

# ANALYSIS READING COMPREHENSION QUESTIONS BASED ON READING SKILLS IN THE TOEFL

Nufikha Shafa Nabilla, <sup>2</sup>Sulistyaningsih, <sup>3</sup>Lailatul Musyarofah

Sarjana Pendidikan Bahasa Inggris, UNIPDA, Jl. Kemiri Sidoarjo 61234 Jatim

Email: [nufikhashafanabilla@gmail.com](mailto:nufikhashafanabilla@gmail.com)

## ABSTRACT

This study aims to analyze the types of reading skills assessed in TOEFL reading comprehension questions and to identify which skills are most frequently emphasized across various test versions. A qualitative analysis was conducted on reading comprehension questions from five different TOEFL tests. The study involved categorizing questions based on 13 distinct reading skills and counting the frequency of each skill type across the tests. Data were organized in tables to provide a clear view of the distribution and emphasis of these skills. The analysis revealed that "Answering Detailed Questions Correctly" (Skill 3) is the most frequently assessed skill, with 44 occurrences across the tests. "Adequately Replying to Implied Detail Questions" (Skill 6) is also prominently featured, appearing in 34 questions. Other significant skills include "Using Context to Determine the Meaning of Difficult Words" (Skill 10) and "Identifying Main Ideas" (Skill 1), each reflecting a critical aspect of reading comprehension. Conversely, skills like "Using Structural Clues to Definitions" (Skill 8) were less frequently assessed.

**Keyword :** TOEFL, reading comprehension, reading skills detailed comprehension.

## INTRODUCTION

English is one of the skills that everyone must have in the current era of society 5.0 because English is central to communication in establishing relations within the country and abroad. Iswati (2021) said that mastery and readiness in facing the TOEFL test are very important because this test is used for various purposes such as requirements for completing studies, applying for jobs, promotions, and continuing education. Ahdiat (2022) said that in 2022 in tests and surveys conducted by PISA to samples of 15 year old students from dozens of countries, Indonesian students obtained a reading ability score of 359 points, lower than the average score of OECD member countries which is around between 472-480 points. Therefore, this research examines and analyzes TOEFL reading comprehension questions in Longman's book to find out what skills exist and what skills appear most often in TOEFL to prepare someone for the TOEFL test to achieve maximum scores.

According to Brown (2021), the English Language Proficiency Test is a comprehensive test to measure all aspects of English language proficiency, especially for academic purposes. There are many types of EPT according to each individual's rules and needs. Each type of EPT also has different rules. Some examples of these tests are the TOEFL, IELTS, TOEIC, PTE, and EPT tests. Currently, there are many English proficiency tests that students and prospective workers can take. Many companies also use TOEFL as requirement, as noted by Smith (2020). TOEFL is an English proficiency test (American accent) required to

apply for admission to universities in the United States or other countries. According to Richards and Schmidt (2021), TOEFL is widely used for various opportunities, including applications for scholarships to study in English-speaking countries.

The Test of English as a Foreign Language (TOEFL) is a widely recognized and respected standardized test used to assess English language proficiency for non-native English speakers. Several universities have made TOEFL a test requirement for students' final graduation exams. Without a TOEFL certificate that reaches the target, students cannot proceed to the next stage. Therefore, many students prepare for the TOEFL test well in advance in order to get the expected results. Language skills tested include listening, speaking, reading, and writing. The language components tested include vocabulary, grammar (structure), pronunciation, including intonation and emphasis.

As mentioned above, there are 4 skills in the TOEFL test, one of which is reading. Reading is the cognitive process of interpreting written or printed symbols to comprehend their meaning. It involves the ability to recognize and understand written language, including letters, words, and sentences, in order to gain information, knowledge, or enjoyment from written texts. On the other hand, Smith (2022) said that reading is not just looking at a collection of letters that have formed words, groups of words, sentences, paragraphs, and discourse only, but more than that, reading is an activity to understand symbols/signs/meaningful writing so that the message correctly delivered by the author can be accepted by readers.



Reading can encompass a wide range of materials, from books and newspapers to digital content, and it is a fundamental skill for communication, education, and personal development.

Understanding a reading is very important to know the content of the reading. It is possible that the problems between one student and another are different. One of the core parts of the TOEFL exam is the Reading Comprehension section, which evaluates the test taker's ability to understand and interpret written texts in English. This research contain an analysis of Reading Comprehension questions on the TOEFL and analyze the type, format, and importance of these questions in assessing language ability. Smith (2021) said that reading comprehension is the power to obtain ideas or meaning from written text, understand it based on background experience or previous knowledge, and interpret it with readers' needs and goals.

Based on researchers' observations, students in the 5th-semester class of 2020C at UNIPDA Sidoarjo in the English Language Proficiency course experienced difficulties in understanding reading texts, such as difficulty in concluding, determining main ideas, and finding references. According to Brown et al. (2021), the poor performance of Indonesian students in the PISA Reading Literacy test, which was conducted in Indonesian, has been investigated by Jones, Smith, and Taylor (2020).

They found that several difficulties were experienced by students in completing this PISA Reading Literacy Test, and two of them were the correct translation of the meaning from English to Indonesian and the question forms.

Some of the reasons are that they do not understand how to use reading comprehension strategies and lose concentration in reading comprehension. Most of the others have difficulty because the vocabulary is too foreign for some students. According to Ruminar et.al (2023) the average student has never taken a TOEFL simulation skill not used to that type of question tested on TOEFL. Because of this situation, researchers are interested in analyzing the types of TOEFL reading questions in Longman's book for students to study in solving reading problems on the TOEFL test.

Based on the explanation above, the researcher feels it is very important to conduct research with the title "An Analysis of Reading Comprehension Questions on the TOEFL" in the book entitled Longman Compete for the TOEFL test by Deborah Phillips.

## **TOEFL**

The TOEFL (Test of English as a Foreign Language) is a standardized test designed to measure the English language proficiency of non-native English speakers. According to White et al. (2022), it is usually used by people who will apply for a particular job or attend a primary educational institution using English as the medium language.

The most popular TOEFL preparation course book is Longman Preparation Course for the TOEFL Test: The Paper Test written by Deborah Phillips. According Khotimah et.al (2022) one of the well-known TOEFL course books is Longman Preparation Course for the TOEFL test, authored by Deborah Phillips with the goal

of assisting students in getting ready for the TOEFL exam on paper. The paper-based TOEFL exam covers (Nita Kaniadewi, 2022) reading comprehension, writing expression, structure, and listening comprehension. It provides 13 strategies meant to be learned and practiced by TOEFL test candidates to help them answer the reading comprehension questions in the TOEFL test. According to Dewi, et.al (2022) all skills must be measured to see the effectiveness of TOEFL preparation because longer preparation time and meetings are needed so that students understand better. However, to what extent these strategies are helpful is a question which needs to be answered through research. Therefore, the current study analyzes whether the proposed strategies are applicable in a real TOEFL test. The results of this research are significant for both TOEFL test candidates in planning their test preparation and instructors in designing syllabi for TOEFL training.

### **Reading**

★ Reading is the cognitive process of deciphering written symbols to obtain meaning. It involves the ability to recognize and understand written words, sentences, and text, which includes skills such as phonological decoding, vocabulary comprehension, and textual interpretation. Based on Taylor (2022), reading is a complex activity that involves both perception and thought.

Oetomo, et.al (2022) also said that It is well acknowledged that reading is one of the most important aspects of effective language learning and that it is also one of the best methods for learners in general to expand their vocabulary and boost their ability.

Reading is an interactive and developmental process that is influenced by cultural, social and individual factors. According to the (Reid Smitha, 2021)



reading involves the interaction between the reader's cognitive skills and processes and the linguistic characteristics in a text. Proficient reading is characterized by the seamless integration of decoding and comprehension skills, allowing individuals to engage with and understand a wide range of written materials. These are fundamental skills for education, information acquisition, and lifelong learning.

### **Reading Comprehension**

Harrison (2022) stated that reading comprehension is the process of getting the meaning of the content and all information about the topic in the text. On the other hand, Miller (2021) defined reading comprehension as the skill of reading text and processing and understanding its meaning. According to Garcia et al. (2020), reading comprehension is the active process of deriving meaning from a text and comprehending it fully and in depth. Reading comprehension is a dynamic process involving the recognition of written symbols and understanding the context behind them, as well as discovering the relationships between words and concepts. Based on Patel (2021), reading comprehension is considered a superior skill for English language learners.

According to the Sari et.al (2022) reading comprehension is essential for success in college and the career, in addition to being a prerequisite for reading literature. From the definition above, it can be concluded that reading

comprehension is a way to understand the context of reading by reading the contents of the entire reading.

### **Reading Comprehension Question (For Reading Test)**

In the reading section of the TOEFL (Test of English as a Foreign Language), your comprehension skills are critical for success. According to White (2022), reading comprehension questions refer to questions about understanding the meaning of the text directly, such as facts, vocabulary, dates, times, and locations.

Questions about reading understanding could be answered directly and explicitly from the text. The reading section is designed to assess your ability to understand academic passages in English. According to the Meurers et.al (2020) reading comprehension provide a practical test of automatic meaning analysis

To develop your reading comprehension skills for TOEFL, practice regularly with example passages and questions. Pay attention to time management, as the reading passages are timed, and try to strike a balance between accuracy and efficiency in your responses. The third part of the TOEFL test is the Reading Comprehension section. This section consists of fifty questions. The fifty questions were done in 55 minutes. In this part of the test a reading text will be given, and in the reading comprehension part it is divided into two types of questions. Ask to answer questions about the information provided in the reading. There are all kinds of questions about each reading, including the main idea questions, was immediately answered in detail questions, and implied detailed questions



## METHOD

The research design was a strategy for answering the research questions. This was the way data were determined, collected, and analyzed. This research was conducted using a mixed-methods research design. Mixed methods research combines both qualitative and quantitative approaches to provide a more comprehensive understanding of the research problem.

Qualitative data analysis focused on data reduction, data display, and interpretation. According to Mezmir (2020), classifying and interpreting linguistic (or visual) data to conclude the implicit and explicit dimensions and patterns of meaning-making in the data and what was represented in it is known as qualitative data analysis. According to Johnson (2021), qualitative data analysis could have several purposes, including describing a phenomenon in detail in the form of subjective life experiences of a person or group. Quantitative data analysis involves the use of statistical methods to analyze numerical data, providing measurable and objective insights. According to Smith (2020), quantitative data analysis includes techniques such as descriptive statistics, inferential statistics, and hypothesis testing, which help in understanding patterns, relationships, and trends within the data. This type of analysis adds rigor and precision to the research findings.

Based on the definitions of mixed methods research provided above, both qualitative and quantitative research methods were used to describe and analyze each type of reading comprehension question in the TOEFL test questions as well as the types of questions that often appeared in the several sample questions

available. The qualitative methods provided in-depth understanding and interpretation, while the quantitative methods validated the findings with statistical evidence.

## FINDINGS

The purpose of this chapter is to present and analyze the data collected for this research. The main focus is to identify the types of reading skills used in the TOEFL test reading comprehension portion and determine which skills are used most frequently. Data analysis was carried out using quantitative and qualitative methods to comprehensively understand the reading comprehension questions. Based on the statement of the problem, the objectives of the study are:

1). To find out the types of reading skills used in the reading comprehension question on a TOEFL test. 2). To elaborate on the types of the highest frequency of reading skills used in the TOEFL test. This chapter is organized into two main parts: the first part presents the findings, while the second part provides a discussion of the results in the context of the research objectives and relevant literature.

### 4.1. The Types of Reading Skills used in the Reading Comprehension Question on The TOEFL Test

This research aims to explain the types of reading skills and identify the most frequently used skills in the TOEFL test. A quantitative and qualitative research method was employed to achieve this objective. The researcher

categorized the reading comprehension questions based on 13 different skill types, grouped them accordingly in tables, and calculated their overall frequency.

Firstly, reading comprehension questions in complete tests one to five were collected. Every complete test consists of 50 questions and five complete tests means consist of 250 questions. Secondly, 50 questions of complete test one were identified based on 13 skills, and then 50 questions continued complete tests two, three, four, and five were identified until completed, the following is an example of COMPLETE TEST 1, and the results can be told below in table 4.1.





## AN EXAMPLE OF COMPLETE TEST ONE

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### SECTION 3 READING COMPREHENSION Time—55 minutes (including the reading of the directions) Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the **one** best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is **stated** or **implied** in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

#### Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

#### Sample Answer

- (A)
- ☒ (B)
- (C)
- (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose answer (B).

#### Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

#### Sample Answer

- (A)
- (B)
- ☒ (C)
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose answer (C).

GO ON TO THE NEXT PAGE

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### Questions 1–9

John James Audubon, nineteenth-century artist and naturalist, is known as one of the foremost authorities on North American birds. Born in Les Cayes, Haiti, in 1785, Audubon was raised in France and studied art under French artist Jacques-Louis David. After settling on his father's Pennsylvania estate at the age of eighteen, he first began to study and paint birds.

Line  
(5)

In his young adulthood, Audubon undertook numerous enterprises, generally without a tremendous amount of success; at various times during his life he was involved in a mercantile business, a lumber and grist mill, a taxidermy business, and a school. His general mode of operating a business was to leave it either unattended or in the hands of a partner and take off on excursions through the wilds to paint the natural life that he saw. His business career came to an end in 1819 when he was jailed for debt and forced to file for bankruptcy.

(10)

It was at that time that Audubon began to seriously pursue the dream of publishing a collection of his paintings of birds. For the next six years he painted birds in their natural habitats while his wife worked as a teacher to support the family. His *Birds of America*, which included engravings of 435 of his colorful and lifelike watercolors, was published in parts during the period from 1826 to 1838 in England. After the success of the English editions, American editions of his work were published in 1839, and his fame and fortune were ensured.

(15)

- This passage is mainly about
  - North American birds
  - Audubon's route to success as a painter of birds
  - the works that Audubon published
  - Audubon's preference for travel in natural habitats
- The word "foremost" in line 1 is closest in meaning to
  - prior
  - leading
  - first
  - largest
- In the second paragraph, the author mainly discusses
  - how Audubon developed his painting style
  - Audubon's involvement in a mercantile business
  - where Audubon went on his excursions
  - Audubon's unsuccessful business practices
- The word "mode" in line 7 could best be replaced by
  - method
  - vogue
  - average
  - trend
- Audubon decided not to continue to pursue business when
  - he was injured in an accident at a grist mill
  - he decided to study art in France
  - he was put in prison because he owed money
  - he made enough money from his paintings
- The word "pursue" in line 11 is closest in meaning to
  - imagine
  - share
  - follow
  - deny

GO ON TO THE NEXT PAGE



**Table 4.1 Analysis of Reading Comprehension Question of Complete Test One**

Reading Test - 1	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Skill 11	Skill 12	Skill 13
Reading questions numbers	1	39	5	18	17	9	10	15	2	6	4	19	11
	3		7	31	47	13	40		35	12	8	28	49
	20		14	48		24	50		44	23	45	38	
	41		16			25				27			
			21			33				32			
			22			43				34			
			26							37			
			29							42			
			30										
			36										
			46										
Total	4	1	11	3	2	6	3	1	3	8	3	3	2

**Results of the Analysis of Reading Comprehension Questions in Complete Test One**

The analysis of the reading comprehension questions from Complete Test One identified the specific reading skills assessed by each question. The following details the distribution and frequency of these skills:

**1. Skill 1: Answering Main Idea Questions Correctly**

- Questions: 1, 3, 20, 41, Total: 4 questions

**2. Skill 2: Recognizing the Organization of Ideas**

- Question: 39; Total: 1 question

**3. Skill 3: Answering Detailed Questions Correctly**

- Questions: 5, 7, 14, 16, 21, 22, 26, 29, 30, 36, 46; Total: 11 questions

**4. Skill 4: Finding "Unstated" Details**



- Questions: 18, 31, 48; Total: 3 questions

**5. Skill 5: Finding Pronoun Referents**

- Questions: 17, 47; Total: 2 questions

**6. Skill 6: Adequately Replying to Implied Detail Questions**

- Questions: 9, 13, 24, 25, 33, 43; Total: 6 questions

**7. Skill 7: Properly Answering Transition Questions**

- Questions: 10, 40, 50; Total: 3 questions

**8. Skill 8: Using Structural Clues to Definitions**

- Question: 15; Total: 1 question

**9. Skill 9: Determining the Meaning of Parts of Words**

- Questions: 2, 35, 44. Total: 3 questions

**10. Skill 10: Using Context to Determine the Meaning of Difficult Words**

- Questions: 6, 12, 23, 27, 32, 34, 37, 42; Total: 8 questions

★ **11. Skill 11: Using Context to Determine the Meanings of Simple Words** ★

- Questions: 4, 8, 25; Total: 3 questions

**12. Skill 12: Determining Where Specific Information is Found**

- Questions: 19, 28, 38; Total: 3 questions

**13. Skill 13: Choosing the Purpose, Tone, and Course**

- Questions: 11, 49; Total: 2 questions

The analysis highlights that Skill 3 (Answering Detailed Questions Correctly) is the most frequently assessed, with 11 questions. This suggests a strong emphasis on detailed comprehension in the TOEFL reading section. Conversely, Skill 2 (Recognizing the Organization of Ideas) and Skill 8 (Using Structural Clues

to Definitions) are the least frequently assessed, each with only 1 question. This distribution provides valuable insights into the types of reading skills prioritized in the TOEFL test and can inform targeted preparation strategies.



## AN EXAMPLE OF COMPLETE TEST TWO

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### SECTION 3 READING COMPREHENSION

Time—55 minutes  
(including the reading of the directions)  
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

#### Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

- (A)
- (B)
- (C)
- (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose answer (B).

#### Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

- (A)
- (B)
- (C)
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose answer (C).

GO ON TO THE NEXT PAGE



3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### Questions 1-10

Line  
(5) Niagara Falls, one of the most famous North American natural wonders, has long been a popular tourist destination. Tourists today flock to see the two falls that actually constitute Niagara Falls: the 173-foot-high Horseshoe Falls on the Canadian side of the Niagara River in the Canadian province of Ontario and the 182-foot-high American Falls on the U.S. side of the river in the state of New York. Approximately 85 percent of the water that goes over the falls actually goes over Horseshoe Falls, with the rest going over American Falls.

(10) Most visitors come between April and October, and it is quite a popular activity to take a steamer out onto the river and right up to the base of the falls for a close-up view. It is also possible to get a spectacular view of the falls from the strategic locations along the Niagara River, such as Prospect Point or Table Rock, or from one of the four observation towers which have heights up to 500 feet.

(15) Tourists have been visiting Niagara Falls in large numbers since the 1800s; annual visitation now averages above 10 million visitors per year. Because of concern that all these tourists would inadvertently destroy the natural beauty of this scenic wonder, the state of New York in 1885 created Niagara Falls Park in order to protect the land surrounding American Falls. A year later Canada created Queen Victoria Park on the Canadian side of the Niagara, around Horseshoe Falls. With the area surrounding the falls under the jurisdiction of government agencies, appropriate steps could be taken to preserve the pristine beauty of the area.

1. What is the major point that the author is making in this passage?
  - (A) Niagara Falls can be viewed from either the American side or the Canadian side.
  - (B) A trip to the United States isn't complete without a visit to Niagara Falls.
  - (C) Niagara Falls has had an interesting history.
  - (D) It has been necessary to protect Niagara Falls from the many tourists who go there.
2. The word "flock" in line 2 could best be replaced by
  - (A) come by plane
  - (B) come in large numbers
  - (C) come out of boredom
  - (D) come without knowing what they will see
3. According to the passage, which of the following best describes Niagara Falls?
  - (A) Niagara Falls consists of two rivers, one Canadian and the other American.
  - (B) American Falls is considerably higher than Horseshoe Falls.
  - (C) The Niagara River has two falls, one in Canada and one in the United States.
  - (D) Although the Niagara River flows through the United States and Canada, the falls are only in the United States.
4. A "steamer" in line 8 is probably
  - (A) a bus
  - (B) a boat
  - (C) a walkway
  - (D) a park

GO ON TO THE NEXT PAGE

**Table 4.2 Analysis of Reading Comprehension Question of Complete Test Two**

Reading Test-2	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Skill 11	Skill 12	Skill 13
Reading questions numbers	1	32	3	15	17	6	10		8	2	5	19	11
	21		7	25	37	18	20		24	4	12	40	30
	41		13	34		28			29	9	16		50
			14			31			38	22	44		
			23			36				26			
			27			39				33			
			45			43				35			
			46			49				42			
			48							47			
Total	3	1	9	3	2	8	2		4	9	4	2	3

### **Results of the Analysis of Reading Comprehension Questions in Complete Test Two**

The analysis of the reading comprehension questions from Complete Test Two identified the specific reading skills assessed by each question. The following details the distribution and frequency of these skills:

#### **1. Skill 1: Answering Main Idea Questions Correctly**

- Questions: 1, 21, 41; Total: 3 questions

#### **2. Skill 2: Recognizing the Organization of Ideas**

- Question: 32; Total: 1 question

**3. Skill 3: Answering Detailed Questions Correctly**

- Questions: 3, 7, 13, 14, 23, 27, 45, 48; Total: 9 questions

**4. Skill 4: Finding "Unstated" Details**

- Questions: 15, 25, 34; Total: 3 questions

**5. Skill 5: Finding Pronoun Referents**

- Questions: 17, 37; Total: 2 questions

**6. Skill 6: Adequately Replying to Implied Detail Questions**

- Questions: 6, 18, 28, 31, 36, 39, 43, 49; Total: 8 questions

**7. Skill 7: Properly Answering Transition Questions**

- Questions: 10, 20; Total: 2 questions

**8. Skill 8: Using Structural Clues to Definitions**

- Questions: None; Total: 0 questions

**9. Skill 9: Determining the Meaning of Parts of Words**

- Questions: 8, 24, 29, 38; Total: 4 questions

**10. Skill 10: Using Context to Determine the Meaning of Difficult Words**

- Questions: 2, 4, 9, 22, 26, 33, 35, 42, 47; Total: 9 questions

**11. Skill 11: Using Context to Determine the Meanings of Simple Words**

- Questions: 5, 12, 16, 44; Total: 4 questions

**12. Skill 12: Determining Where Specific Information is Found**

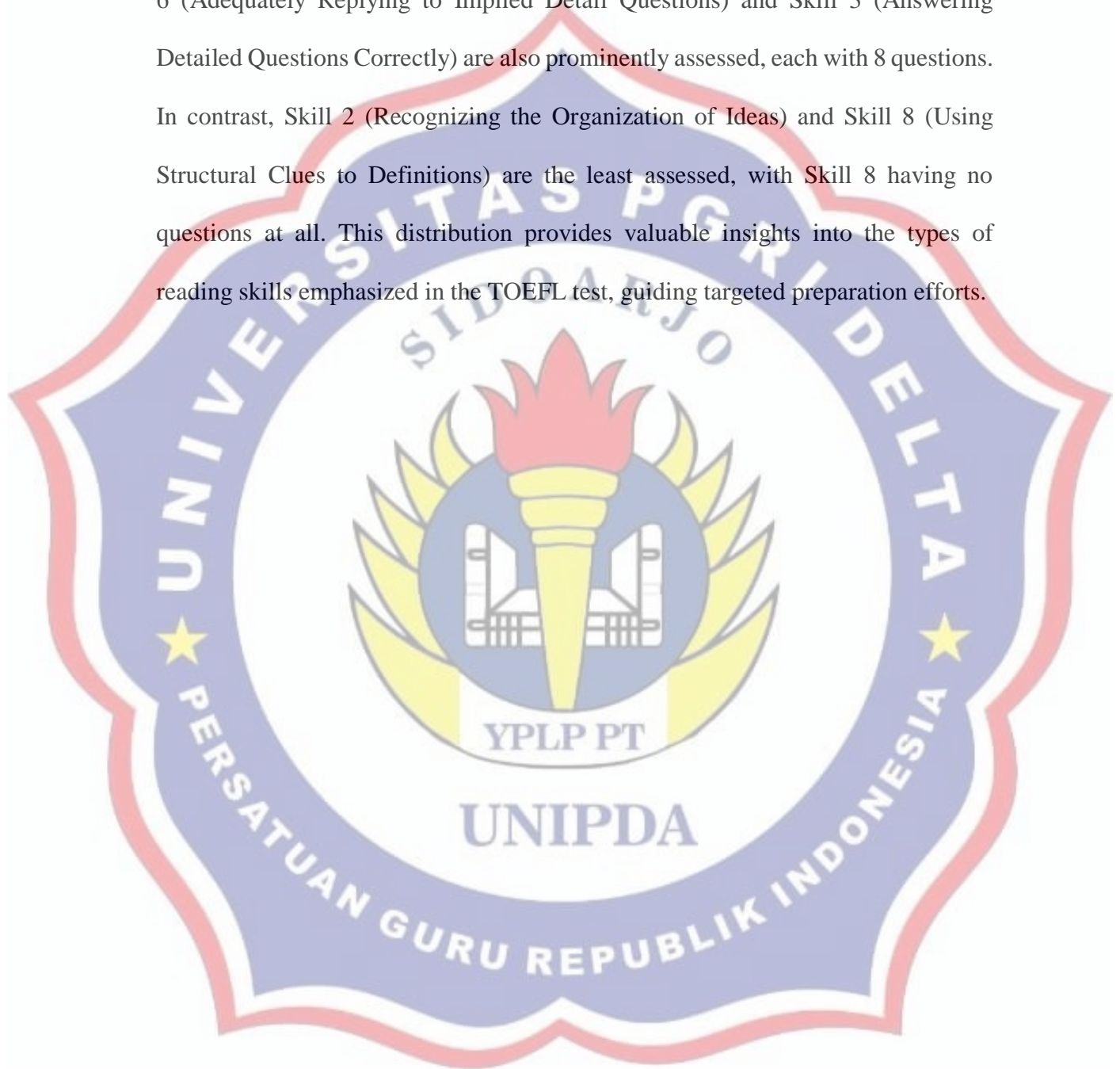
- Questions: 19, 40; Total: 2 questions

**13. Skill 13: Choosing the Purpose, Tone, and Course**

- Questions: 11, 30, 50; Total: 3 questions



The analysis highlights that Skill 10 (Using Context to Determine the Meaning of Difficult Words) is the most frequently assessed, with 9 questions. Skill 6 (Adequately Replying to Implied Detail Questions) and Skill 3 (Answering Detailed Questions Correctly) are also prominently assessed, each with 8 questions. In contrast, Skill 2 (Recognizing the Organization of Ideas) and Skill 8 (Using Structural Clues to Definitions) are the least assessed, with Skill 8 having no questions at all. This distribution provides valuable insights into the types of reading skills emphasized in the TOEFL test, guiding targeted preparation efforts.



## AN EXAMPLE OF COMPLETE TEST THREE

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### SECTION 3 READING COMPREHENSION

Time—55 minutes  
(including the reading of the directions)  
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is **stated or implied** in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

#### Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

#### Sample Answer

- (A)
- ☒ (B)
- (C)
- (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose answer (B).

#### Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

#### Sample Answer

- (A)
- (B)
- ☒ (C)
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose answer (C).

GO ON TO THE NEXT PAGE



## Questions 1–10

The final battle of the War of 1812 was the Battle of New Orleans. This battle gave a clear demonstration of the need for effective communication during wartime; it also showed the disastrous results that can come to pass when communication is inadequate.

Line (5) The War of 1812 was fought between Great Britain and the very young country of the United States only a relatively few years after the United States had won its independence from Britain. The United States had declared war against Britain in June of 1812, mostly because of interference with U.S. shipping by the British and because of the shanghaiing of U.S. sailors for enforced service on British vessels. The war lasted for a little more than two years, when a peace treaty was signed at Ghent, in Belgium, on the 24th of December, 1814.

(10) Unfortunately, the news that the Treaty of Ghent had been signed and that the war was officially over was not communicated in a timely manner over the wide distance to where the war was being contested. Negotiations for the treaty and the actual signing of the treaty took place in Europe, and news of the treaty had to be carried across the Atlantic to the war front by ship. A totally unnecessary loss of life was incurred as a result of the amount of time that it took to inform the combatants of the treaty.

(15) Early in January of 1815, some two weeks after the peace treaty had been signed, British troops in the southern part of the United States were unaware that the war had officially ended. Over 5,000 British troops attacked U.S. troops. During the ensuing battle, known as the Battle of New Orleans, the British suffered a huge number of casualties, around 2,000, and the Americans lost 71, all in a battle fought only because news of the peace treaty that had already been signed in Ghent had not yet reached the battlefield.

1. The main idea of this passage is that
  - (A) the War of Independence was unnecessary
  - (B) the War of 1812 was unnecessary
  - (C) the Treaty of Ghent was unnecessary
  - (D) the Battle of New Orleans was unnecessary
2. The pronoun "it" in line 2 refers to
  - (A) battle
  - (B) demonstration
  - (C) communication
  - (D) wartime
3. The expression "come to pass" in line 3 could best be replaced by
  - (A) happen
  - (B) overthrow
  - (C) self-destruct
  - (D) circumvent
4. According to the passage, when did the United States win its independence from Britain?
  - (A) Shortly before the War of 1812
  - (B) During the War of 1812
  - (C) Just after the War of 1812
  - (D) Long after the War of 1812
5. According to the passage, some U.S. sailors were
  - (A) taken forcibly to Shanghai
  - (B) made to go to Ghent
  - (C) forced to work on British ships
  - (D) responsible for causing the War of 1812
6. It is NOT stated in the passage that Ghent was
  - (A) where negotiations took place
  - (B) the site of the final battle
  - (C) where the treaty was signed
  - (D) far from the battlefield

GO ON TO THE NEXT PAGE



**Table 4.3 Analysis of Reading Comprehension Question of Complete Test Three**

Reading Test-3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Skill 11	Skill 12	Skill 13
Reading questions numbers	1	10	4	6	2	8	31	16	26	3	13	9	21
	11	33	5	14	18	15			28	7	29	20	
	22		12	25	24	17			34	19			
	32		43	35	47	27			46	23			
	41		44			30			50	36			
			49			37				39			
						38				42			
						40							
						45							
						48							
Total	5	2	6	4	4	10	1	1	5	7	2	2	1

**Results of the Analysis of Reading Comprehension Questions in Complete Test Three**

The analysis of the reading comprehension questions from Complete Test Three identified the specific reading skills assessed by each question. The following details the distribution and frequency of these skills:

**1. Skill 1: Answering Main Idea Questions Correctly**

- Questions: 1, 11, 22, 32, 41; Total: 5 questions

**2. Skill 2: Recognizing the Organization of Ideas**

- Questions: 10, 33; Total: 2 questions

**3. Skill 3: Answering Detailed Questions Correctly**

- Questions: 4, 5, 12, 25, 43, 44; Total: 6 questions

**4. Skill 4: Finding "Unstated" Details**

- Questions: 6, 14, 35, 47; Total: 4 questions

**5. Skill 5: Finding Pronoun Referents**

- Questions: 2, 18, 24, 30; Total: 4 questions

**6. Skill 6: Adequately Replying to Implied Detail Questions**

- Questions: 8, 15, 17, 27, 30,37, 38, 40, 45,48.; Total: 10 questions

**7. Skill 7: Properly Answering Transition Questions**

- Questions: 31; Total: 1 questions

**8. Skill 8: Using Structural Clues to Definitions**

- Question: 16; Total: 1 question

**9. Skill 9: Determining the Meaning of Parts of Words**

- Questions: 26, 28, 34, 46, 50; Total: 5 questions

**10. Skill 10: Using Context to Determine the Meaning of Difficult Words**

- Questions: 3, 7, 19, 23, 36, 39, 42; Total: 7 questions

**11. Skill 11: Using Context to Determine the Meanings of Simple Words**

- Questions: 9, 29; Total: 2 questions

**12. Skill 12: Determining Where Specific Information is Found**

- Questions: 13, 20; Total: 2 questions

**13. Skill 13: Choosing the Purpose, Tone, and Course**

- Question: 21; Total: 1 question

The analysis highlights that Skill 6 (Adequately Replying to Implied Detail Questions) is the most frequently assessed, with 9 questions. Skill 1 (Answering Main Idea Questions Correctly) and Skill 10 (Using Context to Determine the Meaning of Difficult Words) are also prominently assessed, with 5 and 7 questions respectively. In contrast, Skill 8 (Using Structural Clues to Definitions) and Skill

13 (Choosing the Purpose, Tone, and Course) are the least assessed, with only 1 question each. This distribution provides valuable insights into the types of reading skills emphasized in the TOEFL test, guiding targeted preparation efforts.





## AN EXAMPLE OF COMPLETE TEST FOUR

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### SECTION 3 READING COMPREHENSION Time—55 minutes (including the reading of the directions) Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is **stated** or **implied** in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

#### Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

- (A)
- ☒ (B)
- (C)
- (D)

According to the passage, John Quincy Adams “dedicated his life to public service.” Therefore, you should choose answer (B).

#### Example II

In line 4, the word “unswerving” is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

- (A)
- (B)
- ☒ (C)
- (D)

The passage states that John Quincy Adams demonstrated his unswerving belief “throughout his career.” This implies that the belief did not change. Therefore, you should choose answer (C).

GO ON TO THE NEXT PAGE

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### Questions 1–10

A rather surprising geographical feature of Antarctica is that a huge freshwater lake, one of the world's largest and deepest, lies hidden there under four kilometers of ice. Now known as Lake Vostok, this huge body of water is located under the ice block that comprises Antarctica. The lake is able to exist in its unfrozen state beneath this block of ice because its waters are warmed by geothermal heat from the earth's core. The thick glacier above Lake Vostok actually insulates it from the frigid temperatures (the lowest ever recorded on Earth) on the surface.

The lake was first discovered in the 1970s while a research team was conducting an aerial survey of the area. Radio waves from the survey equipment penetrated the ice and revealed a body of water of indeterminate size. It was not until much more recently that data collected by satellite made scientists aware of the tremendous size of the lake; the satellite-borne radar detected an extremely flat region where the ice remains level because it is floating on the water of the lake.

The discovery of such a huge freshwater lake trapped under Antarctica is of interest to the scientific community because of the potential that the lake contains ancient microbes that have survived for thousands upon thousands of years, unaffected by factors such as nuclear fallout and elevated ultraviolet light that have affected organisms in more exposed areas. The downside of the discovery, however, lies in the difficulty of conducting research on the lake in such a harsh climate and in the problems associated with obtaining uncontaminated samples from the lake without actually exposing the lake to contamination. Scientists are looking for possible ways to accomplish this.

1. The purpose of the passage is to
  - (A) explain how Lake Vostok was discovered
  - (B) provide satellite data concerning Antarctica
  - (C) discuss future plans for Lake Vostok
  - (D) present an unexpected aspect of Antarctica's geography
2. The word "lies" in line 2 could best be replaced by
  - (A) sleeps
  - (B) sits
  - (C) tells falsehoods
  - (D) inclines
3. What is true of Lake Vostok?
  - (A) It is completely frozen.
  - (B) It is not a saltwater lake.
  - (C) It is beneath a thick slab of ice.
  - (D) It is heated by the sun.
4. Which of the following is closest in meaning to "frigid" in line 6?
  - (A) Extremely cold
  - (B) Never changing
  - (C) Quite harsh
  - (D) Rarely recorded
5. All of the following are true about the 1970 survey of Antarctica EXCEPT that it
  - (A) was conducted by air
  - (B) made use of radio waves
  - (C) did not measure the exact size of the lake
  - (D) was controlled by a satellite
6. It can be inferred from the passage that the ice would not be flat if
  - (A) there were no lake
  - (B) the lake were not so big
  - (C) Antarctica were not so cold
  - (D) radio waves were not used

GO ON TO THE NEXT PAGE



**Table 4.4 Analysis of Reading Comprehension Question of Complete Test Four**

Reading	Skill	Skill	Skill	Skill	Skill	Skill	Skill	Skill	Skill	Skill	Skill	Skill	Skill
Test-4	1	2	3	4	5	6	7	8	9	10	11	12	13
Reading	32	11	3	5	16	6	10	16	7	14	2	39	1
question		40	8	15	46	17	31		9	8	21	48	22
numbers		50	12	20		29	38		47	27	23		41
			13	36		45			49	34	30		42
			19	43							37		
			24	44									
			26										
			28										
			33										
			35										
Total	1	3	10	6	2	4	3	1	4	4	4	2	4

**Results of the Analysis of Reading Comprehension Questions in Complete Test Four**

The analysis of the reading comprehension questions from Complete Test Four identified the specific reading skills assessed by each question. The following details the distribution and frequency of these skills:



**1. Skill 1: Answering Main Idea Questions Correctly**

- Questions: 32; Total: 1 question

**2. Skill 2: Recognizing the Organization of Ideas**

- Questions: 11, 40, 43 Total: 3 questions

**3. Skill 3: Answering Detailed Questions Correctly**

- Questions: 3, 15, 20, 36, 45, 50. Total: 10 questions

**4. Skill 4: Finding "Unstated" Details**

- Questions: 5, 17, 29, 38, 49, 34; Total: 6 questions

**5. Skill 5: Finding Pronoun Referents**

- Questions: 16, 46;
- Total: 2 questions

**6. Skill 6: Adequately Replying to Implied Detail Questions**

- Questions: 6, 31, 38, 47;
- Total: 4 questions

**7. Skill 7: Properly Answering Transition Questions**

- Questions: 10, 21, 30;
- Total: 3 questions

**8. Skill 8: Using Structural Clues to Definitions**

- Questions: 16;
- Total: 1 question

**9. Skill 9: Determining the Meaning of Parts of Words**

- Questions: 7, 9, 21, 37;
- Total: 4 questions

**10. Skill 10: Using Context to Determine the Meaning of Difficult Words**

- Questions: 14, 8, 27, 33; Total: 4 questions

**11. Skill 11: Using Context to Determine the Meanings of Simple Words**

- Questions: 2, 8, 21,
- 42; Total: 4 questions

**12. Skill 12: Determining Where Specific Information is Found**

- Questions: 39, 48;
- Total: 2 questions

**13. Skill 13: Choosing the Purpose, Tone, and Course**

- Questions: 1, 41;
- Total: 2 questions

The analysis shows that Skill 3 (Answering Detailed Questions Correctly) is the most frequently assessed, with 10 questions. Skill 4 (Finding "Unstated" Details) follows with 6 questions. Skills 2 (Recognizing the Organization of Ideas), Skill 6 (Adequately Replying to Implied Detail Questions), and Skill 9 (Determining the Meaning of Parts of Words) each have a moderate representation with 3 to 4 questions each. In contrast, Skill 1 (Answering Main Idea Questions Correctly) and Skill 8 (Using Structural Clues to Definitions) are the least assessed, with only 1 question each. This distribution highlights the areas of emphasis in this TOEFL test and can guide targeted study strategies.





## AN EXAMPLE OF COMPLETE TEST FIVE

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### SECTION 3 READING COMPREHENSION

Time—55 minutes  
(including the reading of the directions)  
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges. This section contains reading passages and questions about the passages.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is **stated** or **implied** in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

#### Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

#### Sample Answer

- ☐ (A)
- ☒ (B)
- ☐ (C)
- ☐ (D)

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose answer (B).

#### Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

#### Sample Answer

- ☐ (A)
- ☐ (B)
- ☒ (C)
- ☐ (D)

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose answer (C).

GO ON TO THE NEXT PAGE

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### Questions 1-11

Harvard University, today recognized as part of the top echelon of the world's universities, came from very inauspicious and humble beginnings.

This oldest of American universities was founded in 1636, just sixteen years after the Pilgrims landed at Plymouth. Included in the Puritan emigrants to the Massachusetts colony during this period were more than 100 graduates of England's prestigious Oxford and Cambridge universities, and these university graduates in the New World were determined that their sons would have the same educational opportunities that they themselves had had. Because of this support in the colony for an institution of higher learning, the General Court of Massachusetts appropriated 400 pounds for a college in October of 1636 and early the following year decided on a parcel of land for the school; this land was in an area called Newetowne, which was later renamed Cambridge after its English cousin and is the site of the present-day university.

When a young minister named John Harvard, who came from the neighboring town of Charlestowne, died from tuberculosis in 1638, he willed half of his estate of 1,700 pounds to the fledgling college. In spite of the fact that only half of the bequest was actually paid, the General Court named the college after the minister in appreciation for what he had done. The amount of the bequest may not have been large, particularly by today's standards, but it was more than the General Court had found it necessary to appropriate in order to open the college.

Henry Dunster was appointed the first president of Harvard in 1640, and it should be noted that in addition to serving as president, he was also the entire faculty, with an entering freshman class of four students. Although the staff did expand somewhat, for the first century of its existence the entire teaching staff consisted of the president and three or four tutors.

1. The main idea of this passage is that
  - (A) Harvard is one of the world's most prestigious universities
  - (B) what is today a great university started out small
  - (C) John Harvard was key to the development of a great university
  - (D) Harvard University developed under the auspices of the General Court of Massachusetts
2. The passage indicates that Harvard is
  - (A) one of the oldest universities in the world
  - (B) the oldest university in the world
  - (C) one of the oldest universities in America
  - (D) the oldest university in America
3. It can be inferred from the passage that the Puritans who traveled to the Massachusetts colony were
  - (A) rather well educated
  - (B) rather rich
  - (C) rather supportive of the English government
  - (D) rather undemocratic
4. The pronoun "they" in line 7 refers to
  - (A) Oxford and Cambridge universities
  - (B) university graduates
  - (C) sons
  - (D) educational opportunities
5. The "pounds" in line 8 are probably
  - (A) types of books
  - (B) college students
  - (C) units of money
  - (D) school campuses

GO ON TO THE NEXT PAGE



**Table 4.5 Analysis of Reading Comprehension Questions of Complete Test Five**

Reading Test-4	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Skill 11	Skill 12	Skill 13
	1	30	2	7	4	3	50	16	32	5	18	11	21
	41	31	8	17	27	9		34	33	6	24	29	22
		48	12	23	38	19			37	10	44	40	49
			14	39		26				13	47		
			25			35				15			
			28			43				20			
			36			45							
			42										
			46										
Total	2	3	9	4	3	7	1	2	3	6	4	3	3

### Results of the Analysis of Reading Comprehension Questions in Complete Test Five

The analysis of the reading comprehension questions from Complete Test Five identified the specific reading skills assessed by each question. The following details the distribution and frequency of these skills:

#### 1. Skill 1: Answering Main Idea Questions Correctly

- Questions: 1, 41
- Total: 2 questions

#### 2. Skill 2: Recognizing the Organization of Ideas

- Questions: 30, 31, 48
- Total: 3 questions

#### 3. Skill 3: Answering Detailed Questions Correctly

- Questions: 2, 8, 17, 23, 27, 33, 38, 44, 49



- Total: 9 questions

**4. Skill 4: Finding "Unstated" Details**

- Questions: 7, 17, 19, 35
- Total: 4 questions

**5. Skill 5: Finding Pronoun Referents**

- Questions: 4, 9, 15
- Total: 3 questions

**6. Skill 6: Adequately Replying to Implied Detail Questions**

- Questions: 3, 6, 12, 26, 37, 40, 47
- Total: 7 questions

**7. Skill 7: Properly Answering Transition Questions**

- Question: 50
- Total: 1 question

**8. Skill 8: Using Structural Clues to Definitions**

- Questions: 16, 32
- Total: 2 questions

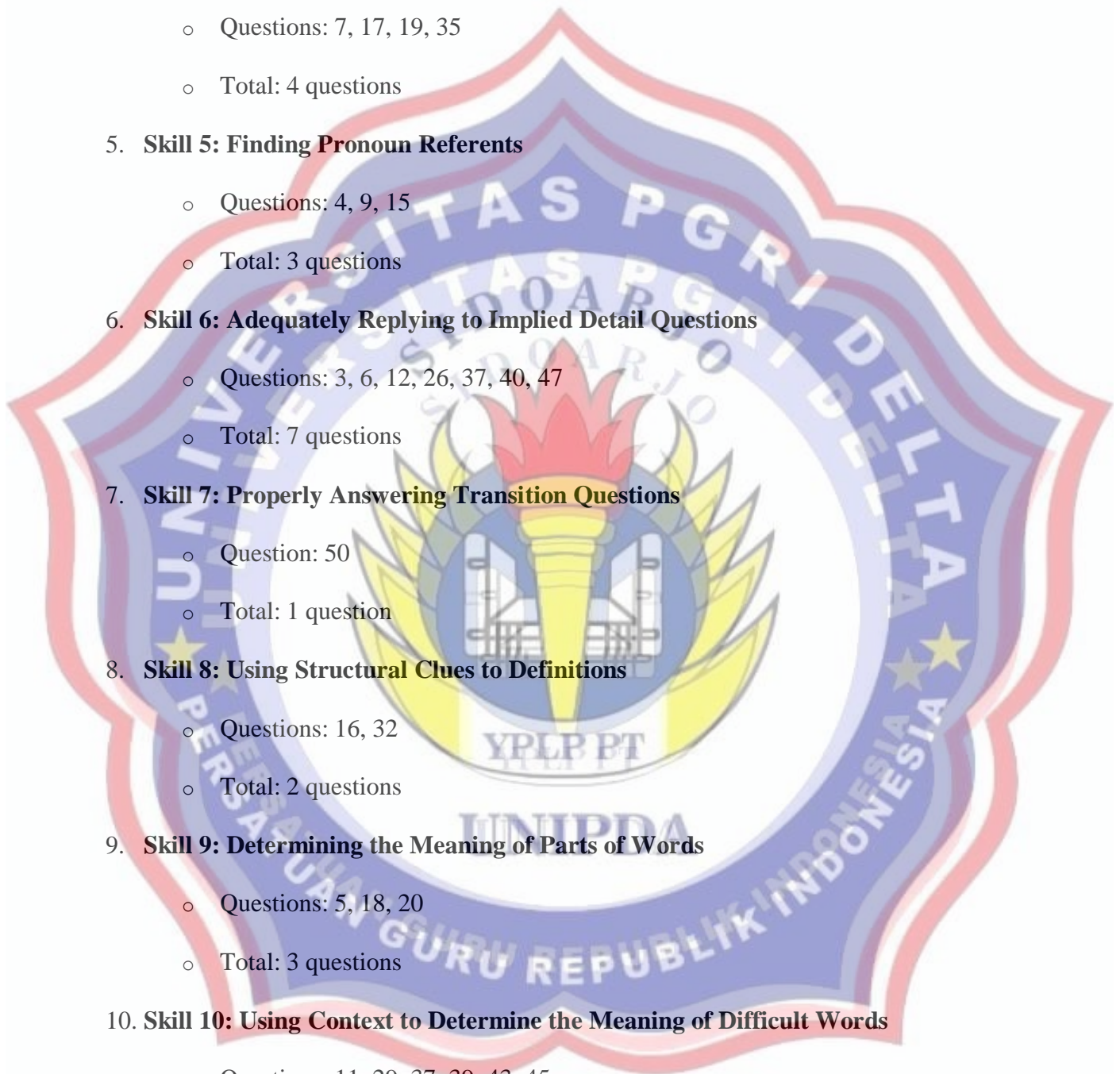
**9. Skill 9: Determining the Meaning of Parts of Words**

- Questions: 5, 18, 20
- Total: 3 questions

**10. Skill 10: Using Context to Determine the Meaning of Difficult Words**

- Questions: 11, 29, 37, 39, 43, 45
- Total: 6 questions

**11. Skill 11: Using Context to Determine the Meanings of Simple Words**



- Questions: 6, 24, 34, 46
- Total: 4 questions

#### **12. Skill 12: Determining Where Specific Information is Found**

- Questions: 21, 26, 47
- Total: 3 questions

#### **13. Skill 13: Choosing the Purpose, Tone, and Course**

- Questions: 13, 20, 42
- Total: 3 questions

The analysis reveals that Skill 3 (Answering Detailed Questions Correctly) is the most frequently assessed, with 9 questions. Skill 6 (Adequately Replying to Implied Detail Questions) follows closely with 7 questions. Skill 10 (Using Context to Determine the Meaning of Difficult Words) is also significantly represented, with 6 questions. Conversely, Skill 7 (Properly Answering Transition Questions) and Skill 8 (Using Structural Clues to Definitions) have the least representation, with only 1 and 2 questions respectively. This distribution provides insight into the emphasis placed on different reading skills in this TOEFL test, which can inform targeted preparation strategies

4.2. To elaborate on the types of reading skills that have the highest frequency used in the TOEFL test.

The number of skills used in the reading questions from Complete Test 1 through Complete Test 5 is input into Table No. 4.2.1.



**Table no. 4.2.1. The number of skills used in the reading questions from Complete Test 1 through Complete Test 5**

Reading questions	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 6	Skill 7	Skill 8	Skill 9	Skill 10	Skill 11	Skill 12	Skill 13
Test-1	4	1	11	3	2	6	3	1	3	8	3	3	2
Test-2	3	1	9	3	2	8	2	-	4	9	4	2	3
Test-3	5	2	6	4	4	10	1	1	5	7	2	2	1
Test-4	1	3	10	6	2	4	3	2	4	4	5	2	4
Test-5	2	3	9	4	3	7	1	2	3	6	4	3	3
<b>Total of skills</b>	<b>15</b>	<b>10</b>	<b>44</b>	<b>20</b>	<b>13</b>	<b>34</b>	<b>12</b>	<b>5</b>	<b>19</b>	<b>34</b>	<b>17</b>	<b>12</b>	<b>13</b>

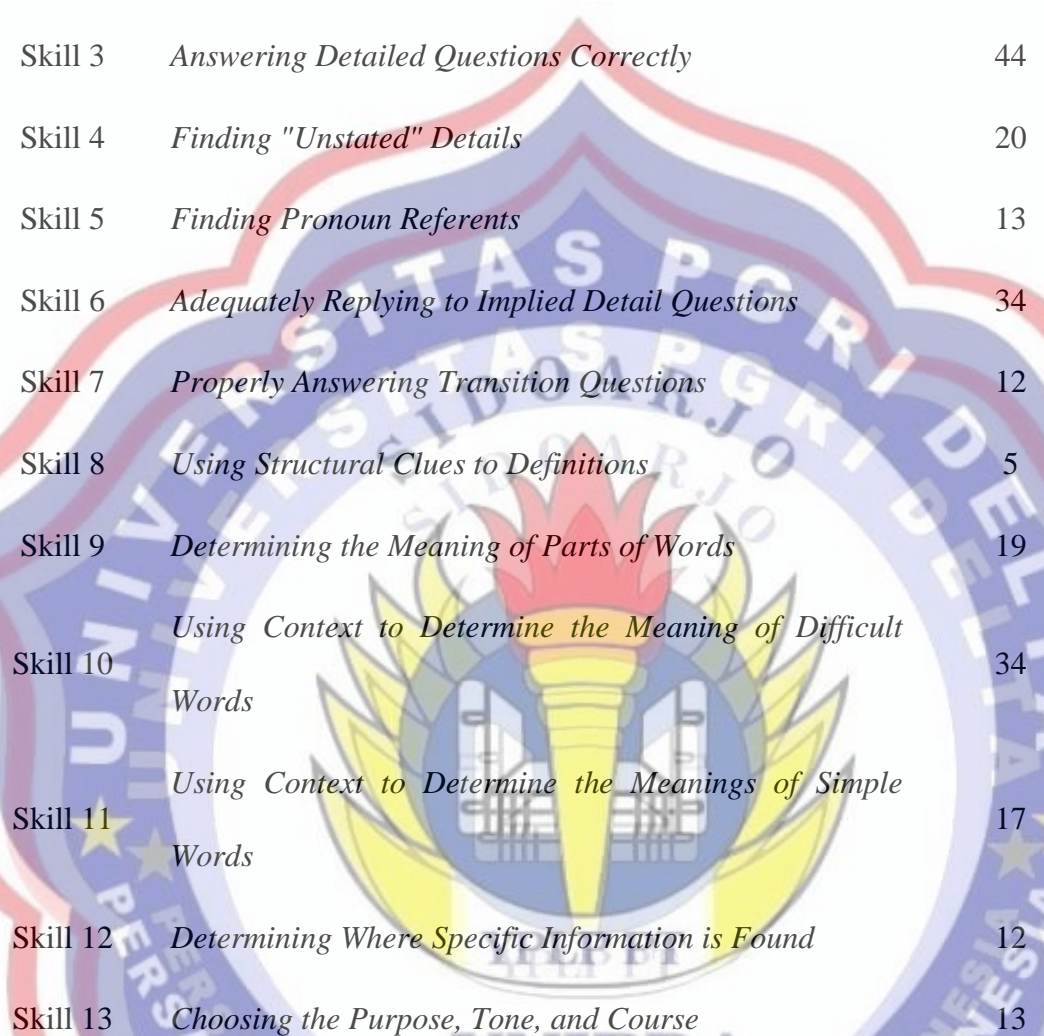
**Finding the types of the highest frequency of reading skills used in the TOEFL test.**

The analysis of reading comprehension questions across five TOEFL tests reveals the distribution of various reading skills assessed. The table below summarizes the total number of questions for each skill across all tests:

**Table No. 4.2.2. Summarizes the total number of each skill across all tests:**

<u>Skill</u>	<u>Description</u>	<u>Total Questions</u>
Skill 1	<i>Answering Main Idea Questions Correctly</i>	15
Skill 2	<i>Recognizing the Organization of Ideas</i>	10





<u>Skill</u>	<u>Description</u>	<u>Total Questions</u>
Skill 3	<i>Answering Detailed Questions Correctly</i>	44
Skill 4	<i>Finding "Unstated" Details</i>	20
Skill 5	<i>Finding Pronoun Referents</i>	13
Skill 6	<i>Adequately Replying to Implied Detail Questions</i>	34
Skill 7	<i>Properly Answering Transition Questions</i>	12
Skill 8	<i>Using Structural Clues to Definitions</i>	5
Skill 9	<i>Determining the Meaning of Parts of Words</i>	19
Skill 10	<i>Using Context to Determine the Meaning of Difficult Words</i>	34
	<i>Using Context to Determine the Meanings of Simple Words</i>	17
Skill 11	<i>Determining Where Specific Information is Found</i>	12
Skill 12	<i>Choosing the Purpose, Tone, and Course</i>	13

**Conclusion of finding the types of the highest frequency of reading skills used in the TOEFL test.**

**Skill 3:** *Answering Detailed Questions Correctly* is the most frequently assessed skill, with a total of 44 questions. This indicates a strong emphasis on evaluating students' ability to answer questions requiring detailed comprehension of the text.

**Skill 6:** *Adequately Replying to Implied Detail Questions* also features prominently, with 34 questions across the tests. This highlights the importance of understanding implied meanings within the reading passages.

**Skill 10:** *Using Context to Determine the Meaning of Difficult Words* and **Skill 1:** *Answering Main Idea Questions Correctly* each has significant representation, with 34 and 15 questions respectively. This suggests that context-based comprehension and identifying main ideas are critical components of the reading tests.

**Skill 4:** *Finding "Unstated" Details* and **Skill 9:** *Determining the Meaning of Parts of Words* also show notable frequency, with 20 and 19 questions respectively. These skills are essential for identifying information not explicitly stated and understanding word parts.

**Skill 8:** *Using Structural Clues to Definitions* is the least frequently assessed, with only 5 questions, indicating a lower emphasis on this particular reading strategy.

**Skills 7:** *Properly Answering Transition Questions* and **Skill 12:** *Determining Where Specific Information is Found*, each have moderate representation, with 12 and 12 questions respectively.

**Skills 2:** *Recognizing the Organization of Ideas*, and **Skill 5:** *Finding Pronoun Referents* have fewer questions, with 10 and 13 respectively, suggesting less focus on these areas compared to others.

This distribution reflects the TOEFL test's focus on assessing detailed comprehension, the ability to infer meaning, and the use of context to understand difficult words. Variations in skill



assessments underscore the TOEFL test's comprehensive approach to evaluating reading proficiency.

## DISCUSSION

The analysis of reading comprehension questions across five TOEFL tests provides a comprehensive overview of the various reading skills assessed. The distribution of skills reveals important patterns in the emphasis placed on different types of reading comprehension in the TOEFL test.

The most frequently assessed skill across all tests is Skill 3, "Answering Detailed Questions Correctly," with a total of 44 questions. This indicates a strong emphasis on evaluating candidates' ability to understand and respond to specific details within the text. This focus aligns with the test's objective of measuring nuanced comprehension and attention to detail.

Skill 6, "Adequately Replying to Implied Detail Questions," is also highly represented with 34 questions. This underscores the importance of understanding implied meanings and inferring information that is not explicitly stated. The prominence of this skill reflects the test's emphasis on assessing higher-order comprehension abilities, where candidates must read between the lines.

Skills related to contextual understanding and main idea identification also show significant representation. Skill 10, "Using Context to Determine the Meaning of Difficult Words," is included in 34 questions, emphasizing the importance of context in interpreting text. Meanwhile, Skill 1, "Answering Main Idea Questions Correctly," appears 15 times, highlighting the foundational nature of understanding the central theme of passages.

Some skills are rarely assessed. For example, Skill 8, "Using Structural Clues for Definition," is the least represented and contains only 5 questions. This suggests a relatively lower



emphasis on this particular strategy, which may indicate a shift toward evaluating other types of reading strategies or comprehension skills.

The distribution of skills varies across different tests. For instance, Complete Test 3 and Complete Test 5 show a notable focus on Skill 3 and Skill 10, while Complete Test 4 has a more balanced distribution across several skills. This variation may reflect differences in test design or the specific focus of each test iteration.

The findings of this analysis have practical implications for test preparation. Given the prominence of Skills 3 and 6, students should prioritize practicing detailed comprehension and implied meaning questions. Additionally, understanding the role of context in interpreting difficult words and identifying main ideas should be central to study strategies. The lesser emphasis on skills like Skill 8 suggests that while it remains important, it may not require as much focus compared to other skills.

While this analysis provides valuable insights, it is important to acknowledge its limitations. The scope of the study is confined to the specific tests analyzed, and the findings may not fully represent the entire range of TOEFL reading comprehension questions. Future research could explore additional tests or different versions of the TOEFL to gain a broader understanding of skill assessment patterns.

In conclusion, the analysis of reading comprehension questions across TOEFL tests reveals a clear emphasis on detailed and implied comprehension skills, with significant attention to contextual understanding. These findings can guide targeted preparation strategies and offer insights into the evolving focus of reading comprehension assessment in standardized testing.

## CONCLUSION

This study provides a detailed analysis of the reading skills assessed in TOEFL reading comprehension questions and highlights key areas for focused preparation. By understanding the distribution and emphasis of different skills, test takers can adjust their study strategies to align with test priorities. The suggestions offered aim to enhance preparation and guide future research in the area of reading comprehension assessment.

This study analyzed the types of reading skills assessed in TOEFL reading comprehension questions from Complete Test 1 through Complete Test 5. The analysis revealed several key insights:

**Dominance of Detailed Comprehension (Skill 3):** The most frequently assessed skill is the ability to answer detailed questions correctly. This reflects the TOEFL test's focus on evaluating students' understanding of specific details within the reading passages.

**Significance of Implied Meaning (Skill 6):** The assessment of implied meanings is also prominent. This indicates that the test values higher-order comprehension, where candidates must infer information that is not explicitly stated.

**Contextual Understanding (Skill 10) and Main Idea Identification (Skill 1):** Skills related to contextual understanding and identifying main ideas are significantly represented. This emphasizes the importance of grasping the central themes and using context to interpret challenging vocabulary.

**Less Emphasis on Some Skills:** Skills like using structural clues to definitions (Skill 8) are less frequently assessed, suggesting that the test may focus more on other strategies.

## **SUGGESTION**



Based on the findings, the following suggestions are provided for both test-takers and future research:

### *Recommendations for Test-Takers*

**Focus on Detailed Comprehension:** Given the prominence of Skill 3, practice answering detailed questions to improve accuracy and efficiency. Develop strategies to quickly locate and interpret specific information in texts.

**Practice Implied Meaning Questions:** Since Skill 6 is frequently assessed, work on exercises that require interpreting implied details and making inferences based on context.

**Enhance Contextual Understanding:** Regularly practice identifying word meanings using context (Skill 10) and ensure a solid understanding of how main ideas are presented (Skill 1).

**Balance Study Across Skills:** While some skills are more emphasized, maintain a balanced approach in preparation to cover less frequently assessed skills like Skill 8.

### *Suggestions for Future Research*

**Broader Analysis:** Extend the study to include additional TOEFL tests or different versions to provide a more comprehensive view of reading skills assessment patterns.

**Skill Interactions:** Investigate how different skills interact and overlap in the context of TOEFL reading questions. This could provide deeper insights into the strategies that are most effective.

**Candidate Performance:** Examine how different reading skills impact test-taker performance and identify areas where students typically struggle. This can inform targeted interventions and instructional strategies.





## REFERENCES

- Ahdiat, A. (2022). Pisa 2022: Kemampuan Membaca Pelajar Indonesia Tergolong Rendah Di Asean. Databoks, 1.
- Arafah, N. (2018). Students' Process In Perceiving Feedback Of Blended. Despace Uii.
- Barus, E. (2019). Bab Ii. Repository Unsada.
- Bernal, C. (2013). Review Of The Test Of English As A Foreign Language. Altaanz.
- Brown, A. (2020). Toefl Test Functions And Applications. Cambridge University Press.

- Brown, L. (2020). *Understanding Data In Research*. Cambridge University Press.
- Brown, H. D. (2021). *Language Assessment: Principles And Classroom Practices*. Pearson Education.
- Brown, A., Johnson, P., & Lee, S. (2021). *Reading Literacy In International Contexts*. Palgrave Macmillan.
- Chamidah, Y. (2018). *Kepemimpinan Presiden Wanita (Studi Komparasi Batshul Masail Dan Majlis Tarjih)*. Respository Iain Kudus.
- Clara Herlina Karjo, D. R. (2019). *The Validity Of Toefl As Entry And Exit College Requirements: Students' Perception*. Atlantis Press.
- Dita Selvina, R. I. (2018). *Developing Pisa-Based Reading Materials In The Form Of Continuous*. Journal Unsri.
- Educational Testing Service (Ets). (2020). *The Official Guide To The Toefl Test*. Mcgraw-Hill Education.
- Educational Testing Service (Ets). (2021). *Toefl Ibt Test: Information And Updates*. Ets.
- Educational Testing Service (Ets). (2021). *The Official Guide To The Toefl Test*. Mcgraw-Hill Education.
- Garcia, M., Lee, J., & Wong, A. (2020). *Advanced Reading Comprehension Strategies*. Cambridge University Press.
- Green, C., Miller, L., & Davis, P. (2021). *Toefl Test Formats And Their Applications*. Cambridge University Press.
- Harrison, L. (2022). *Understanding Reading Comprehension: Processes And Practices*. Springer.
- Iswati, L. (2021). *When Teaching Must Go On: Esp Teachers' Strategies And Challenges During Covid-19 Pandemic*. Eralingua.
- Johnson, A. (2020). *Language Testing And Evaluation: An Overview*. Routledge.
- Johnson, R. (2021). *Qualitative Data Analysis: Methods And Applications*. Sage Publications.
- Johnson, M. (2022). *The Evolution Of Toefl: From Cbt To Ibt*. Springer.
- Johnson, R. (2023). *English Proficiency Requirements In Indonesian Higher Education*. Oxford University Press.
- Jones, R., Smith, L., & Taylor, M. (2020). *Educational Challenges And Literacy Development*. Springer.
- Lee, J. (2021). *Advancements In Testing Technology: The Case Of Toefl*. Routledge.



- Miller, T. (2021). *The Dynamics Of Reading Comprehension*. Routledge.
- Nita Kaniadewi, D. I. (2022). *The Effect Of Toefl Preparation Course On Efl Undergraduate Students' Toefl Scores*. *Linguistic, English Education And Art (Leea) Journal* .
- Nurpadilah, L. S. (2022). *English Teachers' Challenges In Classroom Management*. Eprints Iain Surakarta.
- Oetomo Et.Al (2022) *The Use Of Lms Moodle To Improve Reading Comprehension Skill For The 10th Grade Students Jurnal Basicedu Vol 6 No 3 Tahun 2022 P-Issn 2580-3735 E-Issn 2580-1147*
- Patel, R. (2020). *The Evolution Of Toefl Tests: From Pbt To Ibt*. Springer.
- Patel, R. (2021). *Developing Reading Skills In English Language Learners*. Oxford University Press.
- Reid Smitha, P. S. (2021). *The Role Of Background Knowledge In Readingcomprehension: A Critical Review*. Taylor Francis Online.
- Richards, J. C., & Schmidt, R. (2021). *Longman Dictionary Of Language Teaching And Applied Linguistics*. Routledge.
- Sf, H. H. (2021). *The Effects Of Using Authentic Materials Toward Student's Reading Comprehension*. Repository Iain Pare.
- Smith, J. (2020). *English Language Proficiency Tests: A Comparative Study*. Cambridge University Press.
- Smith, J. (2020). *Quantitative Data Analysis: A Comprehensive Guide*. Cambridge University Press.
- Smith, J. (2021). *The Essentials Of Reading Comprehension*. Oxford University Press.
- Smith, J. (2022). *Library Research Methods And Documentation*. Routledge.
- Smith, J. (2022). *Reading Comprehension: Understanding Written Texts*. Cambridge University Press.
- Smith, J. (2022). *The Toefl Ibt Test: An Overview*. Wiley.
- Taylor, S. (2021). *Contemporary Approaches To Qualitative Research*. Routledge.
- Taylor, S. (2022). *Understanding Reading: Cognitive Processes And Strategies*. Routledge.
- White, A. (2021). *Qualitative Research Methods: An Overview*. Sage Publications.
- White, A. (2022). *Toefl Reading Comprehension: Strategies And Practice*. Routledge.



White, T., Brown, A., & Davis, C. (2022). English Proficiency Tests: Applications And Practices. Routledg

Williams, A. (2023). Advances In Computer-Based Testing: Trends And Applications. Routledge.

