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COMICS AND CHILDREN'S LITERACY SKILLS: A FOCUS GROUP
ANALYSIS FROM PRESCHOOL TEACHER'S PERSPECTIVE

Hazhari Ismail*¹, Mohamad Albaree Abdul², Sa'dan Abdul Aziz³

^{1,2}Department of Early Childhood Education, Faculty of Human Development,
Sultan Idris Education University, Tanjung Malim, Perak

³School of Foundation Studies, Perdana University, Kuala Lumpur, Malaysia

*¹hazhari@fpm.upsi.edu.my

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ABSTRACT

Comics is amongst the educational learning tools which offer children an opportunity to understand and interpret the narrative by themselves. Like most studies conclude, through the characteristics and features that comics provide to the reader, it offers many advantages on how literacy skills develop for children's development, as well as specific skills associated with recognizing reading skills and value-added benefit. This study was discussed extensively on how comics could improve the literacy skills of children particularly for pre-school children's reading comprehension. By conducting focus group discussion, data were qualitatively collected from six pre-school teachers who used comics for their learning and teaching sessions as their pedagogical approach and aids. The finding found that comics showed considerable contribution to enhance pre-school children's literacy skills not only for reading comprehension, but also provided added value that comics needed to improve children's critical thinking. Eventually, comics will be adapted to improve the learning of children in the classroom, and even the issue of implementation would be discussed together as well. The research indicates that teachers are urged to use comics in classroom learning sessions as one of the alternative teaching materials in teaching young children.

INTRODUCTION

Comics is at best perceived to be pleasure reading, though adults have such a negative perception of it (Bitz, 2004). They fear whenever the children read inappropriate reading books in their mode of thinking, thereby implying that comics are harmful but to the point which they harm the literacy of the children when children experience challenges in book reading and perform poorly on academic performance (Carter, 2007). Apparently, for the setting of schools and the curriculum instruction, comics embraced over period and beneficial for children development. Evidence has been found where it indicates inspiration, improvement of developments and certain skills, productivity in learning and teaching sessions for particular contexts such as finding the correct and suitable tools for comics. We will learn in various ways to children whom are beginning to form new skills in understanding specific things. For instance, when children become willing to start texts reading, pre-skills exercises may be given, such as decoding signs and symbols, activities that improve of eye-hand coordination, making significance meaning from materials, also accompanying, as well as recognizing sequencing in a story.

Through the research, by using comics to develop the competency of literacy skills, the way to encourage literacy instruction has incorporated other resources, and interest has evolved by addressing the underlying activities (Rapp, 2012). This is also against the common belief that comics claim to be cheap and uneducated content, while also being able to successfully foster positive reading opportunities for children through using appropriate level of written materials according to the developmental milestone. Nevertheless, recent study findings found that there are various forms of critical thought and problem solving that other types of literacy practices do not provide to teach children in improving the literacy skills (William, 2008).

LITERACY AND CHILDREN DEVELOPMENT

Comics encourage literacy for children, rather than hurt it (Monning, 2009). According to Shagoury (2010), just before they have an opportunity and ability to read, children will look at reading behavior as a way to explore their skills. The need literacy skills as a prerequisite for comprehension to gain practical reading experience, incorporating accumulated knowledge, and developing critical reflection and problem-solving thinking from what they learn in a certain sort of reading materials. In educational environments, in order to enhance children's literacy skills, the learning begins with basic picture books (where usually contain only pictures), varieties of reading materials with few alphabets then turns out to be more complex and complicated with organized readings of short stories, and ends with in-depth analyses of traditional literature works (Rapp, 2012). This is expected

that children will profit from acquiring knowledge about what they want to learn and the reading programs they perform. In order to develop and learn in the future, children require to get a continuous motivation and interest, to be able to comprehend what is written, to establish a relationship between the pictures and texts, and finally to adopt knowledge in everyday life to obtain a successful relationship between the outcomes.

However, although all the educational institution such as preschool, primary and secondary are carefully planned the approaches in order to foster literacy skills of children, they do have difficulty in gaining and applying such skills as necessary components for building significant information (McCloud, 1994). It keeps happening when they are not motivated enough to explore in reading and comprehending the texts they gather in schools as most literacy tasks and activities associated to the variety of text provided at classroom setting. As Monnin (2009) claimed, literacy skills that obtained from the text reading are usually transferrable where it could also be demonstrated and applied in various fields or subjects such as interpersonal communication, multimedia literacy, and language skills. After all, if they have attained skills at a younger age, they will be easier to experience in all different areas of life for the continuous learning.

According to National Council of English Teachers' Report (2003) on school environment and literacy activities, by means of broader learning resources to facilitate learning and reading and also include reading knowledge and comprehension abilities, and experiences to enable children to adapt skills to other areas further than the text words. Furthermore, some of the studies have defined media literacy, such as using various approaches to educational events such as television news programmes and films to improve children's comprehension and learning experience (National Association for Media Literacy Education, 2007). That is the way on children learn from literacy experiences in constructive classrooms, because they have the ability to establish context and build links between various sources of knowledge through combining visual and text information to establish fundamental practices.

Comics book and reading comprehension

There are implicit explanations of the discussion on why kids enjoy reading comics. Comics could usually become a better tool when providing information as opposed to written texts that are barely comprehensible with a page with full of words when communicating with children. The common idea of children's books wherein it includes images and illustration, few sentences, and colourful. The elements are suited for preparing comics to an enhancement feature whereby, rather comics are aided by panels in comics to support children sequentially conceptualise the reading scheme in the brain by using complex, motivating characters and appealing expression (Shagoury 2010). By encouraging children to construct rational sense of the storylines according to the indications given by the pictures or illustration, as well as understanding the complicated negotiation and complex for each page with a single illustrated

and picture phrase. In addition, children prefer other storybooks featuring standard narratives including starting and ending, and even the climax of plot and lead character, which are also found in comics books. Comics often introduce children to the structure of a narrative and structurally construct and establish character development. It allows children with positive experiences to get a deeper comprehension of literacy.

Comics offer a variety reading skill to grasp the material that involves understanding the phonics of letters and physical letters, as well as creating phrases, defining the concepts of what certain phrases represent, deciding how language works together and making inferences and logical conclusion that drive beyond what is noticeably stated in the written texts (William, 2008). It helps children to improve key elements of reading skills such as interpreting and following series of story timelines, knowing a storyline and drawing inferences on what will come later. Comics entail a common pattern of reading principles as they have certain characteristics, such as balloons containing texts that display character dialogue (often monolog character), and also space for description in boxes which provide contextual context or environment, and plot details (Caldwell, 2012). Since comics certainly depend on pictorial illustrations and representations, nonetheless, each panel attain another perception behavior processing which promotes comprehension of literacy. Children can benefit from increasing an awareness of variety emotional personality and mood that appears in comics, as well as a wide set of new vocabularies.

Comics templates have clear images, allowing children to learn through word series. As a traditional reading direction, the 'Z-path' trend are adopted by comics grids, whereby the direction of reading skills begins to right from left and go down (Cohn et al., 2013). This panel style sequence of comics will provide the vital part on the plot, which would have an effect on the reading comprehension (Barber, 2002). Indeed, anyone who rarely read comics books will get certain difficulty in dealing with either the configuration which was against the stereotypic grid system and layout, and that caused confusion with these special features. For example, it could be used to explain the narrative of the pages of the comics as a whole by combining the material and features of a page with all panels given (Barber, 2002). Hence, as readers, children have to thoroughly connect all possible panel options before choosing and the one that panel comes later on the basis of experience. As Nakazawa (2002) argued the part of the reading stage when that some experts in reading comics are certainly discover all potential alternatives until heading to another panel since the continuous flow of eye movements influenced by changes in panel design does not adversely affect their perception of reading (Omori et al., 2004).

Children are encouraged to explore in comics reading on the way to evaluate the logical features in reading. For instance, various types of balloons that contained significant words for dialogue depict distinctive circumstances and phrases, along with context underlying characters and storylines, how movement can be used to reflect speed lines, and how panel functions help children to understand the whole story (McCloud, 1994). Furthermore, comics as a language is special, requiring complex literacy skills instead of simply relying on text, therefore they require to be more active recipients in order to build an enjoyable reading and meaningful experiences.

Realising comics requires constantly mixing texts and pictures with the concepts of plot lines that are often depicted in all panels and advantage aimed at effective learning and teaching session. The research findings stated that comics allow children to bring apart toys through various directions such as images, text only or all of the images and texts (Brunye et al. 2006). The research found that the combination of text and picture will allow children to be able to comprehend with guidance of instruction. It also recommended that children should draw comparisons and connection between verbal and pictorial information in such a way that they may have sufficient indicators to make translate any meaningful information with better understanding and application. The methods were no different with the way on its' function, presenting incidents in order in both images and text to explain the entire story (Saraceni, 2001). Nevertheless, the ability to read comics not only incriminates the re-making or re-creation of what has been said or read, but also includes the advancement of new concepts through the interpretation of resources.

Value added of comics for children

Children are supported by reading comics in order to enhance their reading skills, and they often provide an additional benefit as they can promote the children's critical thinking skills where important for their development (Groenstenn, 2007). Some comics, for example, do have a number of volumes or episodes to portray stories continually right to the end. Nevertheless, to comprehend the narratives depicted, they have to be informed of the distinction between multiple-volume and single-volume comics and how stories vary in a variety of ways. They have to think and predict what happens to whole storylines at the end, specifically about development of the character, since some characters will come back in the next volumes, and other characters will continue to appear. Additionally, comics show characters as human beings where these characters have evolved over the period. As a consequence, this approach will encourage children's imagination to assess the development of the character, meaning behind the story, as well as a cultural creativity (McCloud, 2000). This a critical thinking approach is dynamic but complements and encourages conventional classroom literacy programs for the development of children.

Comics give an inspiration for children to enjoy reading, exploring and demonstrate children on the best way how literary tools could be utilized in a various and creative way compared to conventional texts. For instance,

the comics version of studying history by adding the details to the texts and translating them into various forms. Children are expected to provide a contrast between the two texts and then to enable them to compare different resources, since the actual text with modifications provides a varied educational experience (Cohn, 2012). To believe that children are mindful of the material that removes them from the original texts and reflect about the reasoning for the decision to remove one or any sections of the narratives with consideration. This will also promote a range of perspectives and analyses of the plots and emphasize the highlights of the details storyline by contrasting the two sources. Therefore, due to cultural differences, the interpretation of comics strips often differs in terms of cultural context and background settings. Here, comics variants from Western comics and Japanese (called 'manga') can be seen, and both outlets inspire anticipation and provide children the opportunity to imagine details of the effective story.

METHODOLOGY

Research Design

This study was adopted a qualitative methodology by using focus group discussion. Single focus group discussion was applied in order to collect the data. The main characteristic of a single focus group is to have a collaborative discourse of the subject by a selection of all respondents and a moderator as a team in a same setting. The aim of this method is to gather information from a chosen group of persons rather than from a statistically meaningful sample of a wider population (Ochieng et. al., 2018). It is a strategy in which this study brings together a collection of people to address a particular topic, with the goal of drawing on the diverse real-life experiences, values, expectations and opinions of the respondents throughout reasonable discussion. Through this, it has emerged the opportunities to explore the importance of comics on children development particularly for literacy skills to answer the research questions; (i) How comics could benefit the children's literacy skills in terms of reading comprehension?, and (ii) What are the other added- values that comics have in developing children's literacy skills?

Sample

By choosing nominal group of homogeneous composition, the analysis may provide shared understanding and in-depth discussion. Therefore, six private kindergarten teachers were chosen who shared common background. They are teachers who were active teaching for the age of 5- and 6-years children in preschool setting at urban area, Kuala Lumpur. All participants have at least a Diploma in Early Childhood Education and have more than five years experiences teaching in the early childhood setting. In addition, each participant's

work settings used bilingual (Malay and English) language as a medium of teaching and learning instructions.

Data Collection

Recording devices such as video recording and audio recording were used. Consent form and name tag were provided immediately prior to the start of the discussion. All participants were briefed on the objectives of the study where the key research questions were given in order for them to figure out what was going on during discussion. A moderator was appointed among a researcher to monitor the flow of the data collection process. One assistant was assigned to in charge on notetaking and participant observation. The session lasted 60 minutes.

Data analysis

The data was analyzed by data coding where involve two stages. During the initial coding, the preliminary coding whereby requires several group coding being created without restricting the number of coding (Charmaz, 2006). By this point, the researcher identifies new concepts, outlines the relationships and describes themes commonly used by participants as measures of common themes .Next stage includes oriented coding in which the researcher removes, incorporates or segregates the defined coding themes in the initial phase. This will bring attention to common concepts and broader themes that bind the codes. Data was reported by using point wise format.

FINDINGS

The features and concept of comics

A review of the interpretation of the comics for education concept provided a broad and varied viewpoint. In the initial inputs, some participants referred comics that contain picture books, which can be interpreted as visual pictures, and the page-to-page pictures can be seen. Another participant added that comics are deemed appropriate for young children when more pictures and illustrations are used, rather than words, when it comes to children's developmental milestone. As one participant mentioned there would be various styles of comics.

"..preschool children are starting to learn how to read and improve their literacy skills. As we know, they are attracted to symbols, pictures and colours, these are the visual text that children can grab from their comics reading because they do not recognize the letters.."

"..I believe pictures play a very important visual for children. One picture can be interpreted with thousands meanings rather one word or sentence. It does not mean that words are less important than pictures, but we are talking about little children and I think that suit them more according to their development.."

"..comics have a different types and genre. It can be a one-page story, or more. It's also can be a short story as comics strips. Some comics are easy

to read, some comics has a better illustration.. and yes, in terms of genres it also can be fiction and non-fictions genres such as fantasy, cute, adventure, facts, myth and drama.. All of these genres might suitable for children too..”

As comics, the children are encouraged to learn how to recognize the conceptual aspects of reading comics. The elements of reading comics were pointed out by few participants, as during the discussion.

“..sometimes, we can see all elements of comics in one page. For example, comics engage children with simple pictures and text inside the bubbles of balloon. Also, comics provide a lot of element on itself such as storylines, perspectives of the illustration, fabrics folds and anatomy, dynamicsm and even body language..”

“..when you said the body language.. I remember my children can easily determine the five sense by using a stripe of pictures that comics have. They know the characters are smelling, hearing, seeing, tasting and feeling, yes, I mean all senses..”

“..I agree, to make a good comics for readers, they don't have to be a good illustrator in order to be a good storytellers because sometimes, good illustrations don't necessarily make interesting stories..”

Comics, reading comprehension and literacy development

When it comes to areas of literacy it requires a lot of skills. For example, in terms of reading direction a new reader may confuse. In addition, comics give children the ability to experience the story by following the immediate instinct of reading instructions based on the images.

“..this is so helpful. I am teaching English for my 5 years old class. As in reading English words, the direction should be from left to right. By giving them comics reading activity in a classroom during free time, I can see this effective to enhance their reading direction skill..”

“..yes, I think comics allows children to choose from where they want to start read. Some languages are using right to left direction such as Arabic, and Chinese is using top to bottom form of writing. Somehow, comics promotes multiple reading directions and allow children to decide by their own. It gives some sort of confidence for readers to read more and more with different types of storybooks.”

In addition, one participant explained how panels are useful in the promotion of literacy.

“..Do you know comics have special features called panel? It actually helps children to compartmentalize the reading scheme. It provides simultaneousness and defiance of traditional reading directionality, even one panel could operate as several panels.”

Comics can be used to inspire and promote learning in a versatile and imaginative way that goes about creative classroom. As more discussions on the comprehension of reading mentioned.

"..in comprehension for any text or pictures, it involves prediction. For example, for prediction, when children want to turn to the next page, they are facing with prediction. They eager to know what happen next..are the heroes in danger? or conflicting information? or the things that does not show, so it allow children to predict in a creative way.."

"..its quite similar with ability to make inference. It is quite difficult for children to do this. It takes clues from the text for example text and pictures, merged with the current knowledge and experiences, then they can do inference. If there is a small change in illustration or hints from the environment, it can give children to gather and connect the information. This is very challenging..and if the changes is distinct, it give more efforts for children to fill the blanks and find the solutions.."

".. another element I think important for reading comprehension is fluency. A static image alone is just an image. But, when there are images on sequence, it turns to a narrative by using few connected single images.."

"..the author and illustrator of the comics can use arts to tell the story.. As the can use sophisticated pictures through simple imaginary.."

Added value and critical thinking

Comics are suitable to use as a pedagogical approach in teaching anything. Also, it could be as parts of enrich environment that allow children to ready and interest to read. In regard to literacy activities in classroom environment, the use of wide-ranging literacy content to facilitate reading and include reading comprehension abilities and experiences to enable them to move abilities to other areas beyond the language. However, participants suggested that teachers should play their roles in providing suitable comics for the children.

"..to start to read, it requires readiness. This is the main things that need to trigger so they ready to read. Not with a complex pictures and illustrations, but with a simple graphics is matter, yet effective.."

"..Besides, story books I prepare a book rack with a full of comics. I even invite parents to donate any comics to fill our racks. During a free time, children go to that side to pick up one or two comics to read alone or with their friends. And sometimes, I read for them.."

"..I want to add, I use comics as formal learning in a classroom setting. During English class, I select one comics to read with them in circle. I heard other teachers use comics for Sciences and Mathematics learning. Do you know Doraemon? Believe me, it could spark your children's interest in Sciences and Maths.."

"..But do not forget, as a teacher, I responsible on whatever types of comics we give to our children. We need to make sure the content and illustration are appropriate for them. I always put some schedule for my children to have a time limit in reading comics, they have something else to do too.."

By using comics to develop literacy skills, the approach to teach literacy learning has incorporated other resources, and support has evolved by focusing the core practices such as improving the critical thinking skill which hardly grab by children without ample practices. As participants described on this during the discussion.

"Comis can stimulate the critical thinking for children. For example, Few volumes/ episodes that often present storylines continuously until the end.. In fact, it portrays a character development, as human being where those characters mature through the years.."

"..It fosters various interpretations and evaluation of storylines, underline the highlights aspects plot of information.."

DISCUSSION

How comics promote literacy development?

Comics are a true and reasonable written framework; they provide the conventional literary discussion between addressees, addressees and referents. Comics convey relevant facts as demonstrated in every online and offline page. It convinces consumers to purchase products, choose such facilities from industries, and publicize occasions. Retail marketplaces, groceries stores, newspapers, and tabloids use a large number of cartoons in commercials. Just a few terms and graphical images comics can exemplify an idea or case. We encourage the children to surmise or infer the joke, thought, or idea using image references (Bromley, 2001) and conceptual hints. All these are necessary literacy skills that contribute to texts being understood.

Step into mostly every class and remember the roles for use in cartoons to inspire and teach children across the ages. Comics are children's companions when they reach kindergarten, and that when educators use them for activities, they provide advanced information of them (Edwards & Willis, 2000). Comics could be considered in flexible and innovative pedagogy to stimulate and encourage the thinking and learning that happens in every school setting. The videos provide good sense for reading guidance in a classroom activities and tasks. Educators have also often used comics as educational devices in primary schools (Stain brook, 2003). Comics, using graphical literacy, will leave the door unlock to the disabled children's reading and give the talented student encouraging activities. The use of comics in teaching instruction will help both ends of the reading skills development spectrum.

In fact, comics deliver useful skills as just a steppingstone to new children who started to learn how to read and authors with spatial

experience. Comics are used to teach image hints, meaning hints, phonics signs, simple sight sentence or word, key concepts lessons, sequential skills on a website for children. The comics can demonstrate causal relationships, merging a concrete principle to abstract thinking. The educator may continue to teach the causes and effects of the lesson. For instance, reading comics that illustrates a causality effectively could be a visual learning tool to achieve that. In a certain way, comics may also support in the creation of logical thinking, analytical thought, research skills as a motivation for creativity, conflict resolution, inculcation of accountability, encouraging communication abilities, supporting choice-making, fostering beliefs, validating feelings, increasing self-esteem and integrated education.

This encourages children to create meaningful understanding by inferring and communicating with all components of the text, improving the ability to anticipate in a story on what will happen in later pages when they flip it on next or even what could happen next column. In the role that comics assist young readers in the process of acquiring literacy, comics can be found which could provide reference material to educators who help in the teaching of these critical literacy skills (Lapp, Flood & Martin 1998). Digital literacy is obviously a critical growth skill for children in nowadays in the world Internet.

Comics in the classroom setting and educational value

Comics are also used as common educational resources in primary classrooms. Comics could bring a unique and strong presence in the education settings while promoting the concept of visual education in literacy. Comics is an everyday reflection of actual life, frequently reflecting the world as it shifts. By considering comics as hybrid pictures and texts, Hatfield (2000) re-envisions these pictorial storylines and plots in our everyday papers as concrete text frameworks for the people who are literate: able to write, read and understand; people who are illiterate: unable to write, read and understand will see and probably explain them by pictorial representation. However, for the alliterate people: they choose not to write, read and understand even though they able to do so.

Near to the peak of Bloom's Taxonomy hierarchy, analysis or synthesis skills, the bar increases the potential for higher-level analytical skills (Bloom, 1984). When the children synthesizes how visuals are represented and cooperates with what is read within the lines, new links improve the comics reading comprehension. Using this mechanism, children could apply new details to establish a new schema from the pre-existing schemata in order to suit the current. When the children confirms or disassociates the way on how new knowledge fits into existing systems, a broader information base for reference purposes is created. The capabilities to understand image and visual expression, to convey thought or idea through images, broadens the common scope of language aspects such as listening, speaking and reading. This aims to improve and expand text contact. Interactive representations draw the children's attention and establish an awareness of unidentified influences in the

context of the text. Visual literacy skills that comics promote is the way that obviously helping to improve and sustain literacy skills.

Reading comics is seen as one of the other options of text structure that occur reading changes the child's understanding of conventional text constructs such as fictions and non-fiction. In fact, children who have difficulties to read frequently say that they may not read by their own intention. That could be due to the struggles that they encounter during comics readings process. It also could minimize the stereotypical view of reading for some children by having comics that are funny, interactive, and text limited (Mc Vicker, 2005). Struggling children, frequently uncommitted to literacy practices in particular, require a constructive approach to learning intervention; implying their skills to progress must be focused on what they could do and gain trust through meaningful, effective reading interactions (Johns, 2003). Comics support inspire disengaged children, deliver an imaginative read target, and eventually connect their literary desires to more traditional written frameworks (Mc Vicker, 2005).

Comics can be simply achieved by focusing attention on the graphical awareness of a children. Having comics for teaching is a simple, comprehensive strategy of teaching, learning, and applying literacy skills be it for introductory learning session (Mc Vicker, 2005) or remedying difficulty in reading process (Johns, 2003). Producing learners are facilitated with the guidance of graphical literacy skills, memorizing vocabulary learning, phonics training, language and communication vocabulary development, as well as reading comprehension practices.

Implementation

As key element of children's literacy skills, it could not be disregarded which comics provide a chance to think critically on writing for children (Bitz, 2004). The key aspect of comics is to see how panels respectively serve the vital part which they represent the storyline in organized ways. Upon observing the tables, children are encouraged to follow the storylines on a structured path. Moreover, comics are created while using panels as, typically, the way panels are placed as well as how panels are often used, including flat boxes, which have to be read to bottom from top, yet some comics are much more complicated by using panels, using various box shapes and various reading directions. This encourages the imagination in children development and lets them decide a choice in comics reading. According to (Bongco, 2000), the need to have the important decisions making in order to interpret the plot and explain what and where text will be adapted, and the way children may be interpreted.

Presently, varieties of software with different types and functions that operate as resources to provide children the opportunity to make their own comics become reality. By operating the software, they are not required to illustrate as a traditional way, it arrives with additional clip arts, since it promotes the provision of real tools used by

the authors. As a result, literacy skills now encourage children to stay up-to-date and engage the technology with specific skills, and not just to read books in a conventional way.

In particular, there are several arguments regarding comics could help children that needed supports in literacy skill enhancement (William, 2008). Studies have indicated that particular skills concerning boys and girls is clearly related to their reading behavior and attitude where it could be different between them. According to Caldwell (2012), boys typically consume a short gap than girls to enjoy reading and reading comprehension. However, due to interest that comics provide for boys, it becomes closer to boys and reduce the difference by promoting boys' engagement, interest and attention in comics. Besides, girls are usually enthusiastic about reading relative to the boys, based on learning and reading resources and topics such as homework, book activities or even fairytales. Nevertheless, unlike girls, boys develop more self-confidence in their literacy skills especially for reading (Cohn et.al, 2012). Another study by assessing girls and boys on satisfaction and interest in reading has taken place in which the finding showed girls are fewer known comics than the history textbook, while boys are better. Often, they are eager to do comic-related research as these are interesting activities that could be done during school. Comics therefore provide a fantastic chance to inspire children at school in which they can learn from a range of opportunities. Since reading skills are closely linked to the participation of reading activities, hence it is important to improve boys' commitment to reading and to enhance the understanding in order to appreciate comics reading in expressive and meaningful ways with value.

In comparison, children read less than the other older age groups (Caldwell, 2012). Children read only particular subjects or storylines that grab their attention, irrespective of their context, self-interests and, preferences illustration and graphics. The complete range of pictures and illustration is also accountable for engaging them in supporting reading activity. Nevertheless, there are now a number of comics styles and forms that are appropriate across the ages and classes, and also the level of communication skills that concentrate on wider subjects such as historical, economic, political and science fields that enable children to learn about the inclusion of these areas of education. For instance, comics are the literary resources that provide fun and entertainment, generate excitement and sustain the reading interest.

Challenge of Implementation

It is useful incorporating comics into the school syllabus and curriculum at whichever level of literacy programs, although it somehow encounters a range of difficulties (Carter, 2007). The first issue relates to the way of classroom are being able to procure comics content fitting to appropriateness and suitability to includes as teaching resources and assists in school settings. The publications organization can publish comics that include text that inline the modules and curriculum. Nevertheless, the gaps between the educators and the authors of comics where the he or she may not be informed

of ethical considerations while working with texts of for children. To implement this context, teachers are required to take their own actions to come up with ways and get comics in any way they want such as they can request comics from school administration, purchase comics directly from bookshops or websites, or consuming their own collections of comics (Monnin, 2009).

Even so, to minimize the expenditure, platforms include free downloads of the illustration and graphics series from their library and web comics allow comics more available and easily accessible for classroom access. The websites further support subscription services and plans for web comics, that could reduce the cost of accessing classroom resources for both educators and children. As comics are readily available to sell in market, a new dilemma occurs whether comics are most suitable depending on the milestone of the development including stage, age and suitability of use of certain literacy tasks in the classroom setting. Teachers have to choose comics strips based on their knowledge and experience, which comics are most beneficial to be using, or they might also have them from student recommendations that are important to the subject. In addition, in order to address the obstacle by embracing children's comics, publishers are beginning to create online tools for classroom and schools to enable educators to adopt them in literacy activities and course work by comic-based tasks. This has been funded by profit and non-profit organizations who consider the value of comics who help development of children's literacy, where it could promote children's reading skills and continuous learning.

CONCLUSION

Comics are essentially interesting and complex, but it could be powerful pedagogical tools and helps which not only support children's learning effectively, but also allow children to maintain interacting with comics to define and develop meaning from the comics reading and perceive from many linked pictures and texts. Nevertheless, it is not only the simplistic combination of images and words that fascinates children, but rather the complex element that encourages children's ingenuity to fulfill the holes by reading individual panels and using imagination. Based on what children see and hear, they are given opportunities to construct useful and meaningful stories through the perception by their own comprehension. To uphold this opportunity, teachers could play an important role to provide chances by using comics as a teaching strategy that effectively develop children's literacy skills, or perhaps others skills that have not been explored.

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