

A decade of English academic reading research: A bibliometric analysis

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Abstract: This paper addresses a gap in the literature by conducting a bibliometric analysis of research on "English academic reading." The study aims to classify English academic reading articles, identify research trends, and explore popular and emerging topics in the field. To achieve these objectives, relevant articles were located using Publish or Perish software and assessed for quality using the Scimago Journal Rank (SJR). A total of 36 articles from 33 reputable journals, published between 2013 and 2023, were analyzed. Mendeley software managed references, while VOSviewer software classified the articles into six distinct research clusters. The most frequent keywords identified were 'academic achievement,' 'academic reading,' 'students,' 'development,' 'English,' and 'case study.' The analysis also revealed underexplored areas for future research, such as 'academic performance,' 'English reading proficiency,' and 'extensive reading,' among others. This study provides a comprehensive overview of the current research landscape on English academic reading. The findings highlight areas that have been extensively studied and suggest significant opportunities for further exploration. Researchers and educators can use these insights to develop more effective strategies to enhance English academic reading proficiency among students.

Keywords: *Academic reading, Analysis, Bibliometric, Decade, English.*

1. Introduction

Academic reading is important skill [1], [2] which is focused on four vital conceptions in high education [3], such as the cognitive conceptions highlight functional skills (obtaining meaning from texts, decoding symbols, and implementing syntactic and semantic knowledges), the compliance conceptions emphasize to seek and understand why students do or do not complete assigned readings and students' assumption in addition values regarding reading practices, the contextualized definitions focus on engaging issues of cognitive, affective, and psychological factors, and the sociopolitical nature or reading consider a practices as fluid, highly complex, context dependent, and based on the reader's engagement with prior knowledge, semantic comprehending, and ideological perspectives [3]. Academic reading is also considered a job that students cannot avoid to success in high education [4].

Previous research about academic reading research, such as challenges in reading English academic texts for non-English major students of an Indonesian university [5], "gruelling to read": Swedish university students' perceptions of and attitudes towards academic reading in English [6], effects of reading strategy instruction in English as a second language on students' academic reading comprehension [7], the impact of COVID: case study of an academic English reading course at Qassim University [8], developing a technology-based classroom assessment of academic reading skills for English language learners and teachers: validity evidence for formative use [9], English for academic purposes related to dentistry: Analysing the reading comprehension process [10], researching academic reading in two contrasting English as a medium of instruction contexts at a University level [11], reading rate of academic English texts: comparing L1 and advanced l2 users in different language

environments [12], agency and accountability in the academic reading of international graduate students using English as an additional language [13], the impact of English learner reclassification on high school reading and academic progress [14], reading English academic texts: evidence from ESL undergraduates' eye movement data [15], An English academic reading course for Dutch pre-university students [16], and students' metacognitive reading awareness and academic English reading comprehension in EFL context [17]. In this paper is concentrated on a bibliometric analysis of English academic reading.

Bibliometric analysis is a new approach to visually quantify the information [18], to provide visual representations of the relationships between the main concepts [19], to identify, clarify, and analyze many scientific articles that enable the researchers to describe the evolutionary nuance of a particular field, explore the intellectual structure of a specific domain in the vast literature, and also to expose emerging trends in many articles [20], to highlight collaborations between authors, universities, and countries in the field, to identify the most influential authors, universities, countries, and reference papers, to know the research topics on which researchers have been working in recent years, and to examine contribution in the field [21]. A bibliometric analysis in this study is to classify English academic reading articles, identify the trend of English academic reading topics, and to provide opportunities for further research.

Previous researches about bibliometric analysis of reading have undertaken, such as a bibliometric analysis focused on reading literacy over fourteen years [22], interactive reading [23], EFL reading fluency from 2016 to 2021 [24], Moodle e-learning: evidence from 2011 to 2021 [20], reading strategy (databases Scopus and google scholar 2016-2021 [25], components of reading culture: insights from bibliometric analysis of 1991-2020 research [26], exploring two decades of research on online reading [27], informed reading list for physical educators [28], analysis of citation trends to identify articles on delirium worth reading using DDPP model with temporal heatmaps (THM) [29], reading the Older People Researches in Architecture (1975-2022) [30], on Scientific Literacy between 2018 and 2022: Science Education Subject [31]. In this article was focused on a decade of English academic reading research: a bibliometric analysis.

2. Research Methodology

The research applied quantitative study of journal articles which is focused on a bibliometric analysis. The five steps of bibliometric analysis are utilized in this research, namely defining the search keyword as 'English academic reading', initial search results, refinement of the search result, compiling statistics on the initial date, and conducting data analysis.

2.1. Defining Search Keywords

A literature was conducted in December 2023, applying the keyword 'English Academic Reading. Publish or Perish (PoP) software with the SCOPUS database was utilized for gathering the data. The literature review was started by entering a query into the PoP software, using the keyword and arrange specific conditions for 'journal', 'title words', 'keywords', and year '0-0'. The work was focused on articles from Scopus database and obtained 55 articles in the initial search for period from 1984 to 2023 (39 years).

2.2. Initial Search Result

The range of years did not determine during the initial search. The top fifteen articles were identified from PoP (Unrefined search).

Table 1.
Fifteen Articles Identified from PoP.

Authors	Title	Year of publication
A. Simms	English versus communication: The effects of academic and vocational courses on students' reading development	1984
B. Laufer	Measuring and explaining the reading threshold needed for English for academic purposes texts	1985
G. Ghaith	Effects of the learning together model of cooperative learning on English as a foreign language reading achievement, academic self-esteem, and feelings of school alienation	2003
E. Pretorius	English as a second language learner differences in anaphoric resolution: Reading to learn in the academic context	2005
E. Usó-Juan	The compensatory nature of discipline-related knowledge and English-language proficiency in reading English for academic purposes	2006
S.c. Huang	Reading English for academic purposes - What situational factors may motivate learners to read?	2006
W. Laija-Rodríguez	The crosslinguistic role of cognitive academic language proficiency on reading growth in Spanish and English	2006
Y. Iwai	The perceptions of Japanese students toward academic English reading: Implications for effective ESL reading strategies	2008
Y.G. Butler	The relationship between academic oral proficiency and reading performance: A comparative study between English learners and English-only students	2009
O. López	The digital learning classroom: Improving English Language Learners' academic success in mathematics and reading using interactive whiteboard technology	2010
J. Rance-Roney	Jump-starting language and schema for English-language learners: Teacher-composed digital jumpstarts for academic reading	2010
J. Baumert	Do academic tracks with specific curricular profiles accelerate the development of achievement in reading, mathematics, and English literacy? Early transition to the academic track of secondary schooling in Berlin	2010
R. Negretti	Fostering metacognitive genre awareness in L2 academic reading and writing: A case study of pre-service English teachers	2011
A. Taboada	Developing reading comprehension and academic vocabulary for English language learners through science content: A formative experiment	2011
I.C. Chou	Understanding on-screen reading behaviours in academic contexts: A case study of five graduate English-as-a-second-language students	2012

2.3. Refining the Research Result

The writers excluded articles that were not suitable for the screening criteria. The table 2 shows the result from the screen.

Table 2.
Detail search screening.

Search screen	Number of articles
Unidentified/Citation link only/Rejected website	4
Book chapter	3
Conference paper	4
Q1/Q2/Q3	36
Total	47

Table 3.
Metrics data compression.

Metrics data	Initial search	Refinement search
Query	Journal, English academic reading	Journal, English academic reading from 1984 to 2023
Source	SCOPUS	SCOPUS
Paper	55	36
Citations	1016	489
Cites/Year	26.05	48.90
Cite/Paper	18.47	13.58
Cite/Author	1016.00	489.00
Paper/Author	55.00	36.00
Author/Paper	1.00	1.00
h-index	19	12
g-index	31	21
hi, norm	19	12
hi, annual	0.49	1.20
hA-index	7	6

From 55 original articles, the writers took 36 articles from reputable journal (Q1, Q2, and Q3) based on scimagojr website. The table 3 pointed out the comparison of matrices data from the initial search and the refined search.

2.4. Compiling the Initial Data Statistics

Thirty-six articles were obtained after organizing the year, downloaded, saved in Mendeley software, exported to RIS format to collect all important information about the articles such as title, authors, name of journal, year, volume, issue, pages, abstract, and keywords. Then, the articles were identified the publication trend year and source of publication. Figure 1 displays year over year publication trends.

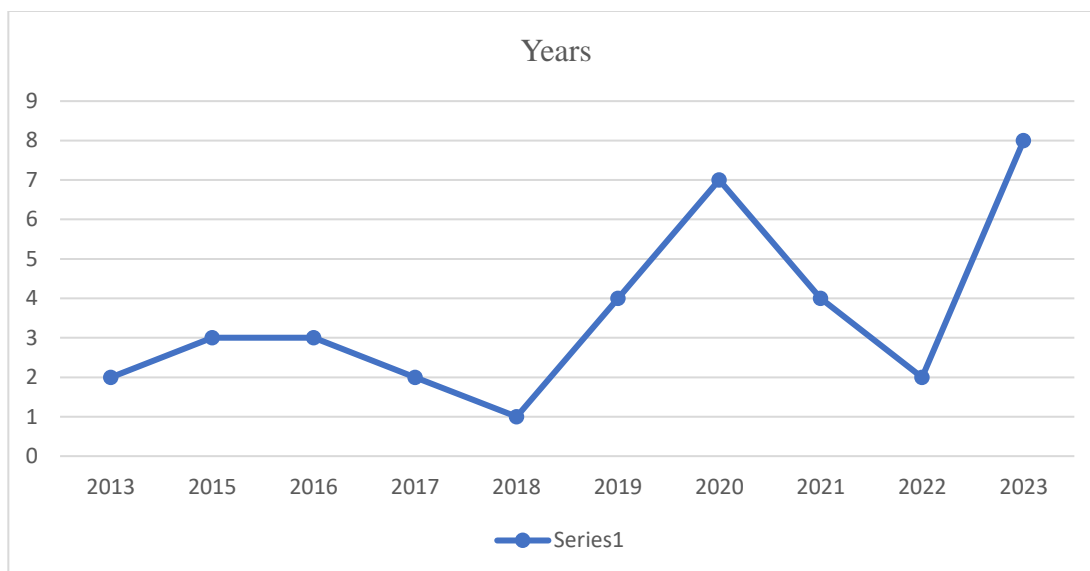


Figure 1.
Year over year publication trends.

Figure 2 presents number of articles published in the publishers

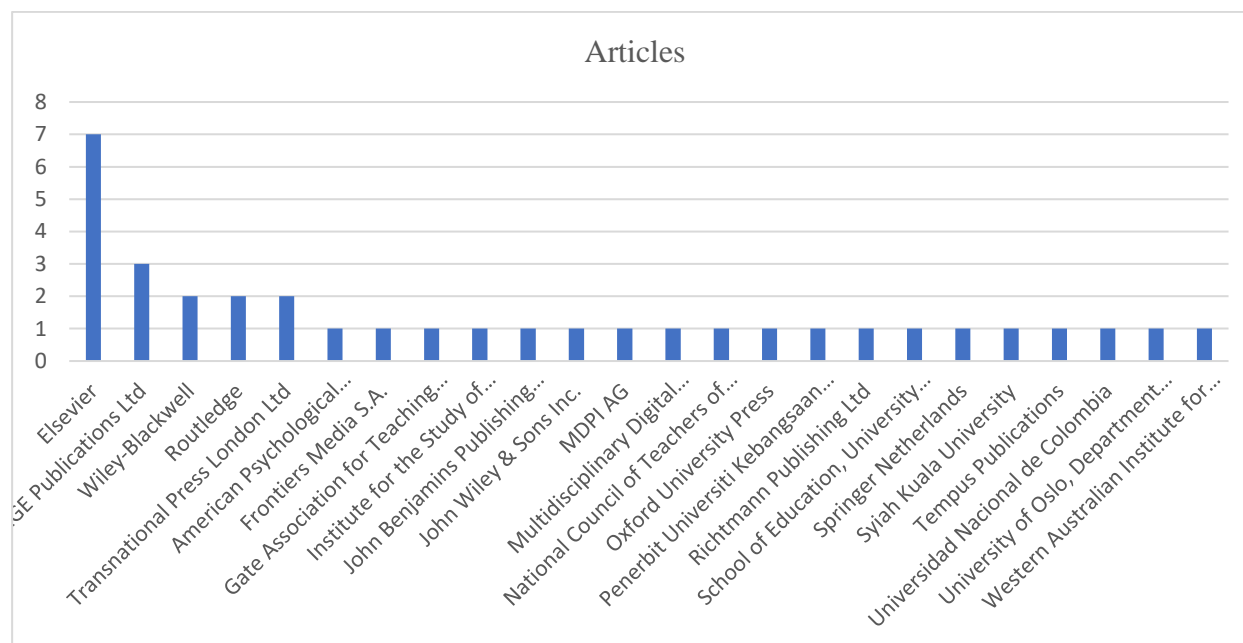


Figure 2.
Number of articles published in the publishers.
Note: Elsevier, SAGE Publication Ltd, and Wiley-Blackwell are three publishers that often publish articles related to English academic reading

Figure 2 shows that 25 publishers have to date only publish one article on the term of “English academic reading. These publishers are ‘American Psychological Association’, ‘Frontiers Media S.A.’, ‘Gate Association for Teaching and Education, Institute for the Study of Language and Information’, Kyung Hee University, John Benjamins Publishing Company, John Wiley & Sons Inc., ‘MDPI AG’,

'Multidisciplinary Digital Publishing Institute (MDPI)', 'National Council of Teachers of English', 'Oxford University Press', 'Penerbit Universiti Kebangsaan Malaysia', 'Richtmann Publishing Ltd', 'School of Education, University of Louisiana at Monroe', 'Springer', 'Netherlands', 'Syiah Kuala University', 'Tempus Publications', 'Universidad Nacional de', 'Colombia', 'University of Oslo', 'Department of British and American Studies', and 'Western Australian Institute for Educational Research Inc'. Then, Elsevier published 7 articles, SAGE Publications Ltd published 3 articles, Wiley-Blackwell published 2 articles, Routledge published 2 articles, and Transnational Press London Ltd published 2 articles

Figure 3 presents journal in which articles in analysis appeared

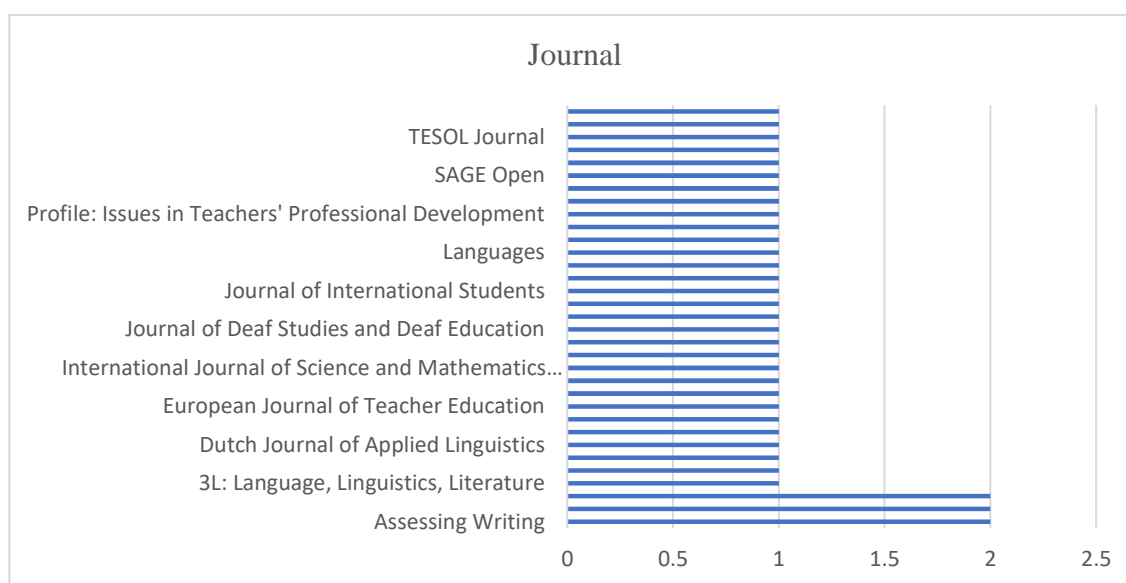


Figure 3.
Journal in which articles in analysis appeared.

30 journals have to date only publish one article on the term of "English academic reading. These journals are '3L: Language, Linguistics, Literature', 'Behavioral Sciences', 'Computers in the Schools', 'Dutch Journal of Applied Linguistics', 'Educational Evaluation and Policy Analysis', 'ETS Research Report Series', 'European Journal of Teacher Education', 'International Journal of Engineering Education', 'International Journal of Instruction', 'International Journal of Science and Mathematics Education', 'Issues in Educational Research', 'Journal of Asia TEFL', 'Journal of Deaf Studies and Deaf Education', 'Journal of Educational and Social Research', 'Journal of Educational Psychology', 'Journal of International Students', 'Kurdish Studies', 'Language Teaching Research', 'Languages', 'Linguistic Research', 'NJES Nordic Journal of English Studies', 'Profile: Issues in Teachers' Professional Development', 'Reading Research Quarterly', 'Research in the Teaching of English', and 'SAGE Open', 'Studies in Educational Evaluation', 'Studies in English Language and Education', 'TESOL Journal', 'TESOL Quarterly', and 'Thinking Skills and Creativity'. Afterword, 'Assessing Writing', 'Frontiers in Psychology', and 'Journal of English for Academic Purposes' each published 2 articles.

Figure 4 presents publishers of cited articles

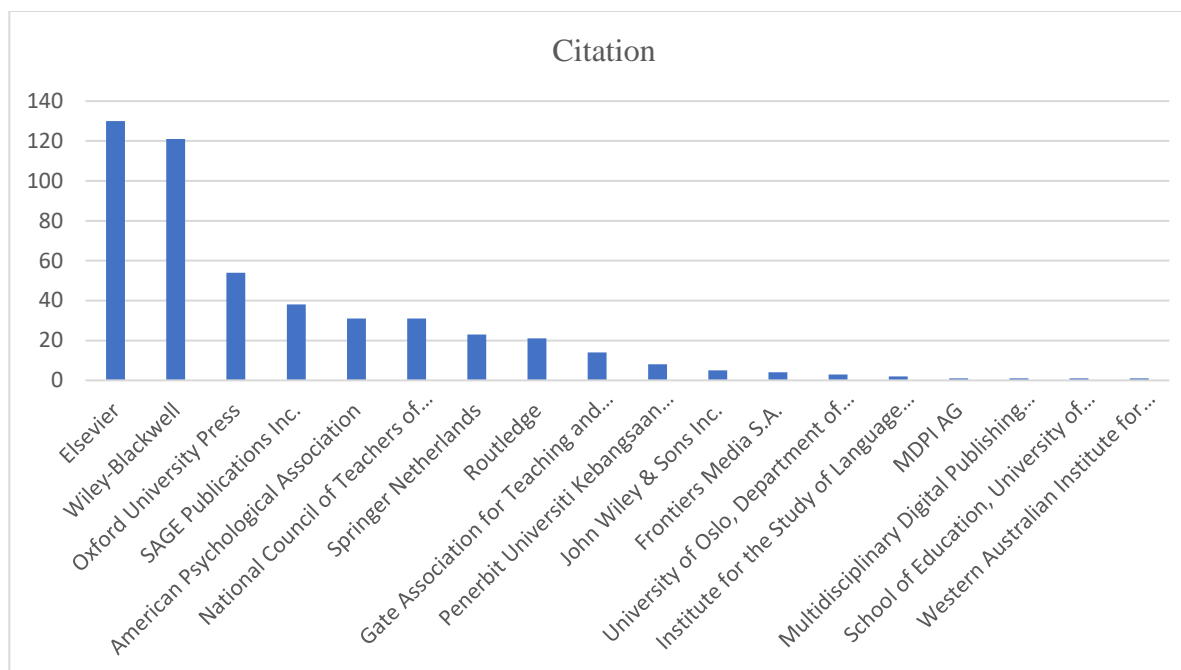


Figure 4.

Publishers of cited articles.

Note: Elsevier, Wiley-Blackwell, and Oxford University Press are the three most cited publisher of articles.

Table 4.

Quartile of articles which are analyzed.

No	Quartiles	Number	Journals	Titles	Authors (Year)
1	23	Q1	Language Teaching Research	Effects of reading strategy instruction in English as a second language on students' academic reading comprehension	D. Yapp (2023)
			Studies in English Language and Education	Challenges in reading English academic texts for non-English major students of an Indonesian University	H. Dardjito (2023)
			Journal of English for Academic Purposes	"Grueiling to read": Swedish university students' perceptions of and attitudes towards academic reading in English	L. Eriksson (2023)
			Languages	Developing a technology-based classroom assessment of academic reading skills for English language learners and teachers: validity evidence for formative use	M.K. Wolf (2022)
			NJES Nordic Journal of English Studies	Reading rate of academic English texts: Comparing L1 and advanced l2 users in different language environments	N.L. Busby (2021)

		Journal of International Students	Agency and accountability in the academic reading of international graduate students using English as an additional language	M. Altalouli (2021)
		Profile: Issues in Teachers' Professional Development	English for academic purposes related to dentistry: Analyzing the reading comprehension process	P. Carabelli (2021)
		TESOL Quarterly	Toward Bilingualism: Unpacking the Contribution of Mid-adolescent Dual Language Learners' Spanish and English Academic Language Skills to English Reading Comprehension	G. Aguilar (2020)
		Educational Evaluation and Policy Analysis	The impact of English learner reclassification on high school reading and academic progress	A. Johnson (202)
		Journal of English for Academic Purposes	The morphology-vocabulary-reading mechanism and its effect on students' academic achievement in an English L2 context	L. Stoffelsma (2020)
		3 L: Language, Linguistics, Literature	Reading English academic texts: Evidence from ESL undergraduates' eye movement data	N.A. Sulaiman (2020)
		Studies In Educational Evaluation	Measurement invariance across information and communication technology development index and gender: The case of the Pearson Test of English Academic reading	V. Aryadoust (2020)
		Journal of Asia TEFL	Metacognitive strategy use or English proficiency? Influences in academic reading achievement of stem students	J. Monje (2020)
		Journal of Educational Psychology	Examining developmental relations between core academic language skills and reading comprehension for English learners and their peers	E.P. Galloway (2019)
		International Journal of Science and Mathematics Education	The Relationship Between English Reading Proficiency and Academic Achievement of First-Year Science and Mathematics Students in a Multilingual Context	L. Stoffelsma (2019)

			Assessing writing	The effectiveness of instructor feedback for learning-oriented language assessment: Using an integrated reading-to-write task for English for academic purposes	A.Y. Kim (2017)
			Thinking Skills and Creativity	Critical reading, critical thinking: Delicate scaffolding in English for Academic Purposes (EAP)	K. Wilson (2016)
			Assessing Writing	A Many-Facet Rasch analysis comparing essay rater behavior on an academic English reading/writing test used for two purposes	S. Goodwin (2016)
			Linguistic Research	Relationships among metacognitive skills, listening, and academic reading in English as a foreign language	H.K. Pae (2016)
			Research in the Teaching of English	"It's like a script": Long-term English learners' experiences with and ideas about academic reading	M.D. Brooks (2015)
			European Journal of Teacher Education	Reading sources and academic freedom as determinants of trends in English language teacher research in Egypt: an interview-based study	M. Abdel Latif (2015)
			TESOL Journal	Reading and writing together: a critical component of English for academic purposes teaching and learning	W. Grabe (2013)
			Reading Research Quarterly	Strategy use for reading English for general and specific academic purposes in testing and non testing contexts	M.H. Chou (2013)
2	10	Q2	Frontiers in Psychology	Relationships among students' reading habits, study skills, and academic achievement in English at the secondary level	N. Abid (2023)
			Kurdish Studies	The role of extensive reading, confidence levels, and learning environment on the academic performance of non-English major EFL learners in the kurdish region	A. Pammu (2023)
			Frontiers in Psychology	Academic word coverage and language difficulty of reading passages in college English test and test of English for academic	H. Liu (2023)

				purposes in China	
			Behavioral Sciences	Chinese university English teachers' professional learning through academic reading on social media—A mixed-methods approach	S. Ji (2022)
			Dutch Journal of Applied Linguistics	An English academic reading course for Dutch pre-university students	L. Groen (2020)
			International Journal of Instruction	Students' metacognitive reading awareness and academic English reading comprehension in EFL context	H. Dardjito (2019)
			Issues in Educational Research	Reading comprehension strategies used by Iranian university students while reading academic English texts	E.Z. Behtash (2019)
			SAGE Open	English reading proficiency and academic performance among lower primary school children in Ghana	K. Nyarko (2018)
			Journal of Deaf Studies and Deaf Education	American sign language and academic English: Factors influencing the reading of bilingual secondary school deaf and hard of hearing students	J.A. Scott (2017)
			Computers in the Schools	Helping Taiwanese graduate students help themselves: applying corpora to industrial management English as a foreign language academic reading and writing	B.L. Reynolds (2015)
3	3	Q3	International Journal of Engineering Education	Investigating the Relationship between the Initial English Reading Skills of Newly Enrolled Engineering Undergraduates and their Academic Success - A Case Study	A. Danoch (2023)
			Journal of Educational and Social Research	The impact of COVID: Case Study of an academic English reading course at Qassim university	M.S.M. Alghannam (2023)
			ETS Research Report Series	Researching academic reading in two contrasting English as a medium of instruction contexts at a university level	N. Owen (2021)

The Table 4 displays that the 36 articles analyzed can be identified into three quartiles (Q), namely 23 articles published into the Scopus journal Q1, 10 articles into Q2, and 3 articles into Q3.

2.5. Data Analysis

The articles present the bibliometric analysis for the term “English academic reading” from the SCOPUS database. The bibliometric review was undertaken via Publish or Perish (PoP) software which was developed and launched in 2006. For this analysis, the writers utilized version 8.9.4554.8721 dan gained 55 articles in the initial search with citations 1016 and 36 articles from refinement of the search result. The data citations also changed, with 1016 citations (initial) and 489 citations (refinement). Whereas, cites per year 26.05 become 48.90. in addition, cite per paper 18.47 become 13.58.

3. Result and Discussion

This study shows that Q1/Q2/Q3 journals a substantial impact on metrics related to citation. The article was written by Grabe has been cited by 88 authors, the most frequently cited article in this field. This article, entitled ‘Reading and Writing Together: A Critical Component of English for Academic Purposes Teaching and Learning’, which was written in 2013 and published in ‘TESOL Journal’. The second most-cited article is written by Wilson in 2016 entitled ‘Critical reading, critical thinking: Delicate scaffolding in English for Academic Purposes (EAP)’, published in ‘Thinking Skills and Creativity’, it was cited by 81 authors. the third-cited article is written by Scott entitled ‘American sign language and academic English: Factors influencing the reading of bilingual secondary school deaf and hard of hearing students’ in 2017, published into ‘Journal of Deaf Studies and Deaf Education’, cited by 54 authors. Afterword, two articles were cited by 31 authors, it is written by Galloway in 2019, published into ‘Journal of Educational Psychology’, entitled ‘Examining developmental relations between core academic language skills and reading comprehension for English learners and their peers’ and Brooks in 2015, published into ‘Research in the Teaching of English’, entitles “‘It’s like a script”: Long-term English learners’ experiences with and ideas about academic reading’. In addition, 31 articles were cited less than 24 times each.

Figure 5 displays network visualization

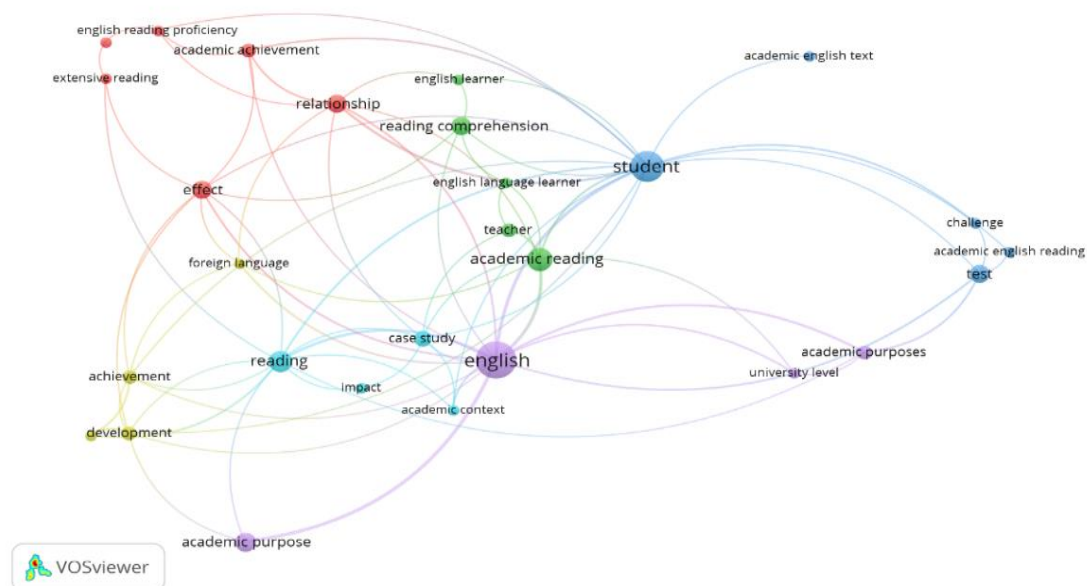


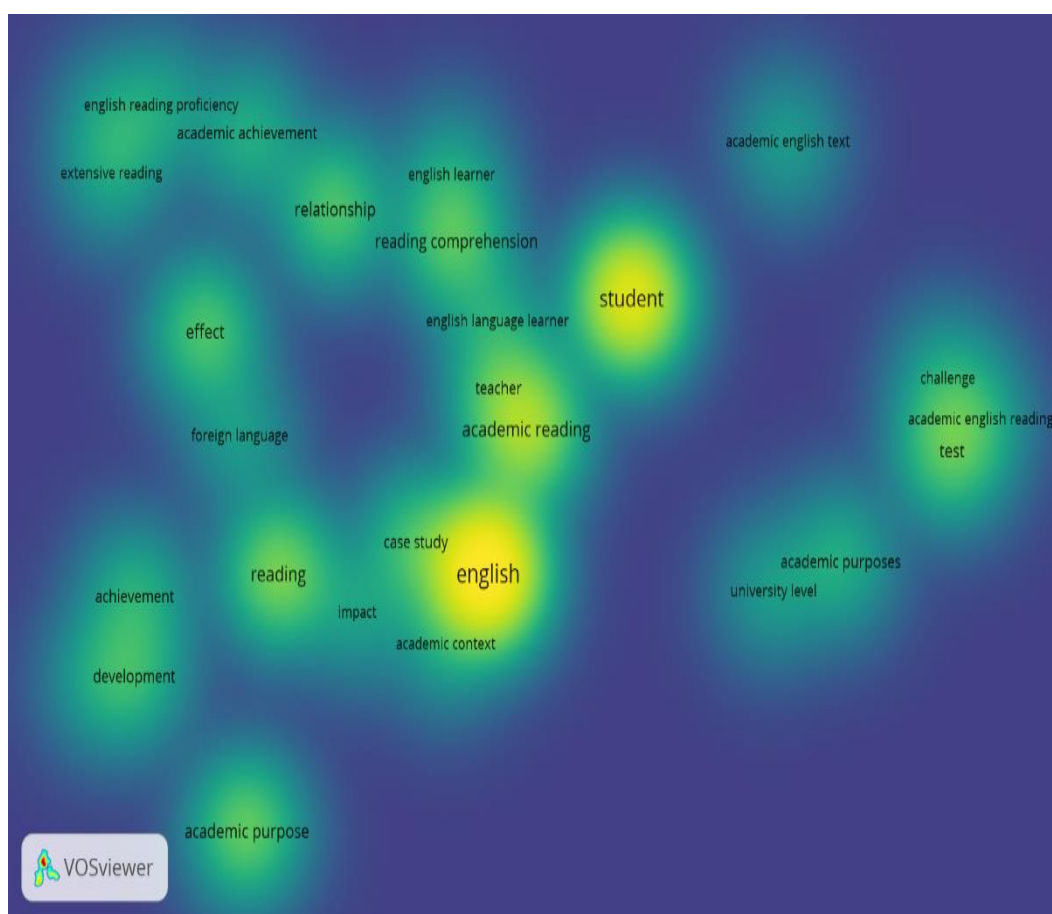
Figure 5.

Network visualization.

Note: Six colors showed six clusters of English academic reading research.

After accounting for citation frequency, the authors analyzed the output from the PoP software into the VOSviewer software to determine what keywords were occurring frequently. The result of VOSviewer software display bibliometric mapping into different visualizations, such as network visualization, overlay visualizations, and density visualization.

Figure 6 presents density visualization.

**Figure 6.**

Presents density visualization.

Note: The largest number of items and the highest element weight are showed in yellow.

Extracting from the title fields, full counting with the minimal number of occurrences of a term arrange to 2, the authors obtained 215 terms and 28 items meeting the threshold. Six clusters are identified in this study. The first cluster has 6 items consisting of academic achievement (3 occurrences), academic performance (2), effect (5), English reading proficiency (2), extensive reading (2), and relationship (5). The second cluster has 5 items consisting of academic reading (9), English language learner (2), English learner (2), reading comprehension (5), and teacher (3). The third cluster has 5 items consisting of academic English reading (2), academic English text (2), challenge (2), students (15), and test (2). The fourth cluster has 4 items consisting of academic track (2), achievement (3), development (3), and foreign language (2). The fifth cluster has 4 items consisting of academic purpose (6), academic

purposes (3), English (22), and University level (2). The sixth cluster has 4 items consisting of academic context (2), case study (4), impact (2), and reading (2).

The data showed that the trend of English academic reading research are English, students, academic reading, academic purpose, effect, relationship, teacher, reading comprehension, case study, academic achievement, achievement, development, and academic purposes. Whereas, many words less used and can be examined in future research are academic performance, English reading proficiency, extensive reading, English language learner, English learner, academic English reading, academic English text, challenge, test, academic track, foreign language, University level, academic context, impact, and reading.

Table 5.

Article with 10 or more citations.

No	Citations	Authors	Title	Year	Journals	Publishers
1	88	E.P. Galloway	Examining developmental relations between core academic language skills and reading comprehension for English learners and their peers	2019	Journal of Educational Psychology	American psychological association
2	81	L. Eriksson	“Gruelling to read”: Swedish university students’ perceptions of and attitudes towards academic reading in English	2023	Journal of English for Academic Purposes	Elsevier
3	54	L. Stoffelsma	The morphology-vocabulary-reading mechanism and its effect on students’ academic achievement in an English L2 context	2020	Journal of English for Academic Purposes	Elsevier
4	31	V. Aryadoust	Measurement invariance across information and communication technology development index and gender: The case of the Pearson Test of English Academic reading	2020	Studies in Educational Evaluation	Elsevier
5	31	J. Monje	Metacognitive strategy use or English proficiency? Influences in academic reading achievement of stem students	2020	Journal of Asia TEFL	Elsevier
6	23	A.Y.(. Kim	The effectiveness of instructor feedback for learning-oriented language assessment:	2017	Assessing Writing	Elsevier

			Using an integrated reading-to-write task for English for academic purposes			
7	22	K. Wilson	Critical reading, critical thinking; delicate scaffolding in English for academic purposes (EAP)	2016	Thinking Skills and Creativity	Elsevier
8	21	S. Goodwin	A many-facet Rasch analysis comparing essay rater behavior on an academic English reading/Writing test used for two purposes	2016	Assessing Writing	Elsevier
9	19	N. Abid	Relationships among students' reading habits, study skills, and academic achievement in English at the secondary level	2023	Frontiers in Psychology	Frontiers media S.A.
10	19	H. Dardjito	Students' metacognitive reading awareness and academic English reading comprehension in EFL context	2019	International Journal of Instruction	Gate association for teaching and education
11	16	H.K. Pae	Relationships among metacognitive skills, listening, and academic reading in English as a foreign language	2016	Linguistic Research	Institute for the Study of language and information, kyung hee university
12	14	L. Groen	An English academic reading course for Dutch pre-university students	2020	Dutch Journal of Applied Linguistics	John Benjamin's publishing company
13	11	N. Owen	Researching academic reading in two contrasting English as a medium of instruction contexts at a university level	2021	ETS Research Report Series	John Wiley & Sons Inc.
14	10	M.K. Wolf	Developing a technology-based classroom assessment of academic reading skills for English language learners and teachers: validity evidence for formative use	2022	Languages	MDPI AG

Table 6.
Articles with their most frequently occurring keywords

Cluster	Most frequent keywords	Key words	Articles
Cluster one (6 items)	'Academic achievement' (7); 'Effect' (6 occurrences); 'relationship' (5).	Academic achievement; academic performance; effect; English reading proficiency; extensive reading; and relationship.	<i>Effect</i> [7], [32]–[36]. <i>academic achievement</i> [32], [36]–[41] (3) <i>Relationship</i> [37], [38], [42]–[44].
Cluster two (5 items)	'Academic reading' (11); 'reading comprehension' (7); and 'teacher' (3).	Academic reading; English language learner; English learner; reading comprehension; and teacher.	<i>Academic reading</i> [7], [9], [48], [11], [13], [16], [41], [43], [45]–[47] <i>Reading comprehension</i> [7], [10], [17], [48]– [51] <i>Teacher</i> [47], [52], [53]
Cluster three (5 items)	'Students' (34)	Academic English reading; academic English text; challenge; students; and test.	Students [5], [6], [16], [17], [32], [33], [35], [37]–[39], [41], [42], [7], [44], [45], [47], [48], [54]–[59], [8], [60]–[63], [9]–[13], [15]
Cluster four (4 items)	'Development' (10); 'Achievement' (6);	Academic track; achievement; development; and foreign language.	<i>Development</i> [10], [33], [35], [45], [47], [54], [59]–[61], [64] <i>Achievement</i> [32], [36]– [38], [40], [41].
Cluster five (4 items)	'English' (36); 'Academic purpose' (5); 'academic purposes' (3).	Academic purpose; academic purposes; English; and University level.	<i>English</i> [5], [6], [15]–[17], [32], [35], [37]–[39], [41], [42], [7], [43], [45], [47]–[49], [53]– [55], [59], [60], [8], [61]–[63], [65]–[67], [9]–[14] <i>Academic purpose</i> [10], [32], [61]–[63] <i>Academic purposes</i> [10], [61], [62]
Cluster six (4 items)	'Case study' (4)	Academic context; case study; impact; and reading.	Case study [8], [42], [45], [65]

4. Conclusion

The study review 36 articles with the theme relates to the 'English academic reading' the articles were gathered by PoP software, arranged and resumed by Mendeley software, scanned the publication to identify Q1, Q2, or Q3 by Scimagojr.com, and reviewed and classified by VOSviewer software. The result of gathering the articles showed that 55 articles appeared in initial search and 36 articles in refinement search. Whereas, the scanning result of publication displays that 32 articles are published into reputable journal or Scopus (Q1), 10 articles into Scopus (Q2), and 3 articles into Scopus (Q3). In addition, the result of reviewed and classified the article in the form of RIS presented that the theme relates to the English academic reading becoming six clusters. The first cluster consists of academic achievement, academic performance, effect, English reading proficiency, extensive reading, and relationship. The second cluster are academic reading, English language learner, English learner, reading comprehension, and teacher. The third cluster are academic English reading, academic English text, challenge, students, and test. The fourth cluster are academic track, achievement, development, and foreign language. The fifth cluster are academic purpose, academic purposes, English, and University level. The sixth cluster are academic context, case study, impact, and reading.

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