

## Question Types on Reading Comprehension in TOEFL Test: An Implication in Teaching Reading TOEFL to Students

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### Abstract

Reading section in TOEFL is challenging because there are many texts and test items to be completed in a relatively short time. Thus, test-takers should read quickly and precisely. This study describes the types of reading comprehension in Pre-Test and Post-Test TOEFL and its implications in teaching reading TOEFL. This research is descriptive and qualitative. The result analysis shows that several types of reading questions in Pre-Test and Post-Test TOEFL are 1) idea of passage questions, 2) directly answered questions, 3) indirectly answered questions, 4) vocabulary questions, and 5) overall review questions. When teaching TOEFL reading to students, it is important to employ several general strategies. These include introducing the various categories of reading questions, followed by questions that refer to specific sentences in the reading. Additionally, providing explanations on how to answer the questions is essential for effective comprehension. The TOEFL reading teaching strategy involves introducing various types of reading questions, and exercises that refer to certain sentences in the reading, as well as providing explanations on how to answer the questions. Through this approach, students can gain a better understanding of the structure and types of questions that may appear in the TOEFL exam.

**Keywords:** question type, reading comprehension, teaching reading, TOEFL

## INTRODUCTION

We may be familiar with the term TOEFL (Test of English as a Foreign Language) as an English proficiency test ([Fitria, 2021b](#)). At first, this test was only applied to students and countries whose mother tongue is not English, but who want to study in countries that speak English as their mother tongue, either via line scholarships or self-test ([Fauzy et al., 2013](#)). Then, along with the development, this test is also used for standardization for certain purposes. The TOEFL test results are also used as material for consideration regarding the English language skills of prospective students who apply to colleges or for employees who apply to a company ([Fitria, 2021a](#); [Fitria & Prastiwi, 2020](#)).

The Paper-Based Test (PBT), the Computer-Based Test (CBT), and the Internet-Based Test (IBT) are the three forms of TOEFL examinations that are most often administered. The Test of English as a Foreign Language (TOEFL) is designed to assess the level of English proficiency of individuals whose first language is not English ([Benedick, 2021](#); [Morris, 2019](#)). It is added [Castello \(2009\)](#) that relates to measuring English competence, the Test of English as a Foreign Language (TOEFL) is "intended to measure English proficiency broadly interpreted, without the engagement of any special background knowledge or specific reference to learning English." According to [Kennison \(2018\)](#), the component of the Test of English Language Proficiency (TOEFL) is used by the greatest number of people. In the recent past, the TOEFL has been subjected to several modifications. A paper-based exam, sometimes known as a PBT, existed as early as 1995. The vocabulary and reading comprehension portion, the hearing section, and the structure and written expression component were the three. There are three components that we are required to complete in order to successfully complete the TOEFL test. These components include listening, reading, structure, and written expression. The fact that there is a very restricted amount of time available makes it an extremely difficult task to complete these three parts that contain a large number of questions.

Reading is a complex process that involves the coordination of multiple subcomponents ([Winke & Brunfaut, 2020](#)). Reading measures our ability to read and understand academic passages ([Stirling, 2021](#)). Reading is assessed in the third section of both the paper and computer-based TOEFL exams. Similarities exist between the paper and computer reading portions, including the types of readings, linguistic abilities assessed, and question sequence ([Phillips, 2007](#)). This section contains reading passages followed by multiple-choice questions. [Shanks \(2004\)](#) states that one aspect that becomes an obstacle is the reading section (reading comprehension) because there are 4 to 6 texts with 7 to 14 questions each (although some tests may be longer). The duration is only about 55-60 minutes, so like it or not, we as test-takers can read quickly and precisely. Reading Comprehension in TOEFL is the most time-consuming part exam takers should take ([Tuncay, 2018](#)). There is a set of time the exam takers have to follow; otherwise, it is not possible to finish reading all the passages given and answer the questions following the instructions scrolling down the computer screen. The time allocated was about 55 to 60 minutes to finish the section's fifty questions ([Gear & Gear, 2006](#)).

[Rollins \(2013\)](#) states that the reading section tests very specific ways of reading very specific types of written passages. The Reading Section of the TOEFL assesses our comprehension of written English as it appears in textbooks and other academic materials commonly found in North America ([Sharpe, 2020](#)). It tests our comprehension by asking multiple-choice questions about what we read. The majority type of reading TOEFL is usually multiple-choice ([Bailey, 2001](#)). Multiple-choice questions require us to pick the best response to

questions based on the reading passages ([Fitria, 2024](#)). Including information about both paper-based and computer-based tests in the TOEFL reading section is essential for providing a comprehensive understanding of the examination format. It allows test-takers to familiarize themselves with the different test formats and requirements, enabling them to better prepare for the TOEFL regardless of the test format they will encounter. Additionally, understanding the differences between the two formats can help individuals choose the format that best suits their preferences and testing capabilities. Therefore, incorporating information about both paper-based and computer-based tests in the TOEFL reading section is crucial for effective test preparation ([Fitria, 2022](#)).

According to ([Aebersold & Field \(1997\)](#)), multiple-choice is the most common form of reading comprehension exam for ELLs. Multiple-choice questions also feature in many ESL reading books. In this style of test, there is only one correct answer, and all other "distractions" are erroneous answers. Two benefits of multiple-choice exams are that they are simple to score by hand or by machine and that their scoring is trustworthy. However, a significant downside is that these assessments may encourage guessing, which might affect the result ([Farrell, 2009](#)). Multiple-choice examinations evaluate just recognition knowledge; we cannot be certain that students comprehend the question because they are not required to develop a response.

There are several types of questions in reading texts (passages) such as topics, titles, main ideas, the purpose of the text, references, conclusions, reading information, true or false statements, and also questions about vocabulary. There are nine different types of questions in the TOEFL Reading section. By labeling each TOEFL CBT question as first-pass (easy), second-pass (medium), or third-pass (difficult), we will be able to work more confidently and the correct answers will be easier to anticipate ([Miller & Wheeler, 2003](#)). The easy question consists of vocabulary, reference, and detail questions. The medium question consists of the main idea, conclusion, and click-on sentence questions. While, the difficult questions consist of inter/ imply, except/not, and black square questions. According to [Nugraha & Gunarto \(2013\)](#), there are several types of reading comprehension questions including topic/main idea, inference/conclusion/implied question, specific detailed question, stated and not stated statement, reference/refer(s) to question, vocabulary question, purpose question, transitional paragraph, irrelevant sentence, tone, and course. [Wicaksono \(Wicaksono, 2020\)](#) states that several kinds of reading comprehension include the main idea, stated detail, unstated, implied, vocabulary in context, etc.

There are several previous studies related to the types of reading comprehension conducted by the writers. First, [Fitria et al., \(2014\)](#) textbooks "English Texts in Use and Look Ahead" contain four types of reading comprehension problems based on the Widdowson hypothesis. Those are WH-question, polar question, truth assessment, and multiple choices. Second, [Fauziati \(2016\)](#) reading comprehension question patterns in several TOEIC test practice books include (a) main ideas and possible appropriate titles, (b) information written in the text, (c) implied information, and (d) the purpose of the writing. Based on the results of the research above, it is concluded that vocabulary mastery is very important for success in the TOEIC test because 50% of it is in the form of vocabulary mastery. Third, [Arisandi et al. \(2017\)](#) state that most of the reading questions used by teachers refer to remembering factual knowledge and understanding factual knowledge. Fourth, [Oktavia\(2017\)](#) states that 64.83% of the reading questions in the textbook were categorized as belonging to a high level of thinking (Creating, Evaluating, and Analyzing), whereas 35.17% of the questions were categorized as belonging to a low level of thinking (Applying, Understanding, Remembering). Fifth, [Febrina et al. \(2019\)](#) Higher-order thinking skills (HOTS) reading questions dominated the majority of the textbook. It was 66.8 percent of a perfect score,

compared to 33.4% for lower-order thinking skills (LOTS). Sixth, [Nisa & Helmanda \(2019\)](#) state that there were a variety of questions raised by the lecturers. 54 questions of the three texts consist of major idea questions, vocabulary questions, reference questions, and detail questions. Seventh, [Nisa & Helmanda \(2020\)](#) state that several type questions of reading comprehension final test consists of main idea, questions about vocabulary, references, inference and details. From the five aspects students were better to answer questions in the reference item. Eighth, [Laila & Fitriyah \(2022\)](#) in a textbook entitled "Bahasa Inggris" SMA/MA/SMK/MK for 12th grade students, there are 142 reading comprehension questions, 83% are categorized as LOTS while 17% categorized as HOTS.

Based on the previous studies above show that there are similarities and differences with this research. Both previous research and this research focus on the types of reading questions. The 1<sup>st</sup>, 4<sup>th</sup>, and 5<sup>th</sup> research focuses on the reading question in the textbook, the 2<sup>nd</sup> research focuses on the reading question in the TOEIC test, the 3<sup>rd</sup> research focuses on the reading question used by a teacher, the 4<sup>th</sup> research focuses on the reading question in the question used by lecturer. There are no studies have been conducted to discuss the reading section in the TOEFL book. This research focuses on the reading question in the TOEFL test (Longman Complete Course for the TOEFL Test). Therefore, the objective of this research is to describe the types of reading comprehension in Pre-Test and Post-Test TOEFL and their implication in teaching reading TOEFL to students.

## RESEARCH METHOD

This research is descriptive qualitative research. Qualitative research does not use statistical tests, it presents a complexity that demands large doses of time, effort, and analysis ([O'Dwyer & Bernauer, 2013](#)). Descriptive research aims to describe, describe, explain, explain, and answer in detail the problems that will be studied without using statistics or hypotheses. This research only describes the types of reading questions in the TOEFL test book.

The document is used as a method of collecting data in this research. Document analysis is another valuable technique for data collection in qualitative research ([Fitria, 2023](#)) The type of document used is a TOEFL book entitled "Longman Complete Course for the TOEFL Test (Preparation for the Computer and Paper Tests) by Deborah Phillips. Longman's book by Deborah Phillips is one of the best-selling books in the market. Contains a discussion of analysis and strategies for solving Listening, Structure, and Reading questions. Data analysis methods that can be used in analyzing TOEFL book documents in the Reading Section can include several approaches. One of them is the content analysis method, where researchers analyze texts in depth to identify patterns, themes, and key characteristics that appear in TOEFL reading materials. This method involves reading and recording various aspects, such as the type of text, sentence structure, keywords, and the types of questions that may arise. Apart from that, quantitative analysis methods can also be used by calculating the frequency of appearance of certain types of text, types of questions, or topics in TOEFL reading material. The combination of content and quantitative analysis can provide deep insight into the characteristics of TOEFL reading material and the preparation required by prospective test takers.

## RESULT

### Findings

This research is to describe the types of reading comprehension in Pre-Test and Post-Test TOEFL and their implication in teaching reading TOEFL to students. Below are the findings of the reading section analysis in the TOEFL test book as follows:

**Table 1.** Question Items of Reading Comprehension in Pre-Test TOEFL

No	Type of Reading Questions	Item Number	Total Question
1.	The idea of Passage Questions Skill 1. Answering main idea questions Skill 2. Recognizing the organization's idea	1, 9, 10, 20, 29, 31, 41	7
2.	Directly Answered Questions Skill 3. Answering stated detailed questions Skill 4. Finding unstated details	4, 11, 12, 14, 22, 28, 30, 33, 35, 36, 37	11
3.	Reference Skill 5. Finding pronoun referents	21, 45	2
4.	Indirectly Answered Questions Skill 6. Answering implied detail questions Skill 7. Answering transition questions	5, 8, 14, 25, 26, 33, 44	7
5.	Vocabulary Questions Skill 8. Finding definitions from structural clues Skill 9. Determining meanings from word parts Skill 10. Using context to determine meanings of difficult words Skill 11. Using context to determine meanings of simple words	2, 3, 6, 7, 13, 15, 16, 17, 23, 27, 32, 35, 38, 39, 42, 43, 46, 48	18
6.	Overall Review Questions Skill 12. Determining where specific information is found Skill 13. Determining the tone, purpose, or course Skill 14. Determining where to insert a piece of information	19, 40, 47, 49, 50	5

Based on the table 1 shows that there are several types of Reading Comprehension in Pre-Test TOEFL, they are 1) 7 questions idea of passage questions (consists of two skills in answering main idea questions and recognizing the organization idea), 2) 11 questions directly answered questions (consists of three skills in answering stated detail questions and finding unstated details), 3) 2 questions reference (consists of finding pronoun referents), 4) 7 questions of indirectly answered questions (consists of two skills in answering implied detail questions and answering transition questions), 5) 18 questions of vocabulary questions (consists of four skills in finding definitions from structural clues, determining meanings from word parts, using context to determine meanings of difficult words, and using context to determine meanings of simple words, and 6) 5 questions of overall review questions (consists of two skills in determining where specific information is found, determining the tone, purpose, or course and determining where to insert a piece of information). It shows that the most dominant type of questions for reading comprehension pre-test TOEFL is vocabulary questions (18 questions).

**Table 2.** Question Items of Reading Comprehension in Pre-Test TOEFL

No	Type of Reading Questions	Item Number	Total Number
1.	The idea of Passage Questions Skill 1. Answering main idea questions Skill 2. Recognizing the organization's idea	1, 11, 12, 21, 32, 41, 44	7
2.	Directly Answered Questions Skill 3. Answering stated detailed questions Skill 4. Finding unstated details	2, 4, 6, 8, 13, 15, 17, 20, 23, 25, 28, 35, 36, 40, 46	15
3.	Reference Skill 5. Finding pronoun referents	-	-
4.	Indirectly Answered Questions Skill 6. Answering implied detail questions Skill 7. Answering transition questions	22, 42, 48	3
5.	Vocabulary Questions Skill 8. Finding definitions from structural clues Skill 9. Determining meanings from word parts Skill 10. Using context to determine meanings of difficult words Skill 11. Using context to determine meanings of simple words	3, 5, 7, 9, 14, 16, 18, 19, 24, 26, 27, 29, 30, 33, 34, 37, 38, 39, 43, 45, 47, 49	22
6.	Overall Review Questions Skill 12. Determining where specific information is found Skill 13. Determining the tone, purpose, or course Skill 14. Determining where to insert a piece of information	10, 31, 50	3

### Discussion

On the Test of English as a Foreign Language (TOEFL), there are several types of reading comprehension questions. These include: 1) questions about the idea of the passage (which consists of two skills in answering questions about the main idea and recognizing the organization idea), 2) questions about directly answered passages (which consists of three skills in answering questions about stated details and finding unstated details), 3) questions about references (which consists of finding pronoun referents), 4) questions about indirectly answered passages (which consists of two skills in answering questions about implied detail and transition questions), 5) vocabulary questions (which consist of four skills in determining definitions from structural clues, determining meanings from word parts, using context to determine meanings of difficult words, and using context to determine meanings of simple words), and 6) questions about overall review (which Reading comprehension on both the pre-test and the post-test reveals the same analysis, which indicates that the most common kind of questions on the pre-test for reading comprehension on the TOEFL are vocabulary questions, followed by questions that need direct answers.

When teaching reading for the TOEFL, there are a few common tactics that may be utilized. One of these strategies involves presenting the many sorts of questions that are asked in reading, followed by questions that refer to specific phrases in the reading. Following that, it moves on to inquiries that are about specific facts from readings. These questions are about what, where, when, who, why, and how. The order in which students respond to questions like these will make it simpler for them to comprehend the text and will provide them with more time.

To begin with, passage questions typically require two abilities: responding to inquiries regarding the main idea and identifying the organizing concept. We elucidate to the students that several inquiries are formulated in diverse manners; for instance, they are frequently tasked with discerning the subject, topic theme, title, primary idea, or main idea. Additionally, students may be tasked with identifying the connections between the concepts presented in two or more paragraphs. The second component of directly answered questions is the ability to locate unstated details and respond to inquiries requiring specific information. The students respond to our explanations of what is explicitly stated in the passage. Students ought to possess the capability to locate the solution to this category of inquiry without being required to conclude. In addition, learners may be instructed to identify an answer that is either unstated, unmentioned, or false within the given passage. In the context of this query type, three of the responses are true, stated, or mentioned in the passage, while one response is not. Students are informed that this type of query can have one of two possible responses: (1) one of three true answers is deemed foolish in light of the passage, or (2) one of three true answers is not mentioned in the passage.

Third, reference (which involves locating the referents of pronouns). The students are instructed on pronouns, which are parts of speech. It is crucial to comprehend that in pronoun reference questions, a noun is typically employed initially in a passage, followed by the pronoun that serves as its reference. When prompted to identify the noun to which a pronoun refers, students ought to locate the noun by looking at preceding the pronoun. On occasion, reading queries require students to ascertain the noun to which a pronoun pertains. Fourth, questions that require indirect responses (comprises two competencies: responding to questions that require transitions and implied details). We apprise the students that responses that are not explicitly stated in the passage will be necessary for the TOEFL reading test. To provide accurate responses, students must draw conclusions based on the information provided in the passage. We can provide explanations for queries of this nature that include the terms "implied, inferred, likely, or probably" so that the respondent is aware that the answer is not explicitly stated. Additionally, we can clarify that the query pertains to what likely occurred before the reading passage (in the antecedent paragraph) or what likely occurred after it (in the subsequent paragraph). Since the subject matter of the preceding or subsequent paragraph is not explicitly delineated, students are required to conclude to infer its likely content. Fifth, comprehensive review questions (comprised of two abilities: locating particular information, deducing its tone and purpose, and identifying the appropriate placement for each item of information). It can be elucidated that inquiries concerning the location of specific elements within the passage, the tone of the passage, the author's intention in composing the passage, the course in which the passage may be included, or the placement of particular pieces of information are among the most prevalent types of overall review questions.

When teaching TOEFL Reading to learners at different proficiency levels (beginner, intermediate, advanced), TOEFL instructors are advised to consult the findings of a particular study. Specifically, for beginner learners, the instructors should focus on a skill related to the study's findings. Using random completion of TOEFL Reading is acceptable for beginner learners because their vocabulary skills are still limited. In other words, due to their limited vocabulary, beginner learners may struggle to comprehend the entire passage comprehensively. Therefore, allowing them to answer questions randomly can still help them practice and build their reading skills without overwhelming them with complex texts.

The final set of questions consists of vocabulary assessments, which encompass four distinct skills: deducing meanings from word segments, identifying definitions from structural clues, and utilizing context to ascertain the meanings of both difficult and simple words. Students

might be instructed to select a word with a predetermined meaning or to examine a word in a passage and select an alternative word that has a similar or contrasting connotation before proceeding. Answering a vocabulary query requires students to possess knowledge of the word being assessed, which is advantageous. We can instruct vocabulary by employing a variety of engaging media and techniques. It can be elucidated that 1) the passage furnishes details about the definition of the word in question, and 2) certain words are presented in a manner that provides structural indications of their meaning. By instructing students on the meaning of words through the study of their elements of speech—including nouns, pronouns, verbs, adverbs, adjectives, prepositions, and conjunctions—students can ascertain the intended meaning of each word.

In this research, reading comprehension of Pre-tests and post-tests shows that the same analysis that the most dominant type of questions of reading comprehension pre-test TOEFL is vocabulary questions. It is in line with [Fauziati \(2016\)](#) that reading comprehension question patterns in several TOEIC test practice books show that vocabulary questions are most used in the TOEIC test because 50% of it is in the form of vocabulary mastery. Many of the questions in the completion section are related to mastery of vocabulary, parts of speech, and their proper use in a sentence. For this reason, test takers will be able to answer questions well if they have an adequate vocabulary and can use them in grammatically accurate sentences. There are about 54% of questions in the completion and error recognition sections related to vocabulary. When viewed as a whole, there are 30% of the questions in the Reading section include questions about mastery of English vocabulary. This vocabulary question includes several variations.

One way to teach TOEFL reading is to add a lot of difficult vocabulary. Students certainly need to enrich their English vocabulary. Developing a good English vocabulary is the most important way to prepare for the vocabulary we will see and hear in the TOEFL passage ([Matthiesen, 2017](#)). Activities such as reading books, magazines, or even social media content in English can help increase vocabulary quickly. If they want to try another method, we can ask them to look for examples of TOEFL reading questions in books or on the internet. In this way, students can also try to translate some of the texts or passages in the reading practice questions. Having a large vocabulary can help students in every section of the TOEFL ([Fitria, 2022](#)). Not only will this make students more likely to understand the reading and listening sections, but it will also allow students to communicate ideas more clearly in the speaking and writing sections. In addition to increasing vocabulary, an effective way to learn TOEFL is by translating native language text into English. When students read or listen to something in their native language, try translating it into English. If students find a word they can't translate, they can write it down and search for it. This is a very simple and efficient way to identify English words. Besides that, we need to ask students to be more diligent in reading scientific works or other writings that can broaden their horizons such as reading on topics of science, geography, natural science, culture, politics, economics, and others. This is needed so that the student's treasury is more contextual and broad ([Fitria, 2021a](#)). Moreover, when working on the TOEFL later, students will at the same time discover new general knowledge because the questions often cover knowledgeable topics.

Besides teaching vocabulary, we as teachers or students may not neglect other aspects of reading questions. There are several reading instruction methodologies for students. During the reading passage, we can ask the students to scan the reading passage to assess the passage's core concept and general structure of thoughts. They do not need to comprehend every element of each chapter to correctly answer the questions. Before attempting to answer

the questions, it is a waste of time to read the chapter to comprehend every detail. We ask the students to see the questions in advance to determine which language skills will be assessed. There are several methods to respond to questions about various linguistic skills. We ask students to locate the portion of the text that addresses each question. The language skill instructs students on where to locate the correct answers in the passage. We instruct students to carefully study the passage section containing the solution. The solution will likely be located at a highly predictable location in the passage. 4. Instruct the students to select the best answer for each question from the four options presented in their exam booklet. Students can pick the best response based on the information provided in the relevant portion of the passage. Eliminate incorrect answers and indicate on the answer sheet the students' best guess.

The teacher or lecturer can try to give instructions if the reading can be understood by the reader. Usually in the form of a paragraph at the core of the reading. We can ask students to look for vocabulary that they rarely find or use, anticipating their ignorance of vocabulary problems. We can ask students to eliminate wrong answers in the choices so that students do not read the passage again. If students do not know, they can look for clues as best they can and then guess the answer. We assure them that there is no score reduction system in the TOEFL assessment if the answer is wrong. We can train students to read. With frequent practice, of course, students' reading skills will quickly increase. Only about 15-30 minutes, we can invite students to read 3 to 4 articles or English texts regularly. It would be better if the texts or readings they read had different levels of difficulty each time, both in terms of content and vocabulary. We can also calculate students' reading speed by using a timer, stopwatch, or the like. We can ask students to use finger tracking to help students so that nothing is missed when reading. By using a finger tracking system while reading, or in other words by moving students' fingers from the beginning to the end of the text following the reading flow. In addition, when reading with finger tracking, we can ask students to avoid sounding words or vocalizations and just read silently. This method also helps students to read texts or readings faster.

Meanwhile, an additional approach to teaching TOEFL reading is to increase the quantity of practice questions provided to learners. To improve students' reading skills, we can assign them English reading materials and instruct them in skimming and scanning techniques ([Trivette, 2020](#)). Skimming consists of quickly glancing over the entire passage to grasp the key ideas presented. Therefore, read the entire text rapidly and attempt to grasp its essence. Scan, meanwhile, involves rapidly skimming to locate particular words or sentences. Students are frequently instructed to locate words in specific passages of text during quizzes; therefore, scanning is a reading strategy employed to locate the word without focusing on the passage's content. For instance, when instructed to locate specific words, students seek words that commence with the target word without first perusing the accompanying text. Students may peruse the text to ascertain the definition of a word. Students who do not know the definition of a word may be required to read and comprehend the words preceding and following the word in question. Should the task remain excessively challenging, students may be instructed to peruse the sentence that includes the word and make educated guesses before searching for multiple-choice definitions that they perceive as analogous.

Teachers may advise students to become familiar with the instructions for the TOEFL exam. The guidelines remain consistent for every paper-based exam. Therefore, there is no need to spend excessive time reading the instructions on test day. Before the exam, students should thoroughly understand the instructions. Additionally, we recommend that students refrain from spending too much time reading passages. They may not have enough time to thoroughly study each page, but it is entirely feasible to accurately answer questions without

reading the sections in depth. Students should not be concerned if they are unfamiliar with the topic of a reading passage, as all necessary information is provided within the texts. No prior knowledge is required to answer the questions. Furthermore, students should not dwell on questions they cannot answer. If uncertain, they should make an educated guess and move forward. If time permits, they can revisit unanswered questions later. Lastly, students are encouraged to make educated guesses to complete the section before time runs out. There are no penalties for guessing, so guessing on unanswered questions can potentially improve their score.

To teach the reading comprehension session, participants must have the skills to read and understand the reading. Some reading skills will help participants conquer the reading Comprehension session. 1) Surveying. This activity surveying the text is to first check the conclusions and abstractions to find a description of the content and purpose of reading ([Irawati & Widiyantari, 2016](#)). The way to identify it is to quickly read the entire text and then read a question on reading and answer choices. The form of this question is normal it's a question that asks us to identify the purpose of reading. 2) Skimming means reading the entire text quickly. Search keywords, tree subject matter, tables, and illustrations to get the gist and readings. Skimming is done to get an idea of what is in the text. The skimming method is a type of reading skill that can be used to answer questions about pronouns (reference questions). The way to identify it is to always do skimming before reading the question. Find the content word, i.e. the word that determines the meaning or meaning of a sentence, which can be a noun, verb, or adjective. 3) Scanning means skimming the entire text for information-specific details. If in a question participants are asked to find one piece of information such as the number of years or the name of a person, this method can be applied to find the answer so there is no need to read the entire text in detail. The identification method is to quickly read the whole text and questions in this reading, in general, can be found the answer in the first paragraph.

The TOEFL Reading teaching method using surveying, skimming, and scanning approaches is an effective approach to help students prepare for the TOEFL Reading exam. 1) Surveying (Exploring). In the surveying method, students are taught to quickly read important parts of a text to understand the topic, purpose, and overall structure. This helps students to get a general idea of the reading before starting to read in more detail. Instructors can introduce the topic and purpose of the reading, as well as highlight key information they will encounter. 2) Skimming (Speed Reading). Skimming involves reading quickly through the text to get a general idea of the content and main ideas. Students are taught to look for important information such as titles, subtitles, and main points of each paragraph. This helps students to identify the main idea and understand the overall structure of the text without having to read each word in detail. 3) Scanning. Scanning involves quickly searching through text to find specific information such as data, dates, or specific details requested in the question. Students are taught to use scanning techniques efficiently, such as looking for relevant keywords or phrases in the text and focusing on the parts that contain the required information. This helps students to find answers quickly without having to read the entire text thoroughly. By combining surveying, skimming, and scanning methods, instructors can help students develop effective reading skills to face the TOEFL Reading exam. This allows students to manage time well, understand texts better, and improve their ability to answer questions correctly and efficiently.

Surveying, skimming, and scanning in TOEFL Reading are closely related to the types of questions that may appear in the exam. Surveying, or exploring, helps students to get a

general idea of the text, including the topic, purpose, and overall structure. This skill is useful for answering questions about the main idea or purpose of a paragraph or an entire text. Furthermore, skimming, or speed reading, helps students to identify important information such as titles, subtitles, main points, or the author's opinion. This skill is useful for questions that ask for a general or specific understanding of text content. Finally, scanning helps students find specific information in the text, such as data, dates, or specific details requested in the question. This skill is useful for answering questions that ask students to find specific information in the text. By using these skills effectively, students can better answer the various types of questions that may appear on the TOEFL Reading exam, as well as manage time well and find answers quickly and accurately.

Regardless of the level of text understanding or the form of the question, teachers and authors of instructional materials must ensure that the questions assist students in engaging with the text (Day & Park, 2005). This may be accomplished by requiring students to retain the text in front of them while answering questions about it. We are concerned with teaching reading comprehension, not memory skills, thus they should constantly have access to the reading material. Avoiding so-called "tricky" questions is another way to guarantee that the questions truly teach (Fitria, 2021a). If the objective is to assist students in improving their reading comprehension, instructors must avoid the urge to employ tricky questions (e.g., a complicated statement in which one clause is true and the other is false) to deceive students. The negative language might sometimes make a question difficult. Such ambiguous or misleading questions discourage students. It is preferable to inquire about significant features of the text directly and explicitly.

## CONCLUSION

The result analysis shows that several types of reading questions in Pre-Test and Post-Test TOEFL are the ideas of passage questions, directly answered questions, indirectly answered questions, vocabulary questions, and overall review questions. Several general strategies in teaching TOEFL reading include introducing the types of questions in reading and followed by questions that refer to certain sentences in the reading. For queries about the core theme, students might examine the opening line of each paragraph. For directly and indirectly answered detail questions, students might pick a keyword in the question and scan for it to answer the question. For pronoun questions, the question indicates the location of the pronoun in the paragraph. Students may examine the beginning or finish of the passage for transitional questions. For vocabulary questions, the question will provide the location of the word in the passage. The response options for where-in-the-passage questions provide students with the four probable places of the right answer. Students can examine the opening line of each paragraph for questions on tone, intent, and course content. Besides, strategies in teaching TOEFL reading are teaching TOEFL vocabulary, increasing the number of practice questions to students, and asking students to read English reading texts of scientific works using surveying, skimming, and scanning strategies.

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