

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

There were Six English lesson plans thoroughly analyzed by the researcher in this study. The lesson plans were written in English. Content analysis supported by document studies was used to determine the research objectives. The results from the content analysis checklist and documents were described by the researcher in words. The findings were presented under the following subheadings.

#### 1. Students Ability in Designing Learning Objectives

##### a. Lesson Plan 1

Table 4.1 Assessment of Learning Objectives Based on Domains and Bloom's Taxonomy

No	Learning objective	Domains					Bloom's Taxonomy				
		Presenting	Knowledge	Writing	Describing	Understanding	Remembering	Apply	Analyzing	Evaluating	Creating
1	Students are able to mention vocabulary used in procedure text						✓				
2	Students are able to make and write down procedure text			✓							✓
3	Students are able to present their work	✓						✓			

The learning objective "Students are able to mention vocabulary used in procedure text" did not fall under the Writing or Presenting domains, but rather belonged to the Knowledge domain.

In Bloom's Taxonomy, the operational verb used was is mention, which is categorized on the Remembering level. Meanwhile, the objective "Students are able to make and write down procedure text" felt under the Writing domain. The operational verbs make and write down were categorized under Creating in Bloom's Taxonomy, as students are required to produce or create a procedure text. Furthermore, the objective "Students are able to present their work" felt under the Presenting domain. The operational verb present was classified under the Applying category in Bloom's Taxonomy, as students are applying their skills in delivering or presenting their work.

- 1) The operational verb mention, which means to state or bring up, felt under the remembering level in Bloom's Taxonomy as it emphasized the ability to recall and recognize information. According to SMART criteria, this activity was Specific, Measurable, Achievable, and Relevant because it was clear, assessable, realistic, and aligned with learning objectives.
- 2) The verbs make and write down indicated the ability to produce something, which was categorized under the create level in Bloom's Taxonomy. These activities also met SMART criteria: they were Specific due to their clear goals, Measurable because the results could be assessed, Achievable for students to

perform, and Relevant as they directly support learning outcomes.

- 3) The verb present, which means to orally deliver work results in front of the class, was part of communication skills (speaking) and could be classified under the applying or evaluating level in Bloom's Taxonomy. According to SMART criteria, this activity was Specific, Measurable, Achievable, and Relevant because it had a clear purpose, could be observed and evaluated, was realistic for students to carry out, and relevant to competency development.

b. Lesson Plan 2

Table 4.2 Assessment of Learning Objectives Based on Domains and Bloom's Taxonomy

No	Learning objective	Domains					Bloom's Taxonomy				
1											
1	2	Presenting	Knowledge	Writing	Describing	Understanding	Remembering	Applying	Analyzing	Evaluating	Creating
1	Students are able to describe the definition of a noun				✓	✓					
2	Students are able to know the types of nouns	✓					✓				
3	Students are able to listen to and say sentences that contain nouns							✓			

The objective "Students are able to describe the definition of a noun" did not fall under the domains of Listening or Speaking.

The activity described belongs to the Cognitive domain, specifically at the Understanding level (C2) according to Bloom's Taxonomy, as students were expected to comprehend and explain the meaning of a noun. Similarly, the objective "Students are able to know the types of nouns" was also categorized under the Cognitive domain, but at the Remembering level (C1) in Bloom's Taxonomy. The operational verb knows indicated that students are expected to recall and recognize different types of nouns, rather than engaged in listening or speaking activities. In contrast, the objective "Students were able to listen to and say sentences that contain nouns" is directly related to the Listening and Speaking domains. The verb listen referred to the act of receiving information through hearing, while say referred to the ability to verbally express sentences. According to Bloom's Taxonomy, these activities were classified under the Applying level (C3), as students were required to practice both listening and speaking skills by using sentences containing nouns. Thus, among the three objectives, only the third was directly associated with the Listening and Speaking domains, while the first and second objectives focused on knowledge acquisition within the Cognitive domain.

- 1) The operational verb describes, which referred to explaining orally or in writing the definition of a noun, fell under the understanding level in Bloom's Taxonomy. In the SMART

criteria, this activity was Specific, Measurable, Achievable, and Relevant, as it focused clearly on the concept, could be assessed through students' responses, was appropriate for their level, and supported essential language skills.

- 2) The operational verb know was categorized under the remembering or understanding level in Bloom's Taxonomy, depending on context. Based on the SMART criteria, it was Achievable and Relevant, as it involves recalling or grasping foundational knowledge that was realistic for students to acquire and crucial for further learning.
- 3) The operational verbs listen to and say, which involved listening to sentences containing nouns and repeating them, fell under the applying and remembering levels of Bloom's Taxonomy. In the SMART framework, these activities were Measurable, Achievable, and Relevant, as they could be clearly observed and assessed, were suitable for the students' level, and contributed directly to the development of listening and speaking skills.

## c. Lesson Plan 3

Table 4.3 Assessment of Learning Objectives Based on Domains  
and Bloom's Taxonomy

No	Learning objective	Domains				Bloom's Taxonomy					
		Presenting	Knowledge	Writing	Describing	Understanding	Remembering	Apply	Analyzing	Evaluating	Creating
1	Students are able to explain the meaning and the formula of there is and there are				✓	✓					
2	Students are able to predict the difference between there is and there are						✓				
3	Students are able to create sentences using there is and there are correctly			✓				✓			✓

The first objective, "Students were able to explain the meaning and the formula of 'there was' and 'there were'," was classified under the Reading and Viewing domains. This objective required students not only to comprehend information derived from written texts or visual materials but also to articulate that understanding in their own words. The operational verb explained reflected cognitive processes at the Understanding level (C2) of Bloom's Taxonomy, indicating an expectation for students to interpret and convey meaning rather than merely recall facts. Similarly, the second objective, "Students were able to predict the difference between 'there was' and 'there were'," also pertained to the Reading and Viewing domains. However, it demanded a deeper

cognitive engagement, as students had to analyze the information they had encountered and draw logical conclusions. The verb predicted positioned this objective at the Analyzing level (C4) in Bloom's Taxonomy, requiring students to identify patterns and anticipate differences based on evidence. In contrast, the third objective, "Students were able to create sentences using 'there is' and 'there were' correctly," aligned with the Writing domain. Here, students were expected to synthesize their knowledge and apply grammatical rules to construct original sentences accurately. The verb created situated this objective at the Creating level (C6) of Bloom's Taxonomy, representing the highest order of cognitive skills. In summary, while the first and second objectives emphasized comprehension and analytical thinking within the Reading and Viewing domains, the third objective shifted focus toward the productive skills associated with the Writing domain, engaging students in creative language use. The operational verb explained demonstrated students' ability to convey or present information they had understood. It fell under the Understanding level in Bloom's Taxonomy. According to the SMART criteria, this task was Specific, Measurable, Achievable, and Relevant because it had a clear objective, could be assessed through students' explanations, was realistic for their level, and supported comprehension development. The operational verb predicted

referred to students' ability to estimate or infer differences based on their understanding. It belonged to the Analyzing level in Bloom's Taxonomy. Within the SMART framework, this activity was Specific, Measurable, Achievable, and Relevant, as it focused on a clear analytical skill, could be evaluated, was appropriate for their learning stage, and enhanced critical thinking. The operational verb created, which involved constructing sentences, showed students' synthesis skills by applying knowledge in a new form. This belonged to the Creating level in Bloom's Taxonomy. In terms of SMART criteria, it was Specific, Measurable, Achievable, and Relevant because it had clear expectations, could be assessed through output, was feasible for students, and contributed to their productive language development.

## d. Lesson Plan 4

#### 4.4 Assessment of Learning Objectives Based on Domains and Bloom's Taxonomy

[illegible]



The first objective, "Students were able to understand narrative text, its types, and characteristics," fell under the Reading domain. In this objective, students were expected to comprehend information about narrative texts, which corresponded to the Understanding level (C2) in Bloom's Taxonomy. The second objective, "Students were able to read and recognize narrative texts," was also categorized under the Reading domain. The activities of reading and recognizing involved identifying and recalling information from texts, aligning with the Remembering level (C1) in Bloom's Taxonomy. The third objective, "Students were able to differentiate types of text from narrative texts," remained within the Reading domain. The verb differentiated required students to analyze and distinguish between various text types, placing this objective at the Analyzing level (C4) according to Bloom's Taxonomy. In conclusion, all three objectives were closely aligned with the Reading domain, targeting different cognitive levels from remembering to analyzing.

- 1) The operational verb understood reflected students' ability to grasp the meaning, concepts, and information presented in the material. It was categorized under the Understanding level in Bloom's Taxonomy. According to SMART criteria, this objective was Specific, Measurable, Achievable, and Relevant, as it focused on clear comprehension goals, could be evaluated,

was appropriate for students' level, and supported overall learning outcomes.

- 2) The operational verbs read and recognized involved actively reading and interpreting text content. These fell under the Remembering level in Bloom's Taxonomy. In the SMART framework, they were Specific, Measurable, Achievable, and Relevant because they had clear expectations, could be assessed through reading tasks, were feasible for learners, and were fundamental to developing literacy skills.
- 3) The operational verb differentiated, which referred to identifying types of texts, demonstrated students' analytical ability to distinguish between narrative and other text types. It was placed in the Analyzing level of Bloom's Taxonomy. Based on SMART criteria, this learning goal was Specific, Measurable, Achievable, and Relevant, as it focused on a distinct skill, could be evaluated through classification tasks, was suitable for the students' level, and enhanced critical reading competencies.

## e. Lesson Plan 5

Table 4.5 Assessment of Learning Objectives Based on Domains  
and Bloom's Taxonomy

No	Learning objective	Domains					Bloom's Taxonomy				
1											
1	2	Presenting	Knowledge	Writing	Describing	Understanding	Remembering	Applying	Analyzing	Evaluating	Creating
1	Students are able to explain the meaning and the purpose of the descriptive text.					✓					
2	Students are able to read and identify a descriptive text.		✓				✓				
3	Students are able to describe the characteristic of <u>Bekantan</u> .				✓	✓			✓		

The first objective, "Students were able to explain the meaning and the purpose of the descriptive text," fell under the Reading & Viewing domains. In this objective, students were expected to understand the meaning and purpose of descriptive texts. The verb explained corresponded to the Understanding level (C2) in Bloom's Taxonomy. The second objective, "Students were able to read and identify a descriptive text," was also categorized under the Reading & Viewing domains. The activities read and identified required students to recognize and recall elements of the descriptive text, which corresponded to the Remembering level (C1) in Bloom's Taxonomy. The third objective, "Students were able to describe the characteristics of Bekantan," remained within

the Reading & Viewing domains. The verb described involved explaining or giving details about the characteristics of Bekantan, placing this objective at the Understanding (C2) or Applying (C3) level, as students applied their knowledge to describe what they had read or viewed. In conclusion, all three objectives were aligned with the Reading & Viewing domains, targeting different cognitive levels from remembering to understanding and applying.

- 1) Operational verb: explained the verb explained meant to describe or clarify information in one's own words. In Bloom's Taxonomy, explained fell under the Understanding (C2) level, as it required students to comprehend the meaning and purpose of descriptive texts. According to the SMART criteria, this verb was Specific, Measurable, Achievable, and Relevant.
- 2) Operational verbs: read and identified the verb read meant to engage with and understand the content of a text, while identified meant to find or recognize specific elements or parts of a text, such as features or structure. Both verbs were classified under the Remembering (C1) level in Bloom's Taxonomy because they focused on retrieving basic information from the text. Based on the SMART criteria, these verbs were Specific, Measurable, Achievable, and Relevant.

3) Operational verb: described the verb described meant to explain or present the characteristics of an object in detail. In Bloom's Taxonomy, it fell under the Understanding (C2) level if students simply restated information, or the Applying (C3) level if they used the information to construct their own description. According to the SMART criteria, described was Specific, Measurable, Achievable, and Relevant.

f. Lesson Plan 6

Table 4.6 Assessment of Learning Objectives Based on Domains and Bloom's Taxonomy

No	Learning objective	Domains					Bloom's Taxonomy				
		Presenting	Knowledge	Writing	Describing	Understanding	Remembering	Apply	Analyzing	Evaluating	Creating
1	Students are able to practice reading Transactional Text			✓			✓				
2	Students are able to search the meaning of the vocabulary in the Transactional Text discussed			✓				✓			
3	Students are able to use appropriate expressions in dialogue and improve fluency and pronunciation					✓					

The first objective, "Students were able to practice reading Transactional Text," fell under the Writing domain. The verb practiced indicated that students were expected to apply their reading skills to transactional texts, which corresponded to the Applying level (C3) in Bloom's Taxonomy. The second objective,

"Students were able to search the meaning of the vocabulary in the Transactional Text discussed," was also categorized under the Writing domain. The verb searched suggested that students needed to recall or find the meanings of vocabulary, which aligned with the Remembering level (C1) in Bloom's Taxonomy. The third objective, "Students were able to use appropriate expressions in dialogue and improve fluency and pronunciation," clearly fell under the Speaking domain. The verb used referred to students applying their knowledge of appropriate expressions in spoken dialogue, aiming to improve both fluency and pronunciation. This corresponded to the Applying level (C3) in Bloom's Taxonomy. In conclusion, the first and second objectives were aligned with the Writing domain, while the third objective was related to the Speaking domain, with a focus on fluency and pronunciation.

- 1) Operational verb: practiced the verb practiced meant to perform or apply a skill repeatedly to gain proficiency. In this context, it referred to students practicing reading transactional texts. According to Bloom's Taxonomy, practiced fell under the Applying (C3) level, as it involved using previously learned reading skills in context. In terms of SMART criteria, this objective was Specific, Measurable, Achievable, and Relevant.
- 2) Operational verb: searched the verb searched implied looking for or recalling information-in this case, vocabulary meanings

within a transactional text. This aligned with the Remembering (C1) level in Bloom's Taxonomy, as it focused on retrieving factual knowledge. According to the SMART framework, this objective was Specific, Measurable, Achievable, and Relevant.

- 3) Operational verb: used the verb used referred to the application of learned expressions in dialogue, particularly in improving fluency and pronunciation. It fell under the Applying (C3) level of Bloom's Taxonomy, as students had to apply their knowledge in speaking activities. Based on SMART criteria, this objective was Specific, Measurable, Achievable, and Relevant.

## **2. Students' Challenges in designing learning objectives that align with the independent curriculum**

Based on the results of interviews with Ppl 1 students of the English Language Education Department on January 17, 2025 on Google Meet, the researcher found out how English Language Education student teachers prepare lesson plans.

- a. Aligning leaning objectives with diverse student needs and curriculum expectations.

One of the key findings from the interview data reveals that students continue to face challenges in designing learning objectives that align with the principles of the Independent (Merdeka) Curriculum. They are expected to formulate

objectives that are not only relevant to the individual needs of learners but also reflect the core values of the Pancasila Student Profile. However, in practice, this process proves to be far from simple. Students struggle to find the right balance between flexible learning and the clarity of instructional direction. The challenge becomes even more complex when they are required to formulate success indicators that are both measurable and adaptable to the diverse abilities of students in the classroom. As one student expressed:

*“The main challenge is aligning the learning objectives with the individual needs of students while ensuring that the objectives remain relevant to the elements of the Pancasila Student Profile. Additionally, I often find it difficult to determine success indicators that are both measurable and flexible.”*

- b. Adapting theory to classroom reality, including differentiation practices.

The findings also revealed that student teachers face challenges in addressing classroom diversity, particularly in designing lesson plans that accommodate the varied ability levels of their students. In line with the differentiated learning approach emphasized in the Merdeka Curriculum, they are expected to plan learning activities that are inclusive and



responsive to students' needs. However, this process requires a deep understanding of student characteristics and the ability to select appropriate teaching methods. One student shared their experience:

*"I develop more varied learning activities to accommodate the different ability levels of students. I also consider appropriate teaching methods and avoid relying on just one approach."*

- c. Implementing PjBL. effectively (requires time, planning, and coordination).

The findings also revealed that one of the most challenging aspects faced by student teachers in designing learning based on the Merdeka Curriculum is the process of integrating Project-Based Learning (PjBL) into their lesson plans. The Merdeka Curriculum emphasizes the importance of deep, meaningful, and contextual learning through projects that actively engage students in solving real-world problems. However, implementing this approach requires comprehensive planning skills and careful coordination between various components of the lesson. Student teachers are expected not only to design projects that are relevant and aligned with learning objectives but also to ensure that the implementation runs systematically within the limitations of time and available resources. One student expressed:

*“The most challenging aspect is integrating project-based learning, as it requires extensive planning and coordination to achieve optimal results. In addition, maintaining a balance between the flexibility of learning and the achievement of basic competencies is also a challenge.”*

d. Designing flexible yet measurable indicators of learning

Another prominent challenge faced by student teachers in the lesson planning process is the complexity of formulating learning objectives that truly reflect the spirit of the Merdeka Curriculum. At this stage, student teachers are expected to design objectives that are responsive to the diverse interests, backgrounds, and learning abilities of students, while also remaining aligned with the core values of the Pancasila Student Profile. This process is further complicated by the need to ensure that objectives are not only flexible and adaptable to varied classroom conditions but also remain specific, clear, and measurable. One student articulated this challenge as follows:

*“The challenge at this stage is to align the learning objectives with the diverse interests and abilities of the students, while also ensuring that the objectives are relevant to the Pancasila Student Profile and are flexible yet measurable.”*

- e. Finding balance between freedom in curriculum and instructional

One of the most frequently mentioned challenges by student teachers is the difficulty of designing learning objectives that accommodate the diverse characteristics and learning needs of students. In the context of the Merdeka Curriculum, which encourages differentiated, student-centered instruction, lesson objectives must not only align with curriculum goals but also remain accessible to students with varying levels of readiness. This requires student teachers to demonstrate both pedagogical sensitivity and strategic planning. One participant explained: *“The biggest challenge at this stage is making sure that the objectives align with the diverse characteristics of my students some grasp concepts quickly, while others need a different approach. So, I really try to create objectives that stay aligned with the direction of the Merdeka Curriculum, but are still accessible and friendly for all students.”*

- f. Sustaining student motivation through engaging methods and content.

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learning needs of students. In the context of the Merdeka Curriculum, which encourages differentiated, student-centered instruction, lesson objectives must not only align with curriculum goals but also remain accessible to students with varying levels of readiness. This requires student teachers to demonstrate both pedagogical sensitivity and strategic planning. One participant explained: *“The biggest challenge at this stage is making sure that the objectives align with the diverse characteristics of my students some grasp concepts quickly, while others need a different approach. So, I really try to create objectives that stay aligned with the direction of the Merdeka Curriculum, but are still accessible and friendly for all students.”*

Based on the interviews above, the researcher concludes that all six students share a common approach: they demonstrate a serious effort in designing lesson plans that are responsive to the Merdeka Curriculum. They are aware of the importance of differentiation, flexibility, and creativity in the learning process. The main challenges they face include adjusting to students’ diverse needs, implementing project-based learning (PjBL), and keeping the learning process engaging and relevant.

## **B. Discussion**

This section discusses the findings obtained from the analysis of six Lesson Plans (RPP) and the interviews conducted with six student teachers (PPL students) from the English Education Study Program. The discussion links these findings with Bloom's Taxonomy theory and the principles of the Merdeka Curriculum, highlighting the implications of the students' ability to design learning objectives.

### **1. Student Ability in Designing Learning Objectives Based on Bloom's Taxonomy**

The analysis of six lesson plans shows that the student teachers were generally able to use operational verbs aligned with the levels of Bloom's Taxonomy, ranging from lower-order (C1) to higher-order thinking skills (C6). This aligns with the spirit of the Merdeka Curriculum, which emphasizes critical, creative, and reflective thinking. However, some inaccuracies in verb classification were still found, and there was a strong focus on the cognitive domain, while the affective and psychomotor domains remained underdeveloped. Theoretically, Bloom's Taxonomy is highly relevant to the Merdeka Curriculum, as it helps teachers translate Learning Outcomes (Capaian Pembelajaran/CP) into measurable objectives, activities, and assessments. Previous studies (Syamsi et al., 2024; Kartini et al., 2022; Ravichandran & Virgin, 2025) also show that the use of Bloom's Taxonomy enhances teachers' analytical skills and adaptability.

Therefore, while the student teachers demonstrate a fair understanding, further training is needed to apply Bloom's Taxonomy comprehensively and support holistic learning in line with the principles of the Merdeka Curriculum.

## **2. The Implication of the Merdeka Curriculum on Learning Objective Design**

Interview results indicate that student teachers have a good awareness of the principles of the Merdeka Curriculum, such as differentiated learning, flexibility, and the integration of the Pancasila Student Profile. They understand the importance of aligning learning objectives with students' needs, interests, and characteristics. This is reflected in how they design relevant and flexible success indicators and emphasize project-based learning approaches. However, most of them also acknowledged that the Merdeka Curriculum presents certain challenges. Its open nature demands higher levels of creativity, initiative, and analytical skills, particularly in formulating objectives that are neither too simple nor too complex. This challenge is evident in their efforts to design objectives that can accommodate the diverse abilities of students. In addition, many student teachers expressed that adjusting the theories they learned in university with the real classroom conditions requires adaptation. This reveals that the lesson planning process not only requires theoretical knowledge but also strong contextual skills.

### **3. Students' challenges in designing learning objectives**

The challenges faced by students in formulating learning objectives within a lesson plan are quite diverse. One of the main challenges is interpreting the open-ended guidelines of the Merdeka Curriculum. Since the curriculum does not provide rigid directives, students are required to conduct in-depth analysis to ensure that the learning objectives they formulate are neither too easy nor too difficult. In addition, the diverse abilities and characteristics of students present another challenge. Students must ensure that the learning objectives they create can be applied fairly and effectively to all learners while remaining aligned with the direction of the Merdeka Curriculum and the elements of the Pancasila Student Profile. They also need to make sure that the objectives are in accordance with the appropriate learning domains and assessments. Project-based learning is also identified as a particularly challenging aspect, as it requires thorough planning and coordination in order to be implemented effectively. On the other hand, students often struggle to formulate success indicators that are both measurable and flexible enough to accommodate students' varying needs. There are also internal challenges, such as a lack of motivation, especially when trying to find engaging teaching methods that maintain a fun and meaningful learning environment. Another difficulty lies in bridging the gap between the academic theories

learned in university and real-world classroom practice, particularly in dealing with student diversity. Moreover, the Merdeka Curriculum demands a high level of independence and creativity in developing learning indicators and strategies. Some students also experience difficulties incorporating reflective elements into their lesson plans, as well as adjusting the teaching materials to keep them relevant to current times and aligned with students' interests in order to ensure a more effective and meaningful learning process.