

Bibliometric analysis: Reading and speed-reading learning in elementary school

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Abstract

This bibliometric research aims to analyse the development of research on reading and speed-reading learning in elementary schools. Data were collected from the Scopus database using the keywords "reading learning," "speed reading," and "elementary school." The analysis focused on publication trends by year, author affiliation, journal, productivity, and research subjects. Results indicate that publications on reading and speed-reading learning have fluctuated in growth from 2013 to 2023, with *Codas* and *Ocnos* being the journals with the most publications. Pennsylvania State University, the University of Virginia, and Universitas Pendidikan Indonesia are the top contributors to research on reading learning, while Universidad de Oviedo and Universidad Católica de la Santísima Concepción are the main contributors to speed-reading research. Capellini is the most prolific researcher in reading learning, and Akyol has contributed significantly to both reading and speed-reading research in elementary schools. Most researchers focusing on reading learning in elementary schools are from the United States, while research on speed reading is led by scholars from Spain, Turkey, and the United States. Network visualization shows that research on reading learning in elementary schools forms nine clusters, with Cluster 1 being the largest, covering 38 topics. Meanwhile, speed-reading research in elementary schools forms a single cluster with 11 topics.

Keywords: reading learning, speed reading learning, elementary school, bibliometric

1 Introduction

Reading learning is a critical component of elementary education and a prominent research topic in educational studies. A search in the Scopus database using the keywords "reading" and "learning" yields at least 49,388 articles. Reading proficiency is essential for students, as it underpins their ability to grasp material in other subjects and develop literacy skills (Brodsky et al., 2021; Gillet & Temple, 1994; Lupo et al., 2021; McKee, 2012). Effective teaching practices, including innovative methods, strategies, and learning media, can significantly enhance children's reading skills (Hermansyah et al., 2017; Just et al., 2023; Musa & Atqia, 2021; Wiryodijoyo, 1989). Among the essential reading skills, speed-reading is one that students need to develop (Babayigit, 2019a; Gerst et al., 2021; Leino et al., 2022).

The ability to speed reading is one of the many abilities and skills that a student needs to master if they want to achieve success in learning. Speed reading is very important for elementary school students because it allows students to complete work quickly and accurately (Kim & Choi, 2021; Van Den Bos et al., 2003). With speed reading, students can understand the information presented in less time and complete their tasks quickly. It will also help students in attending classes and improve their ability to master the learning material.

Speed reading learning in elementary school comes from various learning theories regarding learning to read, memory, and time use (Konstant, 2003). One of the theories used is the theory of language learning, which emphasizes the gradual learning process from learning words, phrases, and sentences, all the way to the higher complexity of the reading text. The theory also emphasizes the importance of developing effective reading strategies such as skimming and scanning, which allow students to absorb information quickly and efficiently.

Research on reading and speed-reading in elementary education has garnered global attention from educators and researchers. Enhanced reading skills positively impact learning outcomes, language development, critical thinking, and future success (Lobier et al., 2013; Samuels, 1968). Studies also show that proficient readers tend to achieve higher academically (Bridges, 1941). Accordingly, reading and speed-reading research in elementary education has become a prominent field of study among education experts.

A review of Scopus and Google Scholar literature on these topics reveals several categories, including speed-reading proficiency (Babayigit, 2019b; Bridges, 1941; de Oliveira et al., 2014; Gerst et al., 2021; Van Den Bos et al.,

2003). This category offers insights into ways to enhance speed-reading skills and the significance of mastering this ability. Another category, focusing on improved speed-reading (Amelia, 2020; Gultom & Nainggolan, 2019; Perangin-angin, 2013; Widyastuti, 2010), provides information on techniques and strategies for boosting speed-reading. Additional categories include the implementation of speed-reading models and strategies (Amelia, 2020; Aminah, 2016; Gultom & Nainggolan, 2019; Hermansyah, 2017; Palomo-Álvarez & Puell, 2013; Permana et al., 2016), and innovations in materials and media for speed-reading (Arif & Agustin, 2021; Donna, 2017; Musa & Atqia, 2021; Nadhiroh et al., 2022).

This article presents an overview of current research, comparing traditional and speed-reading approaches in elementary education, evaluating the strengths and limitations of each approach, and exploring their combined potential to improve learning outcomes. It also offers conclusions and suggestions for enhancing reading and speed-reading instruction in elementary schools. The study examines articles published over the last ten years to highlight the most influential journals, authors, and organizations in this field and analyses article types and volumes. Additionally, this research provides insights into essential reading skills, instructional methods, and strategies for developing reading and speed-reading skills at the elementary level.

This study can inform educators and curriculum developers about essential reading and speed-reading competencies for curriculum integration. It also allows experts to assess the evolution of reading and speed-reading instruction over recent years, identify effective strategies, and evaluate their impact on student performance and learning outcomes.

2 Research methods

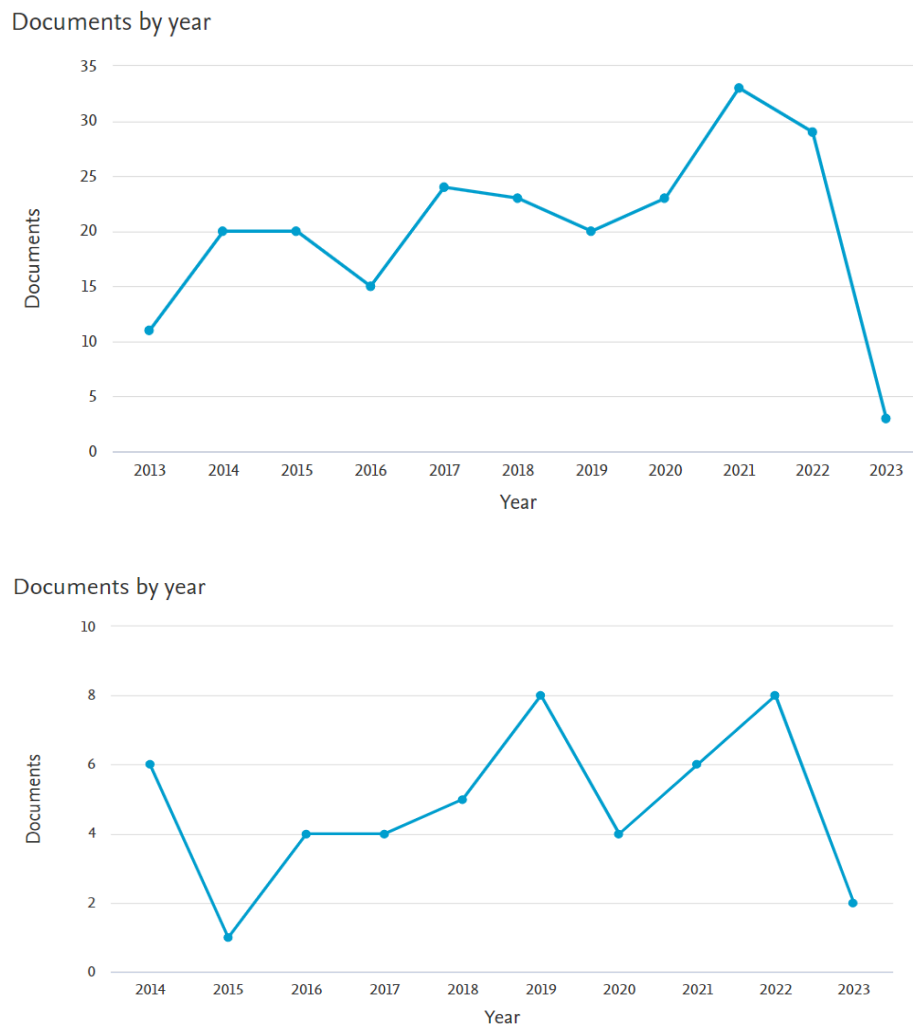
This study utilized Scopus data on international publications in educational research, specifically focusing on reading and speed-reading instruction at the elementary level. Searches were conducted in the title, abstract, and keyword fields using terms related to reading and speed-reading in elementary education. The first search on April 23, 2023, used the keyword combination TITLE-ABS-KEY (reading) AND TITLE-ABS-KEY (primary) AND TITLE-ABS-KEY (elementary) AND TITLE-ABS-KEY (student) AND ((PUBYEAR = 2023 OR PUBYEAR = 2022 OR PUBYEAR = 2021 OR PUBYEAR = 2020 OR PUBYEAR = 2019 OR PUBYEAR = 2018 OR PUBYEAR = 2017 OR PUBYEAR = 2016 OR PUBYEAR = 2015 OR PUBYEAR = 2014 OR PUBYEAR = 2013)) AND (LIMIT-TO (SUBJAREA , "SOC") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (PUBSTAGE , "final")) and the second search is TITLE-ABS-KEY (reading AND speed) AND TITLE-ABS-KEY (primary) AND (LIMIT-TO (OA , "all")) AND (LIMIT-TO (PUBSTAGE , "final")) AND (LIMIT-TO (SUBJAREA , "SOC") OR LIMIT-TO (SUBJAREA , "ARTS")) AND (LIMIT-TO (DOCTYPE , "ar") OR LIMIT-TO (DOCTYPE , "cp")) AND (LIMIT-TO (PUBYEAR , 2023) OR LIMIT-TO (PUBYEAR , 2022) OR LIMIT-TO (PUBYEAR , 2021) OR LIMIT-TO (PUBYEAR , 2020) OR LIMIT-TO (PUBYEAR , 2019) OR LIMIT-TO (PUBYEAR , 2018) OR LIMIT-TO (PUBYEAR , 2017) OR LIMIT-TO (PUBYEAR , 2016) OR LIMIT-TO (PUBYEAR , 2015) OR LIMIT-TO (PUBYEAR , 2014) OR LIMIT-TO (PUBYEAR , 2012)) AND (LIMIT-TO (SRCTYPE , "j")). Selection was limited to articles from 2013 to 2023 in the social sciences and arts/humanities categories, yielding 223 articles on reading and 48 on speed-reading (from the original sample of 448 documents). The second search targeted speed-reading specifically. Data were analyzed using Scopus and VOSviewer software to generate publication trends, author affiliations, research clusters, and thematic density maps.

3 Results

The development of research articles related to reading and speed-reading learning in elementary school level based on Scopus data from 2013-2023 shows a fluctuating increase, peaking in 2021 with 33 publication documents for reading learning, and 8 articles each in 2019 and 2021 for speed reading learning. In fact, if we only enter the keywords reading and learning, we will find at least 49,388 articles that have been indexed by Scopus. However, this article is limited to the elementary school level. To see the development of articles related to reading and speed-reading learning in elementary school level from 2013-2023 can be seen in Figures 1a and 1b.

The final search on reading learning at the elementary school level within the social sciences, arts, and humanities categories yielded 223 documents published across 143 different journals. The ten journals with the highest number of publications are shown in Table 1.

Fig. 1a & 1b: Publication of articles on reading and speed-reading learning in elementary school level



Based on the Scopus analysis in Table 1, articles on reading learning in elementary schools are most frequently published in *Codas*, with 9 articles, while the *Ocnos* journal leads in speed-reading research with 4 articles. The distribution of publication years for the articles in these top ten journals, shown in Table 2, is illustrated in Figures 2a and 2b.

Tab. 1: Scopus ranks out of the top ten journals for publications on reading and speed reading learning in elementary school level

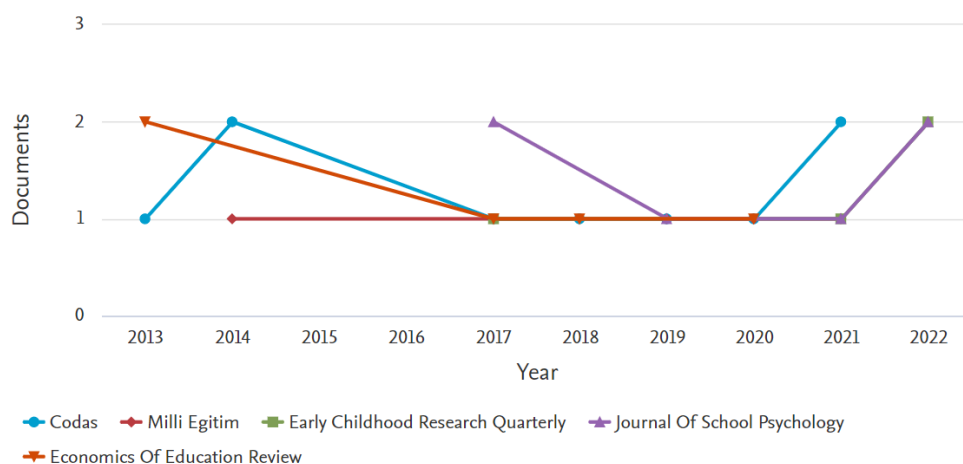
Reading learning		Speed reading learning	
Journal name	Sum	Journal name	Sum
Codas	9	Ocnos	4
Journal Of School Psychology	6	Egitim Ve Bilim	3
Economics Of Education Review	5	Canadian Journal of Learning and Technology	2
Milli Egitim	4	Codas	2
Early Childhood Research Quarterly	4	Dyslexia	2
Reading Research Quarterly	3	Electronic Journal of Research in Educational Psychology	2
Elementary Education Online	3	Journal Of Learning Disabilities	2
Journal Of Research in Reading	3	American Journal of Speech Language Pathology	1
Education Sciences	3	Child Language Teaching and Therapy	1
Dyslexia	3	City Territory and Architecture	1

Figures 2a & 2b: Scopus ranking of top journals for publications on reading and speed reading learning in elementary school level

Documents per year by source

Compare the document counts for up to 10 sources.

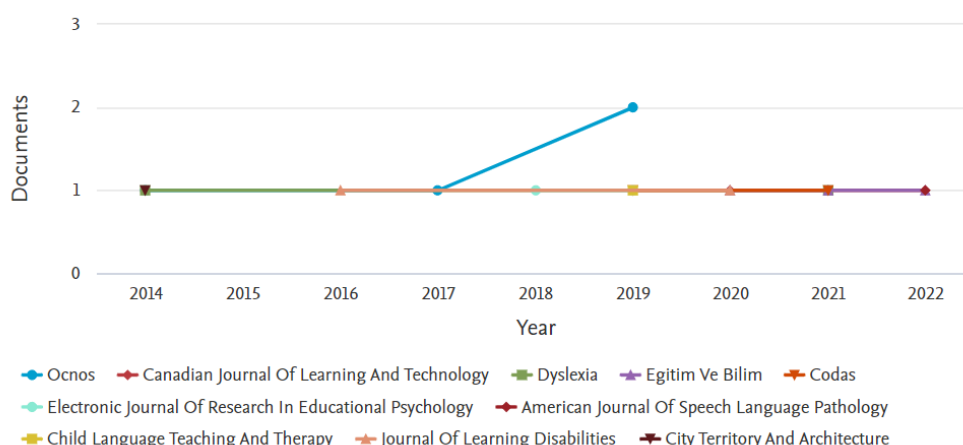
[Compare sources and view CiteScore, SJR, and SNIP data](#)



Documents per year by source

Compare the document counts for up to 10 sources.

[Compare sources and view CiteScore, SJR, and SNIP data](#)



From Figures 2a and 2b, it is evident that, for reading learning research at the elementary level, *Codash* published 9 articles, including 1 article each in 2013, 2017 through 2021, and 2 articles each in 2014 and 2021. *The Journal of School Psychology* published 6 articles: 1 each in 2014 and from 2019 to 2021. *Economics of Education Review* published 5 articles, with 2 articles each in 2013 and 2022, and 1 article each in 2017, 2018, and 2020. *Milli Egitim* published 4 articles, with 1 article each in 2014 and from 2019 to 2021. *Early Childhood Research Quarterly* published 4 articles, with 1 article each in 2017 and 2021, and 2 articles in 2022. For speed-reading research, the *Ocnos* journal published 4 articles, including 1 article each in 2014 and 2017, and 2 articles in 2019.

In terms of affiliated institutions and organizations, Pennsylvania State University, the University of Virginia, and Universitas Pendidikan Indonesia have the most article publications, with 5 articles each. Following them are Vanderbilt University, Universidade Estadual Paulista Júlio de Mesquita Filho, Universidade de São Paulo, The University of Chicago, and the University of Minnesota Twin Cities, with 4 articles each. Florida State University and Johns Hopkins University have 3 articles each. An overview of the institutions affiliated with publications on reading and speed-reading research in elementary education is provided in Table 2 below.

Tab. 2: Number of research documents on reading and speed reading learning at primary school level by affiliation

Reading learning		Speed reading learning	
Affiliation	Sum	Affiliation	Sum
Pennsylvania State University	5	Universidad de Oviedo	2
University of Virginia	5	Universidad Catolica de la Santisima Concepcion	2
Universitas Pendidikan Indonesia	5	Quality Living, Inc.	1
Vanderbilt University	4	Universidad Especializada de las Américas	1
Universidade Estadual Paulista Júlio de Mesquita Filho	4	National Education	1
Universidade de São Paulo	4	University of Curaçao	1
The University of Chicago	4	Ministry of National Education	1
University of Minnesota Twin Cities	4	Universitas Islam As-Syafi'iyah	1
Florida State University	3	Aga Khan Hospital	1
Johns Hopkins University	3	Trabzon Millî Eğitim Müdürlüğü	1

It is evident that Pennsylvania State University, the University of Virginia, and Universitas Pendidikan Indonesia are the top affiliates in reading learning research, each contributing 5 publication documents. For speed reading research, Universidad de Oviedo and Universidad Católica de la Santísima Concepción each contributed 2 articles. Additionally, Quality Living, Inc. and Trabzon Millî Eğitim Müdürlüğü each produced 1 article.

Based on Figures 3a and 3b, the analysis reveals that the following institutions and researchers contributed significantly to reading learning publications:

- Pennsylvania State University: Bierman et al. (2021), Bailey et al. (2021), Henry et al. (2022), Shah et al. (2017), Morgan et al. (2016)
- University of Virginia: Denton et al., (2022), Gubbins et al. (2021), Kreamer et al. (2020), Pas et al. (2019), Ford et al. (2014)
- Universitas Pendidikan Indonesia: Setyarini et al., (2020), Cahyani (2019), Wahyudin et al. (2018), Ernalis et al. (2016), Hartati & Mulyasari (2016)
- Vanderbilt University : Denton et al. (2022), Taboada Barber et al. (2022), Wanzek et al. (2021), Dalton & Smith (2013)
- Universidade Estadual Paulista Júlio de Mesquita Filho: de Oliveira et al. (2014, 2020), Martins & Capellini (2019), Cunha & Capellini (2014)
- Universidade de São Paulo: de Oliveira et al. (2020), Côrrea et al. (2018), (Soares et al., 2015).
- The University of Chicago: Li et al. (2022), Salac et al. (2021a,b), Steinberg & Sartain (2015).
- University of Minnesota Twin Cities: Kulkarni & Sullivan (2022), Shepard-Carey (2021), Peterson (2019)
- Florida State University: Henry et al. (2022), Wanzek et al. (2021), Schmitt et al. (2014)
- Johns Hopkins University: Cheung et al. (2021), (Pas et al. (2019), Whitney et al. (2017).

For speed reading research, the following contributions were noted:

- Universidad de Oviedo: Álvarez-Cañizo et al. (2018)
- Universidad Catolica de la Santisima Concepcion: Gutiérrez et al. (2022), Bizama et al. (2019)

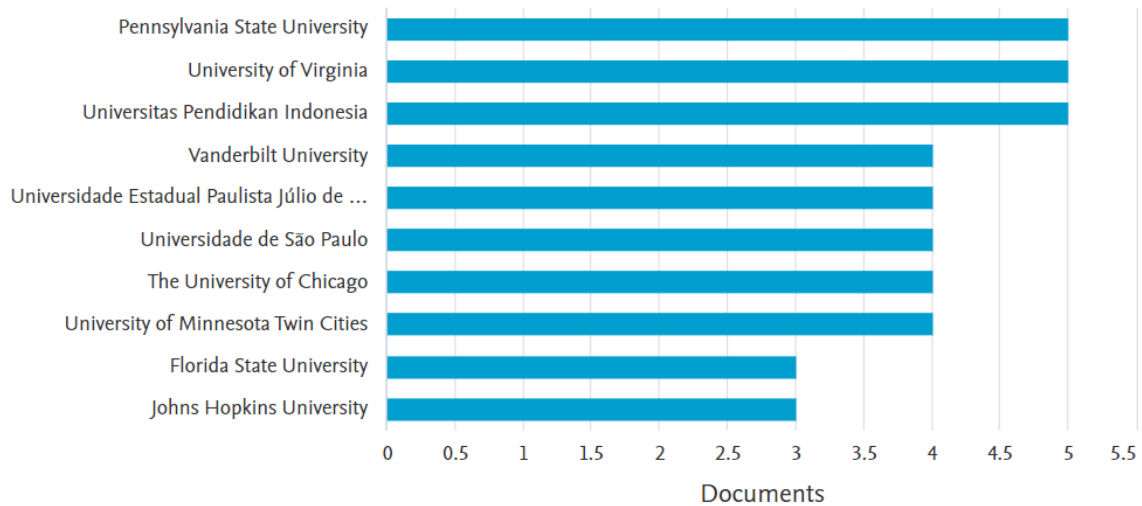
Additional contributions with single articles include:

- Quality Living, Inc.: Knollman-Porter et al. (2022)
- Universidad Especializada de las Américas: Cubilla-Bonnetier et al. (2023)
- University of Curaçao: Gruhn et al. (2019)
- Ministry of National Education: Tosun & Doğan (2020)
- Universitas Islam As-Syafi'iyah: Intihani et al. (2023)

Fig. 3a & 3b: Number of research documents on reading and speed reading learning at primary school level by affiliation

Documents by affiliation ⓘ

Compare the document counts for up to 15 affiliations.



Documents by affiliation ⓘ

Compare the document counts for up to 15 affiliations.

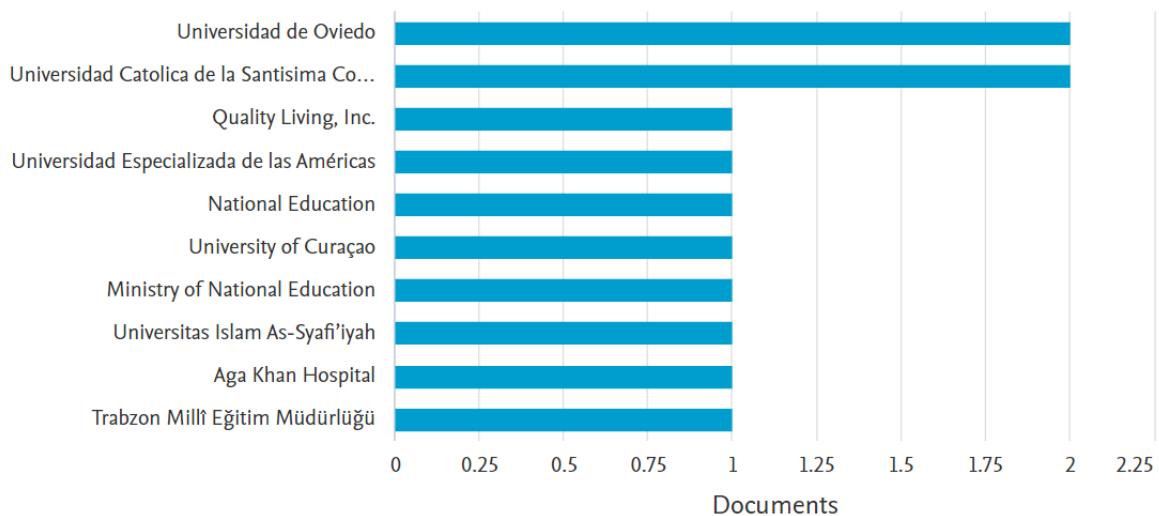


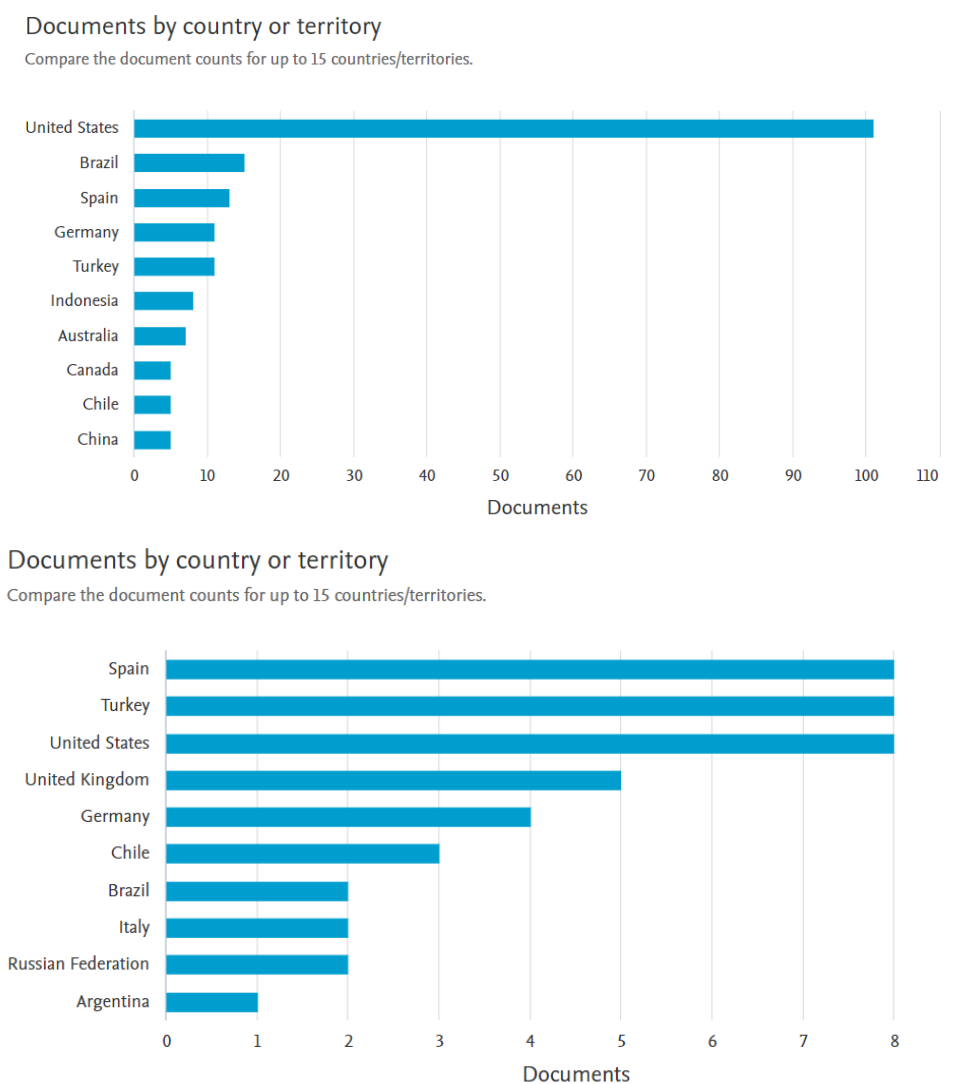
Table 3 and Figure 3 display the countries of origin for the universities. Some universities in the top ten, based on the number of published articles on reading and speed-reading learning at the elementary school level, are from the same country. The results of the analysis of countries with the highest number of publications are presented in Table 3 below.

Tab. 3: Number of research documents on reading and speed-reading learning at primary school level by country

Reading learning		Speed reading learning	
Country	Sum	Country	Sum
United States	101	Spain	8
Brazil	15	Turkey	8
Spain	13	United States	8
Germany	11	United Kingdom	5
Turkey	11	Germany	4
Indonesia	8	Chile	3
Australia	7	Brazil	2
Canada	5	Italy	2
Chile	5	Russian Federation	2
China	5	Argentina	1

Table 3 also shows that the majority of these publications are authored by researchers from various countries. The ten most prolific authors, based on Scopus publications, are listed in Table 4 below.

Fig. 4a & 4b: Number of research documents on reading and speed reading learning at primary school level by country



According to Table 4 and Figure 4, the United States contributed the most research articles related to reading learning at the elementary school level, with 101 articles. Brazil ranks second with 15 articles, followed by Spain with 13 articles. Germany and Turkey contributed 11 articles each, Indonesia 8 articles, Australia 7 articles, and Canada, Chile, and China each contributed 5 articles. There is a significant gap between the United States and the other countries in terms of publication volume.

For speed-reading research at the elementary school level, Spain, Turkey, the United States, and the United Kingdom each contributed 8 articles. Germany follows with 5 articles, Chile with 3 articles, and Brazil, Italy, and the Russian Federation with 2 articles each, while Argentina contributed 1 article.

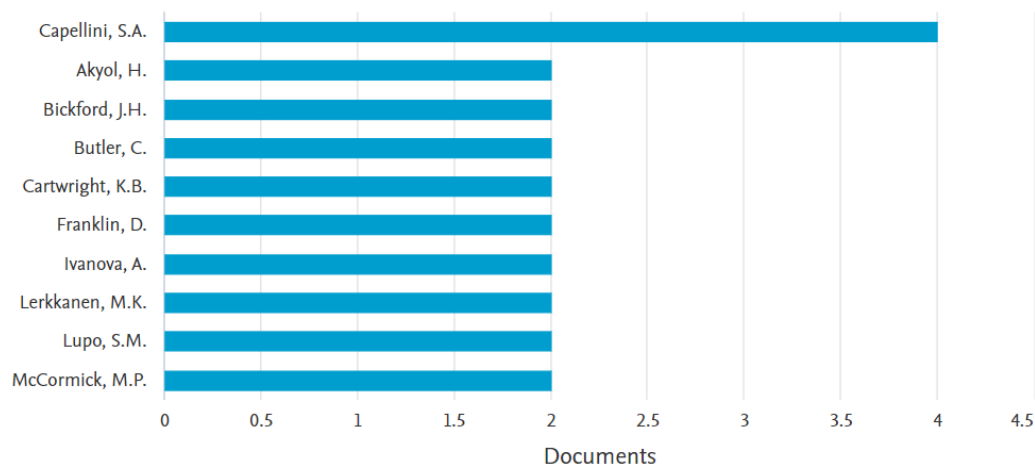
Tab. 4: Author with research on reading and speed reading learning in elementary school level

Reading learning		Speed reading learning	
Author	Sum	Author	Sum
Capellini, S.A.	4	Akyol, H.	1
Akyol, H.	2	Alves, L.M.	1
Bickford, J.H.	2	Anyango, L.	1
Butler, C.	2	Arancibia-Gutiérrez, B.	1
Cartwright, K.B.	2	Arifudin	1
Franklin, D.	2	Arkkila, E.P.	1
Ivanova, A.	2	Auphan, P.	1
Lerkkanen, M.K.	2	Ayyildiz, E.	1
Lupo, S.M.	2	Aşikcan, M.	1
McCormick, M.P.	2	Babayigit, Ö.	1

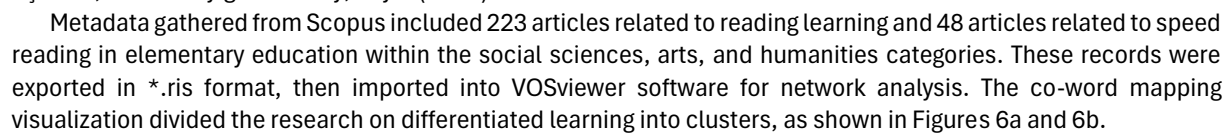
Fig. 5a & 5b: Comparison of reading and speed reading learning in elementary school level based on the author of the article

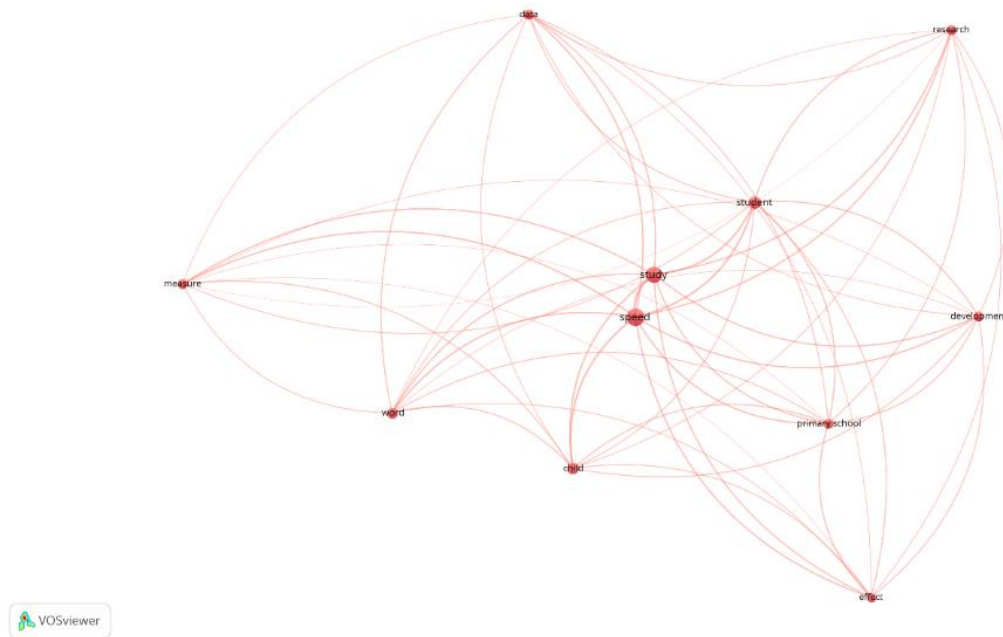
Documents by author

Compare the document counts for up to 15 authors.



Compare the document counts for up to 15 authors.



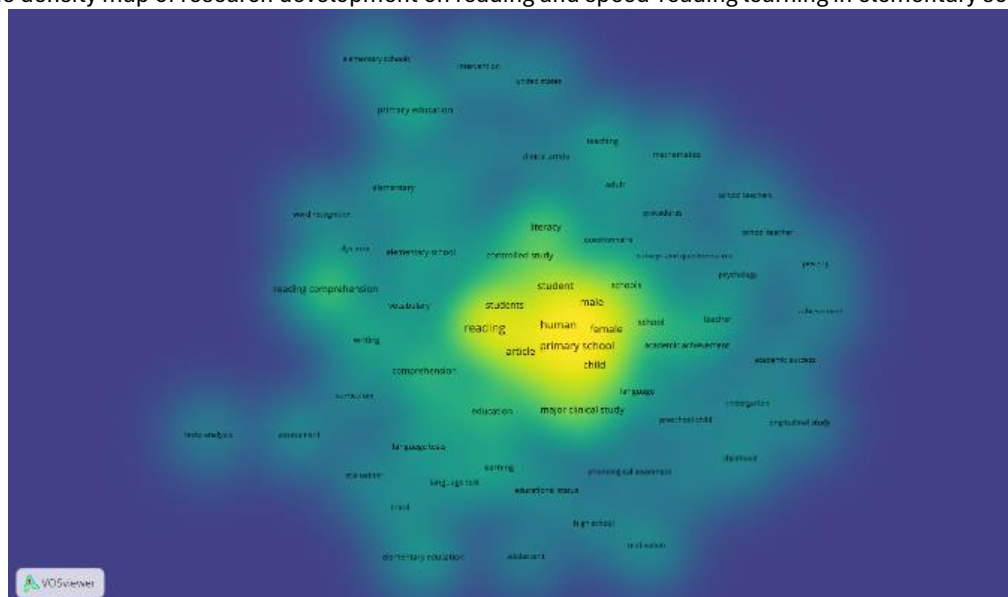


The analysis of Figures 6a and 6b revealed nine clusters for reading learning research in elementary education. Each cluster covers specific themes:

- **Cluster 1 (red):** 38 topics, including academic achievement, adolescent, child, education, literacy, teaching, and student surveys.
- **Cluster 2 (green):** 8 topics, such as elementary schools, reading comprehension, and professional development.
- **Cluster 3 (blue):** 6 topics, including childhood, poverty, and mathematics.
- **Cluster 4 (yellow):** 5 topics, like elementary school, preschool, and special education.
- **Cluster 5 (purple):** 5 topics, including dyslexia and word recognition.
- **Cluster 6 (light blue):** 2 topics, assessment and meta-analysis.
- **Cluster 7 (orange):** 2 topics, elementary education and phonological awareness.
- **Cluster 8 (brown):** Clinical article topics.
- **Cluster 9 (pink):** Topics on high schools.

For speed-reading research, only one cluster emerged, with 11 topics covering development, speed, student, and word.

Fig. 7: The density map of research development on reading and speed-reading learning in elementary school level



The density map view highlights the most frequently used keywords. In reading learning research, commonly used keywords include *student*, *human*, *primary school*, and *reading*. For speed reading, the keywords *study* and *speed* are prevalent. Figure 8 provides a density map, showing that denser clusters are represented in red, while less frequent keywords appear in green.

4 Conclusion

Based on the analysis, the following conclusions could be formulated: 1) The number of Scopus-indexed articles on reading and speed reading learning in elementary schools has shown a steady increase, indicating rising interest in this area. 2) Between 1 and 8 articles on reading and speed reading learning are published annually. 3) *Codas* is the leading journal for reading learning publications, while *Ocnos* is prominent for speed-reading research. 4) Capellini, S.A., is the most productive author in reading learning research, and Akyol, H., has contributed to both reading and speed-reading studies. 5) Leading affiliations for reading learning research include Pennsylvania State University, University of Virginia, and Universitas Pendidikan Indonesia, while Universidad de Oviedo and Universidad Catolica de la Santisima Concepcion are prominent in speed-reading research. 6) The majority of reading learning research originates from the United States, while speed-reading research is largely contributed by authors from Spain, Turkey, and the United States. 7) Reading learning research forms 9 clusters, with 38 topics in Cluster 1, while speed-reading research is concentrated in a single cluster with 11 topics.

The increasing focus in this field highlights the need to develop effective methods to improve reading and speed-reading skills in primary education. Researchers are focusing on factors like curriculum design, instructional materials, and teaching strategies to enhance reading skills. Collaboration between researchers, educators, and other stakeholders will be essential in advancing this field. However, this conclusion is based on bibliometric analysis and available data, and further research is required to gain a comprehensive understanding of reading and speed reading education.

Acknowledgments

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