

Comparative Analysis in Reading Task Questions of TOEFL iBT Based on the Revised Bloom's Taxonomy

1. Introduction

The assessment of English language proficiency, particularly through standardized tests like the Test of English as a Foreign Language (TOEFL), plays a pivotal role in the academic pursuits of students from non-English-speaking countries seeking admission to universities in predominantly English-speaking regions such as North America. This examination not only evaluates the linguistic capabilities of prospective students but also serves as a critical benchmark for their acceptance into such educational institutions (Cumming *et al.*, 2005). The integral role of language assessment extends beyond admissions, influencing various facets of educational design, including classroom instruction, syllabus creation, textbook publishing, and the methodologies employed in language teaching. Among these, the practice of reading comprehension has emerged as a cornerstone in evaluating language proficiency, offering a reliable indicator of linguistic understanding and a fundamental skill for language learners and fluent speakers alike (Krashen, 1981; Ellis, 1999).

This research aims to explore the intricate relationship between reading comprehension and language assessment within the context of the TOEFL iBT. By examining the structure and distribution of reading comprehension questions, this study seeks to offer insights that may enhance the formulation of these questions, ensuring a balanced representation across various difficulty levels. Recent studies (Safitri & Tyas, 2019; Ulum, 2022) highlight the significance of textbooks as both instructional tools and means of scaffolding student learning. These studies underscore the dual role of textbooks in guiding classroom activities and providing a foundation for developing assessment tools, while also pointing to the potential for theoretical resources to deepen students' engagement with the materials.

Beyond the mechanics of test design and instructional material selection, this research delves into the pedagogical strategies that foster deeper comprehension and critical engagement with texts. Drawing on the principles of Bloom's taxonomy, the study investigates how targeted questioning

and textbook design can elevate students' cognitive engagement from mere memorization to analytical and creative thinking, thereby enhancing their language proficiency and academic success (Escar, 2022). This study not only aims to improve the efficacy of reading comprehension assessments but also contributes to the broader educational goal of cultivating well-rounded, critically thinking individuals capable of navigating the complexities of academic research and discourse.

2. Literature Review

2.1 The Development of Bloom's Taxonomy

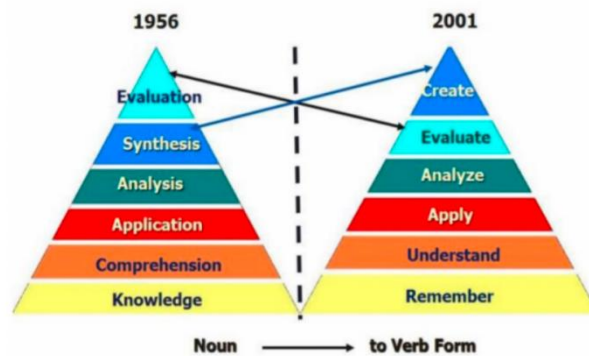
The evolution of Bloom's Taxonomy, a framework for categorizing educational objectives, marks a significant development in educational psychology and curriculum design. Originating in the 1950s following the 1948 American Psychological Association Convention, Bloom and Krathwohl (1956) introduced a hierarchical classification system that distinguished cognitive processes into six levels: knowledge, comprehension, application, analysis, synthesis, and evaluation (Bloom & Krathwohl, 1956). This original taxonomy aimed to outline a progressive structure of learning objectives, facilitating educators in designing curriculum and assessment methods that promoted varied levels of cognitive engagement.

Over time, the taxonomy underwent critical revisions to reflect contemporary understandings of cognitive processes and pedagogical strategies. In 2001, Anderson and Krathwohl's adaptation (Anderson, Krathwohl, & Bloom, 2001) introduced a revised framework that reconfigured Bloom's categories into remembering, understanding, applying, analyzing, evaluating, and creating. This updated version, known as the Revised Bloom's Taxonomy, maintains the essence of the original by distinguishing between lower-order thinking skills (LOTS): remembering (C1), understanding (C2), and applying (C3). The evolution of Bloom's Taxonomy, a framework for categorizing educational objectives, marks a significant development in educational psychology and curriculum design.

Subsequent scholarly work, such as Wilson's 2016 study (Wilson, 2016), further clarifies the distinctions and continuities between the original and revised taxonomies. Wilson's comparative

analysis, encapsulated in a visual representation (Figure 1), elucidates the shift from a knowledge-centric model to one that emphasizes creative and evaluative processes at the pinnacle of cognitive objectives.

Figure 1. Bloom's Taxonomy Revised (Wilson, 2016).



The revision of Bloom's original taxonomy represents a change in educational paradigms, shifting the emphasis from the simple acquisition of understanding to the development of critical thinking, creativity, and evaluative abilities. This evolution reflects broader trends in education that prioritize dynamic learning processes and the development of students' abilities to apply, analyze, and create new knowledge. The ongoing scholarly discourse surrounding Bloom's Taxonomy underscores its enduring relevance and adaptability in addressing the complexities of contemporary education, and higher-order thinking skills (HOTS) - analyzing (C4), evaluating (C5), and creating (C6) (Anderson, Krathwohl, & Bloom, 2001).

In conclusion, the transition from Bloom's original taxonomy to its revised form represents a significant evolution in educational paradigms, emphasizing the development of critical thinking, creativity, and evaluative skills over mere knowledge accumulation (Flinders *et al.*, 1996). This shift aligns with contemporary educational trends that prioritize dynamic learning processes and the enhancement of students' abilities to apply, analyze, and create new knowledge (Setyowati *et al.*, 2019). The ongoing scholarly discourse surrounding Bloom's Taxonomy highlights its enduring relevance and adaptability in addressing the complexities of modern education (Pépin *et al.*, 2021).

2.2 The Revised Taxonomy Table (Anderson & Krathwohl, 2001)

Anderson and Krathwohl (2001) proposed the Revised Taxonomy, which represents objectives in two dimensions. This suggests the use of a two-dimensional table, referred to as the taxonomy table,

which is as follows: Table 1.

Table 1: Taxonomy Table (Anderson and Krathwohl, 2001, p. 216)

The Knowledge Dimension	The Cognitive Process Dimension					
	Low-order thinking skills (LOTS)			Higher-order thinking skills (HOTS)		
	<i>C1</i> <i>Remember</i>	<i>C2</i> <i>Understand</i>	<i>C3</i> <i>Apply</i>	<i>C4</i> <i>Analyze</i>	<i>C5</i> <i>Evaluate</i>	<i>C6</i> <i>Create</i>
A. <i>Factual Knowledge</i>						
B. <i>Conceptual Knowledge</i>						
A. <i>Procedural Knowledge</i>						
B. <i>Metacognitive Knowledge</i>						

The cognitive process dimension in the Revised Bloom's Taxonomy, as emphasized by Anderson and Krathwohl (2001), signifies a significant advancement in educational taxonomy. The notion that objectives can be represented in two dimensions paved the way for the development of a two-dimensional table known as Taxonomy Table. This innovative approach allows for a more nuanced categorization of learning objectives, enabling educators to design targeted instructional strategies and assessments that encompass both the cognitive processes and knowledge dimensions (Christian & Talanquer, 2012). By integrating this two-dimensional framework, educators can create a comprehensive structure that aligns learning objectives with specific cognitive processes, fostering a deeper understanding of educational goals and enhancing the effectiveness of teaching and assessment practices (Nkhoma *et al.*, 2017). The Taxonomy Table serves as a practical tool for educators to organize and classify learning objectives based on cognitive complexity, providing a systematic approach to curriculum planning and instructional design (Lee *et al.*, 2015).

2.3 Previous Studies

The application of Bloom's Taxonomy in English reading comprehension has been a focal point of numerous studies, underscoring its utility in enhancing students' comprehension skills and critical thinking abilities. Research spanning over a decade has consistently highlighted the taxonomy's influence on educational practices. Veeravagu *et al.* (2010) demonstrated how the level of questions aligned with Bloom's Taxonomy affected students' performance in comprehension. Pourdana *et al.*

(2013) delved into the taxonomy's application in assessing the impact of text difficulty on EFL learners' comprehension. Anasy (2016) and Gultom *et al.* (2020) explored the distribution and mapping of higher-order thinking skills in reading exercises and textbooks, respectively, guided by the taxonomy's principles. Mete (2018) proposed integrating environmental education within English language teaching to foster critical reading and environmental consciousness, employing the Revised Bloom's Taxonomy. Furthermore, analyses by Sucipto *et al.* (2019), Tayyeh (2021), and Stevani *et al.* (2023) of reading activities and comprehension questions in textbooks have solidified the taxonomy's role in classifying instructional objectives and enhancing learning goals.

The consistent application of Bloom's Taxonomy provides a structured approach for English instructors to craft diverse and effective teaching practices, especially in textbook utilization (Djallel, 2022). Azevedo (1979) emphasized that the evaluation of textbooks affords educators critical insights into the strengths and weaknesses of educational materials, thereby addressing the needs of both teachers and students. This evaluative process is crucial in refining teaching materials and methodologies to meet contemporary educational standards.

2.4 Research Gap

In parallel, the landscape of international standard language tests, such as *the Official Guide to the TOEFL iBT Tests* (2020), has been evolving, with significant updates in 2019 and 2023 to align with current pedagogical needs. These changes call for an adaptive update in teaching materials and objectives, urging educators to tailor their teaching strategies and instructional plans accordingly. However, despite these continuous reforms, there remains a notable research gap concerning the efficacy of updated teaching guides, especially in the realm of reading comprehension. This gap represents a missed opportunity to advance educational strategies aimed at bolstering students' critical thinking and engagement with academic texts. Bridging this gap is essential for fulfilling the broader educational goal of preparing students not just for language proficiency but for critical and analytical engagement in academic and real-world contexts.

3. Methodology

The study on the alignment of TOEFL iBT reading comprehension questions with Revised Bloom's

Taxonomy emerges from a confluence of language assessment expertise and an enthusiasm for pedagogical innovation. The goal of this exploration is to combine theoretical insights with practical pedagogical applications, positioning it at the forefront of efforts to enhance language proficiency through informed educational interventions. As Vogt and Tsagari (2014) articulates, the melding of theoretical knowledge and practical application is vital in navigating the nuanced terrain of language assessment and learning, highlighting the intricate dance between understanding complex theories and their implementation in real-world educational settings.

Central to this exploration is the notion that educators' deep understanding of language assessment theories and methodologies significantly impacts their ability to foster meaningful learning outcomes (Pill & Harding, 2013). Lam (2015) further emphasizes the critical nature of ongoing professional development in enhancing educators' capabilities to apply these theories effectively, suggesting a direct link between teacher proficiency in assessment literacy and student achievement in language learning. This relationship underscores the transformative potential of pedagogical strategies informed by robust assessment literacy, particularly in the realm of language education (Rismayana, 2017).

The research iterates the essence of an integrated approach, wherein educators leverage their expertise in language assessment and pedagogical strategies to foster enhanced language proficiency. This dual focus not only navigates but also illuminates the complexities of language assessment and learning processes, setting the stage for significant pedagogical advancements (Ochara, 2017; Jenkins *et al.*, 2021). In doing so, it acknowledges the variability and individuality of learning experiences and outcomes, advocating for a tailored approach that respects the diverse needs and abilities of learners.

Ontological perspectives underscore the multifaceted nature of educational practices, shaped by a confluence of learner experiences, pedagogical methodologies, and evolving language standards. This view is critical in appreciating the diverse outcomes of reading comprehension assessments and calls for a nuanced understanding that transcends one-size-fits-all solutions (Sawaki *et al.*, 2008). Through ontological reflexivity, educators and researchers can critically reflect on the assumptions underpinning their approaches, fostering a more inclusive and reflective educational

practice.

Adopting a constructivist epistemology, the study emphasizes the co-construction of knowledge through the dynamic interplay between learners and educational content. This perspective champions assessments that not only evaluate but also actively contribute to learners' educational journeys, promoting cognitive engagement and skill development (Geer & Barnes, 2007; Chair *et al.*, 2023). It posits that meaningful assessments stem from understanding and leveraging the interactive processes of learning, thus contributing to a deeper and more impactful educational experience.

In essence, the study's integration of constructivist and pragmatic methodologies, underpinned by a deep-seated interest in language education and assessment, aspires to refine and enhance language assessment strategies. Through a comprehensive examination of TOEFL iBT reading comprehension questions against the backdrop of Revised Bloom's Taxonomy, it seeks to bridge the gap between theory and practice, thereby enriching both the academic discourse on language learning and the pedagogical strategies employed in educational settings. This holistic approach not only navigates but also seeks to demystify the complexities inherent in language learning and assessment, advocating for strategies that are both effective and reflective of the diverse needs of learners.

4. Research Methods

4.1 Research Design

The use of descriptive content analysis as a methodological approach in educational research, particularly when focusing on textbooks, highlights the importance of methodological rigour and systematic examination. This approach allows researchers to analyze the textual content of textbooks to gain valuable insights and patterns that can inform educational practices and curriculum development (Irawan & Daud, 2021). Through content analysis, researchers can categorize, code, and analyze textbook content, revealing nuances in educational materials and their alignment with learning objectives (Sulistiyo *et al.*, 2021; Erdiana & Panjaitan, 2023). The systematic nature of descriptive content analysis helps researchers uncover underlying themes,

assess readability, and evaluate the effectiveness of educational resources, thereby contributing to evidence-based decision-making in educational settings (Sari, 2018; Erdiana & Panjaitan, 2023). In conclusion, the application of descriptive content analysis in educational research, especially when examining textbooks, serves as a robust methodological tool for interpreting and enhancing educational content to improve teaching and learning practices.

4.2 Strengths and Limitations

This study delves into the reading comprehension section of *the Official Guide to the TOEFL iBT Tests* (2020), motivated by the scant academic focus on its content post the 2019 and 2023 updates, and aligned with the adjustments in the Revised Bloom's Taxonomy (Anderson, Krathwohl, & Bloom, 2001). The investigation underscores the pivotal role of reading comprehension in nurturing cognitive development, aiming to scrutinize its effectiveness, identify potential gaps, and clarify its influence on the cognitive advancement of learners.

The discourse around the Revised Bloom's Taxonomy has been multifaceted, acknowledging both its strengths and areas of contention. Nkhoma *et al.* (2017) tout its utility in crafting case-based learning activities that elevate students' higher-order thinking skills. Conversely, Ulum (2022) critiques the taxonomy's original formulation, pointing to subsequent revisions as efforts to more aptly resonate with modern educational exigencies. Studies like those by Wiranata *et al.* (2021) illustrate the taxonomy's effectiveness in bolstering problem-solving skills and encouraging active learning. Nonetheless, Rahayu (2018) highlights the hurdles in deploying the taxonomy, especially in formulating assessments that genuinely mirror the desired cognitive levels. Despite these hurdles, the Revised Bloom's Taxonomy continues to serve as a crucial instrument for educators in framing learning outcomes and assessments that embrace a spectrum of cognitive activities and deepen learner comprehension.

The integration of the Revised Bloom's Taxonomy into educational methodologies furnishes a coherent framework that enables educators to meticulously design learning experiences across different cognitive realms, thus cultivating students' critical thinking capabilities. Although the taxonomy facilitates a guided approach towards curriculum creation and assessment formulation,

educators face the task of ensuring assessments accurately match the targeted cognitive stages and that the taxonomy's principles are seamlessly incorporated into instructional strategies. Embracing the taxonomy's benefits allows educators to foster a more dynamic and impactful learning atmosphere, encouraging the development of higher-order thinking and enriching the educational journey of students. Through this adaptive and reflective approach, the Revised Bloom's Taxonomy not only augments educational practices but also serves as a beacon for continuous improvement in fostering critical thinking and deeper understanding among learners.

4.3 Research Sample and Research Question

This study undertakes a detailed examination of the reading comprehension questions featured in *the Official Guide to the TOEFL iBT Tests* (2020), categorizing them in accordance with the cognitive levels outlined in the revised Bloom's Taxonomy. The aim is to scrutinize how these questions encourage learners in higher-order thinking skills (HOTS) - such as analysis, evaluation, and creation - and lower-order thinking skills (LOTS), including basic recall and understanding. This categorization facilitates the formulation of the research questions aimed at dissecting the cognitive demands placed on learners:

RQ: To what degree do the reading comprehension questions in *the Official Guide to the TOEFL iBT Tests* (2020) align with the revised Bloom's taxonomy?

The core research question of this study probes the degree to which the reading sections in the TOEFL guide incorporate both HOTS and LOTS, as defined by the revised taxonomy (Anderson, Krathwohl, & Bloom, 2001). This inquiry stems from the educational principle that materials should not merely prompt students to recall facts but should also engage them in deeper, more complex cognitive tasks. Echoing Bogdanovich (2014)'s claims, it underscores the necessity for educational content to demand critical thinking from learners, pushing them beyond simple memorization to engage in synthesis, analysis, and evaluation.

The imperative to integrate HOTS into educational resources is bolstered by evidence suggesting that such engagement is instrumental in developing students' analytical abilities and their capacity

to solve complex problems (Semsar & Casagrand, 2017). This study's exploration into how the TOEFL iBT guide's reading sections meet these cognitive expectations aims to enrich our understanding of the effectiveness of current educational materials in preparing learners for the multifaceted challenges of both academic environments and the wider world. In addressing the research gap identified by Assaly and Smadi (2015) concerning the cognitive depth of reading comprehension tasks and their alignment with modern educational standards, this investigation seeks to inform the development of instructional materials that promote advanced cognitive abilities, thereby supporting the overarching educational objective of nurturing students' critical and analytical thinking skills.

4.4 Data Collection

The investigator designed a list of criteria based on the cognitive domain of the revised Bloom's taxonomy. Based on the definition of question types in the reading components of *the Official Guide to the TOEFL iBT Tests* (2020, p.38-57) and the cognitive domain of the revised Bloom's taxonomy, the question types in this examination can be classified and their percentages can be calculated using the following formula:

$$P = (n/N) * 100$$

P: Proportion

n: Number of questions in each question type

N: The total number of question

The researcher's utilization of a checklist derived from the cognitive domain of the revised Bloom's taxonomy, along with the application of statistical methods such as the percentage calculation and the Holst equation for reliability coefficient analysis (Abosalem, 2016), demonstrates a meticulous and methodical approach to data analysis in the present research. By employing the percentage calculation to determine the frequency of data related to each level of the cognitive domain, the researcher gains valuable insights into the distribution of cognitive complexity within the analyzed material. Additionally, the use of the Holst equation for reliability coefficient analysis ensures the robustness and consistency of the analytical process, enhancing the credibility and validity of the research findings (Abosalem, 2016). These statistical methods, in conjunction with the checklist derived from Bloom's taxonomy, serve as essential tools for systematically evaluating and interpreting the cognitive demands embedded in the research data, thereby contributing to a

comprehensive understanding of the cognitive processes involved in the study's objectives.

Through the strategic application of these statistical means, the researcher effectively achieves the research's intended purpose, providing a structured and evidence-based analysis of the cognitive dimensions under investigation.

Based on the calculating and classifying of the question type in the TOEFL textbooks, the numbers and proportions of the two cognitive domains (LOTS and HOTS) in the Cognitive Process Dimension can be simplified as shown in Table 2.

Table 2: Frequencies and Proportion of OG Reading Comprehension Questions in Each Taxonomy Level

Cognitive Process Dimension		Numbers of Questions	Proportion
Low-order thinking skills (LOTS)	<i>C1 Remember</i>		
	<i>C2 Understand</i>		
	<i>C3 Apply</i>		
Higher-order thinking skills (HOTS)	<i>C4 Analyze</i>		
	<i>C5 Evaluate</i>		
	<i>C6 Create</i>		
Total			

The utilization of a checklist from the cognitive domain of the revised Bloom's taxonomy, as developed by the researcher, signifies a structured and systematic approach to categorizing question types based on cognitive complexity. By aligning the question types with their respective numbers, this checklist provides a practical tool for educators and researchers to assess the cognitive demands of learning materials and assessments Junito (2022). This methodological framework allows for a detailed examination of how different question types correspond to the cognitive levels outlined in the Bloom's taxonomy, facilitating a nuanced analysis of the depth of thinking required for learners to engage with the content effectively. Through the development and application of this checklist, educators can enhance the alignment between instructional objectives, assessment strategies, and cognitive processes, ultimately promoting a more comprehensive and targeted approach to educational planning and evaluation. The systematic classification of question types based on the updated Bloom's taxonomy offers valuable insights into the cognitive rigor and complexity of learning tasks, guiding the design of instructional materials that foster critical thinking and intellectual growth among learners.

5. Conclusion

Textbooks are pivotal in harmonizing learning objectives with lesson content, offering a wealth of ideas and activities that foster the development of thinking skills and enhance reading comprehension. Engaging with reading material requires students to utilize a range of cognitive processes, including making predictions, interpreting content, and evaluating information through the lens of their existing knowledge (Lopez-Banuag, 2022). This complex interaction underscores the utility of Bloom's taxonomy in enriching the learning experience, particularly through reading activities. The taxonomy's structured approach to categorizing cognitive tasks aligns learning objectives with instructional strategies and assessment methods, bridging the gap between educational aims and the evaluation of reading comprehension skills.

Considering this, the professional development of instructors emerges as a critical factor in maximizing the potential of textbooks to promote cognitive development and critical thinking. By participating in workshops and seminars on innovative teaching methodologies, teachers can enhance their instructional techniques. Furthermore, creating supplementary materials that focus on higher-order thinking skills extends the reach of standard textbook content, tailoring learning experiences to meet diverse student needs more effectively.

The current study delves into the alignment of reading comprehension tasks within *the Official Guide to the TOEFL iBT Tests* (2020) with the Revised Bloom's Taxonomy, utilizing traditional educational research methodologies such as text analysis and statistical evaluation. While effective for examining specific aspects of educational content, these approaches are limited in their ability to process the vast and intricate datasets characteristic of digital learning environments. The digital transformation of education demands new research methodologies capable of mining complex text data and leveraging digital technologies to predict and shape the future of education. As such, exploring the potential of digital tools in educational research represents a promising direction for future inquiry, aiming to inform the development of pedagogical strategies and educational decision-making in a scientifically rigorous manner. This paradigm shift calls for a re-evaluation of traditional research methods, advocating for a broader, more adaptive approach to understanding and enhancing the educational landscape.

Reference

Abosalem, Y. (2016) 'Assessment techniques and students' higher-order thinking skills', *International Journal of Secondary Education*, 4(1), p.1. Available at: <https://doi.org/10.11648/j.ijsedu.20160401.11>.

Anderson, L.W. and Krathwohl, D.R. (2001) *A taxonomy for learning, teaching, and assessing: a revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Azevedo, M.M. (1978) 'Trends in elementary Spanish texts', *The Modern Language Journal* (Boulder, Colo.), 62(8), pp. 399-407. Available at: <https://doi.org/10.1111/j.1540-4781.1978.tb02410.x>

Berg, C. *et al.* (2014) 'Red lists and conservation prioritization of plant communities - a methodological framework', *Applied Vegetation Science*, 17(3), pp. 504-515. Available at: <https://doi.org/10.1111/avsc.12093>.

Bloom, B. S., and Krathwohl, D. R. (1956) *Taxonomy of educational objectives: the classification of educational goals. Handbook 1: Cognitive domain*. London: Longman.

Boeren, E. and Íñiguez-Berrozpe, T. (2022) 'Unpacking PIAAC's cognitive skills measurements through engagement with Bloom's taxonomy', *Studies in Educational Evaluation*, 73, pp. 101151-. Available at: <https://doi.org/10.1016/j.stueduc.2022.101151>

Chair, S.-Y., Lo, S.W.S., Cheng, H.Y., Choi, K.C., Liu, T., Wang, Q. and Sit, J.W.H. (2024) 'Effects of a theory-based educational program on health behaviors and cardiovascular health outcomes among overweight postmenopausal women: a randomized controlled trial', *Journal of Cardiovascular Nursing*, 39(1), p.79. Available at: <https://doi.org/10.1097/JCN.0000000000001032>.

Christian, K. and Talanquer, V. (2012) 'Modes of reasoning in self-initiated study groups in

chemistry', *Chem. Educ. Res. Pract.*, 13(3), pp.286-295. Available at:
<https://doi.org/10.1039/c2rp20010d>.

Cohen, L., Manion, Lawrence. and Morrison, K. (Keith R.B.) (2007) *Research methods in education*. London: Routledge.

Cumming, A., Kantor, R., Baba, K., Erdosy, U., Eouanzoui, K. and James, M. (2005) 'Differences in written discourse in independent and integrated prototype tasks for next generation TOEFL', *Assessing Writing*, 10(1), pp.5-43. Available at: <https://doi.org/10.1016/j.asw.2005.02.001>

Defne Erdem Mete (2018) 'Incorporating environmental education in English language teaching through Bloom's Revised Taxonomy', *Selçuk Üniversitesi Edebiyat Fakültesi Dergisi*, (40), pp. 33-44. Available at: <https://doi.org/10.21497/sefad.514847>.

Djallel, B. (2022) 'A comparative evaluation of the Algerian and the French EFL textbooks ('GETTING THROUGH' and 'FIREWORKS 2De') using Bloom's Digital Taxonomy', *Algerian Journal of Research and Studies*, 05(02), pp.876-891.

Educational Testing Service (2020) *The official guide to the TOEFL iBT tests (Sixth Edition)*. Stirling: Mcgraw-Hill Education.

Ellis, R. (1994) *The study of second language acquisition*. Oxford: Oxford University Press.

Escar, E. (2022) *What are the Benefits of Reading Comprehension?* Available at:
<https://irisreading.com/what-are-the-benefits-of-reading-comprehension/> (Accessed:14 January 2024).

Erdiana, N. and Panjaitan, S. (2023) 'How is HOTS integrated into the Indonesian high school English textbook?', *Studies in English Language and Education*, 10(1), pp.60-77. Available at: <https://doi.org/10.24815/siele.v10i1.26052>.

Flinders, D.J. (1996) 'Bloom's Taxonomy: a forty-year retrospective', *History of Education Quarterly*. History of Education Society, pp. 76-78. Available at: <https://doi.org/10.2307/369314>.

Geer, R. and Barnes, A. (2007) 'Beyond media stickiness and cognitive imprinting: rethinking creativity in cooperative work & learning with ICTs', *Education and Information Technologies*, 12(3), pp.123–136. Available at: <https://doi.org/10.1007/s10639-007-9036-6>.

Hanna, W. (2007) 'The new Bloom's Taxonomy: implications for music education', *Arts Education Policy Review*, 108(4), pp. 7-16. Available at: <https://doi.org/10.3200/AEPR.108.4.7-16>

Irawan, M.O. and Daud, B. (2021) 'Exploring the proper cultural content in Indonesian EFL textbooks viewed from intercultural perspectives', *English Education Journal*, 12(1), pp.122-140. Available at: <https://doi.org/10.24815/eej.v12i1.18082>.

Jenkins, K., Kinsella, E.A. and DeLuca, S. (2021) 'Being and becoming a nurse: toward an ontological and reflexive turn in first-year nursing education', *Nursing Inquiry*, 28(4), pp. e12420-n/a. Available at: <https://doi.org/10.1111/nin.12420>.

Junito, M. (2022) 'Analysis of reading questions in English for health course book based on revised BLOOM's taxonomy theory', *Teaching English and Language Learning English Journal (TELLE)*, 1(3). Available at: <https://doi.org/10.36085/telle.v1i3.2966>.

Krashen, S.D. (1981) *Second Language Acquisition and Second Language Learning*. New York: Oxford University Press.

Lam, R. (2015) 'Language assessment training in Hong Kong: Implications for language assessment literacy', *Language Testing*, 32(2), pp. 169-197. Available at: <https://doi.org/10.1177/0265532214554321>.

Lee, Y.-J., Kim, M. and Yoon, H.-G. (2015) 'The intellectual demands of the intended primary science curriculum in Korea and Singapore: an analysis based on revised Bloom's taxonomy',

International Journal of Science Education, 37(13), pp.2193-2213. Available at:
<https://doi.org/10.1080/09500693.2015.1072290>.

Lyzyl Lopez Banuag (2022) 'Using the art of questioning as classroom assessment for learning English in pre-service teaching', *The Normal Lights*, 16(1). Available at:
<https://doi.org/10.56278/tnl.v16i1.1707>

Margaret Stevani and Karisma Erikson Tarigan (2023) 'Evaluating English Textbooks by Using Bloom's Taxonomy to Analyze Reading Comprehension Question', *SALEE*, 4(1). Available at:
<https://doi.org/10.35961/salee.v0i0.526>.

Myskow, G., Takada, S., & Aida, K. (2020) 'Blooming autonomy: reflections on the use of bloom's taxonomy in a TESOL graduate course', *Relay Journal*, 3(1), 5-24. Available at:
<https://doi.org/10.37237/relay/030102>

Nkhoma, M.Z. *et al.* (2017) 'Unpacking the revised Bloom's taxonomy: developing case-based learning activities', *Education & Training (London)*, 59(3), pp. 250-264. Available at:
<https://doi.org/10.1108/ET-03-2016-0061>.

Ochara, N.M. (2017) 'Towards a regional ontology of management education in Africa: a complexity leadership theory perspective', *Acta Commercii*, 17(1), pp. 1-8. Available at:
<https://doi.org/10.4102/ac.v17i1.411>.

Pepin, M. *et al.* (2021) 'Evolving students' conceptions about responsible entrepreneurship: a classroom experiment', *Journal of Small Business and Enterprise Development*, 28(4), pp. 570 – 585. Available at: <https://doi.org/10.1108/JSBED-02-2020-0035>.

Pill, J. and Harding, L. (2013) 'Defining the language assessment literacy gap: evidence from a parliamentary inquiry', *Language Testing*, 30(3), pp.381-402. Available at:
<https://doi.org/10.1177/0265532213480337>.

Pourdana, N. and Rajeski, J.S. (2013) 'Estimating the difficulty level of EFL texts: applying Bloom's Taxonomy of educational objectives', *International Journal of Applied Linguistics & English Literature*, 2(6), pp. 202-211. Available at: <https://doi.org/10.7575/aiac.ijalel.v.2n.6p.202>.

R.Assaly, I. and M. Smadi, O. (2015) 'Using Bloom's Taxonomy to evaluate the cognitive levels of master class textbook's questions', *English Language Teaching*, 8(5). Available at: <https://doi.org/10.5539/elt.v8n5p100>.

Rahayu, A. (2018) 'The analysis of students' cognitive ability based on assessments of the Revised Bloom's Taxonomy on statistic materials', *European Journal of Multidisciplinary Studies*, 7(2), p.80. Available at: <https://doi.org/10.26417/ejms.v7i2.p80-85>.

Rahman, S.A. and Manaf, N.F.A. (2017) 'A critical analysis of Bloom's Taxonomy in teaching creative and critical thinking skills in Malaysia through English literature', *English Language Teaching*, 10(9), pp.245-256. Available at: <https://eric.ed.gov/?id=EJ1153951>

Rampeng, R., Atmowardoyo, H. and Noni, N. (2021) 'Speaking materials based on active learning activities and revised Bloom's taxonomy: development, validation, and revision', *International Journal of Humanities and Innovation (IJHI)*, 4(2), pp.57-65. Available at: <https://doi.org/10.33750/ijhi.v4i2.109>.

Reflianto, Setyosari, P., Kuswandi, D. and Widiati, U. (2022) 'English teachers' competency in flipped learning: question level and questioning strategy in reading comprehension', *International Journal of Instruction*, 15(1), pp.965-984. Available at: <https://eric.ed.gov/?id=EJ1331472>

Rismayana, R. (2017) 'The correlation between language learning strategies and proficiency level of English Department students in Universitas Negeri Makassar (UNM)', *Elite: English and Literature Journal*, 4(2), pp.37-50. Available at: <https://doi.org/10.24252/elite.v4i2a3>.

Tayyeh, M.N., Dehham, S.H. and Muhammed, H.A. (2021) 'An analysis of reading comprehension questions in English textbook 'English for Iraq' according to Revised Bloom's Taxonomy', *Turkish*

Journal of Computer and Mathematics Education, 12(7), pp. 2868-2874.

Safitri, M. and Asrining Tyas, P. (2019) 'An analysis of English textbook entitled Bahasa Inggris SMA/MA SMK/MAK Kelas X', *Journal of English Educators Society*, 4(1), p.17. Available at: <https://doi.org/10.21070/jees.v4i1.1777>.

Sari, D. (2018) 'Measuring quality of reading materials in English textbooks: the use of lexical density method in assessing complexity of reading materials of Indonesia's curriculum - 13 (K13) English textbook', *JOALL (Journal of Applied Linguistics & Literature)*, 1(2), pp.30-39. Available at: <https://doi.org/10.33369/joall.v1i2.4177>.

Sawaki, Y., Stricker, L. and Oranje, A. (2008) 'Factor structure of the TOEFL® internet-based test (IBT): exploration in a field trial sample', *ETS Research Report Series*, 2008(1), pp. i-67. Available at: <https://doi.org/10.1002/j.2333-8504.2008.tb02095.x>.

Semsar, K. and Casagrand, J. (2017) 'Bloom's dichotomous key: a new tool for evaluating the cognitive difficulty of assessments', *Advances in Physiology Education*, 41(1), pp.170-177. Available at: <https://doi.org/10.1152/advan.00101.2016>.

Sulistiyo, U., Wulan, R., Al Arif, T.Z.Z., Efriza, D. and Anwar, K. (2021) 'A critical content analysis of English textbook for senior high school students in Indonesia', *Studies in English Language and Education*, 8(1), pp.84-98. Available at: <https://doi.org/10.24815/siele.v8i1.16778>.

Sucipto Sucipto and Septian Dwi Cahyo (2019) 'A content analysis of the reading activities in "Bright" English textbook for junior high school students', *English Language Teaching Educational Journal*, 2(1). Available at: <https://doi.org/10.12928/eltej.v2i1.918>.

Ulum, Ö.G. (2022) 'Is the Revised Bloom's Taxonomy revisited in the EFL/ESL reading textbooks?', *OPUS Journal of Society Research*, 19(45), pp.1-1. Available at: <https://doi.org/10.26466/opusjsr.1062878>

Veeravagu, J., Muthusamy, C., Marimuthu, R. and Michael, A.S. (2010) 'Using Bloom's Taxonomy to gauge students' reading comprehension performance', *Canadian Social Science*, 6(3), p.205.

Vogt, K. and Tsagari, D. (2014) 'Assessment literacy of foreign language teachers: findings of a European study', *Language Assessment Quarterly*, 11(4), pp. 374-402. Available at: <https://doi.org/10.1080/15434303.2014.960046>.

Wiranata, D., Widian, I.W. and Bayu, G.W. (2021) 'The effectiveness of learning activities based on Revised Bloom Taxonomy on problem-solving ability', *Indonesian Journal of Educational Research and Review*, 4(2), p.289. Available at: <https://doi.org/10.23887/ijerr.v4i2.37370>.

Yulis Setyowati, Susanto, 2 and Munir, A. (2019) 'Promoting university students' critical thinking skills through implementation of the Revised Bloom's Taxonomy in language assessment: a theoretical perspective. *Proceedings of the Social Sciences, Humanities and Education Conference (SoSHEC 2019)*. Available at: <https://doi.org/10.2991/soshec-19.2019.39>.

Zaharil Anasy (2016) 'Hots (higher order thinking skill) in reading exercise', *Tarbiya: Journal of Education in Muslim Society*, 3(1), pp. 51-63. Available at: <https://doi.org/10.15408/tjems.v3i1.3886>.

