

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

Abstract

Reading entails a multifaceted process that requires students to engage, anticipate, analyse, and assimilate material in light of their existing knowledge. A descriptive qualitative approach and content analysis will be conducted to explore the cognitive levels of reading task questions present in *the Official Guide to the TOEFL iBT Tests* (2020), aiming to evaluate their level between the lower-order thinking skills (LOTS) and the higher-order thinking skills (HOTS). The results show that the various forms of reading comprehension questions had the potential to enhance students' critical thinking skills in relation to achieving the acquisition goal outlined in the English syllabubs. The majority of the questions primarily assessed the understanding level (28.9%), followed by the analyzing level (21%), applying level (18.18%), remembering level (16.4%), creating level (7.95%), and evaluating level (7.4%). Also, all cognitive levels are involved in the question tasks. Nevertheless, the majority of the questions were primarily focused on lower-level cognitive processes. Based on the results, this textbook demonstrated a greater emphasis on questions that require lower-level thinking than higher-level ones. Hence, how to meet the students' higher-order thinking skills (HOTS) requirements should be considered when teachers conduct educational instruction.

Key words: Bloom's taxonomy, TOEFL iBT, reading sections, qualitative methodology, content analysis

1. Introduction

The TOEFL is a well-recognized assessment of English language skills that is used to determine admission to English-speaking universities, particularly in North America. It is particularly important for students from non-English-speaking countries who wish to pursue their academic studies in countries like the United States and Canada (Cumming *et al.*, 2005). Language

assessment is an essential component of classroom instruction, syllabus creation, textbook publishing, and language teaching. The practice of reading comprehension has long been essential in language assessments. Reading is not just a very dependable means of receiving linguistic input but also an essential skill for both individuals learning a language and those who already use it (Ellis, 1999; Krashen, 1981). This enhancement of higher-order thinking capabilities aims to cultivate students' critical and creative thinking skills. It encourages them to deeply understand the knowledge they acquire, enabling them to conduct research, analyse information, evaluate ideas, and respond to questions and problems in a critical and creative manner (Rahman & Manaf, 2017). This research may assist the authors in diversifying their approach to formulating reading comprehension questions for reading texts in the TOEFL iBT, which are subsequently utilized by students. It would be preferable for the questions to be evenly dispersed across each level. Ulum (2022) has put forward that the textbook offered per-designed instructional materials and educational assignments. Furthermore, the textbooks facilitated the teachers in assigning homework by offering a more streamlined approach based on the activities. Safitri and Tyas (2019) assert that textbooks enable educators to ascertain the content that students are studying, devise suitable classroom activities, and develop language assessment tools. Theoretical resources, on the other hand, can augment students' understanding of the subject matter. Predominantly, students were preoccupied with passing examinations and responding to textbook-related inquiries.

Enhancing reading comprehension requires actively engaging with the content, employing critical thinking, and employing logical reasoning (Escar, 2022). Bloom's taxonomy served as a framework for efficiently designing English classes with explicit goals through the use of targeted inquiries to assess the student's cognitive level, ranging from basic to advanced language proficiency. In addition, it enabled the teachers to observe a cohesive connection between the information presented in the textbook and the cognitive process of achieving learning goals (Boeren & Iniguez-Berrozpe, 2022).

2. Literature Review

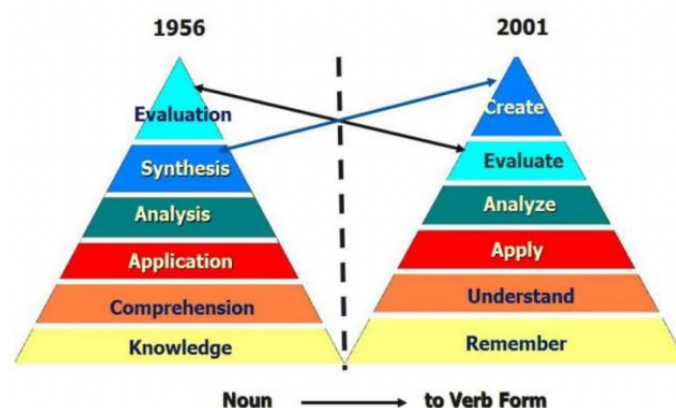
2.1 The Development of Bloom's Taxonomy

In the 1950s, after the 1948 Convention of the American Psychological Association, Bloom and his

colleagues created a system of educational goals known as Bloom's Taxonomy (1956), which categorized cognitive levels into six distinct classifications: knowledge, understanding, application, analysis, synthesis, and evaluation. Bloom proposed these different levels of cognitive skills as educational objectives in the teaching and learning process. Based on Bloom's Taxonomy (1965), these cognitive skills can be categorized into two levels: the lower-level thinking skills (LOTS), encompassing knowledge, comprehension, and application; and the higher-order thinking skills (HOTS), including analysis, synthesis, and evaluation.

In 2001, Anderson and Krathwohl amended this taxonomy, which then had six levels: remembering, understanding, applying, analyzing, evaluating, and creating. The most recent classification, known as Revised Bloom's taxonomy, classifies remembering (C1), understanding (C2), and applying (C3) as lower-order thinking skills (LOTS), while analyzing (C4), evaluating (C5), and creating (C6) as higher-order thinking skills (HOTS). Wilson (2016) devised Figure 1 below to elucidate the disparity between the original and revised taxonomies.

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



2.2 Revised Bloom's Taxonomy: Knowledge Dimension and Cognitive Process

Dimension (Anderson and Krathwohl, 2001)

Meanwhile, the Revised Bloom's taxonomy (Anderson and Krathwohl, 2001) presented a concise and precise two-dimensional structure, namely, the knowledge dimension and the cognitive process dimension, to articulate and categorize learning goals.

2.21 Structure of the Knowledge Dimension of the Revised Taxonomy (Anderson and Krathwohl, 2001, p. 214)

A. Factual Knowledge: The basic elements that students must know to be acquainted with a discipline or solve problems in it.

B. Conceptual Knowledge: The interrelationships among the basic elements within a larger structure that enable them to function together.

C. Procedural Knowledge: How to do something; methods of inquiry; and criteria for using skills, algorithms, techniques, and methods.

D. Metacognitive Knowledge: Knowledge of cognition in general as well as awareness and knowledge of one's own cognition.

2.22 Structure of the Cognitive Process Dimension of the Revised Taxonomy

(Anderson and Krathwohl, 2001, p. 215)

1. C1 Remember: Retrieving relevant knowledge from long-term memory.

2. C2 Understand: Determining the meaning of instructional messages, including oral, written, and graphic communication.

3. C3 Apply: Carrying out or using a procedure in a given situation.

4. C4 Analyze: Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.

5. C5 Evaluate: Making judgement based on criteria and standards.

6. C6 Create: Putting elements together to form a novel, coherent whole or make an original product.

2.23 The Taxonomy Table

According to Anderson & Krathwohl (2001), in the Revised Taxonomy, the fact that any objective would be represented in two dimensions immediately suggested the possibility of constructing a two-dimensional table, which is termed Taxonomy Table 1 as follows:.

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

The Knowledge Dimension	The Cognitive Process Dimension					
	Low-order thinking skills			Higher-order thinking skills		
	(LOTS)			(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>
<i>A. Factual Knowledge</i>						
<i>B. Conceptual Knowledge</i>						
<i>A. Procedural Knowledge</i>						
<i>B. Metacognitive Knowledge</i>						

2.3 Previous Studies

There are several studies that have examined the nature and cognitive complexity of questions in relative textbooks across various subjects and nations worldwide, and Bloom's taxonomy as a framework have utilized for classifying the reading task questions.

2.31 Rania Qasrawi (2020):

In this study, Rania Qasrawi (2020) conducted an analysis of the first and second version of Unlock English Reading, Writing, and Critical Thinking Skills Textbooks to assess their extent to which they incorporate both lower and higher order thinking skills, incorporating the cognitive levels of Bloom's Taxonomy. This exploration found that most cognitive objectives in the latter textbook are LOTS (Comprehension) and HOTS (Analysis and Synthesis), while the previous one focused on Comprehension and Analysis.

2.32 Izzatul Laila (2021):

Izzatul Laila (2021) has studied the 2018 Ministry of Education and Culture textbook “Bahasa Inggris” SMA/MA/SMK/MK for 12th graders, and the researcher found that this textbook emphasized lower-level thinking. Based on this fact, the author suggested that teachers must create relative reading questions tasks to meet students’ HOTS.

2.33 Shadab Moslehi (2021) :

In the same context, Shadab Moslehi (2021) conducted qualitative-quantitative content analysis research to compare IELTS Academic with TOEFL iBT about the four parts of speaking, listening, reading, and writing. Each domain was assessed via the revised Bloom’s cognition and knowledge dimensions. The finding is that IELTS tends to focus on the lowest levels, which is different from TOEFL iBT.

Hence, the taxonomy can facilitate the reading comprehension by offering a guidance for English instructors to design diverse teaching practice and tactics when utilizing textbooks (Djallel, 2022). Azevendo (1979) noted that evaluating and appraising textbooks offers supervisors and teachers tangible insights into the strengths and weaknesses of the assessed materials. This vital data facilitates the identification and resolution of the requirements of both educators and learners. This invaluable information facilitates the identification of the requirements of both teachers and pupils.

3. Method

3.1 Research Design

As stated by Cohen *et al.* (2007), the research design aims to comprehend specific attributes of the material. The curriculum is regarded as the essential foundation of an educational system. The framework includes elements of student learning content and techniques, teacher pedagogical approaches, materials and resources used, and assessment modes and practices (Richards, 2011). Hanna (2007) asserts that the updated version of the taxonomy offers a shared vocabulary for educators to create their curriculum based on cognitive learning goals. This study uses descriptive content analysis as its approach, and this research mostly employs textbooks as the main source

material for the study.

3.2 Strengths and Limitations

This study only focuses on the reading comprehension in *the Official Guide to the TOEFL iBT Tests* (2020) , since very few studies have explored this latest version since its reform in 2019 and 2023 via the Revised Bloom’s Taxonomy, so there are still huge research gaps for future exploration. Due to the significant significance that reading comprehension questions play in fostering cognitive development, the researcher deems them an essential component of the textbook. Therefore, the process of analyzing these questions is crucial in order to evaluate their effectiveness and limitations, as well as their impact on the development of students’ cognitive abilities.

The process of material evaluation enabled the teachers to critically examine their underlying assumptions regarding the functioning of language and to choose instructional materials that aligned with their specific requirements. Conventional educational research typically employs experimental design and statistical analysis to establish the effect of a specific intervention on student learning. In the process of promoting scientific development and progress, the study of the empirical scientific paradigm has concrete and practical characteristics, emphasizing the description and summary of experimental results. Nevertheless, conventional reasoning is undergoing a transformation due to the increasing prevalence of data-intensive scientific research. Research combines correlation analysis with causal inference, focusing on uncovering the link between data and creating accurate predictions. From the standpoint of the educational research paradigm, the educational environment undergoes ongoing internal development needs and requires constant adaptation and updating of the educational research paradigm. Currently, educational research paradigms predominantly rely on the empirical science paradigm and the theoretical science paradigm. In the context of the rapid advancement of emerging digital technologies, traditional experience and theoretical models may not be able to keep up. Additionally, the research approach that relies on traditional “small data” analysis methods is not suitable for quickly and accurately analyzing the impact of the digital transformation of education. The emergence of big data is gradually impacting on the field of education. Hence, it is of great importance to modify the educational research paradigm to align with the forthcoming advancements in education with the advancements of digitization.

3.3 Research Sample and Research Question

The revised cognitive levels of Bloom's Taxonomy were utilized to categorize reading tasks questions in *the Official Guide to the TOEFL iBT Tests* (2020). At first, two study questions were created, one related to lower cognitive levels and the other related to higher cognitive levels. The former pertains to concrete stages of cognition, while the latter focuses on conceptual levels of cognition. During the analysis, the following question will be taken into consideration:

Bogdanovich (2014) elucidated that higher-order problems required learners to employ critical thinking abilities by utilizing, scrutinizing, amalgamating, and appraising material in order to respond to inquiries, as opposed to simply recalling facts. "How much do the reading sections of *the Official Guide to the TOEFL iBT Tests* (2020) incorporate the HOTS and LOTS cognitive levels as defined in the new Bloom's taxonomy?"

3.4 Instrument of Data Collection

The researcher developed a checklist derived from the cognitive domain of the updated Bloom's taxonomy. According to question types definition in reading sections of *the Official Guide to the TOEFL iBT Tests* (2020, p. 38-57), it has classified the question types with their numbers, respectively (total numbers: 176) in this examination as follows (Table 2) by computing the percentages of each question type using the following formula:

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

P: Proportion

n: Number of questions in each question type

N: The total number of question

Table 2: Frequency of Data Pertaining to Each Question Type

Reading Sections	Question Types	Definition
(Total	(Numbers/Pro	Note: Adapted from <i>the Official Guide to the TOEFL iBT Tests</i> (2020, p. 38-57), which is hereinafter referred to as OG (2020, p. 38-57).

Numbers: 176)	portion)	
Include: 21 tests Total: 176 questions Notes: Each test have about 10 items.	Factual Information Questions (51 / 28.98%)	Factual information questions can focus on facts, details, definitions, or other information presented by the author. They ask you to identify specific information that is typically mentioned only in part of the passage. They generally do not ask about general themes that the passage as a whole discusses OG (2020, p. 38-39).
	Negative Factual Information Questions (15 / 8.52%)	These questions ask you to verify what information is true and what information is not true or not included in the passage based on information that is explicitly stated in the passage OG (2020, p. 40-41).
	Inference Questions (13 / 7.39%)	These questions measure your ability to comprehend an argument or an idea that is strongly implied but not explicitly stated in the text. For example, if an effect is cited in the passage, an inference question might ask about its cause. If a comparison is made, an inference question might ask for the basis of the comparison. You should think about not only the explicit meaning of the author's words but also the logical implications of those words OG (2020, p. 41-42).
	Rhetorical Purpose Questions (15 / 8.52%)	In rhetorical purpose questions, you are asked why the author has presented a particular piece of information in a particular place or manner. Rhetorical purpose questions ask you to show that you understand the rhetorical function of a statement or paragraph as it relates to the rest of the passage OG (2020, p. 41-42).
	Vocabulary Questions (29 / 16.4%)	These questions ask you to identify the meanings of individual words and phrases as they are used in the reading passage (a word might have more than one meaning, but in the reading passage, only one of those meanings is relevant) OG (2020, p. 43-44).
	Reference Questions	These questions ask you to identify referential relationships between the words in the passage. Often, the relationship is between a pronoun and its

	(3 / 1.7%)	antecedent (the word to which the pronoun refers). Sometimes other kinds of grammatical references are tested (like which or this) OG (2020, p. 45-46).
	Sentence Simplification Questions (14 / 7.95%)	In this type of question, you are asked to choose a sentence that has the same essential meaning as a sentence that occurs in the passage. Not every reading set includes a sentence simplification question. There is never more than one in a set OG (2020, p. 47-48).
	Insert Text Questions (18 / 10.2%)	In this type of question, you are given a new sentence and asked where in the passage it would best fit OG (2020, p. 48-49).
	Prose Summary Questions (14 / 7.95%)	In a prose summary question, you will be given six answer choices and asked to pick the three that express the most important ideas in the passage OG (2020, p. 50-52).
	Fill in a Table Questions (4 / 2.27%)	In this kind of question, you will be given a partially completed table based on the information in the passage. Your job is to complete the table by clicking on the correct answer choices and dragging them to their correct locations in the table OG (2020, p. 54-56).

3.5 Data Analysis

Based on the question type definition in the reading sections of *the Official Guide to the TOEFL iBT Tests* (2020) in accordance with the Revised Bloom's Taxonomy (2001), all those questions can be classified as the Taxonomy Table (Table 3).

Table 3: Taxonomy Table about the Numbers of Questions the *Official Guide to the TOEFL iBT Tests* (2020)

The	The Cognitive Process Dimension	
	Low-order thinking skills	Higher-order thinking skills

Knowledge Dimension	(LOTS)			(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. Factual Knowledge		Factual Information Questions (51 / 28.98%)	Negative Factual Information Question (15 / 8.52%)			
B. Conceptual Knowledge			Sentence Simplification Question (14 / 7.95%)	1) Insert Text Question (18 / 10.2%) 2) Rhetorical Purpose Question (15 / 8.52%)		Prose Summary Question (14 / 7.95%)
C. Procedural Knowledge			Reference Question (3 / 1.7%)	Fill in a Table Question (4 / 2.27%)		
D. Metacognitive Knowledge	Vocabulary Questions (29 / 16.4%)				Inference Question (13 / 7.39%)	

4. Findings and Discussions

Taking the above analysis into consideration, the numbers and proportions of the two cognitive domains (LOTS and HOTS) in the Cognitive Process Dimension can be simplified as shown in Table 4.

Table 4: Frequencies and Proportion of OG Reading Comprehension Questions in Each Taxonomy Level

Cognitive Process Dimension		Numbers of Questions	Proportion
Low-order thinking skills (LOTS) (About 63.48%)	<i>C1 Remember</i>	29	About 16.4%
	<i>C2 Understand</i>	51	About 28.9%
	<i>C3 Apply</i>	32	About 18.18%
Higher-order thinking skills (HOTS) (About 36.35%)	<i>C4 Analyze</i>	37	About 21%
	<i>C5 Evaluate</i>	13	About 7.4%
	<i>C6 Create</i>	14	About 7.95%
Total		176	

The chart clearly demonstrates that reading comprehension questions encompass all cognitive levels of the taxonomy. Nevertheless, these levels do not carry equal significance, as they were portrayed in the textbook in varying proportions. According to Table 4, the understanding (C2) level accounts for the largest proportion, with 51 questions, or about 28.9%. The analyzing level (C4), which consists of 37 questions and accounts for about 21% of the total, is in second place. The applying level (C3) is ranked third, consisting of 32 questions (about 18.18%). Following it is the remembering level (C1), which has 29 questions (about 16.4%). The creating level (C6) has 14 questions (about 7.95%), and lastly, the evaluating level (C5) has 13 questions (about 7.4%). The prevalence of lower-level processes remained a dominant position in the textbook's questions due to the relative absence of higher cognitive levels, which indicates that this test's focus did not include more advanced levels of reading comprehension questions.

The research aimed to investigate the cognitive levels of TOEFL iBT Tests (2020)' reading task questions in accordance with the Revised Bloom's Taxonomy. The findings indicated that most of the reading task questions in this official guide fell under the Understand (C2) category, which

denotes that this test might pay much more attention to understanding. This textbook prioritized the acquisition of lower-order thinking skills (LOTS) rather than higher-order thinking skills (HOTS). The reading comprehension questions in this textbook did not require test-takers to engage in analytical and critical thinking, despite most curriculum's aim to promote higher-order thinking skills. To some degree, this means, regardless of test-takers or instructors who may prepare for this international English test, they should focus more on the basic knowledge. It has the potential to facilitate the students in developing a profound comprehension of the provided questions, enabling them to respond with greater ease. In addition, they will possess the ability to comprehend the categorization of question levels and the intended purpose of the questions offered (Reflianto *et al.*, 2022).

5. Conclusion

Textbooks serve as valuable tools for aligning learning objectives and providing ideas and activities for lesson planning. Within this context, thinking skills and reading comprehension are closely linked, as reading necessitates students engaging in experiences, predictions, interpretations, and evaluations of information based on their prior knowledge (Lopez-Banuag, 2022). The findings highlighted the applicability of Bloom's taxonomy in enhancing the learning process through reading materials. The alignment can be derived from the correlation between the significance of objectives, actions, and questions. It is possible to serve as an excellent reference for narrowing the disparity between teaching goals and the purpose of reading comprehension assessment.

Considering this fact, the relative knowledge and skills of instructors can effectively promote students' cognitive abilities and critical thinking, and their teaching methodologies can be enhanced by attending seminars and workshops on teaching methods. Additionally, it would be advantageous for teachers to create their own supplementary higher-order thinking questions in addition to those provided in textbooks to cater to the students' educational requirements.

However, this research only sought to examine the prevalence of reading task questions in *the Official Guide to the TOEFL iBT Tests* (2020) aligned with Revised Bloom's Taxonomy, which belongs to a traditional educational research method that mostly relies on methods such as text analysis and statistical analysis. This method of managing and analyzing small sample data cannot

handle and analyze large and complex educational data. With the advancement of the digitization process, emphasis has been placed on how to mine text data and how digital technology can help researchers foresee the future of education. From a future perspective, researchers' educational decisions can scientifically guide the development of education. This will become a new direction for future research and exploration.

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