MAPPING THE LANDSCAPE OF EXPLORATORY READING: A BIBLIOMETRIC ANALYSIS

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Abstract: The exploration of reading is pivotal for enhancing comprehension, fluency, and critical thinking. Despite its importance, discrepancies persist between theoretical models and practical applications in reading education. The objective of this study is to present a thorough review of the literature on exploring reading. Articles were searched using Publish or Perish with Scopus Database. The study analyzed 147 articles from 2019-2023. The Mendeley software is utilized to resume and manage references. The researchers applied to VOSviewer to review and identify articles. Seven clusters have been identified. Cluster 1 is comprised of seven items: academic vocabulary, influence, older adult, performance, reading comprehension, relationships, and self. Cluster 2 consisted 7 item: academic performance, children, online reading, poor reading comprehension, primary school student, research, and strategy. Cluster 3 consists of five items: college student, effectiveness, experience, feedback, and type. Cluster 4 consists of 5 items: achievement, adult, context, effect, and reading. Cluster 5 consists of 4 items: elt reading comprehension, factors, impact, and practice. Cluster 6 consisted of 4 items: adult reader, theory, vocabulary, and word reading. Cluster 7 consisted 3 item. Connections, knowledge, and roles.
Keywords: *exploring reading; Mendeley software; Scopus; and Vosviewer.*

INTRODUCTION

Reading is acknowledged as a fundamental skill in contemporary society, with a growing body of research underscoring its significance (Lan & Yu, 2023). This skill extends beyond the mere recognition of letters and words; it encompasses the comprehension of the material's inherent meaning (Al Qahtani, 2020). The process of reading is introspective, active, and interactive, necessitating the integration of the reader's goals, expectations, and prior knowledge to construct meaning (Ismail & Edi, 2021). As Soto et al., (2019) argue that process is highly active, encouraging readers to engage deeply with the text, constantly evaluating and interpreting the words in relation to their own understanding. Moreover, Loi & Thanh, (2022) state that engaging in reading is an active endeavor where meaning is constructed from words, requiring a focus on objectives and the extraction of information and significance from the text. This requires the reader to focus on their goals and extract valuable information that aligns with their goals (Kim et al., 2021). As Toste et al., (2020) argue that motivations for reading may vary, the primary objective remains the interpretation of the text's meaning. Consequently, reading constitutes a cognitive process that enables the reader to draw upon prior knowledge (Suchona & Urmy, 2019). As Sari & Prasetyo, (2021) state that through this process, readers not only gain information but also improve their critical thinking and interpretation skills.

A deeper comprehension and enhanced knowledge of the content are the goals of "exploratory reading", (Samiei & Ebadi, 2021).

Scharlau et al., (2019) defined as an approach where readers actively seek a profound understanding of the text by uncovering hidden meanings, delving into intricate details, and exploring complex ideas. According Ashford, (2024) Exploring reading requires a thoughtful and analytical mindset, encouraging readers to go beyond surface-level comprehension to understand the underlying messages and themes of the material. This method surpasses mere skimming or unengaged reading; it involves connecting concepts, posing questions, seeking additional details, and striving to understand different levels of meaning within the text (Barber & Klauda, 2020). Grabe, (2021), argue that exploratory reading emphasizes the reader's active participation and engagement throughout the reading process. Catts, (2021), argue that by focusing on exploring multiple layers of meaning, readers can better understand complex ideas and develop a richer and more nuanced understanding of the subject matter. This not only improves knowledge acquisition, but also strengthens the reader's analytical and interpretive skills (Elleman & Oslund, 2019).

Investigating the influence of reading on the development of analytical and critical thinking abilities is an essential aspect of this process (Sumarni & Kadarwati, 2020). Readers who actively engage with texts can enhance their capacity for analyzing and interpreting information, which is crucial in various contexts, including academic and professional domains (Smith et al., 2021). Research indicates that children who engage in exploratory reading often achieve higher academic standards and gain a deeper understanding of complex subjects (van der Wilt et al., 2019). Gönen & Kızılay, (2022) argue that this method encourages readers to think critically and reflect deeply, prompting them to move beyond superficial comprehension.

Moreover, Loeng, (2020), state that reading for pleasure promotes personal development and lifelong learning. Deeper engagement in reading fosters lifelong learning and intellectual curiosity by enabling readers to absorb more information and view the world from diverse perspectives (Talenta & Himawati, 2023). In an era of abundant information, the ability to critically engage with and evaluate texts is more crucial than ever (Chang et al., 2024). Ha, (2021) argue that exploratory reading equips individuals with the tools necessary to navigate and make sense of the vast amount of information they encounter daily, ultimately enhancing their overall cognitive

and personal growth. By practicing these skills, readers not only improve their cognitive abilities, but also their personal growth, so that they can understand the world better and make informed decisions(Uri & Coiro, 2020).

There are many previous researches about exploring reading such as Bezemer & Cowan, (2022), focused on exploring reading in social semiotics: theory and methods. Schwering et al., (2021) focused on exploring the relationship between fiction reading and emotion recognition, Soleimani et al., (2022), focused on exploring the effect of assisted repeated reading on incidental vocabulary learning and vocabulary learning self-efficacy in an EFL context, Reed et al., (2021) focused on exploring the summer reading effect through visual analysis of multiple datasets, Martiniello et al., (2022), focused on exploring correlates of braille reading performance in working age and older adults with visual impairments, Daniel & Barth, (2023), focused on exploring reading profiles of rural school students, X. C. Wang et al., (2019), focused on exploring the relationship between kindergarteners' buddy reading and individual comprehension of interactive app books, Feller et al., (2020) focused on exploring reading strategy use in native and L2 readers, Suchona & Urmy, (2019) focused on exploring reading strategies and difficulties among Bangladeshi undergraduates, Samiei & Ebadi, (2021) focused on exploring EFL learner's inferential reading comprehension skills through a flipped classroom.

Bibliometrics refers to the application of statistical techniques to analyze books, papers, and other publications, with a particular focus on scientific content (Meitifazahra et al., 2022a). According to Luft et al., (2022) This analytical approach allows researchers to explore the intellectual framework of a specific field within the extensive body of literature by identifying, elucidating, and examining numerous scientific papers. Bibliometric studies uncover new trends in a vast corpus of literature and clarify the evolving nuances of particular topics (Ismail & Edi, 2021). This approach has become an important and widely accepted method for managing and evaluating vast scientific data (Gaviria-Marin et al., 2019). It has evolved into a rigorous and widely adopted method for sorting through and assessing large volumes of scientific data, highlighting emerging areas within a given topic and enhancing our understanding of its developmental complexities (Donthu et al.,

2021). Grosseck et al., (2019) state that it is not only aids in sorting through large volumes of research but also provides clarity on how particular subjects evolve over time. For example, Sweileh, (2021) work on the bibliometric analysis of COVID-19 research illuminated the focus areas and rapid evolution of pandemic-related studies.

Bibliometrics has become an essential tool for assessing and analyzing scientific output, as well as understanding the evolution of scientific fields (Pessin et al., 2022). It is crucial for evaluating the impact of national R&D performance and educational efficiency influenced by state-owned science funding (Moral-Muñoz et al., 2020). By employing various theoretical and practical instruments, scientists and professionals can gain insights into the productivity and impact of scientific research (Beck et al., 2022). According to Chen et al., (2021) this analysis method is not only useful for understanding past trends, but also for shaping the future direction of scientific pursuit. Moreover, Hollands & Escueta, (2020) argue that this informs research and development policy-making and strategic planning, ensuring that resources are allocated efficiently to promote innovation and academic excellence. Robert-Cristian, T. R. I. F., & Oana, (2024) argue that by providing data-driven insights, bibliometrics supports strategic planning efforts and contributes to more effective decision-making in the allocating of resources. Liu et al., (2021), demonstrated the practical applications of this analytical tool by showing how bibliometric approaches can assess the impact of funding on research productivity and creativity. This highlights the broader importance of bibliometrics in fostering the efficient use of resources and encouraging innovation in various scientific fields (Skute et al., 2019).

Some studies about reading bibliometric analysis Ismail & Edi, (2021) a bibliometric analysis of EFL reading fluency from 2016 to 2021, Wyant et al., (2022) a bibliometric analysis informed reading list for physical educators, Lan & Yu, (2023) a bibliobliometric review study on reading literacy over fourteen years, Ismail, (2021) a bibliometric analysis of reading strategy, Y. Wang et al., (2022) Structure of Research Topics of Reading in a Foreign Language's Publications in the Past Two Decades (2002-2020): A Bibliometric Analysis. Meitifazahra et al., (2022) bibliometric analysis: e-book and reading comprehension in EFL in the last decade, Tahun & Bahrum, (2023), EFL reading fluency: a review bibliometric and vosviewer analysis, Wu & Amzah, (2023) researching the effects of E-book on children's emergent reading conducted from 1999 to 2022: bibliometric review, Lan & Yu, (2023), A Bibliometric Review Study on Reading Literacy over Fourteen Years

The topic of exploratory reading has been extensively discussed in numerous scholarly articles, underscoring its significance in enhancing comprehension, critical thinking, and analytical skills. Nevertheless, a comprehensive bibliometric analysis of exploratory reading remains absent from the literature. This gap presents an opportunity for a thorough examination, prompting the author to undertake a study titled "A Bibliometric Analysis of Exploring Reading From 2019 to 2023." This study aims to systematically analyze the existing body of research on exploratory reading, identifying key trends, influential works, and emerging areas within this field over the past twenty years. Additionally, it seeks to provide a nuanced understanding of this domain's intellectual structure and evolution. This bibliometric analysis will offer valuable insights to researchers, educators, and policymakers interested in the development and impact of exploratory reading practices.

METHOD

This study applied quantitative research to journal articles and focused on bibliometric analysis. Then, this study adopted the five-step bibliometric analysis approach that was previously described by Fahimnia et al., (2015) They are determining the relevant search data, first search result, refining of the search result, compiling statistics from the initial data, and analyzing the data.

The article search was conducted in January 2024, utilizing "exploring reading" as a keyword. The Publish or Perish software, in conjunction with the Scopus database, was employed to extract relevant articles. The process commenced by inputting "exploring reading" into the Publish or Perish software and setting the publication years to '0-0'. The initial search within the Scopus database yielded 200 articles spanning the years 1972 to 2023, covering a period of 51 years.

In this step, the writer did not set the range of years; the oldest articles about exploring reading was published in 1972. These twenty Article at the top were determined by Publish or Perish Software.

In this step, the writers controlled the range of the year (2019-2023). And set the publication names (journal). 147 articles between the first search and the refinement search is shown in Table 1.

Tabel 1. *Comparison matrix*

Metrix Data	Initial Research	Refinement Research
Query	Journal, Exploring Reading	Journal, Exploring Reading from 2019-2023 (5 years)
Source	SCOPUS	SCOPUS
Paper	200	147
Citations	6663	795
Years	1972-2023 (51 years)	2019-2023 (5 years)
Cites/years	128.13	159.00
Cites/papers	33.32	5.41
Authors/papers	1.00	1.00
h_Index	40	15
g_index	69	22
hI_norm	40	15
hI_annual	0,77	3.00

After refinement, the result was download and saved in Mendeley program in the RIS format, which contained essential details about papers, such as; journal specification (journal publisher, publication year, issue, and page), title, keywords, author's name, and abstract. After that, the data was analyzed to categorize the year of publication trend, the publisher, and the publication source.

Figure 1. *Publication trend years* (Note: The publication trend on Exploring Reading in the last five years is that in 2019, eighteen articles were published in Scopus-indexed journals. In 2020, there were seventeen articles. In 2021, there were thirty-four articles. In 2022, there were thirty-three articles. In 2023, there were forty-five articles.)
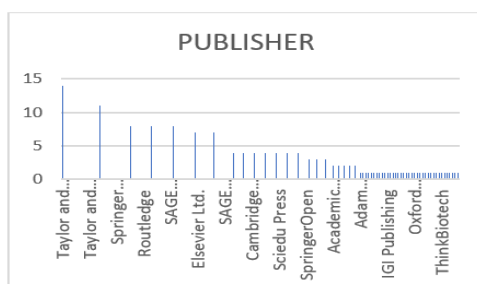
(Note: Journal about exploring reading Are frequently released by some publisher, such as. Taylor and Francis Ltd. was fourteen articles, Springer Netherlands was eleven articles, Routledge was eight articles, SAGE Publications Ltd. was eight articles, willey-Blackwell Publishing Ltd. was eight articles, Elsevier was seven articles, SAGE Publications Inc. was seven articles, American Psychological Association was four articles, Cambridge University Press was four articles, Elsevier BV was four articles, Frontiers Media S.A. was four articles, Sciedu Press was four articles, Springer New York was four articles, SpringerOpen was four articles, Kluwer Academic Publisher was three articles, National Taiwan Normal University was three articles, Willey-Blackwell was three articles, Academic Press Inc. was two articles, American Society for Cell Biology was two articles, Australasian Society for Computers in Learning in Tertiary Education was two articles, BioMed Central Ltd. was two articles, John Wiley and Sons Ltd. was two articles. The rest, each one of the articles.)
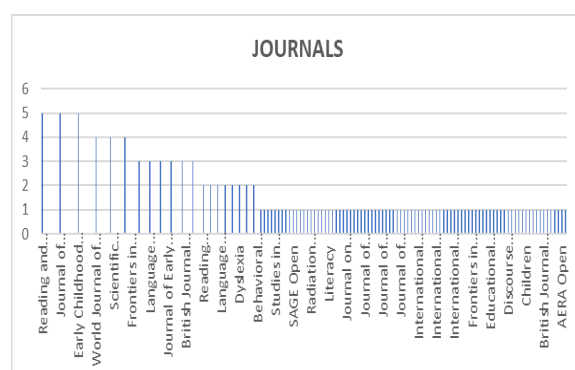

Figure 2. *Publisher*

Figure 3. *Journals* (Note: These are the twenty most often appearing publication source namely: Reading and Writing, Journal of Research in Reading, Early Childhood Education Journal, World Journal of English Language, Scientific Studies of Reading, Frontiers in Psychology, Reading and Writing Quarterly, Language Testing in Asia, Journal of Early Childhood Literacy, Education and Information Technologies, British Journal of Educational Technology, Annals of Dyslexia, Reading Psychology, Language Testing, Language Teaching research, Journal of Computers in Education, Education Sciences, dyslexia, Bulletin of Educational Psychology, Behavioral Sciences.)

This study conducts a bibliometric analysis of the phrase "Exploring Reading" using the Publish or Perish software in conjunction with the Scopus database. The bibliometric review employed Publish or Perish version 8.9.4554.8721. The initial search yielded 200 papers, which were subsequently refined to 147 papers. The citation data revealed 795 citations, with an average of 159 citations per year.

RESULTS AND DISCUSSION

This study demonstrates that articles published in Scopus-indexed journals significantly impact citation-related metrics. Table 3 indicates that the most referenced study on reading fluency is authored by K.

Schucan Bird, titled "How Diverse Is Your Reading List? Exploring Issues of Representation and Decolonisation in the UK." Published in 2020 in the journal Higher Education, this article has been cited by 56 authors. The second most-cited article, authored by A. Hindman, is titled "How Classroom Conversations Unfold: Exploring Teacher–Child Exchanges During Shared Book Reading." Written in 2019 and published in the journal Early Education and Development, it has been cited by 46 authors. The third most-cited article, authored by C. Yin, is titled "Exploring the Relationships Between Reading Behavior Patterns and Learning Outcomes Based on Log Data from E-Books: A Human Factor Approach." This article, written in 2019 and published in the International Journal of Human-Computer Interaction, has been cited by 43 authors.

Table 2. *15 the most cited articles*

No	Cited	Per Year	Authors	Title	Year	Publication
1	56	14.00	K. Schucan Bird	How diverse is your reading list? Exploring issues of representation and decolonisation in the UK	2020	Higher Education
2	46	9.20	A. Hindman	How Classroom Conversations Unfold: Exploring Teacher–Child Exchanges During Shared Book Reading	2019	Early Education and Development
3	43	8.60	C. Yin	Exploring the Relationships between Reading Behavior Patterns and Learning Outcomes Based on Log Data from E-Books: A Human Factor Approach	2019	International Journal of Human-Computer Interaction
4	40	13.33	X. Li	Exploring the effects of gamification pedagogy on children's reading: A mixed-method study on academic performance, reading-related mentality and behaviors, and sustainability	2021	British Journal of Educational Technology
5	29	5.80	S. Colmar	Exploring the relationships between academic buoyancy, academic self-concept, and academic	2019	Educational Psychology

				performance: a study of mathematics and reading among primary school students		
6	28	14.00	D. Li	Exploring teacher scaffolding in a CLIL-framed EFL intensive reading class: A classroom discourse analysis approach	2022	Language Teaching Research
7	22	4.40	C. Kiili	Exploring the collaborative synthesis of information during online reading	2019	Computers in Human Behavior
8	19	6.33	H.T. Ha	Exploring the relationships between various dimensions of receptive vocabulary knowledge and L2 listening and reading comprehension	2021	Language Testing in Asia
9	18	6.00	F. Samiei	Exploring EFL learners' inferential reading comprehension skills through a flipped classroom	2021	Research and Practice in Technology Enhanced Learning
10	18	4.50	(.F. Teng	Young learners' reading and writing performance: Exploring collaborative modeling of text structure as an additional component of self-regulated strategy development	2020	Studies in Educational Evaluation
11	18	3.60	E.Phillips Galloway	Beyond reading comprehension: exploring the additional contribution of Core Academic Language Skills to early adolescents' written summaries	2019	Reading and Writing
12	17	5.67	C. Tosto	Exploring the effect of an augmented reality literacy programme for reading and spelling difficulties for children diagnosed with ADHD	2021	Virtual Reality
13	17	3.40	J.F. Lawrence	Academic vocabulary and reading comprehension: exploring the relationships across measures of vocabulary knowledge	2019	Reading and Writing
14	15	7.50	S.S.S. Yeung	Exploring the interplay between socioeconomic status and reading achievement: An expectancy-value perspective	2022	British Journal of Educational Psychology
15	15	5.00	J. Bezemer	Exploring reading in social semiotics: theory and methods	2021	Education 3-13

Following the determination of the frequency of citations, vosviewer software is used to assess the output from the Publish or Perish Software in order to visualize bibliometric analysis maps and discover commonly occurring keywords. The result of Vosviewer software displays bibliometric mapping in three diversity visualization namely network visualization, overlay visualization, and density visualization

Figure. 4 *Network visualization mapping* (Note: seven colours in figure 4 shown that there are seven cluster of exploring reading.)
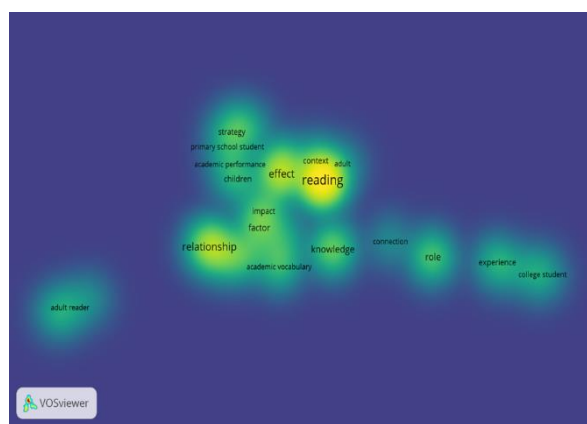

Figure 5. *Mapping of density visualization*

Figure 5 show that eighteen item meet that meet the threshold of the 570 terms from the title field extracting and full counting and minimum number of occurrences set to 2. The writer also found seven cluster identified, namely cluster 1 comprised of seven item: academic vocabulary, influence, older adult, performance, reading comprehension, relationship, and self. Cluster 2 consisted 7 item: academic performance, children, online reading, poor reading comprehension, primary school student, research, and strategy. Cluster 3 consisting five item: college student, effectiveness, experience, feedback, and type. Cluster 4 consisted 5 item: achievement, adult, context, effect, and reading. Cluster 5 consisted 4

item: elt reading comprehension, factor, impact, and practice. Cluster 6 consisted 4 item: adult reader, theory, vocabulary, and word reading. Cluster 7 consisted 3 item. Connection, knowledge, and role.

CONCLUSION

Exploring reading places a strong emphasis on the reader's engagement and being active throughout the reading. Gaining a deeper comprehension and improved knowledge of the content read is the main goal. By doing this, readers can grow in their ability to critically think, analyze, and comprehend texts. This study reviewed 147 articles with a theme connected to "Exploring Reading". The articles were collected from Publish or Perish version 8.9.4554.8721. with Scopus Database these 147 articles were extracted from the largest initial collection of 200 articles acquired from initial result. The number of data citation is 795 and 159.00 citations/year. The articles written by K. Schucan Bird is the most cited articles in Exploring Reading with entitled "How diverse is your reading list? Exploring issues of representation and decolonisation in the UK" the article was written in 2020, published in the journal Higher Education, and cited by 56 Authors. And the second most cited articles were written by A. Hindman with entitled "How Classroom Conversations Unfold: Exploring Teacher–Child Exchanges During Shared Book Reading" the articles written in 2019, published in the journal Early Education and Development, cited by 46 Authors. And the third most-cited an article was written by C. Yin entitled Exploring the Relationships between Reading Behavior Patterns and Learning Outcomes Based on Log Data from E-Books: A Human Factor Approach, the article was written in 2019, publish in International Journal of Human-Computer Interaction and cited by 43 Author.

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