Critical Reading of Cultural Texts: A Bibliometric Content Analysis

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Abstract

Massive and impetuous information amidst the society must be taken into account with wise thought and action. To reach that level, people have to examine all information in depth. Among a number of required skills to execute that agenda, critical reading is a must, including on cultural material. Critical reading skills are high-level cognitive skills the community as cultural actors must possess as the basic abilities.

The aim of this research is to present a bibliometric analysis of literature using the primary keyword "critical reading" related to cultural themes. It applied bibliometric method to analyze 3.127 articles extracted from Scopus database from 2009-2023. All were processed using VOSViewer by reducing data based on the keywords appearing on titles and abstracts.

The results revealed interesting keywords related to "critical reading" that intersected with cultural themes, including "culture," "ethics," "art," "language," and "ethnography" These topics are relatively rare, which makes their novelty and significance potentially high. In critical reading, the object of analysis is the text, so the topics of "critical reading" and culturally themed texts can be developed into new research areas.

Keywords: Reading skill, Critical reading, Cultural text, Research, Bibliometric Research

Introduction

Reading is one of the receptive skills (Kimhi, Mishkin and Bauminger-Zviely, 2023) to master by students as a means of reinforcing literacy (Genlott and Grönlund, 2013; Torppa et al., 2022). Among many, critical reading stands as an important skill to learn (Van, Li and Wan, 2022). Understanding and applying critical reading skills are essential in the community, especially in higher education (Tsai et al., 2022). One of the concerns in developing critical reading is related to culture (Kidi et al., 2017). Higher education is often considered an ecosystem that encourages students to develop critical reading skills to understand, analyze, and evaluate complex information (Din, 2020). In the recent era of massive and impetuous information, critical reading is a significant basis for lifelong learning, intellectual development and critical thinking (Aghajani and Gholamrezapour, 2019; Bozgun and Can, 2023).

Mapping of critical reading skills in higher education refers to efforts to understand how students interact with the text as a habit (Florence et al., 2017), identify crucial aspects in the text (McKoon and Ratcliff, 2018; Liu, 2014), examine arguments and proofs (Wilkinson, Reznitskaya and D'Agostino, 2023), and develop a perspective based on evidence (Asterhan

and Hever, 2015; Qurrotaini, Sari and Sundi, 2020; Anmarkrud, Bråten and Strømsø, 2014). Researchers might measure and identify areas to improve these based on this mapping.

Two worthwhile topics in critical reading are local wisdom and culture (Sibarani, Simanjuntak and Sibarani, 2021; Murhaini and Achmadi, 2021). It is due to both flexibility in translation and interpretation based on readers' in-depth examinations (Hamid et al., 2021). Thus, it is unsurprising to see the possibility of distinctively interpreting meanings and values in cultural texts (Pornpimon, Wallapha and Prayuth, 2014; Patriadi, Bakar and Hamat, 2015).

In Indonesia, the creations of cultural figures have become one of the interesting objects for examination in various research outcomes. For example, Raden Saleh (Aditia and Yudhistira, 2023); Endriawan (2020), Chairil Anwar (Vidiyanti, Supratno and Tjahjono, 2022; Napitupulu, 2020; Tan, 2021), Pramoedya Ananta Toer (Sugiharti, Nababan and Santosa, 2022), Emha Ainun Nadjib (Luthfi, 2020; Malpas, 2021; Scherer, 2006), Goenawan Mohamad (Nalan, Jamaludin and Foley, 2023; Gaines, 2021), and Umar Kayam (Sarwoto, 2017; Sarwoto, 2020) have been studied. Although many works have been examined, cultural research is relatively small if associated with critical reading. The existing situation provides a gap for this recent study.

This study aims to conduct bibliometric and content analysis on research outcomes related to critical reading skills in 2009-2023. It focuses on cultural themes. By examining a number of publications, research collaborations, most common keywords, and frequently published journals, this study would provide a comprehensive overview of the trends and developments in this field, particularly in critical reading on cultural texts. It poses the following research questions.

RQ1. How is the productivity of research publications on critical reading?
RQ2. What are the dominant topics and themes related to critical reading?
RQ3. What is the importance of research on critical reading of cultural texts?

The proposed analyses aim to contribute to critical reading skills research in two ways. The first objective is to identify research and research trends in critical reading skills and visually present critical reading skills insights through bibliometric results. Second, objective is to uncover the interplay between relevant theories and variables of critical reading skills and offer more detailed suggestions for future research topics, enabling researchers to better comprehend the focal points of critical reading skills research, particularly in the context of critical reading skills related to cultural themes.

Through mapping the research topics concerning critical reading skills in cultural themes, the outcomes are anticipated to provide a deeper understanding of the most intriguing and exploratory-worthy subjects and themes. Hence, efforts to enhance the quality of higher education and culture concerning critical reading skills can be more targeted and positively impact the intellectual development of students.

This document is structured according to the following steps. First, critical reading skills are explained and measured. Second, literature analysis is used to scrutinize articles on critical reading skills. Prominent and recent research patterns in critical reading skills provide a comprehensive overview of the research advancements in this field. Third, content analysis is utilized to discuss critical reading. Finally, it presents several directions for future research. The research process is illustrated in Fig. 1.
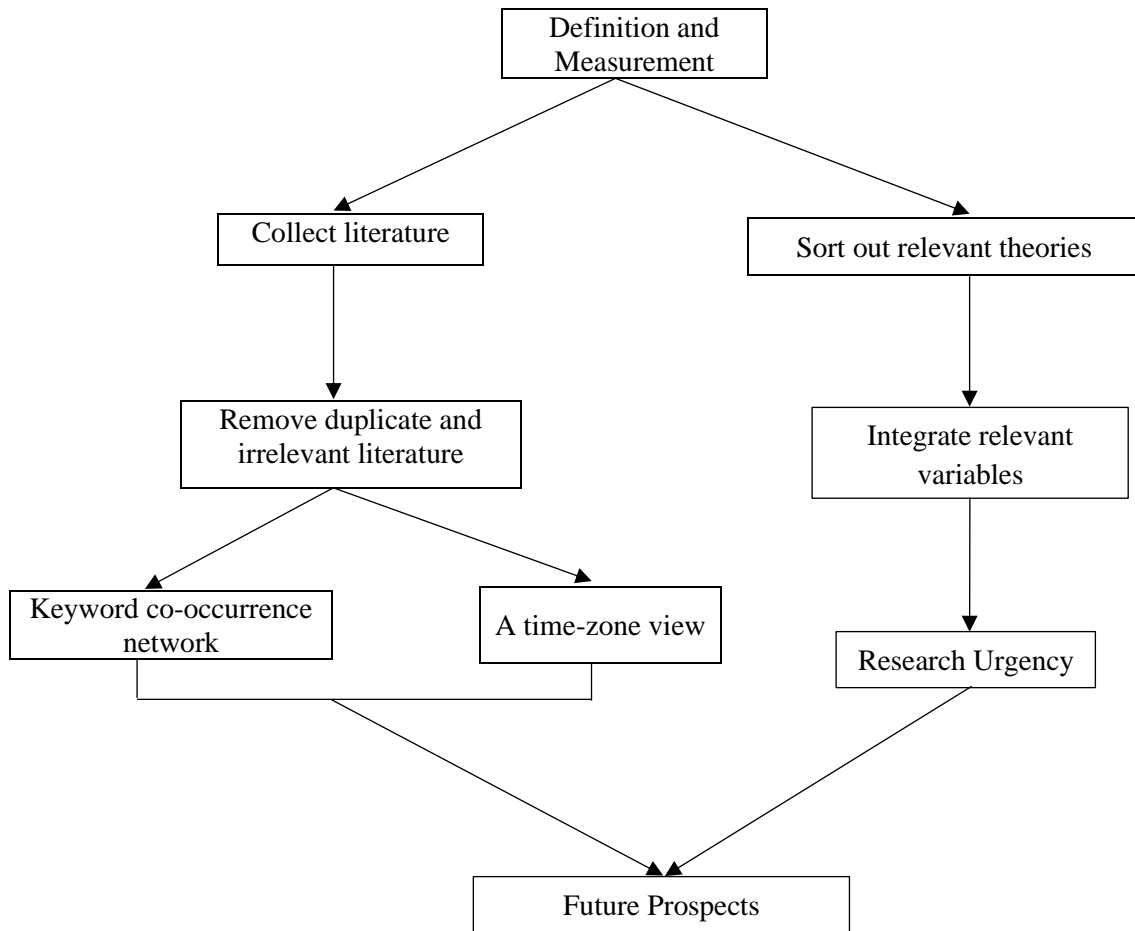
Fig. 1: Review process
Source:Author

Theoretical Framework

The ability to read is a significant element in the development of an individual's thinking skills. Through reading activities, one can acquire knowledge that can later be applied to enhance their thinking capacity. Essentially, reading is an act of thinking (Burns, Roe, & Ross, 1996). Reading involves activities of comprehension, interpretation, and assessment of information, as well as providing responses to various types of reading materials. All these reading activities engage the thinking process.

Experts in the field of reading classify reading activities into several different stages based on the level of cognitive engagement involved. There are four levels of reading that are divided as follows: (1) literal reading, (2) interpretive reading, (3) critical reading, and (4) creative reading (Turner, 1979; Burns, Betty, & Ross, 1996). Literal reading is the foundational level of reading. At this level, the reading process focuses on discovering explicitly presented information in the text. Interpretive reading involves the ability to extract implied information from the relationships between sentences. In this stage of reading, readers are expected to make inferences from statements within the text. The level of critical reading involves critical thinking in understanding the text. In this stage of reading, readers need to analyze, synthesize, and evaluate the content of the text. Creative reading involves the ability to use imagination and creativity to generate ideas. These levels in reading activities should be progressed gradually, meaning that to achieve a high level of reading comprehension, readers must first go through the lower levels of reading.

Critical reading skills are becoming increasingly important in today's era. Rapid advancements in information and communication technology have led to a wide array of

sources and reading materials available in various forms. Abundant information can be easily accessed through various media. However, not all of these readings are relevant to the reader's needs. Therefore, readers need to have the ability to filter, select, analyze, and evaluate information before using it. The circulated readings are often presented with specific purposes, not just to provide information. They can have various intentions, such as influencing the reader's perspective, persuading them, or introducing specific ideologies. Each text is constructed and produced from a particular standpoint (Fairclough, 1989 & 1992). The importance of critical reading skills is influenced by the characteristics of the text itself, which include (1) every text is created to represent specific ideas, (2) every text does not have a single definitive meaning, (3) every text has different emphases and focuses, leaving gaps regarding other aspects, and (4) every text presents a particular perspective that readers need to confront as truth (Morgan, 1997).

Critical thinking is a core skill that is highly important in critical reading. The reading process is based on critical thinking skills. Based on the cognitive levels in the critical thinking process, critical reading skills can be divided into six sequential levels, namely (1) interpretation skills, (2) analysis skills, (3) inference skills, (4) evaluation skills, (5) explanation skills, and (6) self-regulation skills (Facione, 1990, 2013, 2015).

Ideally, every reader should have the ability to respond to reading critically, which is reflected in their skills to analyze, evaluate, and respond to ideas based on the information they read. Unfortunately, some readers may lack these critical abilities and tend to accept information from texts uncritically. Less critical reading behavior is characterized by several traits, including (1) readers being compliant and fully trusting the information they obtain from the text, (2) readers unable to resist the influence of the texts they read, and (3) readers tending to only seek to understand the concrete message of the text while ignoring its ideological message (Wallace, 1992). Reading behaviors that reflect a lack of critical attitude towards reading are often the result of reading habits that have developed over time. Reading activities are considered efforts to understand the information contained within a single text.

From the various opinions presented above, it can be concluded that critical reading is a language skill that should be done wisely, with tolerance, in-depth, evaluative, and analytical manner. Critical reading not only means seeking errors but also aims to understand the facts presented in the reading and then provide an appropriate judgment on those facts. Critical reading also plays a crucial role in actualizing one's knowledge through the activities carried out. Moreover, critical reading enables readers to discover objective facts and identify the author's ideological intentions and objectives through their writing.

Texts used as objects for critical reading can vary. One of the interesting ones includes texts about culture. It's not just a narrow understanding of culture, but rather a broader culture that involves specific elements of culture.

Culture is a complex system involving knowledge, beliefs, art, morals, laws, traditions, skills, and habits acquired by individuals as part of society (Tylor, 1871). This definition is reinforced by Koentjaraningrat (2000), who describes culture as the entire concepts, behaviors, and works of humans in the context of shared life acquired through the learning process.

Furthermore, this definition receives support from C. Kluckhohn's perspective as cited in Lubis (2022), which divides cultural elements into seven parts, including: Language system, Knowledge system, Social organization system, System of livelihood and technology, Systems of seeking sustenance, Religious system, and Art. A similar point is also made by Koentjaraningrat (2000) who identifies universal elements in culture as systems of religion and religious rituals, social structure and organization, knowledge, language, art, livelihood, as well as technology and equipment.

Based on the fundamental understanding of culture mentioned, the culture referred to in this article is a universal one. This means that themes related to culture, language, art, ethnography, ethics, and similar topics are part of culture. Therefore, texts with cultural themes can be part of the objects of cultural research.

Research Methods
2.1. Data Collection
Data in the bibliometric analysis included Scopus-indexed publications to ensure a broad time range and high quality of the gathered publications. Data was collected based on the publication year, namely, 2009-2023. The keyword "critical reading" was searched, encompassing titles, keywords, and abstracts. All were gathered using Scopus and subsequently refined using VOSviewer. Three thousand one hundred twenty-seven publication records were retrieved from Scopus. Subsequently, the data was refined and reduced to eliminate duplication and irrelevant work. Eventually, a dataset of 373 keywords was obtained for analysis.

The selection of keywords for bibliometric analysis is based on the research objectives and the researcher's interests, as well as the relevance and importance of the topic in the field under investigation. In the case of "critical reading," the significance of this skill in education and everyday life is the primary reason for selecting these keywords. The term "critical reading" is used in the context of education, research, and literacy. A bibliometric analysis focused on these keywords can provide insights into the development and trends in research and publications related to critical reading skills. Therefore, bibliometric analysis can help in understanding how interest in and research related to "critical reading" have evolved.

The selection of culturally-themed keywords such as "culture," "ethics," "art," "language," and "ethnography " as sub-keywords for bibliometric analysis has several reasons. In relation to "critical reading," culture plays a significant role in how individuals read and comprehend texts. Cultural aspects such as social backgrounds, cultural values, norms, and language can influence how someone approaches a text and interprets information. Therefore, including "culture" as a sub-keyword can help understand how culture impacts critical reading skills. Culture is a continuously evolving topic in academic literature and research. In recent years, there has been an increased interest in cultural studies within the context of reading and literacy. Choosing "culture" as a sub-keyword can assist in tracking research trends related to culture and critical reading.

2.2. Analysis Method
2.2.1 Bibliometric analysis
Bibliometric analysis is a statistical analysis of publications such as books, articles, reports, etc. It proposes mapping and organizing collected publications in a particular database based on the determined timeframe. This method is categorized as quantitative. Bibliometric analysis uses publication data such as title, keyword, and abstract, which are identified and classified based on the relationships between research or academic publications.

This study adopted a four-step procedure for bibliometric analysis as recommended by Donthu et al. (2021), including determining objectives and scope, choosing analysis techniques, collecting data, running the data, and reporting the findings. The steps are elaborated below.
- Step 1: defining the research purpose and scope. This study aims to elucidate the bibliometric and intellectual structure of the literature related to critical reading. The bibliometric structure summarizes publication productivity, while the intellectual structure pertains to the primary topics and themes of research within the examined field.
- Step 2: selecting analysis techniques. This study employed bibliometric and content analysis techniques to map the development of literature related to critical reading.
- Step 3: collecting data for analysis. The researchers elaborated in detail in the data collection section earlier to identify articles and bibliometric and bibliographic data for analysis.
- Step 4: conducting bibliometric content analysis and reporting the findings from the analysis.

2.4.2 Content Analysis

In this section, the mapping was to elaborate findings by answering research questions based on the determined method as follows. The sequence of determining RQ1 and RQ2 before RQ3 in bibliometric analysis is based on methodological principles and research logic. There are several reasons why RQ1 and RQ2 are typically established before RQ3. RQ1 and RQ2 assist in shaping the general context and research landscape related to a specific topic. This helps researchers understand what is already known about the research subject before delving into more specific research questions. RQ1 and RQ2 require access to databases or sources of information that encompass existing research publications. By determining RQ1 and RQ2 first, researchers can ensure that the available data sources are sufficient to answer these research questions. RQ2 is used to search for dominant themes in relevant literature. This helps researchers identify trends or dominant research focuses before addressing more specific research questions in RQ3.

Research questions	Research methodology	Research findings
RQ1. How is the productivity of research publications on critical reading? RQ2. What are the dominant topics and themes related to critical reading? RQ3. What is the importance of research on critical reading of cultural texts?	Step 1. Defining the research purpose and scope Step 2. Selecting analysis techniques Step 3. Collecting data for analysis Step 4. Conducting bibliometric content analysis and reporting the findings from the analysis.	1. Perspectives on the productivity of research publications on critical reading 2. Dominant research topics and themes in the field of critical reading. 3. The significance of investigating critical reading of cultural texts.

Bibliometric Analysis
1. Mapping the research productivity of critical reading.
2. Mapping the most dominant topics and themes in critical reading research.

Content Analysis
1. Describe the urgency of research on critical reading of a cultural text.

Fig. 2: Research Framework
Source: Author

Findings and the Discussion

Findings of bibliometric analysis are presented based on the answered research problems. They are particularly related to publication productivity, prominent themes, theoretical basis, variables, and relationships. In addition, there is also agenda for further studies related to all RQ as follows.

4.1. Productivity of Publication

To address RQ1, which pertains to the publication productivity of research on critical reading, publications were analyzed based on their publication year. The number of publications issued on a particular subject can reflect shifts in research focus over time. Future developments in the field of critical reading research also influence the fluctuation in the

number of relevant publications. Figure 3 illustrates the annual publication volume from 2009 to 2023 (as of August 2023). Generally, an increase in the number of published articles can be observed. Over the span of 15 years, fluctuations in the number of published articles, as well as in titles, abstracts, and keywords, are evident. However, a significant overall increase can be observed up to 2022. In 2022, the number of published articles peaked, totaling 340 publications. This growth trend has been consistent since 2009, despite occasional declines in certain years, such as 2010, 2014, 2016, and 2021. Based on these findings, publications or research related to critical reading are expanding. Research linked to critical reading has garnered increased attention across various fields of study and a wide range of topics.
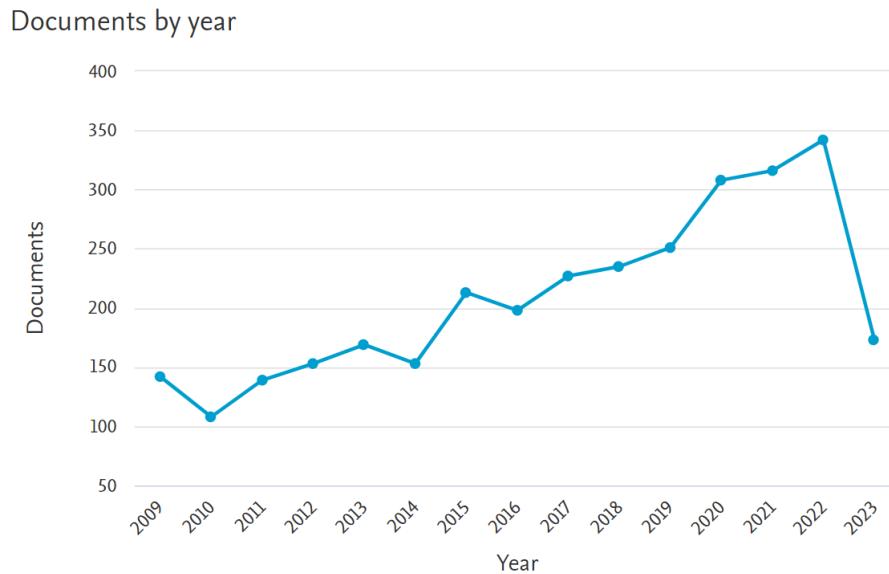
Fig. 3: Graph the number of publications sought by the keyword "Critical Reading."
Source: scopus.com

Meanwhile, studies related to the keyword "critical reading" across various countries from 2009 to 2023 show a significant disparity in their numbers (Fig. 4). The United States ranks the highest with the largest number of publications, reaching up to 600 publications related to the keyword "critical reading". One of these studies falls under the scope of Education and Teaching related to reading (Ricks and Young, 2023). There is the United Kingdom, with a count of 350 publications. Among them is a study discussing critical reading habits concerning ethical issues in cyber security (Korstanje, 2023). In Indonesia, research related to this keyword is limited to only 28 publications, fewer than Malaysia's 33 publications. This demonstrates that publications connected to the keyword "critical reading" in Indonesia are still very limited.

Several studies from Indonesia related to the keyword "critical reading" exist. One of this is about reader responses as critical reading learners (Prasasti, 2021). Additionally, a study on the influence of the critical literacy approach on critical reading skills among pre-service language teachers highlights the importance of teachers having good critical reading abilities (Rofiuddin and Priyatni, 2017). Another study focuses on the role of students as critical readers to enhance their comprehension of texts (Pradita, 2018). Furthermore, research explains the relationship between critical thinking and reading in project-based learning (Sari and Prasetyo, 2021). A study has also explored critical reading in the context of flipped classroom learning in higher education (Yulian, 2021). These studies have been conducted within the past five years. Based on the available data, in Indonesia, research on critical reading within the past 15 years has yet to be conducted relatively recently. Based on the available data, in Indonesia, research on critical reading in the last 15 years has been limited and has only recently been conducted.

Furthermore, during these 15 years, there were studies with the keyword "critical reading" related to cultural themes. Out of 3,172 publications, the cultural keywords associated with "critical reading" were "culture," "ethic," "art," "language", and "ethnography". Research with the keyword "language" amounted to 346 studies, "culture" had 306 studies, "art" had 146 studies, "ethic" had 113 studies, and "ethnography" had 21 studies.

Documents by country or territory

Compare the document counts for up to 15 countries/territories.
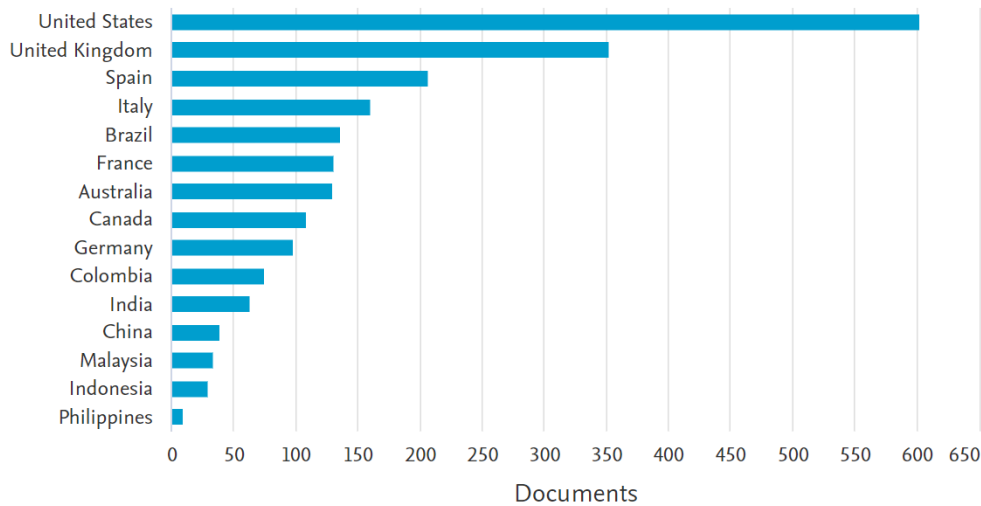
Fig. 4: Publication distribution based on countries
Source: scopus.com

4.2. **Dominant Topics and Themes Related to Critical Reading**

An analysis of keyword co-occurrence was performed to address RQ2, namely regarding the dominant topics and themes of critical reading skills. Based on the 3,172 collected scholarly articles, the keyword frequency function in the VOSviewer software was employed, resulting in a keyword map containing 11,740 keywords and 373 keywords with connections/networks. The size of circles and fonts represent the frequency of keywords. The larger the node and font size, the more research associated with that keyword during the specified timeframe. Connection lines between different circles represent relationships between keywords, while the color and line thickness of the connections indicates both the timing and frequency of each keyword.

After sorting, high-frequency keywords related to critical reading were identified. Invalid words, such as overly general terms like "gender" or specific countries, totaling 128, were removed. Additionally, synonyms were merged. This resulted in a network of 245 interlinked keywords, as depicted in Figure 2. Meanwhile, the top 20 high-frequency keywords are shown in Table 1. These high-frequency keywords represent clusters of topics or themes within the research field.

Table 1: Keywords with high frequency that represents the cluster of the topic or theme in the defined research field

Source: scopus.com

Keyword	Occurrences	Total link strength
Critical Reading	211	479
Reading	85	588
Critical Thinking	67	166
Education	62	358
Students	59	236
Medical Education	47	486
Teaching	41	249
Systematic Review	40	306
Methodology	38	303
Literature	34	119
Ethics	**30**	**85**
History	30	80
Politics	27	91
Publications	27	275
Higher Education	26	37
Writing	24	147
Language	**23**	**71**
Literacy	22	131
Medical Literature	21	221
Culture	**20**	**67**

Based on these findings, it can be concluded that research related to the keyword "critical reading" from 2009 to 2023 has been conducted 211 times. The keyword co-occurrence graph identified 20 popular keywords related to the research topics, particularly concerning critical reading. The popularity of these keywords is determined by the frequency of research conducted using those keywords over the past fifteen years.

Among the top 20 keywords with the largest networks based on the keyword "critical reading," there are three cultural-themed keywords: "ethics" with 30 occurrences and 85 total link strength, "language" with 23 occurrences and 71 total link strength, and "culture" with 20 occurrences and 67 total link strength. This indicates that cultural themes discussed in conjunction with "critical reading" have not been extensively explored compared to other popular keywords. This discussion is further elaborated in section 4.3, highlighting the significance of research on critical reading of cultural texts.

The VOSviewer keyword cluster analysis reveals that research topics related to the keyword "critical reading" are grouped into six clusters. Cluster 1 comprises 112 items in its network. Cluster 2 contains 44 items in its network. Cluster 3 consists of 38 items in its network. Cluster 4 encompasses 27 items in its network. Cluster 5 includes 20 items in its network. Lastly, Cluster 6 is composed of 5 items in its network.

The cluster below is used as an overview of the distribution of research that has been extensively conducted. Furthermore, it is also utilized as a comparison to indicate that research on cultural themes related to "critical reading" is still limited. This presents a significant opportunity for the development of cultural-themed research related to "critical reading."

Fig. 5: Diagram of research network related to critical reading
Source:VosViewer Network Visualization

These clusters have dominant keywords frequently used in research related to critical reading. According to the diagram generated from data processing using VOSviewer, the dominant keyword that appears in research related to critical reading is "reading," with a highly complex network, as depicted in Figure 6. One of the Scopus-indexed articles with the keywords "critical reading" and "reading" is a study on reading comprehension and completion in higher education using reading guides (Becker, Gilbert and Bezerra, 2023).

Fig. 6: "Reading" cluster network diagram
Source: VosViewer Network Visualization

Furthermore, another frequently-used keyword is "education" with complex networks, as seen in Figure 7. One of the Scopus-indexed articles using the keywords "critical reading" and "education" is a study conducted in Thailand on the trend of critical reading instruction (Ratanaruamkarn, Piyanukool and Nuemaihom, 2023). This article also employs the keyword "reading," closely related to the two aforementioned keywords.

Fig. 7: "Education" cluster network diagram
Source: VosViewer Network Visualization

Another frequently used keyword is "literature," with a complex network, as observed in Fig. 8. One of the Scopus-indexed articles with the keywords "critical reading" and "literature" is a study on developing dialogic reading attitudes supported by proficiency in expressive and critical reading (Barak and Lefstein, 2022). This article also employs "critical thinking," closely related to the previously mentioned keywords.

Fig. 8: "Literature" cluster network diagram
Source: VosViewer Network Visualization

Another frequently used keyword in research related to critical reading is "creativity," with a fairly complex network, as seen in Figure 9. However, "creativity" is not necessarily a keyword in articles but rather a connecting topic discussed in research that explores critical reading, critical thinking, writing, and engineering education.
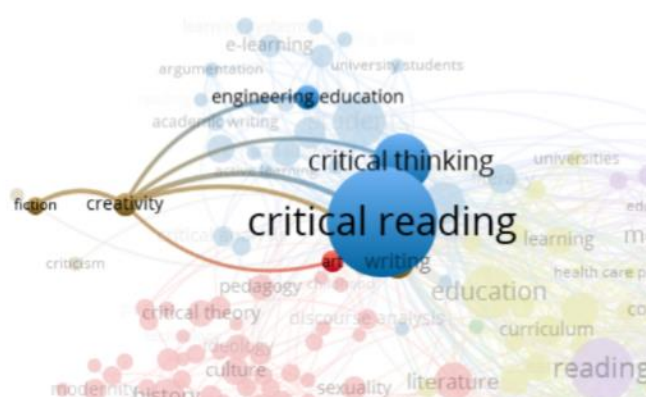
Fig. 9: "Creativity" cluster network diagram
Source: VosViewer Network Visualization

4.3. Urgency of Research on Critical Reading on Cultural Text

This section outlines the response to address RQ3: What is the urgency of researching critical reading of cultural texts? These findings are presented separately due to their uniqueness and the need for in-depth exploration. Several interesting topics were identified using the keyword "critical reading" related to cultures, such as culture, ethnic, art, language, and ethnography.

In critical reading, the object of analysis is the text. Referring to the views put forth by Fairclough (1989 & 1992), it is recognized that texts in circulation are not merely intended to provide information but are often presented with specific purposes. They can serve various objectives, such as influencing readers' perspectives, persuading them, or introducing particular ideologies. Each text is constructed and produced from a particular perspective. Hence, there is a close connection between critical reading and the characteristics of the text itself (Morgan, 1997). Specifically, this section highlights research opportunities related to culture from various perspectives. As it relates to critical reading, these cultural themes are also associated with "text" as the subject of critical reading.

Research on culture is urgent because the analysis reveals that the associated keywords still appear in yellow and green (bright) colors. This signifies that these keywords are less frequently associated with "critical reading", indicating an underexplored area that deserves further investigation.

The keyword "ethnics", as shown in the Figure 10, remains one of the priorities despite several related studies having been conducted, such as those by Bakti Keloko and Tarigan (2020); Bahar (2019); Jin and Li (2017); Oyarzun (1997); Galeano, Sabater and Domingo, (2014). These existing studies can serve as references and foundations for further research that can be connected with "students", "politics", and "humanities".

Fig. 10: "ethics" cluster overlay diagram
Source: VosViewer Overlay Visualization

The keyword "art", as shown in the Figure 11, emerges as a priority despite the presence of several related studies conducted by researchers like Weilun (2024); Li and Liu (2024); Ye and Kuang (2024); Gong (2024); Hu and Hu (2024). These existing studies can serve as considerations and foundations for further research that can be associated with keywords such as "systematic review", "language", "human experiment", "sociology", "creativity", "teaching", "engineering education", and "childhood".

Fig. 11: "Art" cluster overlay diagram
Source: VosViewer Overlay Visualization

The keyword "culture", as depicted in the Figure 12, emerges as a priority due to its direct relevance to "critical reading," despite the presence of several related studies conducted by researchers such as Kantun and Budiawati (2015); Mursanto et al., (2023); Peng et al., (2023); Rukmono et al. (2023); Sokoy et al. (2023). These existing studies can serve as considerations and foundations for further research that can be associated with keywords such as "human rights", "cultural anthropology", "active learning", and "learning".

Fig. 12: "Culture" cluster overlay diagram
Source; VosViewer Overlay Visualization

The keyword "language", as depicted in the Figure 13, is prioritized despite the presence of several related studies conducted by researchers such as Enríquez Raído and Cai (2023); LaTourrette, Novack and Waxman (2023); Mossop (2023); Lingg, de Oliveira Oliveira and Wolf, (2024). These existing studies can serve as considerations and foundations for further research that can be associated with keywords such as "education", "art", "anthropology", "planning", and "practice guideline".

Fig. 13: "Language" cluster overlay diagram
Source: VosViewer Overlay Visualization

The keyword "ethnography", as shown in the Figure 14, is prioritized despite the presence of several related studies conducted by researchers like Hannink et al. (2023); Mnasri and Jovic (2023); Oluoch et al. (2023); Tullis (2023); Lin, Yin and Chen, (2023). These existing studies can serve as considerations and foundations for further research associated with the keyword "anthropology".

Fig. 14: "ethnography" cluster overlay diagram
Source: VosViewer Overlay Visualization

Conclusion

This study presents the bibliometric analysis of publications on critical reading. It provided bibliometric analysis from literature related to critical reading. The study used bibliometric methodology to analyze 3,127 articles from the Scopus database (2009-2023). These publications were processed using VOSviewer, with data reduction based on emerging keywords. The analysis focuses on keywords present in both the titles and abstracts of the publications.

Based on the formulated research questions, three main findings are revealed.

- First, concerning the productivity of publications related to critical reading from 2009 to 2023, there were a total of 3,172 publications originating from various countries. Over the course of 15 years, the number of publications published, as indicated in titles, abstracts, and keywords in Scopus, experienced both increases and decreases, with the highest number of publications occurring in 2022, totaling 340 publications. During that year, research on "critical reading" related to cultural themes with keywords such as "language" amounted to 346 studies, "culture" had 306 studies, "art" had 146 studies, "ethic" had 113 studies, and "ethnography" had 21 studies.
- Second, concerning the dominant themes related to critical reading, three most prevalent themes and topics were found, namely research with keywords "reading," "critical thinking," and "education." These dominant topics indicate that other topics such as "culture", "ethics", "art", "language", and "ethnography" have not formed significant clusters in the analysis.
- Third, there are interesting topics with the keyword "critical reading" that intersect with cultural themes with keywords such as "culture", "ethics", "art", "language", and "ethnography". These topics are intriguing because they are still relatively rare, and if pursued, their novelty and significance could be high. In critical reading, the object of analysis is the text. Therefore, research on "critical reading" and culturally themed texts can be developed into new research areas.

Acknowledgements

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