

Reading Comprehension Research Trends: A Systematic Literature Review

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Abstract. For some people, reading is more than just an activity that must be done to obtain information or knowledge in learning, but also a hobby that can entertain and give pleasure. The importance of reading skills is a serious matter that needs to be considered, especially in reading comprehension skills, because understanding reading is the main thing in reading activities. This systematic literature review aims to analyze the findings of research articles published by Scopus. The keyword used to search for articles on the Scopus database is "reading comprehension". The initial search results obtained 6,250 articles, then filtered again with several criteria and obtained 21 articles that met the analysis criteria. This study used an inclusion and exclusion model in reporting systematic literature reviews and meta-analyses. Publication articles on Scopus in the last five years, the most productive and stable number of publications were in 2022 and 2023. the number of journals that were most cited was 21 documents and had been cited 945 times.

Keywords: reading comprehension, reading skills, systematic literature review, scopus.

1. Introduction

One of the language skills that must be mastered by every individual, especially students, is reading, because by reading a person can obtain information about many things. Reading is the main tool for students to obtain information, so reading activities in education are very important because most knowledge is obtained through reading activities [1]. For some people, reading is more than just a mandatory activity for work or study, but is also an entertaining and enjoyable hobby [2]. A sense of optimism and increased insight can be fulfilled from reading activities, therefore someone who reads a lot has self-confidence and broad insight in their life [3]. As an activity that is mostly used in everyday life, it can be said that reading is an important thing in life. However, the level of students' reading skills is still an issue that must continue to be considered. Individual students' interest in reading continues to change, students' reading interest will be stable when reading together but groups will experience changes when reading individually [4]. The importance of reading skills is a serious thing that needs to be taken into consideration, especially for students, especially the ability to understand reading. A good reader is a reader who is able to understand the meaning of the material being read. There is also another thing, namely being able to convey the content of what is read both orally and in writing [5].

Reading is the most important skill that students must master in order to obtain meaning from a series of written symbols. Reading also opens the mind and intelligence in entertaining, educating, and communicating [6]. Reading comprehension skills are the most important in reading activities. According to Gunarwati et al, comprehension is one of the important aspects of reading skills, even the purpose of reading activities is not speed in reading but understanding reading material well [7]. Phillips Galloway and Uccelli, said that until now many adolescents still have difficulty in understanding reading texts, but only a few studies have comprehensively examined language skills, especially reading comprehension [8]. Reading comprehension is a complex process that is influenced by many factors. However, the knowledge that is known to affect the reading comprehension ability of each individual may contribute differently to each individual who gets it [9]. Therefore, research on reading comprehension skills needs to be continuously improved according to the needs of learners, and the needs of each individual. In connection with research on reading comprehension skills, several previous researchers have conducted research on reading comprehension skills. The most common research on reading comprehension skills is presented in the type of Correlative Descriptive research conducted by. Based on observations made by researchers in previous studies, to the best of the author's knowledge, no research has examined reading comprehension skills in the form of a systematic literature review (SLR), especially in Scopus journals. Thus this study is expected to provide an overview of the findings in the form of published articles that discuss reading comprehension skills in Scopus international journals. the purpose of this study is to review and compare various studies on journal articles on the topic of reading comprehension skills. Some of the formulations that are the focus of this research include (1) year of publication, (2) most cited, (3) country of researcher. this research is expected to contribute to a more comprehensive design for developing reading comprehension skills research.

2. Research Method

This research is a type of systematic literature review (SLR). According to Sari et al., systematic literature review (SLR) is a systematic research method used to collect, evaluate, integrate, and present findings from various research studies on a topic [10]. SLR can be useful for new researchers and practitioners, because it provides motivation and provides comprehensive evidence to integrate decision making in the research conducted [11].

The initial step of data collection was carried out by the researcher by considering several important factors in accordance with the topic used. The article search process was carried out by researchers using the keyword "reading comprehension". The search engine in this study only relies on Scopus databases, a globally recognized repository with a collection of high-quality articles from the world's leading publishers. In accordance with the view of Harsanto and Firmansyah, this research exclusively targets journal articles, but excludes other types of publications, such as books, book chapters, and conference proceedings, given their limited contribution to empirical and theoretical discussions [12].

We then searched for journal articles on Scopus using the keyword "reading comprehension", and limited the publication period to 2019-2024. At the initial search stage we found a total of 6,259 articles successfully identified based on keywords. Furthermore, the data grouping process was carried out with certain criteria, then processed with the PRISMA method [13]. The

inclusion criteria used by researchers in finding reading comprehension articles include (1) articles published in English (2) the number of articles per year; (3) articles published between January 2019 and December 2024; (4) articles that have been cited; and (5) articles that are only related to reading comprehension. The mapping analysis procedure based on the PRISMA provisions is shown in Figure 1.

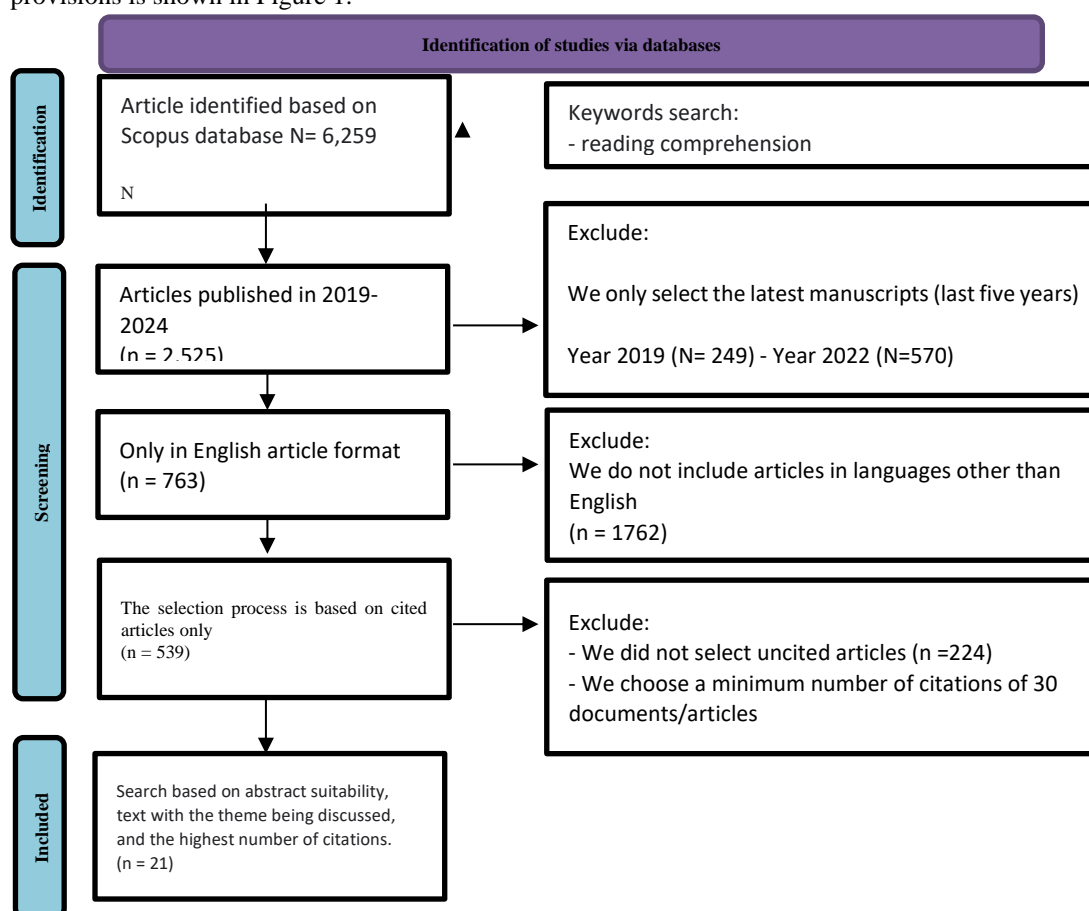


Figure 1. Systematic Review Flowchart (PRISMA Flowchart for Systematic Literature Review)

3. Result And Analysis

a. Year of Publication

Figure 2 presents some articles related to reading comprehension research trends from 2019-2024. The number of publications of articles on critical reading changed in 2019-2022, there was an increase and decrease in the number of journal publications in those years. In 2022-2023, the publication of critical reading articles in Scopus did not experience significant changes, but again experienced a decrease in the number of publications in early 2024 until the

current December 2024. Details of the year of publication of Scopus journals on reading comprehension can be seen in Figure 2.

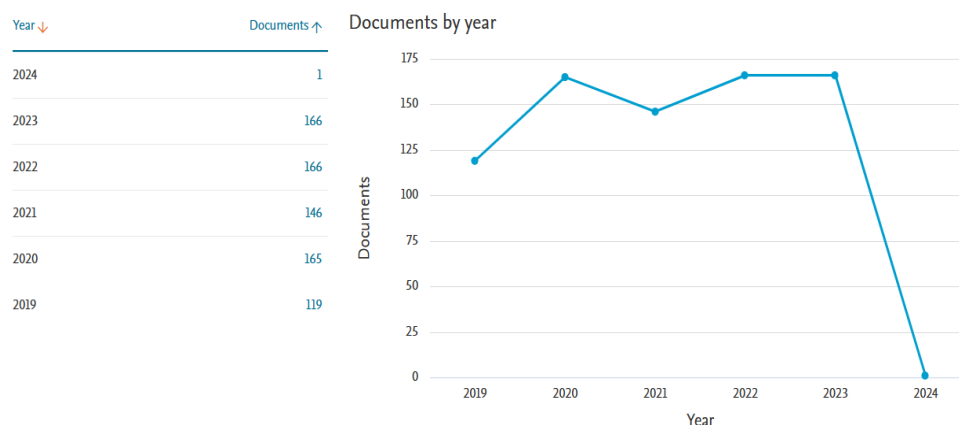


Figure 2. Year of Article Distribution

Based on the graph of article publications in Scopus journals in the last five years, it shows that research on reading comprehension has a serious urgency for the development of reading skills. Pickren et al., said reading comprehension is an important lifelong skill and has an influence on students' ability to learn information in any existing learning curriculum [14]. Reading comprehension skills are so important, through good reading activities it is hoped that children will be able to absorb the essence of the reading being read [5]. Without the ability to understand reading, students will certainly have difficulties in various learning activities. Based on the results of reading comprehension skills research that has been conducted from 2019 to 2024, it is hoped that this can be used as an evaluation material to improve reading comprehension research in the future, so that it can make a high contribution in preparing human resources in the technological era.

b. Most Cited

Citation analysis is widely used as a way to determine various interests or policies, including the utilization and quality of journals for journal collection development. A measure of which journals have a strong influence can also be done by citation analysis[15]. The following presents the number of articles related to reading comprehension that have been cited based on Scopus data, we collected 21 articles with the highest number of citations from 539 articles that have been cited, more details of the article data we present in Figure 3.

No	Author	Title	Journal Name	Country	Lots of Citations
1	(Phillips Galloway and Uccelli, 2019)	Examining developmental relations between core academic language skills	Journal of Educational Psychology	America	31

		and reading comprehension for English learners and their peers[8]			
2	(Kim, 2020)	Hierarchical and dynamic relations of language and cognitive skills to reading comprehension: Testing the direct and indirect effects model of reading (DIER)[13]			80
3	(Hjetland et al., 2019)	Pathways to reading comprehension: A longitudinal study from 4 to 9 years of age [16]			48
4	(Kim et al., 2021)	Improving reading comprehension, science domain knowledge, and reading engagement through a first-grade content literacy intervention [17]			40
5	(Troyer et al., 2019)	Relations among intrinsic and extrinsic reading motivation, reading amount, and comprehension: a conceptual replication [18]			55
6	(Brevik, 2019)	Explicit reading strategy instruction or daily use of strategies? Studying the teaching of reading comprehension through naturalistic classroom observation in English L2 [19]	Reading and Writing	Switzerland	36
7	(Zhang et al., 2020)	How does home literacy environment influence reading comprehension in Chinese? Evidence from a 3-year longitudinal study [20]			34
8	(Cho et al., 2019)	Examining Sources and Mechanisms of Reading Comprehension Difficulties: Comparing English Learners and	HHS Public Access	USA	35

		Non-English Learners within the Simple View of Reading [21]			
9	(Quinn et al., 2020)	Differential Co-Development of Vocabulary Knowledge and Reading Comprehension for Students with and without Learning Disabilities [22]			35
10	(Støle et al., 2020)	Assessing children's reading comprehension on paper and screen: A mode-effect study [23]	Computers & Education	United Kingdom	61
11	(Danaei et al., 2020)	Comparing reading comprehension between children reading augmented reality and print storybooks [24]			52
12	(Delgado and Salmerón, 2021)	The inattentive on-screen reading: Reading medium affects attention and reading comprehension under time pressure [25]	Learning and Instruction	Spain	39
13	(Soto et al., 2019)	Reading comprehension and metacognition: The importance of inferential skills [26]	Cogent Education	Canada	38
14	(Elleman and Oslund, 2019)	Reading Comprehension Research: Implications for Practice and Policy [27]	Behavioral and Brain Sciences	USA	45
15	(Bursali and Yilmaz, 2019)	Effect of augmented reality applications on secondary school students' reading comprehension and learning permanency [28]	Computers in Human Behavior	Turkey	82
15	(Meixner et al., 2019)	The relation between executive functions and reading comprehension in primary-school students: A cross-lagged-panel analysis [29]	Early Childhood Research Quarterly	Germany	34

17	(Snowling et al., 2020)	Dyslexia and Developmental Language Disorder: comorbid disorders with distinct effects on reading comprehension [30]	Journal of Child Psychology and Psychiatry	London	64
18	(Cui et al., 2019)	Visual form perception is fundamental for both reading comprehension and arithmetic computation [31]	Cognition	China	45
19	(Shin and McMaster, 2019)	Relations between CBM (oral reading and maze) and reading comprehension on state achievement tests: A meta-analysis [32]	Journal of School Psychology	USA	31
20	(Mills et al., 2021)	Eye-Mind reader: an intelligent reading interface that promotes long-term comprehension by detecting and responding to mind wandering [33]	Human-Computer Interaction	London	30
21	(Massonnié et al., 2019)	Longitudinal predictors of reading comprehension in French at first grade: unpacking the oral comprehension component of the simple view. [34]	Learning and Instruction	UK	30

Figure 3. Most Cited Journal

Based on Figure 3, it shows several article titles related to reading comprehension, including the author's name, year of publication, journal name, country of publication, and number of citations. The first journal that is most cited is the Journal of Educational Psychology with four different article titles, (1) written by Kim, (2020) entitled "Hierarchical And Dynamic Relations Of Language And Cognitive Skills To Reading Comprehension: Testing The Direct And Indirect Effects Model Of Reading (DIER)" has been cited 80 times [13]; (2) written by Hjetland et al., (2019), entitled "Pathways To Reading Comprehension: A Longitudinal Study From 4 To 9 Years Of Age" has been cited 41 times [16]; (3) written by Kim et al., (2021), entitled "Improving Reading Comprehension, Science Domain Knowledge, and Reading Engagement Through A First-Grade Content Literacy Intervention" has been cited 40 times [17]; (4) written by Phillips Galloway and Uccelli, (2019) entitled "Examining Developmental Relations Between Core Academic Language Skills And Reading Comprehension For English Learners And Their Peers" has been cited 31 times [8].

The second most cited journal on Scopus is Reading and Writing with 3 articles, namely (1) first written by Troyer et al., (2019), entitled "Relations Among Intrinsic and Extrinsic Reading Motivation, Reading Amount, and Comprehension: A Conceptual Replication" has been cited 55 times [18]; (2) written by Brevik, (2019), entitled "Explicit Reading Strategy Instruction or Daily Use Of Strategies? Studying The Teaching of Reading Comprehension Through Naturalistic Classroom Observation In English L2" has been cited 36 times [19]; (3) written by Zhang et al., (2020), entitled "How Does Home Literacy Environment Influence Reading Comprehension In Chinese? Evidence From A 3-Year Longitudinal Study" has been cited 34 times [20].

The third most cited journal on the topic of reading comprehension is the HHS Public Access journal with a total of 2 articles, (1) written by Cho et al., (2019), entitled "Examining Sources And Mechanisms Of Reading Comprehension Difficulties: Comparing English Learners And Non-English Learners Within The Simple View Of Reading" has been cited 35 times [21]; (2) written by Quinn et al., (2020), entitled "Differential Co-Development of Vocabulary Knowledge and Reading Comprehension For Students With And Without Learning Disabilities" has been cited 35 times. Furthermore, the most cited is the journal Computers & Education, with 2 article titles, (1) written by Støle et al., (2020), entitled "Assessing Children's Reading Comprehension On Paper And Screen: A Mode-Effect Study" has been cited 61 times [22]; (2) written by Danaei et al., (2020), with the title "Comparing Reading Comprehension Between Children Reading Augmented Reality And Print Storybooks" has been cited 52 times [23]. Based on Figure 3, there are still 12 journals with the highest number of citations, each journal has one article title that has been cited more than 30 times. Based on this data, it can be a reference for other researchers to continue to improve research related to the use of methods or media in reading comprehension learning.

c. Researched Countries

There are many countries around the world that study reading comprehension skills, in Figure 4 we only include 15 countries with the highest number of published articles according to the search criteria, as follows.

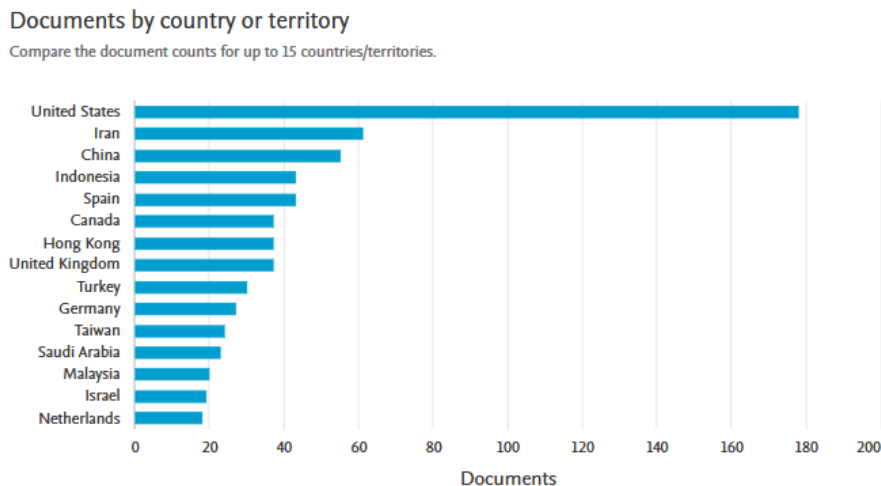


Figure 4. Most Researched Countries

In Figure 4 there is data on the countries that conduct reading comprehension research, the number of publications ranges from one to 178 published articles. Of the top 15 countries with the highest publication rates, the United States is at the top with a significant density of 178 documents. Followed by Iran with 61 documents, then China with 55 documents, then Indonesia and Spain with 43 documents, Hong Kong and United Kingdom with 37 documents, then Turkey with 30 documents, the German state with 27 documents, then Taiwan with 24 documents, then Saudi Arabia with 23 documents, Malaysia with 20 documents, and Netherlands with 18 documents. The high number of publications in some countries is also supported by the need to continue to improve reading comprehension skills at every level of education.

4. Conclusion

The systematic literature review research information related to published articles in Scopus in the last five years that discuss reading comprehension skills. 2022-2023 were the most productive years, with each having 166 published articles and no change. In 2019 there were quite a number of published articles, and experienced an increase in 2020 with 165 published articles, but experienced a decrease in the number of published articles in 2021 with 146 published articles and in early 2024 until November there was only 1 published article. The most cited articles on the topic of reading comprehension in Scopus journals in 2019-2024 were 21 journals with a total of 945 citations. Furthermore, countries that have conducted a lot of research related to reading comprehension in the last five years, namely the United States, then followed by countries on the Asian continent, and several countries on the European continent. This condition is based on the fact that research related to reading comprehension is still being carried out in various countries, and this is positive for the development of reading comprehension skills.

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