

**READING COMPREHENSION QUESTIONS
OF THE TOEFL, IELTS AND TOEIC
PREPARATION BOOKS**

A THESIS

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**UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCASARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
SEPTEMBER 2005**

READING COMPREHENSION QUESTIONS
OF THE TOEFL, IELTS AND TOEIC
PREPARATION BOOKS

A THESIS

Presented to Master in Teaching English as a Foreign Language Program
Surabaya Widya Mandala Surabaya Catholic University
In partial fulfillment of the requirements for
the degree of Master of Arts in Teaching English
as a Foreign Language.

By

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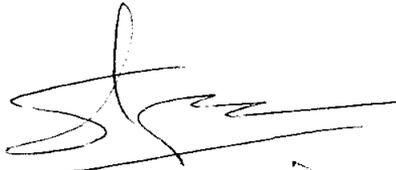
UNIVERSITAS KATOLIK WIDYA MANDALA SURABAYA
PROGRAM PASCA SARJANA
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
SEPTEMBER, 2005

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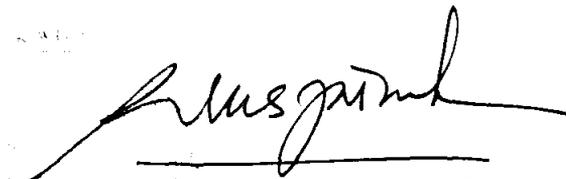
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ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

Above all, in the name of Allah, the Beneficent, the Merciful, praise belongs to Allah, the Lord of the Universe, Who has inspired to complete this thesis.

The writer wishes to express her sincere gratitude to Dr. A. Ngadiman, her advisor, for his guidance and helpful suggestions in accomplishing this thesis. He means so much to the writer that his unquestionable patience has helped her pass through her difficult days.

The writer also wishes to thank Prof. E. Sadtono, Ph.D., Prof. Dr.Wuri Soedjatmiko, and Dr.Ig.Harjanto, for their sincere motivation, and suggestions in finishing the writing of this thesis.

A deep appreciation is addressed to the teaching staff and office staff (Vivi, Novy and Mas Hary), the Director, Department Chair and all lectures of Graduate Program English Department Master in TEFL of Widyamandala Surabaya Catholic University who have given her the opportunity to study at the Institute.

Her gratitude is also addressed to the lectures: Prof. Abdul Wahab, Prof. Abbas A.Badib, MA,Ph.D., Prof.Dr.Veronica L.Diptoadi,M.Sc. J.V.Djoko Wirjawan,MS,Pd.D., Dr.D.Wagiman Adisutrisno,M.A. and Dr.Patrisius Istiarto Djiwandono.

Her deepest love, her thanks, and appreciation go to her best friend or her kind sister, Dra.Ratna Ery Sunarso, MSi and her family who have shared their kindness, motivations,

facility that cannot be counted, especially in giving the opportunity to join her in her transportation car during studying at this graduate program at Surabaya.

Her sincere appreciation is extended to all colleagues at Program Pasca Sarjana (MPBI) Widya Mandala especially Mr. A. Alexander Tanod, Dr. Ir. Danawati, Florence Sahertian S.S., Made Yunita S.Pd., Faridil Khirina S.S., Abdul. Hamid, S.S., Drs. Matduri who always help the writer in completing her thesis.

To her tender and beloved husband, Drs. Sentot Wahyudi, the writer would like to express her special thankfulness too, since he has been so patient in accompanying and waiting for the writer to finish her thesis. His existence in the writer's heart encourages her to work harder in writing her thesis.

Finally, the writer thanks to her lovely daughter and son-in-law, Drg. Maharani Laillyza Apriasari and Ir. Soleh Farianto; her son Lettu Laut Frisky Muharram and Mike Julita Spd. SS.; her grandchildren: Rakey Aura Maghfira and Laura Neisia Azaria for their endless love and pray.

Sidoarjo, September 2005

The Writer,

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ABSTRACT

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SULISTYANINGSIH, 2005. *Reading Comprehension Questions of TOEFL, IELTS, and TOEIC Preparation Books*. Thesis, Graduate School, English Education Department, Widya Mandala Surabaya Catholic University, Surabaya. Advisor: Dr. A. Ngadiman.

This research concerns investigating the reading comprehension questions of the TOEFL, IELTS, and TOEIC Preparation Books. The general problem of this study is what reading subskills, and what cognitive domains of Barrett Taxonomy are tested in the reading comprehension questions of the TOEFL, IELTS, and TOEIC Preparation Books. In order to have of more detailed answers, the general problem is divided into two specific questions asking: (1) what reading subskills are tested in the reading comprehension questions of the TOEFL, IELTS, and TOEIC Preparation Books.? (2) What cognitive domains of Barrett Taxonomy are tested in the reading comprehension questions of the TOEFL, IELTS and TOEIC Preparation Books?

In relation to the general question, the main objective of this study is to examine the occurrence of reading subskills in the reading tests. Specifically, this study aims at (1) identifying the reading subskills in the reading comprehension questions of the TOEFL, IELTS and TOEIC Preparation Books. (2) Identifying cognitive domains of Barrett Taxonomy tested in the reading comprehension questions of the TOEFL, IELTS and TOEIC Preparation Books.

The reading Comprehension Questions were taken from the TOEFL, IELTS, and TOEIC Preparation Books. Two sets of reading section were randomly taken from each book for investigation.

In line with the objectives of this study, a descriptive research was conducted. The first process analysis of reading subskills used Phillips theory. The results of the data analysis of reading subskills revealed the following points.

There were mainly eight reading subskills in the TOEFL-reading tests: (1) *the ability to identify stated details 24%*, (2) *the ability to identify unstated details 4%*, and (3) *the ability to identify main ideas 8%*, (4) *The ability to identify implied details 14%*, (5) *The ability to interpret meanings of particular words in contexts 39%*, and (6) *The ability to find pronoun referents 2%* (7) *The ability to identify where specific information is found 5%* (8) *The ability to identify the transition 4%*.

In the IELTS reading test, four reading subskills were employed: (1) *the ability to identify stated details 44%*, (2) *the ability to identify unstated details 15%*, and (3) *the ability to identify main ideas 25%*, (4) *The ability to identify implied details 16%*.

Whereas the TOEIC reading tests employed five reading subskills: (1) *the ability to identify stated details 67.5%*, (2) *the ability to identify unstated details 7.5%*, and (3) *the ability to identify main ideas 11%*, (4) *The ability to identify implied details 7.5%*, (5) *The ability to identify the organization of ideas 6.5%*.

From those findings, it can be inferred that all the reading tests in the TOEFL, IELTS, and TOEIC preparation books employed 4(four) similar categories of reading subskills, they were: (1) *the ability to identify stated details*, (2) *the ability to identify unstated details*, and (3) *the ability to identify main ideas*, (4) *the ability to identify implied detail*. Except in the TOEFL reading comprehension questions, four more reading subskills were found; they were: a) *The ability to interpret meanings of particular words in contexts*, and (b) *The ability to find pronoun referent*, (c) *The ability to identify where specific information is found*, (d) *The ability to identify the transition*, and in the TOEIC reading comprehension questions were found one more subskill of *the ability to identify the organization of ideas*. While in the IELTS reading comprehension questions were found four similar categories of subskills above.

In the TOEFL reading comprehension questions it was found that there were frequency of reading subskills of *the ability to interpret meaning of particular words in contexts* 39% in the highest place. While in the IELTS and TOEIC reading comprehension questions, subskills of *the ability to identify stated details* occupied the highest place 44% and 67.5%.

For answering the second problem, based on cognitive domain of Barrett Taxonomy Theory, the findings showed that in the TOEFL reading comprehension questions, two major levels of the cognitive domain were *the literal comprehension* and *inferential comprehension*. *The literal comprehension* in reading tests employed 79% portions of 100 questions. These portions involved category of *recognition* 43% and *recall* 36%, whereas *the Inferential Comprehension* in reading tests employed 21% portions.

The IELTS-reading tests consist of 80 questions. Reading comprehension questions in the category of *Literal Comprehension* employed 65% portions; these portions involved category of *recognition* 43.5% and *recall* 21.5%, and the *Inferential Comprehension* employed 35% portions.

The last tests were TOEIC reading tests. The biggest portions of the questions in reading tests were *Literal Comprehension* (81.25%). These portions involved category of *recognition* 77.5% and *recall* 3.75%. *The Inferential Comprehension was found* (18.75%).

It can be inferred that based on cognitive domain of Barrett Taxonomy, among the reading comprehension questions of the TOEFL, IELTS and TOEIC preparation books were classified in *the literal comprehension* and *inferential comprehension categories*. None of the questions was in the *reorganization stage*.

Hopefully, the findings of present study will be worthwhile for the researcher herself, and the future researchers as a recommendation for conducting further study in the same field; teachers, students, test developers, or any one who needs inputs about Reading subskills and cognitive domain in reading comprehension questions.