EFL Reading Fluency: A Review Bibliometric And Vosviewer Analysis

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ABSTRACT (10 PT)

The study's objective is to present a review of reading fluency under the heading "Reading Fluency." The Google Scholar database and published software were used to find the articles. 1,753 articles from 2013 to 2022 were examined. Using VOSviewer software, we have evaluated this database and made an effort to categorize the articles. There are four clusters found. Ten items made up Cluster 1 (disability, Basically students, fluency intervention, impact, intervention, reader, reading fluency, reaped reading, student, and teacher), seven items made up Cluster 2 (child, effect, fluency, language, present study, reading, and word), five items made up Cluster 3 (comprehension, oral reading fluency, relationship, research, and vocabulary), and four items made up Cluster 4. (accuracy, development, relation, and study). I sure that through this way for review of reading fluency would be came more active and reflective to get some knowledgies and engaging the perceptions.

Keyword:

Bibliometric Analysis; Reading Fluency.

INTRODUCTION (Capital, bold, Times new romance 11 pt)

Students must develop their reading skills, which are complicated and require not only word decoding but also connecting information across lengthier text passages (Abd Ghani, Muslim, & Zakaria, 2020). (Eilers, Tiffin-Richards, & Schroeder, 2018). The construction of meaning is an active, reflective, and participatory process between the reader and the text where the reader's past knowledge, goals, and expectations are key factors (Duran, Ribosa, & Sánchez, 2020), a difficult task that requires proper eye movements, focus, and information processing (Dodick, Starling, Wethe, Pang, Messner, Smith, Master, Halker-Singh, Vargas, Bogle, Mandrekar, Talaber, & Leong, 2017), an essential component for successful language acquisition is the ability to connect students' existing knowledge with the material in the reading text (Ismail, Rahmat, & Emzir, 2020). (Ismail, Aceng, & Emzir, 2021), a fluid process where readers combine textual information with prior knowledge to create meaning (Nunan, 2003).

There are four major reading styles (Grellet, 1983). First off, skimming is a time-saving high-speed reading technique. One scans a section or book to obtain the gist of it (Mikulecky & Jeffries, 2004), according to Harmer (2003), skimming relieves us of the obligation to read every word and line; on the contrary, doing so would prevent people from properly scanning. According to Juan and Flor (2006), skimming is a quick sample reading to get the gist of anything. It is a forecast that reading material will be covered quickly in order to identify its primary point. It is a prediction technique intended to help readers get a sense of a text's topic, purpose, organization, point of view, ease or difficulty, and/or usefulness to them. The evaluation of skimming techniques is typically simple: the test-taker skims a text and provides responses to questions like (what is the primary theme of this text? What was the author's motivation when they wrote the text? Which kind of writing does this fall under (newspaper, article, handbook, novel, etc.)? , is this expository, technical, narrative, etc. writing? How simple or challenging do you anticipate this text to be? What do you anticipate learning from the text?, and how helpful will the text be for your interests/needs in school/profession?).

The second is fast reading while scanning. One scans with a specific query in mind. Only the words that directly address his or her question are read by the reader. One can read more quickly by learning to skip over uninteresting words via practice with scanning (Mikulecky & Jeffries, 2004). Third, extensive reading involves reading many books (a longer segment of the material) without
focusing on in-class activities that might test comprehension skills (Nunan, 2003), involves slightly longer texts like journal articles, technical reports, longer essays, short stories, and books (Brown, 2004), and involves reading fluently of large quantities of text (Richards & Renandya, 2002). Fourth, a brief reading passage is followed by exercises from a textbook to improve comprehension or a specific reading fluency (Nunan, 2003). According to Grellet (1983), focused reading entails reading brief texts rather than extracting specific knowledge. This is more of an accuracy exercise in conjunction with detailed reading. This study focused on reading fluency, which is a crucial component of successful reading development and is defined as the capacity to read text quickly, accurately, and with appropriate expression (Nunan, 2003); fluency is also defined as the ability to read text quickly, accurately, and with proper expression (Chang, 2020). (Archambault, Mercer, Cheng, & Saqui, 2019). Numerous articles have covered the topic of reading fluency extensively. We are interested in conducting research on "A bibliometric analysis of the term "reading fluency" because there has never been a bibliometric study of reading fluency.

RESEARCH METHODS
PHASE -1 : DATA COLLECTION TECHNIQUE
Article Title : (Reading Fluency)
Abstract : Notice of General Information
Keyword : (Reading Skill)
Data base, : Publication, Institutions, Area
Web of Science : (Openrefine, VOS viewer, Tableou)
Document Type: (Word Text, PDF, Ppt, Excel)

![Figure 1 The distribution of the Data Collection Technique](image)

PHASE-2 : DATA
VISUALIZATION Exfort : Results of Research
Data Analysis VOSviewer : Analysis Data Automatically
Bibliometric analysis : Authors, Countries, Periodic,
Keywords
Information Visualization : Chart and Grafic by VOSviewer, or Tableou
Figure 2 The distribution of the Data Visualization

PHASE -3 : DATA ANALYSIS
Data Analysis Bibliometric : Analysis Data
Automatically Discussion of Results : Description Activities on
Research Literature Review : Sources of Materials
Supported Future Perspectives of RS : Evaluation from
Respondents and Increasing the Social Interaction

Figure 3 The distribution of the Data Analysis
DESCRIBING MATERIALS

Figure 4a The distribution of the Databased

Figure 4.b The distribution of the Filter by Subject Area

Based on the databased of (Figure 4a and 4b) above, that the process collection data will distributed into journal scopus. The jumble of distribution subject area in the world were delivered and deepy recived by several departments which have differentiated rating score, in spite of; there were 4 higher journal that have contributed on database for language Learning of Reading Fluency with the Keyword (Reading Skill) are 100 to 2,090 departments, such as; Social Science (1,682), Psychology (709), Art and Humanities (504), Healt and Profession. This journal have taken the opportunity to resist quality more less 7 journals which have the same level from 10 to 90 data. Eventhough, there were some journals found out of low score just have 1 to 10 of data. If we close the attention for this databas, so we can conclude that the existance of journal on Reading Fluency with the Keyword Reading Skill, more dominant for any departments and especially used to Educational Departments.
This finding demonstrates that English was the primary foreign language studied in early childhood education, as opposed to other languages (India, 235, China, 95; & Siquês José, 2018). These outcomes coincide with those of Hammer, Barac et al. (2014) and et al (2014). This instance demonstrates the value placed on English used globally (Satria et al., 2017). Moreover, several research centered on teacher preparation, particularly in-service training (Strekalova-Hughes, 2017; Sullivan et al. (2015); Hegde, Ballard, & Ticknor. It is imperative to analyze language instruction for teachers as well as for students. (Shing, 2016). When the breakdown of how many experiments were conducted utilizing research have primarily focused on persons from the early period.

DESCRIBING METHODS

By utilizing a process that highlights the limits of knowledge methodical, explicit, and repeatable, a literature review were conducted. A bibliometric analysis was typically used in scientific fields and focused on a quantitative analysis of journal articles from 2013 to 2022 were examined. This study adopted the Fahimnia, Sarkis, and Davarzani's five-step bibliometric analysis methodology (2015). These five phases are defining research terms (“Reading Fluency OR Reading Skill”), conducting a preliminary search, honing or sharpening your search results, gathering statistics about your preliminary data, and conducting a data analysis. The database can see on the Figure 6 below!

**Figure 5 The distribution of the Documents by Country or Territory**

<table>
<thead>
<tr>
<th>Country/Territory</th>
<th>Documents</th>
</tr>
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<tbody>
<tr>
<td>India</td>
<td>235</td>
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<tr>
<td>China</td>
<td>95</td>
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<tr>
<td>Iran</td>
<td>94</td>
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<td>Egypt</td>
<td>91</td>
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<tr>
<td>Saudi Arabia</td>
<td>59</td>
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<td>Malaysia</td>
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<tr>
<td>Canada</td>
<td>52</td>
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<td>United States</td>
<td>46</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>42</td>
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<tr>
<td>Spain</td>
<td>41</td>
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</tbody>
</table>
The most frequent terms in the abstract is language learning of reading skill is the plated other skill which has related to the subskills of language learning in spite of reading fluency, phonological awareness, comprehension, decoding, and teacher education. It was supported by reading strategies, academic reading, critical reading, higher education, teaching reading, and writing skills. Studies mostly focused on teacher education studies when the number of studies utilizing the words in the abstract sections by years was assessed.
To analysis the data, in order to disclose the network visualization of the most popular keywords, terms in the abstracts, citation analyses, and co-citation analyses in the studies, the VOSViewer application was utilized for bibliometric analysis. There are discovered to be four clusters. Cluster 1 consisted of ten items (disability, Basically Students, Fluency Intervention, Impact, Intervention, Reader, Reading Fluency, Reaped 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 four items (accuracy, development, relation, and study). I'm confident that using this method to evaluate reading fluency will make students more engaged, active, and introspective in their learning.

RESULTS AND DISCUSSION

The VOSviewer software analyzes the output based on the PoP software to identify the keywords that appear the most frequently. However, the number of the most prevalent keywords is altered to suit the requirements of data gathering and analysis. To view bibliometric maps, use VOSviewer. In three separate visualizations—tissue visualization, overlay visualization, and density visualization—this software displays bibliometric mapping.

This study demonstrates that publications published in journals with Scopus indexing have a significant influence on metrics linked to citations and present a review of reading fluency under the heading "Reading Skill." There are four major reading styles. First off, skimming is a time-saving high-speed reading technique. The second is fast reading while scanning. Third, extensive reading involves reading many books. Fourth, a brief reading passage is followed by exercises from a textbook to improve comprehension or a specific reading fluency.

According to (Figure 4.a and 4.b) above, Sebastian P. Suggate's work "A Meta-Analysis of the Long-Term Effects of Phonemic Awareness, Phonics, Fluency, and Reading Skill Interventions" is the one on reading fluency that has had the most citations. More-less 2,090 authors have mentioned the 2022 article, which was written and published in the Journal of Learning Primary. "The effects of repeated reading on reading fluency for Students with reading Primary: A meta-analysis" by J. Lee and S.Y. Yoon is the second most-cited article. 60 authors have mentioned the 2013 article, which was published in the Journal of Learning Primary. The Effects of Reading Fluency Interventions on the Reading Fluency OR Reading Skill Performance of Students in Learning Primary: A Synthesis of the Research from 2013 to 2022 is the third-most-cited article, which was written by Elizabeth A. Stevens, Melodee A. Walker, and Sharon Vaughn. 60 authors have referenced the 2013 article, which was written and published in the Journal of Learning Primary.

CONCLUSION

This study focused on reading fluency, which is a crucial component of successful reading development and is defined as the capacity to read text quickly, accurately, and with appropriate expression. 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”. These 2,090 articles were extracted from a larger original set of 60 articles obtained from the initial result. The number of data citations is 1,753 citations and 10 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 Skill Interventions”. The article was written in 2013, published in the Journal of learning Primary, and cited by 60 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 Primary: A meta-analysis” the article is written in 2022, published in the Journal of Learning Primary, and cited by 60 authors.
REFERENCES


