

## A BIBLIOMETRIC ANALYSIS OF EFL READING FLUENCY FROM 2016 TO 2021

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**Abstract:** The aim of the research is to provide an extensive literature review on reading fluency. Articles were located through publish or perish software and the Google scholar database. Scanning by scimagojr.com (Q1, Q2, Q3, and Q4). We analyzed 60 articles from 2016 to 2021. Mendeley software was used to manage and resume the references. We have reviewed this database and attempted to classify articles using VOSviewer software. Four clusters are identified. Cluster 1 consisted of ten items (disability, elementary students, fluency intervention, impact, intervention, reader, reading fluency, reaped reading, student, and teacher), Cluster 2 consisted of seven items word (child, effect, fluency, language, present study, reading, and word), cluster 3 consisted of five items word (comprehension, oral reading fluency, relationship, research, and vocabulary), and cluster 4 consisted of 4 items word (accuracy, development, relation, and study).

**Keywords:** *bibliometric analysis; reading fluency.*

### INTRODUCTION

Reading is a crucial skill to be increased in children (Abd Ghani, Muslim, & Zakaria, 2020), a complex task that involves not only word decoding but also linking pieces of information across longer text passages (Eilers, Tiffin-Richards, & Schroeder, 2018), an active, reflective and interactive process between the reader and the text, where the reader's prior knowledge, objectives, and expectations play a fundamental role in the meaning construction (Duran, Ribosa, & Sánchez, 2020), a complex task requiring appropriate eye movements, attention, and information processing (Dodick, Starling, Wethe, Pang, Messner, Smith, Master, Halker-Singh, Vargas, Bogle, Mandrekar, Talaber, & Leong, 2017), an important element for effective language learning (Ismail, Rahmat, & Emzir, 2020), an important skill in language learning that connects the students' prior knowledge with the information contained in the reading text (Ismail, Aceng, & Emzir, 2021), a fluent process of readers combining

information from a text and their background knowledge to build meaning (Nunan, 2003).

There are four main ways of reading (Grellet, 1983). First, skimming is high-speed reading that can save a lot of time. One skims to get the general sense of a passage or a book (Mikulecky & Jeffries, 2004). Harmer (2003) claims that skimming means that we do not have to read every word and line; on the contrary, such as approach would stop them from scanning successfully. Juan and Flor (2006) assert that skimming is a rapid sample reading to obtain general gist. Brown (2004) argues that skimming constitutes the process of rapid coverage of reading matter to determine its gift or main idea. It is a prediction of rapid coverage of reading matter to determine its first or main idea. It is a prediction strategy used to give a reader a sense of the topic, the purpose of a text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and/or its usefulness to the reader. Assessment of skimming strategies is usually straightforward: the test-taker skims a text and

answers questions such as (what is the main idea of this text?, what is the author's purpose in writing the text?, what kind of writing is this (newspaper, article, manual, novel, etc)?, what type of writing is this expository/technical/narrative, etc)?, how easy or difficult do you think this text will be?, what do you think you will learn from the text?, and how useful will the text be for your profession/academic need/interests?).

Second, scanning as high-speed reading. When one scan, he/she has a question in mind. He/she does not read every word, only the words that answer his/her question. Practice in scanning will help one learns to skip over unimportant words so that he/she can read faster (Mikulecky & Jeffries, 2004). Harmer (2003) puts forward that scanning is reading texts for particular bits of information they are searching for. Juan and Flor (2006) claim that scanning is rapid and partial search reach reading for specific information. And, Brown (2004) classifies that scanning as a strategy utilized by all readers to find relevant information in a text.

Third, extensive reading, it usually read longer texts for pleasure which undertaken by a fluency activity involved global understanding (Grellet, 1983), reading many books (longer segment of the material) without focusing on classroom exercises that may test comprehension skills (Nunan, 2003), involves somewhat longer texts such as journal articles, technical reports, longer essays, short stories, and book (Brown, 2004), involves reading fluency of large quantities of texts and longer reading (e.g. whole books) for general comprehending, with the focus generally on the meaning of what is being read than on the certain language (Richards & Renandya, 2002).

Forth, intensive reading constitutes involves a short reading passage followed by textbook activities to develop comprehension or a particular reading skill (Nunan, 2003). Grellet (1983) argues that intensive reading means reading short texts, not extracting specific information. This is more an accuracy activity concerting to reading for detail.

This study concentrated on reading fluency, as the ability to read at an appropriate rate with adequate comprehension (Nunan, 2003), as the ability to read text quickly, accurately, and with proper expression to identify fluency (Chang, 2020), a fundamental aspect for successful reading development (Archambault, Mercer, Cheng, & Saqui, 2019), a critical skill necessitated to free up

cognitive resources for more complex tasks such as comprehension (Van Norman & Nelson, 2021), as the ability to read age-appropriate text with speed, accuracy, and proper expression (Vess, Begeny, Norwalk, & Ankney, 2018), as the ability to read text quickly and accurately with few miscues and little effort and to read expressively with appropriate pausing, phrasing, and articulation. (Lee & Yoon, 2017), as the ability to read quickly and accurately with proper prosody, is one of the most crucial components of reading skills (Wu, Gadke, & Stratton, 2018), a necessary capacity ensuring work efficiency, life quality and often refers to the ability to read rapidly and accurately (Huang, Liu, & Zhao, 2021), a linked to the ability to recognize the correct spelling of whole words (Krasa & Bell, 2021).

Reading fluency has been widely discussed in many articles. However, a bibliometric analysis of reading fluency has never been performed so we are interested in carrying out research entitled "A bibliometric analysis of the term "reading fluency".

## **METHOD**

A literature review was carried out by applying a systematic, explicit, and reproducible method or a mind-mapping method that give emphasizes the limitation of knowledge. A bibliometric review was generally utilized in scientific disciplines and concentrated in a quantitative study of journals paper. This study adapted to the five steps method of bibliometric analysis introduced by Fahimnia, Sarkis, & Davarzani (2015). These five steps are defining research keywords "reading fluency", initial search results, refinement of the search results, compiling statistics on the initial data, and data analysis.

### *Defining search keywords*

A literature search was undertaken in December 2021, employing the keyword "reading fluency". Publish or perish software with google scholar was utilized to gather the data. To start, we entered the keyword "Reading Fluency" into the Publish or Perish software, arrange to publish names for 'journal', 'title word', and years '0-0'. From the google scholar database, we gain 482 articles in the initial search for the period from 1973 to 2021 (48 years).

### *Initial search results*

During this step, we did not control the range of years, the oldest article about reading fluency was

published in 1973. These top fifteen articles were identified from Publish or Perish software.

Table 1. *Top fifteen articles identified from publish or perish (unrefined search)*

Authors	Titles	Years of Publication
JM Pullis	How Important is Reading Fluency in Shorthand?	1973
PA Schreiber	On the acquisition of reading fluency	1980
E Le Coultre, M Carroll	The effect of visualizing speech rhythms on reading comprehension and fluency	1981
J Marvan	A pilot study: the effectiveness of the Neurological Impress Method on fluency, accuracy and power of oral reading.	1983
DL Share, AF Jorm, R Maclean, R Matthews	The contribution of language skills to reading fluency: A comparison of two orthographies for Hebrew	1984
LJ O'Shea, PT Sindelar...	The effects of repeated readings and attentional cues on reading fluency and comprehension	1985
BA Cooper, KJ Stewart	The influence of variations in syntax on oral reading fluency	1987
T Rasinski, D Reinking	Redefining the role of reading fluency	1987
J Zutell	Current directions: Attending to oral reading fluency	1988
TV Rasinski	Effects of repeated reading and listening-while-reading on reading fluency	1990
BB Swanson	Reading fluency and the novice reader	1990
PG Aaron, J Whitefield	Dysfluency-fluency: implications of a new cognitive style for reading consultation	1990
CL Carroll, S McCormick, JO Cooper	Effects of a modified repeated reading procedure on reading fluency of severely disabled readers	1991
R Parker, JE Hasbrouck...	Greater validity for oral reading fluency: Can miscues help?	1992
DR Reutzel, PM Hollingsworth	Effects of fluency training on second graders' reading comprehension	1993

*Refinement of the search results*

To refinement the search results, the authors excluded articles that were not published in Scopus indexed journals (Q1, Q2, Q3, and Q4). The number of articles that meet the requirements for five years is 60 articles. While these that do not

meet the requirements are 124 articles. The total that appeared after the year limited (2016 to 2021) is 184 articles. The comparison of the result between the initial search and refinement search can be shown in table 2.

Table 2. *Comparison metrics*

Metrics data	Initial search	Refinement search
Query	Journal, reading fluency	Journal, reading fluency from 2016 to 2021 (5 years)
Source	Google Scholar	Google Scholar
Paper	484	60
Citations	19295	1279
Years	(1973-2021) 48 years	(2016-2021) 5 years
Cites/year	19295.00	255.80
Cites/paper	40.03	21.32
Authors/paper	2.49	3.10
h_index	71	16
g_index	131	35
hI_norm	41	10
hI_annual	41.00	2.000
hA_index	71	8

*Compiling the initial data statistics*

The result after refinement was downloaded, saved in the Mendeley software to the RIS format to include vital information related to the paper, including; title, authors' name, abstract, keywords,

and journal specification (publication journal, year of publication, issue, and pages). Then, data were analyzed to classify the year publication trend, source of publication, and the publishers.

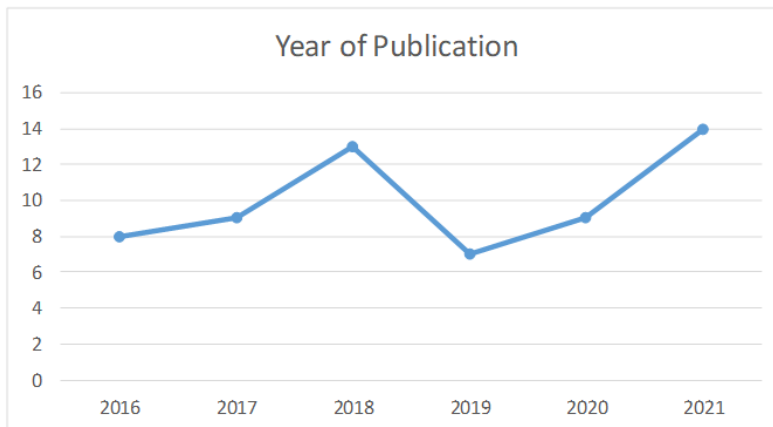


Figure 1. *Year-over-year publication trend*

(Note: The trend of publications on reading fluency in the last five years is in 2016 there were eight articles published in the Scopus indexed journal. In 2017 was 9 articles, in 2018 was 13 articles, in 2019 was 7 articles, in 2020 was 9 articles, and in 2021 was 14 articles.)

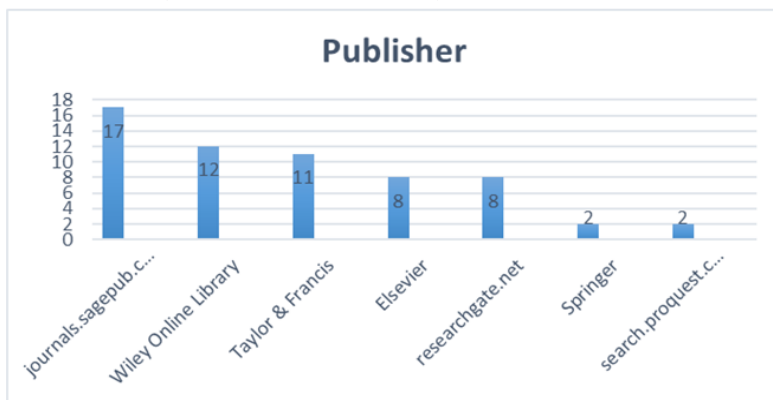


Figure 2. *Publishers of cited articles*

(Note: Journals.segeput.com, Wiley Online Library, Taylor & Francis, Elsevier, Researchgate.net, springer, and search.proquest.com are the seven most often appearing publishers.)

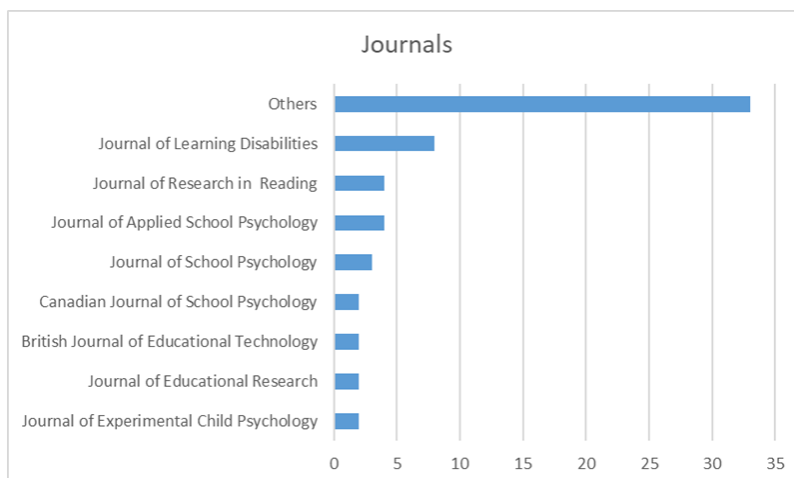


Figure 3. *Journal in which articles in analysis appeared*

33 journals have to data only published on articles on the theme of “reading fluency”. The 33 journals are Australian Journal of Education, Australian Journal of Psychology, Electronic Journal of Research in Educational Psychology, International Journal of Education Research, International Journal of Educational Development, International Journal of Music Education, International Journal of Pediatric Otorhinolaryngology, International Journal of Physical Medicine & Rehabilitation, International Journal of Psychosocial Rehabilitation, Journal of Adolescent & Adult Literacy, Journal of Autism and Developmental Disorders, Journal of Child Neurology, Journal of clinical and experimental Neuropsychology, Journal of Computer Assisted Learning, Journal of Early Childhood Research, Journal of Education and practice, Journal of Educational Practice and Research, Journal of Educational Psychology, Journal of Educational Technology system, Journal of Language Teaching and Research, Journal of Psychoeducational Assessment, Journal of Psycholinguistic Research, Journal of Research in Music Education, Journal of Research in Special Education Needs, Journal of Research on Educational Effectiveness, Pedagogies: An International Journal, Scandinavian journal of psychology, The Asian EFL Journal Quarterly, The Journal of Educational Research, The Journal of general psychology, The Journal of Research in Reading, and Universal Journal of Educational Research. In total 41 journals discussed issues related to reading fluency.

*Data analysis*

This paper presents the bibliometric analysis for the term “reading fluency” from the google scholar database. A bibliometric review in this paper was utilized to publish and parish software version 7.33.3388.7819. The author obtained 484 papers in the initial result and 60 in the refinement result. The data regarding citations changes with 1279 citations and 255.80 citations/year.

**RESULTS AND DISCUSSION**

This study shows that articles published in Scopus indexed journals have a substantial impact on metrics related to citations. Table 3 shows that the most cited article on reading fluency is the article written by Sebastian P. Suggate entitled “A Meta-Analysis of the Long-Term Effects of Phonemic Awareness, Phonics, Fluency, and Reading Comprehension Interventions”. The article was written in 2016, published in the Journal of learning disabilities, and cited by 341 authors. The second most-cited article is an article written by J Lee, SY Yoon entitle “the effects of repeated reading on reading fluency for students with reading disabilities: A meta-analysis” the article is written in 2017, published in the Journal of Learning Disabilities, and cited by 150 authors. And, the third most-cited is an article was written by Elizabeth A. Stevens, Melodee A. Walker, and Sharon Vaughn entitle the Effects of Reading Fluency Interventions on the Reading Fluency and Reading Comprehension Performance of Elementary Students With Learning Disabilities: A Synthesis of the Research from 2001 to 2014. The article was written in 2017, published in the Journal of learning disabilities, and cited by 138 authors.

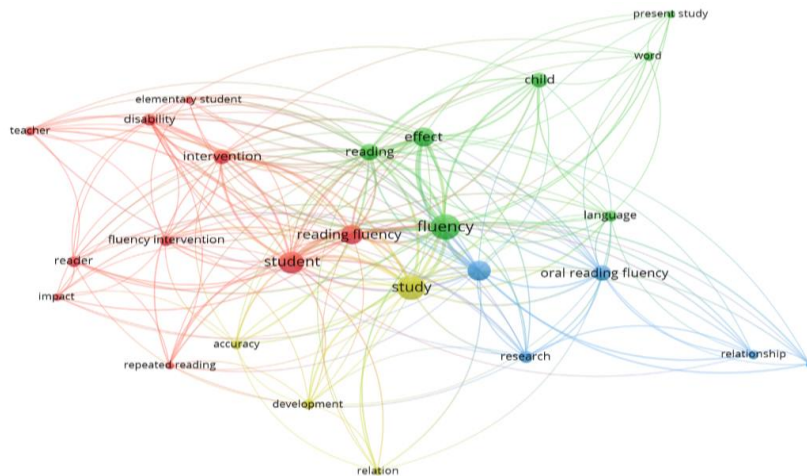


Figure 4. Network visualization mapping

(Note: Four colors in figure 4 shown that there are four clusters of reading fluency.)

After counting for citation frequency and other bibliometric analysis maps. The Vosviewer application shows the bibliometric mapping on Publish or Perish application into Vosviewer application to determine what keywords were occurring frequently and utilized for visualizing

three different visualizations, they are network visualization, overlay visualization, and density visualization.

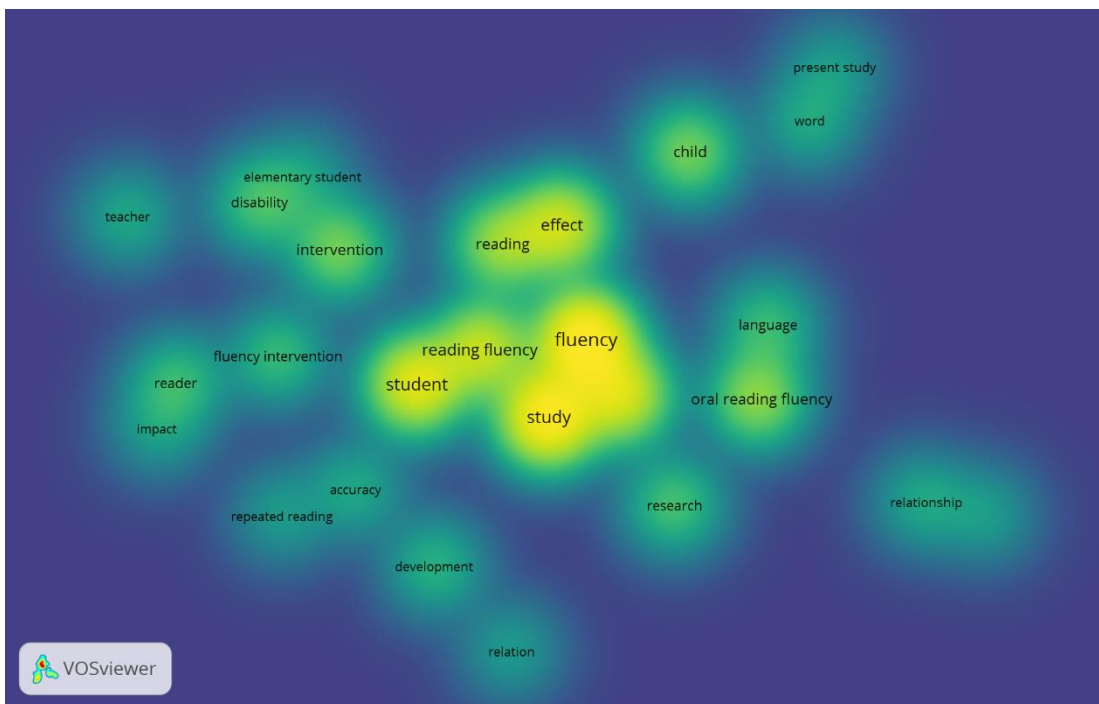


Figure 5. Density visualization mapping

Extracting from the title and abstract fields, full counting with the minimum number of occurrences set to 3, we get 444 terms and 30 items meeting the threshold and four common words were excluded. Four clusters are identified here. Cluster 1 consisted of ten items (disability, elementary students, fluency intervention, impact, intervention, reader, reading fluency, repeated reading, student, and teacher), cluster 2 consisted of seven items (child, effect, fluency, language, present study, reading, and word), cluster 3 consisted of five items (comprehension, oral reading fluency, relationship, research, and vocabulary), and cluster

4 consisted of 4 items word (accuracy, development, relation, and study).

Table 3. *Article with 10 or more citations*

<b>N</b>	<b>Citatio o ns</b>	<b>Per year</b>	<b>Authors</b>	<b>Title</b>	<b>Year</b>	<b>Publication</b>	<b>Publisher</b>
1	341	68.20 .00	SP Suggate	A meta-analysis of the long-term effects of phonemic awareness, phonics, fluency, and reading comprehension interventions	(2016)	Journal of learning disabilities	journals.sagepub.com
2	150	37.50 .00	J Lee, SY Yoon	The effects of repeated reading on reading fluency for students with reading disabilities: A meta-analysis	(2017)	Journal of learning disabilities	journals.sagepub.com
3	138	34.50 .00	EA Stevens, MA Walker, ...	The effects of reading fluency interventions on the reading fluency and reading comprehension performance of elementary students with learning disabilities: A ...	(2017)	Journal of learning disabilities	journals.sagepub.com
4	94	0,805 5555 56	B Piper, L Schroeder, B Trudell	Oral reading fluency and comprehension in Kenya: Reading acquisition in a multilingual environment	(2016)	Journal of Research in Reading	Wiley Online Library
5	63	0,677 0833 33	TV Rasinski, SC Chang, E Edmondson, ...	Reading fluency and college readiness	(2017)	Journal of Adolescent & Adult Literacy	Wiley Online Library
6	62	0,879 8611 11	M Torppa, K Eklund, S Sulkunen, ...	Why do boys and girls perform differently on PISA Reading in Finland? The effects of reading fluency, achievement behaviour, leisure reading and homework activity	(2018)	Journal of Research in Reading	Wiley Online Library
7	38	0,333 3333 33	I Ribeiro, I Cadime, T Freitas, ...	Beyond word recognition, fluency, and vocabulary: The influence of reasoning on reading comprehension	(2016)	Australian Journal of Psychology	Wiley Online Library
8	37	12.33	RE O'Connor	Reading fluency and students with reading disabilities: How fast is fast enough to promote reading comprehension?	(2018)	Journal of learning disabilities	journals.sagepub.com
9	33	08.25	NH Clemens, D Simmons, ...	The prevalence of reading fluency and vocabulary difficulties among adolescents struggling with reading comprehension	(2017)	Journal of Psychoeducational Assessment	journals.sagepub.com
10	31	06.20	C Young, C Valadez, C Gandara	Using performance methods to enhance students' reading fluency	(2016)	The Journal of Educational Research	Taylor & Francis
11	30	06.00	SP Ardoin, KS Binder, TE Foster, ...	Repeated versus wide reading: A randomized control design study examining the impact of fluency interventions on underlying reading behavior	(2016)	Journal of School Psychology	Elsevier
12	29	07.25	D Dodick, AJ Starling,	The effect of in-school saccadic training on reading fluency and	(2017)	Journal of Child	journals.sagepub.com

			J Wethe, Y Pang, ...	comprehension in first and second grade students: a randomized controlled trial		Neurology	om
13	27	0,302 0833 33	Y Liu, GK Georgiou, Y Zhang, H Li, H Liu, ...	Contribution of cognitive and linguistic skills to word-reading accuracy and fluency in Chinese	(2017)	International Journal of Education Research	Elsevier
14	23	0,338 1944 44	JC Begeny, RA Levy, SA Field	Using small-group instruction to improve students' reading fluency: An evaluation of the existing research	(2018)	Journal of Applied School Psychology	Taylor & Francis
15	17	0,254 8611 11	C Young, D Pearce, J Gomez, ...	Read two impress and the neurological impress method: Effects on elementary students' reading fluency, comprehension, and attitude	(2018)	Journal of Educational Research	Taylor & Francis
16	16	05.33	EJ Solari, CA Denton, Y Petscher, ...	Examining the effects and feasibility of a teacher-implemented Tier 1 and Tier 2 intervention in word reading, fluency, and comprehension	(2018)	Journal of Research on Educational Effectiveness	Taylor & Francis
17	12	03.00	CA Wolters, MA Barnes, PA Kulesz, M York, ...	Examining a motivational treatment and its impact on adolescents' reading comprehension and fluency	(2017)	Journal of Educational Research	Taylor & Francis
18	10	03.33	LE Johnston, SH Mercer, ...	Incorporating vocabulary instruction in individual reading fluency interventions with English language learners	(2018)	Canadian Journal of School Psychology	journals.sagepub.com
19	10	02.50	S Santos, I Cadime, FL Viana, ...	Assessing reading comprehension with narrative and expository texts: Dimensionality and relationship with fluency, vocabulary and memory	(2017)	Scandinavian journal of psychology	Wiley Online Library

**CONCLUSION**

Reading fluency is a complex skill defined as “reasonably accurate reading at an appropriate rate with a suitable expression that leads to accurate and deep comprehension and motivation to read. This study reviewed 60 articles with a theme related to “reading fluency”. The articles were gathered from the google scholar (GS) database by using the Publish or Perish software version 7.33.3388.7819. These 60 articles were extracted from a larger original set of 482 articles obtained from the initial result. The number of data citations is 1279 citations and 255.80 citations/year. The most cited article on reading fluency is the article written by Sebastian P. Suggate entitled “A Meta-Analysis of the Long-Term Effects of Phonemic Awareness, Phonics, Fluency, and Reading Comprehension Interventions”. The article was written in 2016, published in the Journal of learning disabilities, and cited by 341 authors. And, the second most-cited article is an article written by J Lee, SY Yoon

entitle “the effects of repeated reading on reading fluency for students with reading disabilities: A meta-analysis” the article is written in 2017, published in the Journal of Learning Disabilities, and cited by 150 authors.

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