

# A bibliometric Analysis of English Reading Assessment from 2019 to 2023

Hamida A. Jasin<sup>1\*</sup>, Hijril Ismail<sup>2</sup>, Edi<sup>3</sup>, Muslimin<sup>4</sup>, Muhammad Fauzi Bafadal<sup>5</sup>, Dedi Yusuf<sup>6</sup>

<sup>1\*</sup>English Education Département, Universitas Khairun, Ternate, Indonesia.

<sup>2,3,4,5,6</sup>English Education Département, Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram, Mataram, Indonesia.

## Abstract

*The aim of this research is to provide an extensive literature review on English reading assessment. Articles were retrieved using the Publish or Perish software and the Scopus database, with journal quality verified through ScimagoJR.com (Q1–Q4 classifications). A total of 184 articles published between 2019 and 2023 were analyzed. References were organized and summarized using Mendeley, while article classification was conducted using VOSviewer software. Six clusters were identified: Cluster 1 consisted of seven keywords (English, factor, grade, impact, influence, language, and student); Cluster 2 included six keywords (assessment, development, patient, quality, readability, and use); Cluster 3 comprised four keywords (ability, child, focus, and reading); Cluster 4 included four keywords (comprehension, computer, dynamic assessment, and second language); Cluster 5 consisted of three keywords (accuracy, comparison, and review); and Cluster 6 comprised four keywords (artificial, intelligence, meta-analysis, and systematic review)*

**Keyword:** Assessment; Bibiometrick analysis; English; reading; English reading assessment

## 1. INTRODUCTION

Reading is a complex and multifaceted skill that can be defined as the ability to process a text through decoding, interpreting, and understanding it (Anes Boubreis & Haddam, 2020). Effective reading requires mastery of phonics and the ability to recognize words fluently (Kazakoff et al., 2018). It is an active, reflective, and interactive process between the reader and the text, where the reader's prior knowledge, goals, and expectations play a fundamental role in constructing meaning (Ismail & Edi, 2021). Therefore, reading skills need to be mastered by students. According to Ismail and Edi (2021), a reading skill is a cognitive ability that a person uses when interacting with written text. In the taxonomies

<sup>1\*</sup> Corresponding author, email: [hamidajasin@gmail.com](mailto:hamidajasin@gmail.com)

Jasin, A. I., Ismail, H., Edi, Muslimin, Bafadal, M. F., & Yusuf, D. (2025). A bibliometric Analysis of English Reading Assessment from 2019 to 2023. *English Teaching and Applied Linguistics Journal*, Vol. 2 Number (1), 11-26.

Received: 12 April, 2025; Revised: 23 May, 2025; Accepted: 15 June, 2025

DOI: XXXX.XXXX.XXXX

provided in the following paragraph, some skills appear to be more inclusive than others (Sasalia & Sari, 2020).

There are many previous researches on English reading assessment: Assessment Of Reading Comprehension In Primary Education: Reading Processes And Texts (Mohamed-Amaruch & Rico-Martín, 2020). Designing knowledge-in-use assessments to promote deeper learning (Harris et al., 2019). The longer-term impact of COVID-19 on K–12 student learning and assessment (Middleton, 2020). Test use and assessment practices of school psychologists in the United States: Findings from the 2017 National Survey (Benson et al., 2019). Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning (Xiao & Yang, 2019). Assessment, feedback and the alchemy of learning (Watling & Ginsburg, 2019). Assessment of neighborhood poverty, cognitive function, and prefrontal and hippocampal volumes in children (Taylor et al., 2020). The Implementation Of Sq3r In Helping Students' Assessment In Reading Class At SMAN 1 Adiluwih Fikri (Hilaikal & Ayu, 2023). Towards grouping concepts based on new approach methodologies in chemical hazard assessment: the read-across approach of the EU-ToxRisk project (Escher et al., 2019). Online Diagnostic Assessment in Support of Personalized Teaching and Learning: The media System (Csapó & Molnár, 2019)

Some research on reading bibliometric analysis: Bibliometric Analysis of Research on Interactive Reading (Günaydin, 2023). Bibliometric Analysis: E-Book And Reading Comprehension In EFL In The Last Decade (Meitifazahra et al., 2022) A bibliometric analysis informed reading list for physical educators (Wyant et al., 2022) A Bibliometric Analysis Of Reading Strategy in Databases Scopus And Google Scholar 2016-2021 (Ismail, 2021) Reading the Older People Researches in Architecture through Bibliometric Analysis 1975-2022 (Midilli Sari & Eyüboğlu, 2023). A Bibliometric Analysis of EFL Reading Fluency 2016-2021 (Ismail & Edi, 2021). Research trends in the use of E-books in English as a foreign language (EFL) education from 2011 to 2020: a bibliometric and content analysis (Alice Chen et al., 2023). Two Decades of Research in e-Learning: A Deep Bibliometric Analysis (Sobral, 2021).

## **2. LITERATURE REVIEW**

### **2.1. Introduction to English Reading Assessment**

English reading assessment refers to the systematic process of evaluating learners' reading comprehension, vocabulary knowledge, fluency, and other related literacy skills in the English language. These assessments are widely used in both academic and professional settings to measure language proficiency, monitor learning progress, and guide instructional decisions (Harris et al., 2019). Various forms of assessment—such as standardized tests, diagnostic evaluations, and classroom-based tools—are employed to capture different dimensions of reading ability. With the growing emphasis on global English proficiency, research in English reading assessment has seen increasing attention,

particularly in areas involving reading strategies, cognitive processes, and assessment technology.

## **2.2. Trends in English Reading Assessment Research**

From 2019 to 2023, scholarly interest in English reading assessment has grown in parallel with the rise of digital and data-driven educational tools. Studies have explored the integration of computer-based and dynamic assessments (Taylor et al., 2020), as well as the development of automated scoring systems using artificial intelligence (AI) and natural language processing. The increasing availability of large-scale language assessment datasets has further enabled researchers to conduct empirical analyses on learner performance across diverse linguistic and cultural contexts (Hilaikal & Ayu, 2023).

Moreover, a significant portion of recent research has focused on formative assessment practices, self-regulated learning, and differentiated instruction to improve reading outcomes (Watling & Ginsburg, 2019). Researchers have also examined the role of reading motivation, background knowledge, and socio-emotional factors in influencing assessment results, especially in multilingual settings (Benson et al., 2019).

## **2.3. Bibliometric Studies in Language Assessment**

Bibliometric analysis is a quantitative method used to evaluate the scientific literature in a given field, identifying trends, influential publications, prolific authors, and collaboration networks. In the domain of language education, bibliometric studies have been conducted to examine research productivity, citation impact, and thematic evolution (Wyant et al., 2022). However, few bibliometric studies have specifically focused on English reading assessment. The existing ones have generally been limited in scope, analyzing data from a narrow range of journals or focusing on broader areas such as second language acquisition or language testing (Alice Chen et al., 2023).

## **2.4. Gap and Rationale for the Study**

Despite the rising importance of English reading assessment in global education policy and practice, there remains a lack of comprehensive bibliometric reviews targeting this area. Previous studies have primarily addressed qualitative or theoretical dimensions, leaving a gap in the systematic mapping of research output and intellectual structure. This study addresses that gap by conducting a bibliometric analysis of English reading assessment literature published between 2019 and 2023. Using tools such as *Publish or Perish* and VOSviewer, the analysis identifies frequently occurring keywords, influential authors, prominent journals, and citation patterns, thereby offering insights into the developmental trajectory and research hotspots of the field.

## **3. METHOD**

A systematic, explicit, and repeatable approach—or a mind-mapping method that highlights the limits of knowledge—was used to conduct the literature review. In scientific fields, bibliometric reviews are often used and focus on the quantitative analysis of journal articles. This study adopted the five-step bibliometric analysis approach presented by Fahimnia et al. (2015). These five phases include establishing the study keyword “English reading assessment,” gathering preliminary data, and conducting data analysis.

### 3.1. Defining the Research Keyword

A literature review was undertaken in January 2024, employing the keyword “English reading assessment.” The *Publish or Perish* software, integrated with the Scopus database, was utilized to gather data. To begin, we entered the keyword “English reading assessment” into the *Publish or Perish* software, arranged the search by journal name under 'keyword' and the publication years as '0–0' from Scopus. We obtained 200 articles in the initial search, covering the period from 1988 to 2023 (35 years).

### 3.2. Initial Search Results

During this step, we did not restrict the range of publication years. The oldest article related to reading assessment was published in 1915. The top fifteen articles were identified using the *Publish or Perish* software.

**Table 1. Top twenty articles identified from publish or perish (unrefined search)**

G. Cossu	Awareness of phonological segments and reading ability in Italian children	1988
L. Irwig	Guidelines for meta-analyses evaluating diagnostic tests	1994
G.J. Whitehurst	A Picture Book Reading Intervention in Day Care and Home for Children from Low-Income Families	1994
B.D. Weiss	Illiteracy among Medicaid recipients and its relationship to health care costs.	1994
S. Ross	Self-assessment in second language testing: A meta-analysis and analysis of experiential factors	1998
T. Davis	Practical Assessment of Adult Literacy in Health Care	1998
L.C.W. Lam	Clock-face drawing, reading and setting tests in the screening of dementia in Chinese elderly adults	1998
M. Buck	Providing patients with written medication information	1998
S. Strand	Ethnic group, sex and economic disadvantage: Associations with pupils' educational progress from Baseline to the end of key stage 1	1999
N.R. Van Den Broek	Diagnosing anemia in pregnancy in rural clinics: Assessing the potential of the hemoglobin color scale	1999
D. Coniam	Voice recognition software accuracy with second language speakers of English	1999
M. Jennings	The test-takers' choice: An investigation of the effect of topic on language-test performance	1999

S. Gathercole	Working memory deficits in children with low achievements in the national curriculum at 7 years of age	2000
M. Calderón	Effects of Bilingual Cooperative Integrated Reading and Composition on students making the transition from Spanish to English reading	2000
E. Geva	Issues in the Assessment of Reading Disabilities in L2 Children - Beliefs and Research Evidence	2000
W.D. Gaillard	Cortical localization of reading in normal children: An fMRI language study	2001
M. Limbos	Accuracy of teacher assessments of second-language students at risk for reading disability	2001
A. Rouse	The extent and implications of sphygmomanometer calibration error in primary care	2001
D.D. Qian	Investigating the relationship between vocabulary knowledge and academic reading performance: An assessment perspective	2002
S.T. Lindau	The association of health literacy with cervical cancer prevention knowledge and health behaviors in a multiethnic cohort of women	2002

### 3.3. Refinement of the search results

To refinement the search results, the authors excluded articles that were not published in Scopus is indexed journals (Q1, Q2, Q3, and Q4). The number of articles that meet the requirements for five years is 184 articles. While these that do not meet the requirements are 16 articles. The total that appeared after the year limited (2019 to 2023) is 200 articles. The comparison of the result between the initial search and refinement search can be show in table 2.

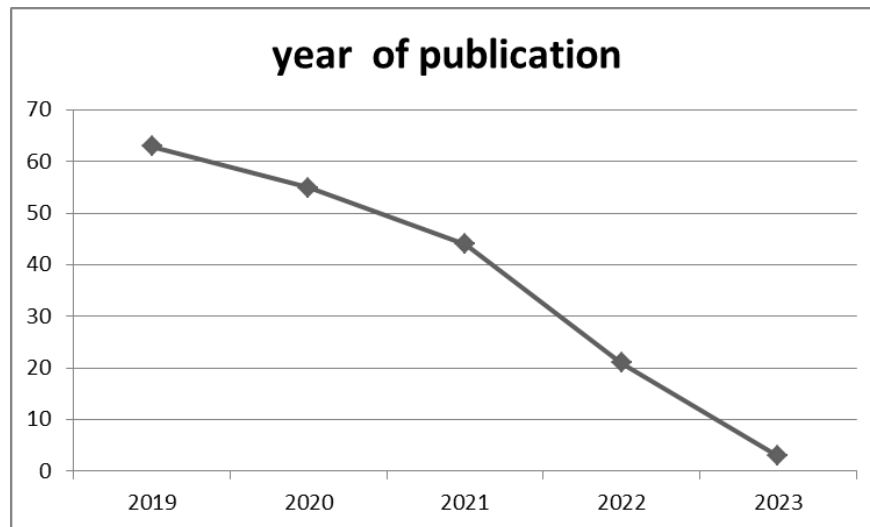
**Table 2. Comparison metrics**

Metrics data	Initial each	Refinement search
Query	Journal, English reading assessment	Journal, English reading assessment 2019-2024 ( 5 years)
Source	Scopus	Scopus
Paper	200	184
Citation	26682	3334
Years	(1988-2024) 36 Years	(2019-2024) 5 years
Cites/year	741.17	666.80
Cites/paper	133.41	18.12

Authors/papers	1.00	1.00
h_index	86	28
g_index	156	40
hI_norm	86	28
hI_annual	2.39	5.60
hA_index	20	12

### 3.4. *Compiling the initial data statistics*

The result after refinement was downloaded. Saved in the Mendeley software to the RIS format to include vital information related to the paper, including; title, authors, name, abstract, keywords, and journal specification (publication journal, year of publication, issue, and pages). Then, data analyzed to classify the year publication trend, source of publication, and the publishers.



**Figure 1. *Year-over year publication trend***

(Note: the trend of publications on English reading assessment in the last five years in 2019 there were 62 articles published in the Scopus indexed journal. In 2020 was 54 articles, in 2021 was 44 articles, in 2022 was 21 articles, and in 2023 was 3 articles).

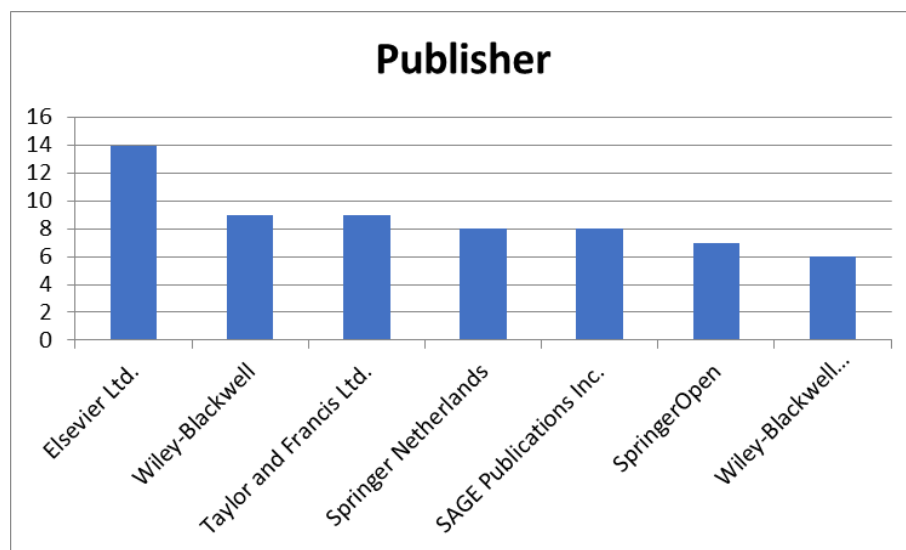


Figure 2. publishers of cited articles

Elsevier Ltd, Wiley –Blackwell Tailor and Francis Ltd, Springer Netherlands, SAGE Publication Inc, Springer Open, Wiley-Blackwell publishing Ltd, are the seven most often appearing publishers.

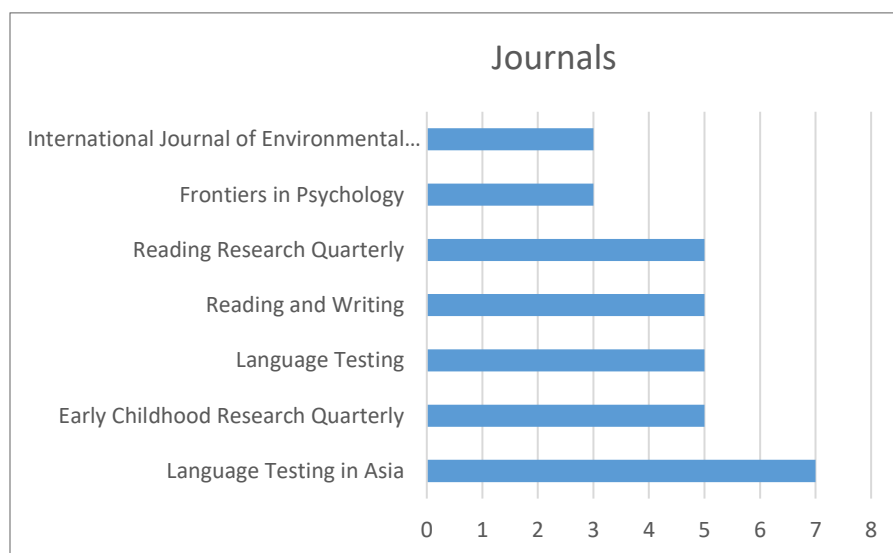


Figure 3. Journals

(Note: there are seven most often appearing journals on the theme of “English reading assessment” the seven journals are Language Testing in Asia was 7 articles, Early Childhood Research Quarterly was 5 articles, Language Testing was 5 articles, Reading and Writing was 5 articles, Reading Research Quarterly was 5 articles, language testing



was 5 articles, Frontiers in Psychology was 3 articles, International Journal of Environmental Research and Public Health was 3 articles)

### 3.5. Data analysis

This paper presents the bibliometric analysis for the term “English reading assessment from the Scopus. A bibliometric review in this study was unutilized to publish or parish software version 8.0.3590.7978. in the original result, the author received 200 papers, and in the refinement result, 184 papers. The citation data fluctuates, averaging 3334 citations and 666.80 citation/year

## 4. RESULT

The study found that publications published in Scopus –index journal have a significant impact on citation metrics. According to table 3, the most cited article on English reading assessment is published by J. Walker “OpenNotes after 7 years: Patient experiences with ongoing access to their clinicians' outpatient visit notes” the article was written in 2019, published in the journal of Journal of Medical Internet Research, and cited by 158 authors. the second most – cited article is an article written by H. Nobari “Effect of covid-19 on health-related quality of life in adolescents and children: A systematic review” the article is written in 2021, published in the International Journal of Environmental Research and Public Health, and cited by 116 authors. And the third most-cited is an article was written by M. Sharifi “Burnout among Healthcare Providers of COVID-19; a Systematic Review of Epidemiology and Recommendations” the article was written in 2020, published in journal Archives of Academic Emergency Medicine, and cited by 116 authors.

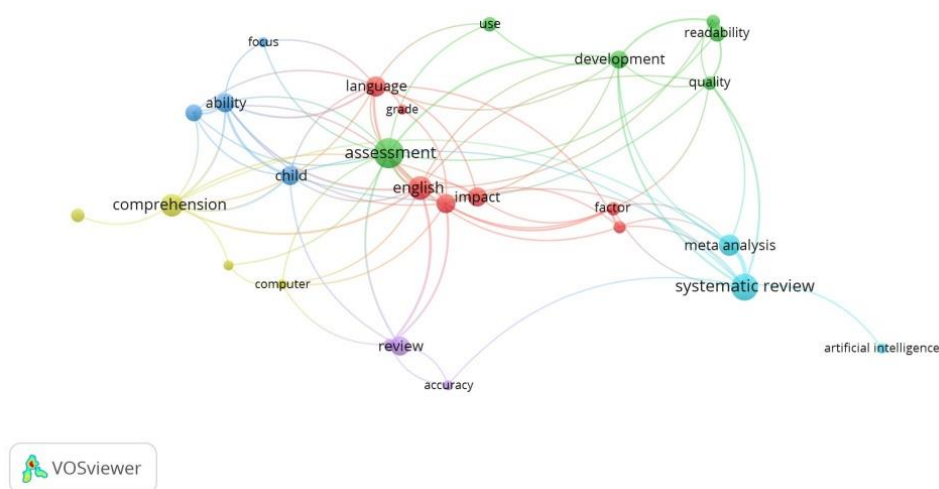


Figure 4. network visualization mapping



(Note: six colors in figure 4 shown that there are six colors of English reading assessment)

The author analyzed the output from the *Publish or Perish* application using VOSviewer to identify frequently occurring keywords and visualize bibliometric analysis maps. The VOSviewer application presents bibliometric mappings in three types of visualizations: network visualization, overlay visualization, and density visualization.

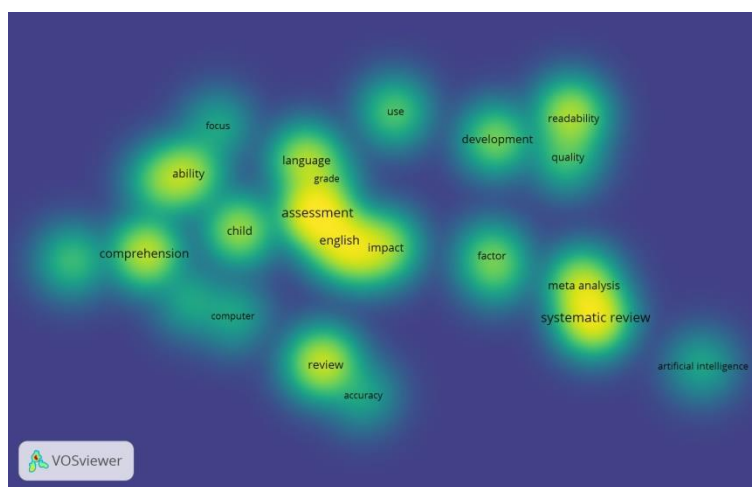


Figure 5. *Density visualization mapping*

Extracting terms from the title and abstract fields using full counting with a minimum occurrence threshold of three, a total of 709 terms were identified, with 32 items meeting the threshold after excluding three common words. The analysis revealed six clusters. Cluster 1 consisted of seven items: *English*, *factor*, *grade*, *impact*, *influence*, *language*, and *student*. Cluster 2 included six items: *assessment*, *development*, *patient*, *quality*, *readability*, and *use*. Cluster 3 comprised four items: *ability*, *child*, *focus*, and *reading*. Cluster 4 included four items: *comprehension*, *computer*, *dynamic assessment*, and *second language*. Cluster 5 consisted of three items: *accuracy*, *comparison*, and *review*. Cluster 6 contained four items: *artificial*, *intelligence*, *meta-analysis*, and *systematic review*.

Table 3. *article with 10 or more citation*

No	citations	Per year	Authors	Title	Year	publication	publisher
1	158	31.60	J. Walker	OpenNotes after 7 years: Patient experiences with ongoing access to their clinicians' outpatient visit notes	2019	Journal of Medical Internet Research	JMIR Publications Inc.

2	116	38.67	H. Nobari	Effect of covid-19 on health-related quality of life in adolescents and children: A systematic review	2021	International Journal of Environmental Research and Public Health	Shahid Beheshti University of Medical Sciences
3	116	29.00.00	M. Sharifi	Burnout among Healthcare Providers of COVID-19; a Systematic Review of Epidemiology and Recommendations	2020	Archives of Academic Emergency Medicine	Multidisciplinary Digital Publishing Institute (MDPI)
4	61	15.25	S. McLean	Predicting L2 reading proficiency with modalities of vocabulary knowledge: A bootstrapping approach	2020	Language Testing	SAGE Publications Ltd
5	55	11.00	G. Cervino	Molecular biomarkers related to oral carcinoma: Clinical trial outcome evaluation in a literature review	2019	Disease Markers	Hindawi Limited
6	52	13.00	G.J. Walkden	Early Childhood General Anesthesia and Neurodevelopmental Outcomes in the Avon Longitudinal Study of Parents	2020	Anesthesiology	Lippincott Williams and Wilkins Ltd.

				and Children Birth Cohort			
7	49	12.25	P. Allen	Quantitative measures of health policy implementation determinants and outcomes: A systematic review	2020	Implementati on Science	Institute of Electrical and Electronic s Engineers Inc.
8	49	0,430 556	N.K. Ibrahim	Multi-Criteria Evaluation and Benchmarking for Young Learners' English Language Mobile Applications in Terms of LSRW Skills	2019	IEEE Access	BioMed Central Ltd.
9	46	09.20	L. Plakans	Shaping a score: Complexity, accuracy, and fluency in integrated writing performances	2019	Language Testing	SAGE Publicatio ns Ltd
10	46	11.50	D. Dodell-Feder	Social cognition or social class and culture? on the interpretation of differences in social cognitive performance	2020	Psychological Medicine	Cambridg e University Press
11	44	0,629 861	L.D. Oliver	Social Cognitive Performance in Schizophrenia Spectrum Disorders Compared with Autism Spectrum	2021	JAMA Psychiatry	American Medical Associatio n

				Disorder: A Systematic Review, Meta-analysis, and Meta-regression			
12	44	11.00	M. McBryde	Academic Outcomes of School-Aged Children Born Preterm: A Systematic Review and Meta-analysis	2020	JAMA network open	American Medical Association
13	42	14.00	Y.J. Zhang	Accuracy of full-arch digital implant impressions taken using intraoral scanners and related variables: A systematic review	2021	International Journal of Oral Implantology	Quintessence Publishing Company
14	37	18.50	D. Wyse	Reading wars or reading reconciliation? A critical examination of robust research evidence, curriculum policy and teachers' practices for teaching phonics and reading	2022	Review of Education	SAGE Publications Inc.
15	36	09.00	Y. Yang	Promoting L2 English learners' reading proficiency through computerized	2020	Computer Assisted Language Learning	Taylor and Francis Ltd.

				dynamic assessment			
--	--	--	--	-----------------------	--	--	--

## 5. DISCUSSION

The findings of this study highlight the significant influence that publication in Scopus-indexed journals has on citation metrics in the field of English reading assessment and related interdisciplinary topics. As evidenced in Table 3, the most highly cited articles are often published in reputable, peer-reviewed journals with broad academic reach. Notably, the most cited article—J. Walker’s *"OpenNotes after 7 years..."*—published in the *Journal of Medical Internet Research*, received 158 citations. Although this article is not directly focused on English reading assessment, its high citation rate indicates the growing intersection between reading-related research and healthcare, particularly in patient literacy and accessibility to clinical information.

The second and third most cited articles, both related to the impact of COVID-19 on health and well-being (Nobari, 2021; Sharifi, 2020), suggest that contemporary global issues heavily influence citation trends. Their inclusion in the list demonstrates how reading assessment research has expanded to intersect with health, psychology, and digital technology, reflecting an interdisciplinary approach in current scholarship.

Moreover, Figure 4's network visualization mapping confirms the diversity of themes in the literature. The identification of six distinct clusters indicates a wide-ranging research focus within the field. Cluster 1, which includes keywords such as *English*, *factor*, *grade*, *impact*, and *student*, suggests a strong emphasis on educational outcomes and learner performance. Cluster 2's terms—*assessment*, *development*, *patient*, and *quality*—reflect the integration of reading assessment with health sciences and educational quality. The emergence of terms in Cluster 6, such as *artificial*, *intelligence*, *meta-analysis*, and *systematic review*, further illustrates the incorporation of advanced technologies and research methodologies in analyzing reading practices and effectiveness.

The density visualization in Figure 5, which identifies 709 terms with 32 meeting the occurrence threshold, underscores the breadth of literature in the domain. The term clustering also demonstrates how reading assessment research is evolving to include not only pedagogical aspects but also psychological, technological, and methodological dimensions.

Another key insight from Table 3 is the prominence of systematic reviews and meta-analyses among the most cited works. This trend implies a growing demand for evidence-based, synthesized research findings in the academic community. For example, Zhang’s (2021) article on the accuracy of digital impressions and Oliver’s (2021) meta-analysis on social cognitive performance highlight how reading and cognitive studies increasingly rely on robust, data-driven methodologies to support conclusions.

The citation data and bibliometric mapping from this study provide a comprehensive view of the trends in English reading assessment research. The dominance of interdisciplinary and technology-oriented articles, the emphasis on systematic review

methods, and the prominence of health and education integration all point to a dynamic, evolving field. These insights serve as a valuable reference for future researchers, emphasizing the importance of publishing in high-impact journals and addressing contemporary, cross-disciplinary issues to enhance research visibility and academic influence.

#### **Declaration of Conflicting Interests**

The author declares that there is not conflict of interests.

#### **Acknowledgments**

The authors would like to express their gratitude to Universitas Khairun and Universitas Muhammadiyah Mataram for their valuable support in the completion of this research.

## **6. CONCLUSION**

The term *English reading assessment* refers to the process of evaluating an individual's reading comprehension and literacy skills in English. This assessment often includes a variety of exams, exercises, or evaluations involving written English texts, vocabulary, and grammar. This study reviewed 184 articles related to the theme of "English reading assessment." The articles were gathered from the Scopus database using *Publish or Perish* software (version 8.0.3590.7978). A total of 60 articles were extracted from an initial set of 200 articles obtained from the preliminary search. The total number of citations for these articles was 3,334, with an average of 666.80 citations per year. The most cited article on English reading assessment is by J. Walker, titled "OpenNotes after 7 years: Patient experiences with ongoing access to their clinicians' outpatient visit notes," published in 2019 in the *Journal of Medical Internet Research*, and cited by 158 authors. The second most cited article is by H. Nobari, titled "Effect of COVID-19 on health-related quality of life in adolescents and children: A systematic review," published in 2021 in the *International Journal of Environmental Research and Public Health*, and cited by 116 authors. The third most cited article is by M. Sharifi, titled "Burnout among Healthcare Providers of COVID-19: A Systematic Review of Epidemiology and Recommendations," published in 2020 in the *Archives of Academic Emergency Medicine*, and also cited by 116 authors.

## **REFERENCES**

- Alice Chen, M. R., Hwang, G. J., Majumdar, R., Toyokawa, Y., & Ogata, H. (2023). Research trends in the use of E-books in English as a foreign language (EFL) education from 2011 to 2020: a bibliometric and content analysis. *Interactive Learning Environments*, 31(4), 2411–2427. <https://doi.org/10.1080/10494820.2021.1888755>
- Anes Boubbris, A., & Haddam, F. (2020). Reading Assessment: A Case Study of Teachers' Beliefs and Classroom Evaluative Practices. *Arab World English Journal*, 11(4), 236–253. <https://doi.org/10.24093/awej/vol11no4.16>
- Benson, N. F., Floyd, R. G., Kranzler, J. H., Eckert, T. L., Fefer, S. A., & Morgan, G. B. (2019). Test use and assessment practices of school psychologists in the United States: Findings from the 2017 National Survey. *Journal of School Psychology*, 72(May 2018),

- 29–48. <https://doi.org/10.1016/j.jsp.2018.12.004>
- Csapó, B., & Molnár, G. (2019). Online diagnostic assessment in support of personalized teaching and learning: The eDia system. *Frontiers in Psychology*, 10(JULY). <https://doi.org/10.3389/fpsyg.2019.01522>
- Escher, S. E., Kamp, H., Bennekou, S. H., Bitsch, A., Fisher, C., Graepel, R., Hengstler, J. G., Herzler, M., Knight, D., Leist, M., Norinder, U., Ouédraogo, G., Pastor, M., Stuard, S., White, A., Zdrazil, B., van de Water, B., & Kroese, D. (2019). Towards grouping concepts based on new approach methodologies in chemical hazard assessment: the read-across approach of the EU-ToxRisk project. *Archives of Toxicology*, 93(12), 3643–3667. <https://doi.org/10.1007/s00204-019-02591-7>
- Fahimnia, B., Sarkis, J., & Davarzani, H. (2015). Green supply chain management: A review and bibliometric analysis. In *International Journal of Production Economics* (Vol. 162). Elsevier. <https://doi.org/10.1016/j.ijpe.2015.01.003>
- Günaydin, Y. (2023). Bibliometric Analysis of Research on Interactive Reading. *HAYEF: Journal of Education*, 20(3), 212–220. <https://doi.org/10.5152/hayef.2023.23042>
- Harris, C. J., Krajcik, J. S., Pellegrino, J. W., & DeBarger, A. H. (2019). Designing Knowledge-In-Use Assessments to Promote Deeper Learning. *Educational Measurement: Issues and Practice*, 38(2), 53–67. <https://doi.org/10.1111/emip.12253>
- Hilaikal, F., & Ayu, M. (2023). The Implementation of SQ3R in Helping Students' Assessment in Reading Class at SMAN 1 Adiluwih. *Journal of English Language Teaching and Learning (JELTL)*, 4(1), 53–57. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Ismail, H. (2021). A Bibliometric Analysis of Reading Strategy (Databases Scopus and Google Scholar 2016-2021 ). *Conference, Uhamka International, December*, 2–3.
- Ismail, H., & Edi, E. (2021). a Bibliometric Analysis of Efl Reading Fluency From 2016 To 2021. *English Review: Journal of English Education*, 10(1), 139–148. <https://doi.org/10.25134/erjee.v10i1.5364>
- Kazakoff, E. R., Macaruso, P., & Hook, P. (2018). Efficacy of a blended learning approach to elementary school reading instruction for students who are English Learners. *Educational Technology Research and Development*, 66(2), 429–449. <https://doi.org/10.1007/s11423-017-9565-7>
- Meitifazahra, A., Suryaman, M., & Wachyudi, K. (2022). Bibliometric Analysis: E-Book and Reading Comprehension in Efl in the Last Decade. *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi*, 10(1), 22–42. <https://doi.org/10.47668/edusaintek.v10i1.638>
- Middleton, K. V. (2020). Educational Measurement - 2020 - Middleton - The Longer-Term Impact of COVID-19 on K 12 Student Learning and Assessment.pdf. *Educational Measurement: Issues and Practice*, 39(3), 41–44.
- Midilli Sari, R., & Eyüboğlu, H. (2023). Reading the Older People Researches in Architecture through Bibliometric Analysis (1975-2022). *Periodica Polytechnica Architecture*, 54(3), 215–228. <https://doi.org/10.3311/ppar.22097>
- Mohamed-Amaruch, A., & Rico-Martín, A. M. (2020). Assessment of reading comprehension in primary education: Reading processes and texts. *Lenguas Modernas*, 55, 37–52.
- Sasalia, O. A., & Sari, F. M. (2020). Utilizing Novel in the Reading Class To Explore Students' Viewpoint of Its Effectiveness. *Journal of English Language Teaching and*



- Learning*, 1(2), 56–61. <https://doi.org/10.33365/jeltl.v1i2.606>
- Sobral, S. R. (2021). Two decades of research in e-learning: A deep bibliometric analysis. *International Journal of Information and Education Technology*, 11(9), 398–404. <https://doi.org/10.18178/ijiet.2021.11.9.1541>
- Taylor, R. L., Cooper, S. R., Jackson, J. J., & Barch, D. M. (2020). Assessment of Neighborhood Poverty, Cognitive Function, and Prefrontal and Hippocampal Volumes in Children. *JAMA Network Open*, 3(11), E2023774. <https://doi.org/10.1001/jamanetworkopen.2020.23774>
- Watling, C. J., & Ginsburg, S. (2019). Assessment, feedback and the alchemy of learning. *Medical Education*, 53(1), 76–85. <https://doi.org/10.1111/medu.13645>
- Wyant, J. D., Keath, A., & Baek, J.-H. (2022). A bibliometric analysis informed reading list for physical educators. *Journal of Pedagogical Research*, 6(3), 1–16. <https://doi.org/10.33902/jpr.202214054>
- Xiao, Y., & Yang, M. (2019). Formative assessment and self-regulated learning: How formative assessment supports students' self-regulation in English language learning. *System*, 81, 39–49. <https://doi.org/10.1016/j.system.2019.01.004>