photoshop program on student learning interest in students whose implementation material is carried out by the class teacher is carried out properly and appropriately both from the material, implementation and follow-up regarding student interest in learning according to student learning needs, then these students will not experience problems in learning to write. So that students have a low level of writing ability, they can still increase their knowledge by learning to use comic media based on the Adobe Photoshop program. And conversely, using comic media based on the Adobe Photoshop program can directly guide children to actively learn to write.

This explanation is proof of the hypothesis where Ho is rejected, which means "There is no effect of comic media based on the Adobe Photoshop CS program on the writing skills of fourth grade students at SDN Sidomulyo 05". The SPSS v.22 calculation results show a correlation with the ** sign with a confidence level of 99%.

The purpose of this study was to find out whether Adobe Photoshop program-based comic media would affect students' writing skills in class IV SDN Sidomulyo 05. This can be explained in the working hypothesis proposed by the researcher is accepted, the results of the data analysis obtained 0.535, which means 53.5% of the data has a positive effect. This means that comic media based on Adobe Photoshop will affect student learning interest.

1. Data Analysis and Hypothesis Testing of Adobe Photoshop-Based Comic Media on Writing Skills and Student Interests Together.

This research was conducted because the researcher wanted to know how the influence of Adobe Photoshop-based comic media on students' writing skills and interest. class IV SDN Sidomulyo 05. Based on the data from the t-test analysis and product moment analysis, the calculation above shows that the results of the analysis between variable X and variables Y1 and Y2 are not negative. That is, there is a positive correlation between the two variables (the correlation goes in the same direction). This can be seen from the calculation of the results of the comparison of writing skills between before and after using comic media and the distribution of questionnaires conducted by researchers. If the writing skills and interests of students whose academic

supervisors properly implement the appropriate material, implementation and follow-up and, depending on the learning needs of students, they will not experience learning problems such as low interest. In study. Explaining ongoing lessons and not paying attention to teachers who are belittled so that student learning scores are low. Conversely, if the implementation is inappropriate and inappropriate, students will be less interested in learning.

For students whose academic supervisors carry out the material properly and correctly, the implementation and follow-up are good and in accordance with the student's learning needs will not experience learning problems such as low interest. In study. Explaining ongoing teaching and not paying attention to teachers who are underestimated, so that student learning outcomes are low. On the other hand, if the application is inaccurate and inaccurate, students' interest in learning will decrease. Lack of mastery of the technology that is currently developing so that the provision of teaching media in class IV is not focused or monotonous. And the problems that exist among grade IV students are very important and have not been read or ignored by the principal. The lack of attitude of the principal towards students results in a considerable distance between the principal and students, and the principal is unable to understand in depth the problems that occur in the fourth grade students of SDN Sidomulyo 05.

From the explanation above, it is proof of the hypothesis in chapter II where Ha is accepted, which means "There is no effect of comic media based on the Adobe Photoshop program on the writing skills of fourth grade students at SDN Sidomulyo 05". The SPSS v.22 calculation results show a correlation with the ** sign with a confidence level of 99%. Thus H0 is rejected which reads "There is no effect of comic media based on the Adobe Photoshop CS program on the writing skills of fourth grade students at SDN Sidomulyo 05".

CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on research conducted by researchers, the results of research on comic techniques related to writing skills based on Adobe Photoshop, and students' learning interests, researchers can conclude that:

1. This study was designed to test that there was no effect of using Adobe Photoshop-based comic media on the writing skills and learning interest of fourth grade students at SDN Sidomulyo 05.

2. The theory used as the basis for determining metrics is comic theory based on Adobe Photoshop. for variable X, theory about writing skills for variable Y1 and theory about interest in learning for variable Y2 as a reference for research indicators.

3. The population of this study were students of SDN Sidomulyo 05. The sample size used was 30 students, which was determined using a saturated sampling technique to determine non-probability sampling. Saturated sampling technique is a sampling technique that takes all members of the population as a sample.

4. The research design used by researchers is causal and quantitative. The data analysis used is multiple correlation. From the results of the analysis using the SPSS v.22 application for Windows. I got a Sig. (Both sides) < 0.05, ie 0.002 < 0.05. It can be concluded that Ho is rejected and Ha is accepted. Making comic techniques based on Adobe Photoshop influences students' writing skills and interest in learning

Suggestion

Based on the results of this study, researchers can provide several suggestions to several parties to increase the socialization and confidence of prospective students:

1. Class IV teachers at SDN Sidomulyo 05 can use cartoon text as an alternative to learning Indonesian, especially in writing essays to increase student activity and learning outcomes

2. For schools, especially the principal of SDN Sidomuyo 05 can use the available time to provide competency development for teachers or educators to carry out their roles and duties as educators even better in order to achieve educational goals as expected. In addition, the principal must also take the time to just see, moreover, can provide motivation for his students. So that the teacher council doesn't get bored guiding, teaching, Achieve creative, innovative, and fun learning breakthroughs to implement a great and optimal learning process so as to bring out a better student's self-confidence.

3. For parents should give more space or time for their children to express themselves in order to support the development of children's character so that they can be even better. Next, parents must be more active in monitoring and motivating their children to explore their potential. This is even better than before.

References

Abidin, Y. 2012. Pembelajaran Menulis dalam Gamitan Pendidikan Karakter. Retrieved from http://ejournal.upi.edu/index.php/eduhumaniora/article/viewFile/2823/1844. [13 September 2020]

Akhadiah, Sabarti, Arsjad, Maidar G., Ridwan, Sakura. 1986. Menulis I. Jakarta: Universitas Terbuka.

Keraf, Gorys. 2001. Argumentasi dan Narasi. Jakarta: Gramedia Pustaka Utama.

Madcoms. 2012. Adobe Photoshop CS6 Untuk Pemula. Yogyakarta: CV Andi Offset.

Maharsi, I. 2014. Komik Dari Wayang Beber Sampai Komik Digital. Yogyakarta: Badan Penerbit ISI.

Muhson, A. (2010). Pengembangan Media Pembelajaran Berbasis Teknologi Informasi. Jurnal Pendidikan Akuntasi Indonesia.

Negara, Hasan. S. 2014. Penggunaan Komik Sebagai Media Pembelajaran Terhadap Upaya Meningkatkan Minat Matematika Siswa Sekolah Dasar (SD/MI). penggunaan Komik Sebagai Media Pembelajaran Terhadap Upaya Meningkatkan Minatmatematika Siswa Sekolah Dasar (SD/MI) Negara. Terampil: Jurnal Pendidikan dan Pembelajaran Dasar (radenintan.ac.id) [29 Oktober 2020]

Riduwan. 2012. Dasar- Dasar Statistika. Bandung: Alfabeta.

Riyanto, Yatim. 2010. Metodologi Penelitian Pendidikan. Surabaya: Penerbit SIC

Robins, Deri. 2007. Menggambar Kartun. Jakarta. Tiga Serangkai.

Sadiman, A. S., & dkk. 2010. Media Pendidikan Pengertian, Pengembangan dan Pemanfaatan. Jakarta: Raja Grafindo Persada.

Sirait, E. D. 2016. Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika. Jurnal Formatif.https://journal.lppmunindra.ac.id/index.php/Formatif/article/view/750. [20 September 2020]

Siregar, Syofian. 2017. Metode Penelitian Kuantitatif: dilengkapi dengan perbandingan perhitungan manual dan SPSS. Penerbit Kencana: Jakarta.

Slameto. 2010. Belajar dan faktor-faktor yang mempengaruhinya. Jakarta: Rineka Cipta.

Sugiyono, 2016. Metode Penelitian Kuantitatif, Kualitatif Dan Kombinasi (Mixed Methods). Bandung: ALFABETA.

Sugiyono. 2015. Metode Penelitian Kuantitatif. Kualitatif dan R&D. Bandung Alfabeta.

Tarigan, H. G. 2013. Menulis sebagai Suatu Keterampilan Berbahasa. Edisi Revisi. Bandung: Angkasa.

Tim Ensiklopedi Nasional Indonesia, 1990. Ensiklopedi Nasional Indonesia. Jakarta: PT. Cipta Adi Pustaka.

Nurhasanah,S., & Sobandi, A. 2016. Minat Belajar Sebagai Determinan Hasil Belajar Siswa. Jurnal Pendidikan Manajemen Perkantoran. https://ejournal.upi.edu/index.php/jpmanper/article/view/3264. [20 September 2020]

Ronita. 2015. Pembelajaran Aktif, Kreatif, Efektif dan Menyenangkan untuk Guru SD. Bandung: Pusat Pengembangan dan Pemberdayaan Pendidik dan Tenaga Kependidikan Ilmu Pengetahuan Alam (PPPPTK IPA).

Utomo, L. N. 2009. Langkah – Langkah dalam Membuat Komik: http://leonugrohoutomo.blogspot.com/ [12 September 2020]

Widagdho, Djoko. 1997. Pengantar Kemahiran Berbahasa di Perguruan Tinggi. Jakarta: Raja Grafindo Persada.