

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter is divided into two sections: findings and discussion. The findings and discussion are based on the research question that refers to the revised version of Bloom's Taxonomy included in the data presented of the lesson plan they are indicator, learning activity, and assessment that created by the English teachers at SMAN 1 Murung. This study was carried out at SMAN 1 Puruk Cahu Murung Raya, which is located on Veteran Street in Puruk Cahu, Central Kalimantan, Indonesia. The sources data of this study are lesson plans created by English teachers at SMAN 1 Murung Raya. In this findings, the researcher discusses about the designing of Bloom's Taxonomy in English teachers' lesson plan and the obstacles faced while create it, that based on the theory and research result of interview with the teachers and documentation of English lesson plan that created by English teachers at SMAN 1 Murung Raya.

#### **A. Findings**

Actually, this school has three English teachers, but only two of them were available for the interview and provided their lesson plan for the researcher to completed the data. Observation, Interview and documentation were used by the researcher to collected the data. In this research, the interview conducted in person or face to face between the researcher and participants but due the Covid-19 pandemic the interview was changed to a written interview by whatsapp. The documentation in

this study are form of English lesson plans grade X and XII that created by English teachers at SMAN 1 Murung Raya. In this research, to make it easier for the researcher analyzed the data, the researcher namely the teachers as English T1 and English T2, teacher who teach grade XII namely English T1 and teacher who teach grade X namely as English T2, in this school each teachers only has one lesson plan for one teacher and after the process of the data collection is completed, the researcher conducted the data analysis based on the data that has been obtained. In this research, the researcher used different step to support the credibility of the data result. First the researcher did the interview with English teachers grade X and XII at SMAN 1 Murung Raya, then in the second step is data reduction, in this step the researcher change the interview from oral to written, and the last step is data present. With the distribution research such as interview and documentation transcript. All lesson plans in this study were analyzed based on the theories that conducted by Lorin Anderson and David Krathwohl Bloom Taxonomy revised version. There are three aspect that were analyzed in this study such as indicator, learning activity and assesment. Furthermore, those aspects were analyzed to describe how is the design of Bloom's Taxonomy for lesson plan and what are the obstacles faced by English teachers while create it. The observation, interview and documentation were used to get the detailed information in this study. How teachers created the lesson plan and the obstacles they encountered while doing so. Teachers should be aware of any technical

issues that may arise. According to Muslich (2009, P. 73) First, how to manage the classroom. Second, consider how to manage the students. Third, consider how to manage activities during the teaching and learning process. Fourth, consider how to manage content activity and last managing the source of study, teachers play an important role in the teaching and learning process when it comes to the class management. And in this study the researcher proposed several questions to aid in the data collection.

### **1. Lesson plan created by English teachers at SMAN 1 Murung Raya.**

In this research the researcher only focus to analyze on three components of the lesson plan, they are: indicator, learning activity and assessment. Checklist and lesson plan in this research were gathered to help the researcher obtained the data and reader can understand the result of this study. In this school, each English teachers only has one lesson plan, because of the condition of the school is in the villages, the lesson plan created only as a formality, the learning process is adjust with the class condition.

**Table 4.1**

***Lesson plan grade XII created by English T1***

Components	Available	Not available
Indicator		✓
Learning activity	✓	

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Assessment /evaluation

✓

The assessment in accordance

with knowledge and skill

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#### **a. Indicator**

Indicator competence of achievement is defined as performance that can be quantified to showed the attainment of certain fundamental competencies. A systematic lesson plan is refers to Minister of Education and Culture Regulation No. 65/201, includes a title, core competencies, basic competencies, indicators, learning objectives, teaching materials, time allocation, teaching methods, procedures, assessments, and sources. The thing that we should remember is, the indicators are built from basic competencies, and before build the indicators, we must consider about three componants of Bloom's Taxonomy that important in creating a lesson plan such as cognitive, affective and psychomotor processes and knowledge that become a targets of students must achieve in the future. Learning indicator is a specific markers of basic competence such as attitudes, knowledge, and skills that can be used as benchmarks to determine the achievement of learning objectives. The indicator is a general description of basic competencies that show student responses to learning activities carried out by educators. Learning indicator has purposes that

developed based on the characteristics of the students, subjects, educational units, and regional potential, then formulated in measurable and observable operational verbs. As a result, indicator is used to develop assessment tools. The following are some of the functions of using the indicator in the class:

- 1) As a resource for educators when developing learning measurement tools.
- 2) As a means of indicating a shift in a specific activity or event.
- 3) As a guide for planning and carrying out all aspects of learning activities. When attempting to develop learning activities based on the characteristics, potential, needs, and environment.
- 4) As a guide for evaluating the outcomes of teaching and learning activities

The way to develop the indicator's by analyzing the competency level of competency requirements and basic competence. This is critical in order to meet the minimum requirements for competencies used as national standards. It would be far preferable if schools could create the indicator that exceeded in national standards. The level of national competence can be divided into three categories such as: knowledge level, process level, and application level. The operational verbs used in competency requirements and basic competencies. It can be used to assess the level of national competence because the level of

application has the highest desired competency demand, verbs at the level of knowledge are lower than those at the level of process or application. Well, it can be done through assessment execution that includes in cognitive, affective, and psychomotor domain. However, in this lesson plan English T1 did not write down the indicators of student achievement or did not write the important component that should be put in the lesson plan. It means that the indicator lesson plan created by English T1 is not referred to Bloom Taxonomy revised because the achievement indicator is one of the important point that must be created in advance by the teacher in a lesson plan that directed and clear where to go and English T1 didn't put the indicator in her lesson plan. So, this lesson plan is not complete as a systematic lesson plan that refers to Bloom's Taxonomy.

#### **b. Learning activity**

In this part, the teacher focused on learning activities, the material taught was appropriate for the lesson plan, and teacher also used learning steps such as introduction at the beginning of the class and English T1 spent 15 minutes greeting the students, praying, checking students' attendance, and motivating, after that explaining the benefits of the material that will be taught in the class, and asked students some questions about the previous material that had been taught (as a reminder). Also, in this lesson

plan, the main activity approximately 60 minutes and English T1 selects the subject with the title "New Item Text" Below, the table shows main activity created by English T1 at SMAN 1 Puruk Cahu, Murung Raya Central Kalimantan.

**Table 4.2**

***Lesson plan "Learning Activity" grade XII created by English T1 with the title "News Item Text"***

Main Activity	Components	Activity
	Literation	Teacher gives students motivation and assistance to see, observe, read and write back the information. Students are given the impression and materials related to the subject "New item text" by give and ask for a simple news refers to the information
	Critical thinking	The teacher gives students the opportunity to identify as many things as possible that are not understood, starting from factual question by hypothetical questions
	Collaboration	Students are formed in several groups to collect, discuss, represent and exchange information about news item text material by giving and receiving information related to simple text
	Communication	Students present the results of group or individual work classically, express opinions on the presentation made and respond to other groups
	Creativity	The teacher and students make conclusion regarding the material that has been taught "news item text" by giving and asking about the information related to simple new item text. Students are given the opportunity to ask question related to the material that hasn't been

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understood.

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After spending 60 minutes in the learning activities, the teacher let students to ask the material that they still confused or don't understand about and ask students to take a conclusion point than the teacher invites students to draw a conclusion together according to the material they have just learned at the end of the class

In the activities section of the lesson plan created by the English T1 above, it can be seen that the writing down what activities will be carried out during the learning process; in the first section, English T1 writes literacy activities, and in this section, English T1 guides and motivates the students before beginning the teaching and learning process then invites students to see, read, observe, and rewrite back the informations that related to the material. Then, The teacher provides as many opportunities as possible for students to identify more deeply between factual and hypothetical matters, asking for and providing information related to the material they are studying in the critical thinking section. Following that, in this case, the teacher divides students into groups to collect, discuss, represent, and exchange the information about news item text material by exchanging and receiving simple text information. In the communication section, students present the results of group or individual work in a traditional manner, express



opinions on the presentation, and respond to other groups. The final activity is critical thinking, in which the teacher and students created a conclusions about the material that had been taught "news item text" by giving and asking about the information related to simple new item text. Students are given the opportunity to ask any unanswered questions about the material. So it is clear that the teacher created the learning activity section based on the Bloom Taxonomy revised part of cognitive domain because literacy, critical thinking, creativity then identifying, and observing the previous material which means it has purposes to remains the materials so this is include in the lower level section namely remembering (C1), while communication is an activity that involves or it is related to interactions with classmates, this point is included in the psychomotor domain realm of students, while creativity and collaboration are included at the highest level in the cognitive, affective, and psychomotor sections, namely applying (C3) and creating (C6) section, because in this case students are required to work together in groups, discuss role-playing, and make a conclusions regarding the material they have learned. In the last categories it seems that English T1 misunderstood about the meaning of creativity, English T1 created creativity or creating activity in her lesson plan, the activity should be create/ build something new that related to the material but in her lesson plan

English T1 created creating in the categories of her lesson plan but the activity's to make a conclusion about the material. So the last point is not refers to Bloom's Taxonomy because the English T1 misinterpretation about the meaning of creativity.

**c. Assessment**

The process of collecting various data that can provide an overview of student learning development is known as assessment. According to Herman (1992), assess comes from the French language, specifically "assidir," which means "to sit beside" which has the meaning of closely monitoring each individual's development. It turns out that during the assessment, the teacher not only assesses but also observes a student learning progress, allowing the teacher to easily provide individual assistance to each students who is having difficulty in learning. Assessment is the application of various methods and tools to obtain information about the extent of student learning outcomes or achievements. Assessment is very important part of learning activities and efforts for improving the quality of the assessment, it also can help to improve the quality of learning. In the context of learning outcomes, assessment is defined as the activity of interpreting measurement data on the skills possessed by students following the learning activities.

In the assessment section based on the data obtained, it can be seen that English T1 writes down two types of assessment used in assessing students. First, knowledge assessment in the form of a written, oral or observational test of question and answer discussion and conversations as well as the assignment. Second, skill assessment in the form of performance evaluation, project evaluation, product evaluation, and portfolio evaluation. Unfortunately English T1 only stated kind of assessment that she used in her lesson plan, but English T1 didn't put the example of that assessment.

This two type of assessment that English T1 used in her lesson plan is include in three domains of Bloom Taxonomy revised because English T1 used those assessment above that related to the students' critical thinking, assessment in oral or written and students' skill.

**Table 4.3**

***Lesson Plan grade X created by English T2***

Components	Available	Not available
Indicator	✓	
Learning Activities	✓	
Assessment /Evaluation	✓	
The assessment in accordance with knowledge, attitude and skill		

**Table 4.4**

*Lesson plan grade X “Learning Activities” created by English T2 with the title “Descriptive Text”*

Main Activity	Components	Activity
	Stimulus	(observing) the teacher shows 5 picture that related to tourism or historical places the teacher guides and ask students the descriptive text along with it's generic structure classification, by google classroom.
	Identification of problems	(Asking) through the link that has been prepared by the teacher, the teacher provides a stimulus by asking several question related to the context of tourism or historical buildings, the students identify question related to the images presented
	Collecting the data	(Gathering the Information) students carry out discussion activities through zoom groups and google classroom and students seek information from teaching materials and answer question that have been given by teacher
	Verification	(Reasoning) students formulate important information from images presented through zoom and google classroom, students sort the paragraphs in a written book based on generic structure, it is namely identification and the description. The teacher ask students to give labels or sign such as identification, description 1 description 2 and so on.
	Delivering Results	(Communicating) students answer all the questions in the students' worksheet that have been given and send it through googleclassroom.

And at the end of the class, English T2 takes about 10 minutes to closed the class, the teacher provides reflection by asking several questions from the activities that have been studied, also conveys to the students about the material descriptive text of tourist attraction and historical buildings and explain this material's very useful for everyday life both in caring for, preserving and maintaining cleanliness. And at the end of the class the English T2 invites students to take a conclusion about the material they have learned and do praying before closing the learning activities and greeting each other. This lesson plan is similar to English T1. At the beginning of the class, English T2 gives orientation to the students, such as inviting students to pray according to their beliefs, then giving a perception or linking the material or theme of the learning activities to be carried out. This is done by linking the previous activity material through Zoom or Google Classroom and asking some questions to the students about the material will be study. The English T2 created the lesson plan includes in several components, such as the title, class, semester, time allocation, core competence, basic competence, indicator, learning objective, learning material, learning method, media, resource, learning activity and assessment or evaluation. According to the Minister of Education and Culture Regulation No. 65/2013, which includes titles, core competence, basic competence, indicators, learning

objectives, teaching materials, time allocation, teaching methods, procedures, resources, and assessment. As stated by the researcher above, the researcher only focuses on three components of the lesson plan such as the indicator, learning activity and the assessment.

**a. Indicator**

In this lesson plan, English T2 created or constructed the indicators based on the basic competencies. Teachers created several achievement of indicators based on basic competencies, among which students are expected to be able identifying, comprehending, compiling, and responding to the information that related to the material being studied; In this case, some of these indicator points are included in part of cognitive domain in the revised version of Bloom's Taxonomy. Indicators are created using operational verbs that can be measured or assessed based on the subject's characteristics (Richard, 2001).

According to Reiser and Dick (1996), the objectives are a clear description of what students will be able to do, as a result of the lesson they accepted. It demonstrated the skills that students are expected to showed in accordance to basic competencies. In the 2013 curriculum, learning indicators are referred to the indicators of competence achievement. It depicts the characteristics and actions that students will perform and used as proof that they have

attained basic competence. Indicators of competence are build on observable and measurable basic competences involving cognitive, affective, and psychomotor domains (Ministry of Education and Culture Regulation No. 65/2013). As a result, it is reflected by the measurable indicators derived from Bloom's Taxonomy revised because in the data obtained it showed that the English T2 created the indicator based on the basic competencies that have been developed and then determines what students will achieve in the future. In the indicator section, the English T2 created several indicators that related to the material with the tittle descriptive text. Below, some indicators that English T2 created in the lesson plan:

- 1) Identifying the expression of giving and receiving the information according to the tourist attractiveness and actual buildings;
- 2) Understanding the structure and linguistic element that related to the material being studied;
- 3) Compiling sentences; answering question as well as compiling unwritten and written of descriptive text that are short-term and easy that refers to the attention of social community, structure text, and linguistic elements accurately and appropriately.

In this section, it is clearly seen that in the indicators, this lesson plan is refers to Bloom's Taxonomy revised part of

cognitive domain because these points are include in the C1, C2, C4 and C6 level of cognitive domain, namely remembering (identifying), understanding, analyzing (questioning), and creating (compiling sentence) and reasoning related to the material they have learned. So, in this lesson plan English T2 was clearly created down in the indicators achievement what the students will achieve in the future which means that it is clear where to go.

#### **b. Learning Activities**

In this part, English T2 taught about descriptive text for 90 minutes in one meeting, according to this notion teaching and learning process is divided into three stages: First, prepare to teach. It is carried out in order to increase students' motivation and draw their attention to the learning participation. It can be interpreted as appreciation and motivation communicated to students at the starting of teaching and learning process. Second, while lecturing it is a systematic process of teaching and learning to achieve the purposed of learning that created in the indicators that includes phases of observing, questioning, exploring, associating, and communicating. Third, there is a post-teaching. It is carried out by wrapping up the lesson, conducting reflection and assesment or evaluation, and giving a feedback and follow up to the students. Learning activities takes into account the studying approach,



methodology, and technique that encourages students' innovation, adaptation, and enjoyment.

Sundayana (2009) stated the purpose of learning activities is to guide the teacher during in the teaching and learning process. Then, in this research, the researcher is used Bloom's Taxonomy revised to analyze the data. The English T2 makes a perception or relates the learning material that will be study or has been studied in the pre-teaching or introduction section, while this perception is repeating, retrieving, identifying, and memorizing, which means that it is included in the realm of thinking or cognitive domain because the teacher wants to remains students remembering the previous material and the beneficial materi they will study. Meanwhile, in the post-teaching or main activities section, English T2 writes observing, identifying, collecting, verifying and conveying the data. These activities included in part of cognitive domain because these activities is purposes to stimulus student's literacy in observed structured of the materials they studied and asking a question then gather the informations and student's curious about the material they discussed then convey the data, it required student's more critical thinking to communicated the materials they have learned. And in the closing section, just like teachers in general, English T2 invites students to take a

conclusions regarding the material they have studied. Example of the questions created by English T2 are:

*“ From the material that we have just learned, is there anything you didn’t understand?”*

*“ How was your feeling during in the learning process?”*

*“is there anyone can take a conclusion?”*

So, this learning activities is refers to Bloom Taxonomy revised because the teacher always asks and reviews the previous material that have been studied before beginning the class and the teacher also allows students more active during the teaching and learning process by observing, identifying and conveying the information of the data. It means that the teacher doesn’t teach in a monotonous manner.

### **c. Assessment**

Assessment is refers to various methods of gathering the information about students' learning abilities or achievements (Brindley, 2001). Outcomes of learning assessment by educators has the function of monitoring the progress of learning process, monitoring learning achievement, and detecting needs for improving students' learning outcomes on an ongoing basis. The procedure or steps and assessment created by English T2 for the process and learning outcomes are adjusted to the indicators of competency achievement.

In this study, English T2 used three attitude assessments to assess learning outcomes, namely observational assessments based on daily observations of students' attitudes and behavior, both related to the learning process and in general. And, based on the learning center, students are given the opportunity to assess their own abilities by assigning a score between 25-100. However, in order for the assessment to remain objective, the teacher must explain the purpose of the assessment and identify the competencies to be assessed before determining the assessment criteria. The following are some examples of self-assessment sentences:

*"During the discussion, I participate in proposing ideas"*

*"When we discuss, each member receives a chance to speak up"*

*"I participate in drawing a conclusions from group discussions"*

Finally, peer assessment is done by asking students to rate their own friends, similar to self-assessment. Before conducting the assessment, the first thing that teacher should do is explain the intent and purpose of the assessment. In this assessment, teacher ask students to write the observer's name and the name of the friend they are observing then giving a score between 50-100 of each questions. Below the example of a peer assessment question:

*"willing to accept a friend's opinion"*

*"providing the problem solutions"*

*“forcing their own view point on group members”*

*“angry when critized”*

Based on the findings of this study, English T1 created the assessment in her lesson plan for teaching, English T2 who teach grade X also created the assessment in his lesson plan and using three types of assessment. The assessment has been equipped with the instrument with the indicators as a result of the analysis result, and in the assessment section, English T2 not only writes down the types of assessments such as attitudes, knowledge, and skills assessments, but English T2 also writes in detail what things are assessed from the three types of assessment, and to make it easier, the English T2 created the assessment rubric to give scores to his students for the results achieved during in the learning process. As the researcher stated above according to the findings of this study, English T2 created the assessments in his lesson plan using three types of assessments. Attitudes (observational assessment, self-assessment, peer assessment, and the journal instrument), knowledge (written test / description questions), and skills (portfolio). Table below showed the assessment that created by English T2 :

**Table 4.5*****Knowledge aspect assessment***

<b>No</b>	<b>Aspect</b>	<b>Criteria</b>	<b>Score 1-5</b>
1	Communicative purpose	Very understanding	5
		Understanding	4
		Enough understanding	3
		Lack understanding	2
		Do not understanding	1
2	The coherence of text	The structure of text is very coherent	5
		The text structure is coherent	4
		The structure of the text is quite coherent	3
		The structure of the text is lack coherent	2
		The text structure is not coherent	1
3	Vocabulary choice	Very varied and very precise	5
		Varied and precise	4
		Quite varied and precise	3
		Less varied and precise	2
		Not varied and precise	1
4	Grammar choice	The choice of language very appropriate	5
		Language choice's correct	4
		The choice of language is quite right	3
		inappropriate grammar choice	2
		Incorrect grammar choice	1

**Table 4.6*****Written capability assessment***

No	Aspect	Criteria	Score 1-5
1	Originally writing	Very original	5
		Original	4
		Enough original	3
		Lack original	2
		Do not original	1
2	The content suitability with title	Very suitable	5
		Suitable	4
		Enough suitable	3
		Lack suitable	2
		Not suitable	1
3	Text harmonious	Very appropriate	5
		Appropriate	4
		Enough appropriate	3
		Less appropriate	2
		Not appropriate	1
4	Word choice	Choice of language Very appropriate	5
		Correct language choice	4
		The choice of language is quite right	3
		inappropriate grammar choice	2
		Incorrect grammar choice	1
5	Grammar choice	Very appropriate	5
		Appropriate	4
		Quite appropriate	3
		Less appropriate	2

6	The word writing	Innapropriate	1
		Very approriate	5
		Approriate	4
		Quite approriate	3
		Less approriate	2
7	The writing orderly	Innapropriate	1
		The writing is organize and easy to read	5
		The writing is organize but is not easy to read	4
		The writing is not organize and it is not easy to read	3
		The writing is not organize and it is difficult to read	2
		The writing is not organize and it can't read	1

## 2. The obstacles faced by the English teachers at SMAN 1 Murung

### Raya in creating a lesson plan

This section is discussed about the interview result with English teachers at SMAN 1 Murung Raya. Below several question that the researcher created to collected the data.

**Table 4.7**

### *The interview result*

Question	Answer
Question 1: According to your opinion, what is education really mean?	English T1: Education is the process of change both interm of nature, behavior and a knowledge because of the learning provided by educators to students.  English T2 Education is the procces of learning to understand something and make someone to be critical thinking with.

Question 2: Is the lesson plan important for the educator before teaching to the class? if yes, how did you create the lesson plan?	English T1: yes, following the format of government instructions	English T2: Yes, adjusting the format rules that have been determined and adapting to local conditions (classes).
Question 3: What do you do to increase the interesting in learning and students' absorption of the learning materials provided?	English T1: By applying rewards and punishments	English T2: By choosing the right and fun method in the learning process and maximizing the use of media. In addition, it also re-evaluates at the end of each meeting to find out whether learning is effective or not.
Question 4: How do you measure students' abilities?	English T1: By giving assignments and tests	English T2: By giving task and tests, by paying attention to aspects in the Bloom Taxonomy, namely cognitive affective and psychomotor
Question 5: In your opinion, what is Bloom's Taxonomy and is it important as a reference in the process of making the lesson plan?	English T1: In my opinion, Bloom's Taxonomy is very important, because it plays an important role in mapping or guiding the concept of the material will be taught and can be a standard reference for learning outcomes.	English T2: Of course yes. In short, Bloom's Taxonomy is a repetition. This theory is very important, because the repetition will spur reinforcement, so that the material can be mastered well.
Question 6: There are three domain in Bloom's Taxonomy such as cognitive domain, affective domain and psychomotor domain, which one of these domains do you think that stands out more during the learning process?	English T1: Cognitive	English T2: Cognitive
Question 7: If the lesson plan is important	English T1 : The difficulties that often occurs	English T2: Often, there are changes to



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for a teacher before teaching to the classroom, what are the obstacles that you face in the process of create it?	in making the lesson plans are in developing, creating and deciding the indicators, determining learning models and methods.	the rules set by the government, so that the teachers have to be reformed the lesson plan , even though the core content is the same. And the lessons does not always work as expected, because a conditions in the class can change everytime, it is adjusting to the conditions of the class.
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Then, in the form of the data interview above, it shows that the teachers in that school understand about the importance of Bloom's Taxonomy in developing a lesson plans, and teachers needs preparing the lesson plans before teaching to the class. Murcia (2001) stated a lesson plan is very useful for teacher that serves as a guide, resource, and historical document that reflects our teaching philosophy, student population, textbook, and student goals. The teacher and lesson plan cannot be separated because the lesson plan serves as framework of teaching (Wyse, 2002).

As a teachers, we are expected to be versatile in doing everything, especially in the realm of teaching, but regardless of profession, teachers are just ordinary people like other humans. In developing a lesson plan teacher often spent several obstacles faced during create it, as a result they may faced existing a lesson plans rather than adapting them to the needs and personalities of the students in the class. The obstacles that the

teachers frequently faced when creating a lesson plans in general include the teacher's teaching experience, the teacher plays a critical role in creating and compiling the lesson plans that are appropriate for the learning. Because teachers with a lot of experience will find it easier to determine the learning models, learning methods, and learning strategies required by the class and it will give the effective learning outcomes. And the differences of students characteristic is also a factor why teacher is difficult increating a lesson plan because the differences in the personalities, traits and academic abilities of students in the same class present a challenge for teachers, these different personalities require different treatment and attention from the teacher, as a result the teachers must be skill at selecting learning models, learning methods and learning strategies that are acceptable to all students in the class. Last, the factor that become a reason why teachers often difficult in creating a lesson plan is limited facilities available at school. Well, sometimes the teacher has developed the best lesson plan for the classroom learning process, but it is hampered by the school facilities, so the design of the learning process should be adjusted to the school's facilities.

According to the interviews that conducted by the researcher with participants, there are several obstacles encountered by teachers at SMAN 1 Murung Raya Puruk Cahu, Central Kalimantan. In the process of developing a lesson plans which have been summarized by the researchers. One of the challenges that English teachers in this school faced while

creating a lesson plan are difficult of developing the indicators of competency, determining the learning model to use for teaching, and determining the teaching methods that will be used in the classroom. Also, the difficulties that English teachers faced when creating lesson plans are due to the fact that because the government's rules for creating lesson plans have often changed, teachers must rework their lesson plans, even though the core content remains the same. Lesson plans do not always work as expected because classroom conditions can change, adjusting to the conditions surrounded. To overcome these issues, teachers needed to learn more about the material and how to create a good and correct lesson plan by referring to the learning classification, namely Bloom's taxonomy, which could be used as a reference in the process of creating lesson plans in order to produce an effective lesson outcomes.

## **B. Discussion**

This section is discussed about the analysis of lesson plan created by English teachers grade X and XII at SMAN 1 Murung Raya Puruk Cahu, Central Kalimantan. Below, the analysis result of this study that comparing with the findings of this study:

### **1. Indicator**

The indicator is created to determined the students achievement in the learning process. The assessment had to be carried out using rubrik to assess students' achievement against that determined in indicators. According to the research result that had been write above, there were no

indicator that English T1 mentioned in her lesson plan. The teacher was not given the task of determining whether or not the students understood the material will taught. Based on the lesson plan above, it was not completed as a systematic lesson plan because there were no indicator to be assessed, and in this lesson plan, English T1 only created the title of the material that will be taught without created the material of assessment in her lesson plan. So, this indicator is not refers to Bloom's Taxonomy revised version, because to achieve a systematic and optimal class, teacher needs a classification system learning from Bloom's Taxonomy, if in the lesson planning teacher did not create the indicator, then learning process in the class will not effective. Furthermore, in the indicator section lesson plan grade X that created by English T2 is refers to Bloom's Taxonomy revised proposed by Lorin Anderson and David Krathwohl part of cognitive domain because in the indicator section English T2 writes clearly what students will achieve in the future, such as identifying about the materials, identifying the expression of giving and receiving the information according to the tourist attractiveness and actual buildings; It means that it is include in cognitive domain part of Remembering (C1), and understanding the structure and linguistic element that related to the material being studied; the structure of language elementthat related to the material is also include in cognitive domain part of Understanding (C2) last compiling sentence and answering question given by the teacher that related to the material they have learned, as well as compiling unwritten

and written of descriptive text that are short-term and easy that refers to the attention of social community, structure text, and linguistic elements accurately and appropriately. It means that teacher want students more active and pay attention to social culture and linguistic element appropriately related to the materials which means that it is also include in cognitive domain part of Analyzing (C4) and creating (C5) in Bloom Taxonomy revised conducted by Lorin Anderson and David Krathwohl. It should be include in creativity, it means create something new relate to the material, but in the learning activities section the English T1 ask students to draw a conclusion, despite the fact the creativity should be an activity that invites students to write, create, and be creative with new things about the material. So it's not refers to Bloom's Taxonomy revised because the categories of creativity is not suitable with the activity should be.

## **2. Learning activities**

In this part, the researcher discusses about learning activity that created by English T1 and English T2 in their lesson plan According to basic concept of curriculum development 2013 revision 2017, there are three main things that will be achieved in the learning, namely character, competence and literacy. These three elements are secured in an integrated ways to develop students' competence in the cognitive, affective, and psychomotor domains, as well as attitudes, knowledge, and skills. In this case, the lesson plan is a learning construct that spans from the beginning

of learning to the end of the learning process. The teachers created the lesson plan based on the components of building the lesson plan and placed the literation activities at the beginning of the class. The teachers created the lesson plan according to Bloom's Taxonomy revised, which means that the literation activities in this lesson plan are the process of the teacher guiding motivation and giving students the opportunity to observe, monitor, and write back the previous material that had been taught. Literacy activities are classified as cognitive domain part of Remembering (copying, identifying, repeating, and memorizing), which means that the teacher wants to remind students to recognize previously learned materials, as well as the ability to recall or bring to mind the materials as they were taught and in the learning activities section English T2 writes the stimulus, identifies a problem, collects the data, verifies, and it is clearly seen include in psychomotor domain of Bloom's Taxonomy revised.

According to the findings above, English T1 created several components in creating the main activities in this lesson plan based on the theory of Bloom's Taxonomy revised version, this lesson plan is refers to cognitive domain because remembering is a process of representation something which means that they are faced with an object that is represented with awareness in the form of thinking, a process to remember the past or previous material, and in this stage there are two most interesting forms, namely recognizing and recalling lessons or material that had been studied, these part are include in

Remembering (C1) in cognitive domain. It means that literacy and critical thinking activities are included in the cognitive domain. While collaboration and communication includes in the affective domain because collaboration and communication has purposed that students adjustment and focus of instructional objectives, the students will be interact each other with their friends and it's self reliance when working in group activities (displays teamwork) in problem solving then employs an objective approach. Also the creativity (C5) is included in the cognitive domain because a creativity comes from critical thinking patterns and it is one of the most important qualities that students must possess. Meanwhile, the creativity is refers to the act of creating and generating something new, in the Bloom's Taxonomy revised version part of cognitive domain, creativity (C5) is the highest level at the level frame of mind or thinking, It means that creativity entails assembling elements to form a whole that is both coherent and functional, it is defined in the creating an original product, means that reorganizing some elements into the new pattern or structure that did not exist before which requires creativity and consistent with previous learning experiences.

### **3. Assessment**

Assessment is primarily used to review previous work. Bloom's Taxonomy assessment can be seen when the teacher creates and distributes questions to the students. The researcher discovered two

types of higher order thinking skills / HOTS practice questions used by English teachers grades X and XII in this study multiple choice and essays. The purpose of using these questions is to help students become more capable of thinking critically, communicatively, and collaboratively, as well as to assess students' abilities in mastering the material that had been studied.

In this case, the cognitive aspect can be seen in students' work in answering questions or questions that have been given, while the affective aspect can be seen in the students' reactions, students' confidence and courage in answering questions verbally from the teacher during the learning process, as well as psychomotor aspects, it can be seen in their ability to answer questions and the timeliness which they collect assignments. Teachers should remember that the questions are measuring not only high-level skills or HOTS such as remembering, understanding or applying, but also the ability to transfer one concept to another, process and find relationships from various pieces of information, and examine ideas or concepts. information obtained critically. The revised version of the assessment in the lesson plan is included in the cognitive and affective domains based on Bloom's Taxonomy revised because the written exam (written and oral) test is purposed to train students' brains think critically and remembering the previous material that had been taught. Then analyzed them in the form of descriptive answers to answer the



questions, whereas skills assessment intended to train students in communicating, teamwork (group), question and answer discussion, and presentations. So, this assessment is refers in one of the categories in the affective domain namely responding to phenomena (A1) because in the data present part of assessment English T1 used two types of assesment. First, knowledge assessment in the form of a written, oral or observational test of question and answer discussion and conversations, as well as an assignment it means that the teacher wants students more active and critical thinking in the class whether in action or written, as the researcher stated above it refers to affective domain part of respond to phenomena (A1), means that students active and pay attention to phenomena or something do in action like presentation, models and discussion. Second, skill assessment in the form of performance evaluation, project evaluation, product evaluation, and portfolio evaluation. It is include in Bloom's Taxonomy revised part of psychomotor domain. Perception means that senses the guide motoric activity and stimulus the cue perception into action and set a mentally emotionaly and physically prepared to the action then complete the task includes trial and error. It Means that English T2 created the lesson plan not only following the previous formats of government but based on all aspects of the students with reference to the cognitive, affective, and psychomotor domains of Bloom Taxonomy that English T2 made by his own self.

According to the data obtained, cognitive and psychomotor domain are the most dominant in the teaching and learning process. Using the data, the researcher attempts to determine why the teacher was pressed or stimulated in these domains. Some reasons are that it is simple to check and score, that it is logical because it can be counted and that it is simple to establish, and it is slightly different because it is related to feelings. The majority of levels in these domains are recall and application. Remembering the last topic and try to practice it, like a presentation in front of the class or doing exercises in their textbook. Eventhough these lesson plan are stimulated well, but not all levels of these domains are implemented well because only one teacher that focus on that; in some cases, the reason that students is not improving could be answered. Other activities in the classroom are solely focused on the textbook, and teachers are not experimenting with new ways to conduct activities managing activities should be done in the classroom. Each students has a unique set of skills that must be applied to the task, whether in a group or individually. Lesson plans are a reflection of the activities that teachers will engage during the teaching and learning process. It makes easier for students to study and learn. That is the significance of a lesson plan. A lesson plan would teach the teacher discipline. As a result, the quality of student's learning outcomes has not demonstrated a balance between achievement in the realms of cognitive, affective and psychomotor

domain and teachers' competence in preparing lesson plans must be considered, given that teachers are the key to success in achieving student learning outcomes.

#### **4. The English teachers' difficulties while created a lesson plan at SMAN 1 Murung Raya.**

Overall, the data showed that the teacher have problems while creating the lesson plan, determining then developing the indicator, deciding the learning model and method of the lesson plan based on Bloom's Taxonomy revised because the curriculum in Indonesia changes frequently, especially if the school is in a remote villages, sometimes the lesson plans are not or even not implemented properly so that it is requiring the teacher to adapt or adjust with the class condition. Despite the difficulties, the teachers still continue to create their own lesson plan. According to the data gathered, it can takes a concluded that the components obtained from the result data analysis between the suitability of the lesson plan and the Bloom Taxonomy revised by the English teacher at SMAN 1 Murung Raya are in a good enough category, eventhough there are some things that do not refers to Bloom Taxonomy revised version due to the fact that compiling and developing lesson plans is still incomplete. Thus, the teacher adapts Bloom's taxonomy theory to the conditions of learning in the classroom in determining and developing the indicators, learning activity and learning assessment. Although the teacher cannot fully

apply this theory, the teacher conveys and builds a lesson plan proficiently. And for improving a quality of the learning that refers to Bloom's taxonomy, it is seen not only from satisfactory student scores but also from the processes and interactions between students and students, teachers and students, students and their learning environment arranged by the teacher to achieve expected learning.