

## CHAPTER 4

### RESULTS OF DATA ANALYSIS

The purposes of this research are to develop the English 1 curriculum using Learner-Centered Innovation (LCI) with the cooperation of Rajamangala University of Technology Lanna (RMUTL) network, to study the results of using the LCI curriculum and the opinions of RMUTL network towards the curriculum implementation. The results of the study are presented in the three main parts following the purposes mentioned above.

#### Part 1 : The Development of the English 1 Curriculum

1) The effectiveness of the English 1 curriculum.

**Table 2** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of learning objectives, content, process and evaluation of the 14 lesson plans

Lesson plan No.	Learning objectives	Learning content	Learning process			Learning Evaluation	$\mu$	$\sigma$	Level of effectiveness
			Presentation	Practice	Production				
1	4.67	4.33	5.00	4.67	5.00	5.00	4.78	0.12	Highest
2	4.67	4.00	4.33	4.67	4.67	4.33	4.45	0.38	High
3	4.33	4.67	4.33	4.67	5.00	4.67	4.61	0.21	Highest
4	5.00	4.67	4.67	4.67	5.00	4.67	4.78	0.12	Highest
5	4.67	4.67	4.33	4.67	4.67	4.67	4.67	0.19	Highest
6	5.00	4.67	5.00	5.00	5.00	4.67	4.84	0.11	Highest
7	5.00	4.67	4.67	4.67	4.67	5.00	4.61	0.21	Highest
8	4.67	4.67	4.33	3.67	4.67	4.67	4.50	0.32	Highest
9	4.67	4.33	4.67	4.00	4.67	4.67	4.61	0.21	Highest
10	4.33	4.00	4.00	4.67	4.67	4.67	3.72	0.47	High
11	4.67	4.33	4.00	4.67	4.67	4.67	4.45	0.38	High
12	4.67	4.33	4.67	4.33	4.67	4.33	4.56	0.24	Highest
13	5.00	4.67	5.00	4.67	4.67	4.67	4.78	0.12	Highest
14	4.67	4.67	4.67	4.67	5.00	5.00	4.78	0.12	Highest
Total	66.02	62.68	65.09	63.70	67.03	65.69	64.14	$\sigma=0.59$	
( $\mu$ ) Total	4.72	4.48	4.65	4.55	4.79	4.69	4.58		
Level	Highest	High	Highest	Highest	Highest	Highest	Highest		

From table 2, it shows that all the lesson plans are very effective ( $\mu = 4.58$ ). Most of them are at the highest level except lesson plan 2, 10 and 11. The highest ones are learning objectives, process and evaluation respectively. Lesson plan 6 is the most effective ( $\mu = 4.84$ ).

2) The evaluation results of the appropriateness of the English 1 curriculum evaluated by the learners after learning through the LCI were shown in the following tables.

**Table 3** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of the learners' opinions on learning content

Items of Evaluation	Mean ( $\mu$ )	Standard Deviation ( $\sigma$ )	Results
1.1 Content is comprehensible and promotes language learning	4.12	0.85	High
1.2 Content is interesting.	3.61	0.89	High
1.3 Content is related to the learners' needs.	4.18	0.74	High
1.4 Content promotes the learners' enthusiasm.	3.48	0.76	Moderate
1.5 Content is satisfying.	3.77	0.79	High
<b>Total</b>	<b>3.83</b>	<b>0.81</b>	<b>High</b>

From table 3, the learner's opinions on learning content as a whole are at high level ( $\mu = 3.83$ ). There is only one item 1.4 which is considered as the moderate level ( $\mu = 3.48$ ).

**Table 4** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of the learners' opinions on learning process

Items of Evaluation	Mean ( $\mu$ )	Standard Deviation ( $\sigma$ )	Results
2.1 Activities are appropriate and related to the contents.	3.77	0.79	High
2.2 Activities develop thinking skills.	3.50	0.85	High
2.3 Activities promote content comprehension.	3.55	0.89	High
2.4 Activities develop performance skills.	3.77	0.79	High
2.5 Activities are interesting and entertaining.	3.51	0.74	High
2.6 Activities develop the English language skills.	3.61	0.86	High
2.7 Activities promote cooperation learning.	4.50	1.01	Highest
2.8 Activities can be applied to other fields of study.	4.48	0.85	High
2.9 Activities can be applied to everyday uses.	4.55	0.74	Highest
<b>Total</b>	<b>3.92</b>	<b>0.84</b>	High

From table 4, the learner's opinions on learning process as a whole are at high level ( $\mu = 3.92$ ) except item 2.7 and item 2.9 that are at the highest level.

**Table 5** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of the learners' opinions on learning materials and resources

Items of Evaluation	Mean ( $\mu$ )	Standard Deviation ( $\sigma$ )	Results
3.1 Instructional materials are appropriate and adequate.	3.44	1.04	Moderate
3.2 Instructional materials are related to the contents and activities.	3.67	0.96	High
3.3 Instructional materials are various and interesting.	4.10	0.78	High
3.4 Instructional materials promote learning development.	4.21	0.82	High
3.5 Resources are various and promote learning development.	3.61	0.96	High
3.6 Instructional materials and resources are available.	3.67	0.94	High
<b>Total</b>	<b>3.78</b>	<b>0.92</b>	<b>High</b>

From table 5, the learner's opinions on learning materials and resources as a whole are at high level ( $\mu = 3.78$ ) except item 3.1 that is at moderate level.

**Table 6** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of the learners' opinions on measurement and evaluation

Items of Evaluation	Mean ( $\mu$ )	Standard Deviation ( $\sigma$ )	Results
4.1 Methods of measurement are related to instructional activities.	3.56	0.84	High
4.2 Methods of measurement are various and authentic.	3.53	0.89	High
4.3 Learners participate in setting the criteria of measurement and evaluation.	3.44	0.94	Moderate
4.4 Learners participate in measurement and evaluation process.	3.70	0.99	High
4.5 Measurement and evaluation are appropriate and fair.	3.61	0.86	High
4.6 Evaluation feedback improves learning achievement.	3.60	0.84	High
<b>Total</b>	<b>3.57</b>	<b>0.89</b>	<b>High</b>

From table 6, the learner's opinions on measurement and evaluation as a whole are at high level ( $\mu = 3.57$ ) except item 4.3 that is at moderate level.

**Table 7** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of the learners' opinions on English 1 Curriculum and Instruction

Items of Evaluation	Mean ( $\mu$ )	Standard Deviation ( $\sigma$ )	Results
5.1 English language is important and essential.	4.50	0.50	High
5.2 English language enhances men's knowledge and competence.	4.10	0.54	High
5.3 English language learning develops learners' language competence.	4.00	1.00	High
5.4 Learners are proud of their learning tasks.	3.70	0.91	High
5.5 Learners are satisfied with the English language learning.	3.61	0.86	High
5.6 Learners are satisfied with the English 1 instruction.	4.00	1.00	High
<b>Total</b>	<b>3.98</b>	<b>0.80</b>	<b>High</b>

From table 7, the learner's opinions on English 1 Curriculum and Instruction as a whole are at high level ( $\mu = 3.98$ ). Though all the items are considered at high level, the mean scores of item 5.1, 5.2, 5.3 and 5.6 are at 4.00 and higher than 4.00.

**Table 8** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of the learners' opinions on English 1 Curriculum implementation after using LCI

Items of Evaluation	Mean ( $\mu$ )	Standard Deviation ( $\sigma$ )	Results
1. Learning content	3.83	0.81	High
2. Learning process	3.92	0.84	High
3. Learning materials and resources	3.78	0.92	High
4. Learning measurement and evaluation	3.57	0.89	High
5. English 1 Curriculum and Instruction	3.98	0.80	High
<b>Total</b>	<b>3.82</b>	<b>0.85</b>	<b>High</b>

From table 8, the learners' opinions on English 1 Curriculum implementation after using LCI as a whole are at high level ( $\mu = 3.82$ ). Though all the items are considered at high level, the mean scores of items 5, 2 and 1 are higher than the other items.

## Part 2 The Results of the LCI Implementation

The results of the LCI implementation are the following:

### 1) Learners' behavior

The data of the learners' behavior observed are shown as the following table:

**Table 9** Means ( $\mu$ ) and standard deviations ( $\sigma$ ) of the learners' behavior (n=30)

Aspects of Evaluation	$\mu$					$\mu$	$\sigma$					$\sigma$	Results
	$\mu_1$	$\mu_2$	$\mu_3$	$\mu_4$	$\mu_5$		$\sigma_1$	$\sigma_2$	$\sigma_3$	$\sigma_4$	$\sigma_5$		
Participation	1.40	1.40	1.80	1.80	2.00	1.68	0.11	0.16	0.18	0.18	0.00	0.13	Good
Cooperation	1.40	1.40	1.60	1.60	2.00	1.60	0.16	0.23	0.33	0.33	0.00	0.21	Good
Learning method selection	1.40	1.60	1.60	1.60	1.60	1.56	0.23	0.33	0.33	0.33	0.33	0.31	Good
Knowledge conclusion	1.40	1.40	1.60	1.80	1.80	1.60	0.23	0.23	0.33	0.18	0.18	0.23	Good
Decision making	1.20	1.40	1.60	1.60	1.80	1.52	0.52	0.48	0.61	0.42	0.32	0.47	Good
Self evaluation	0.80	1.00	1.20	1.40	1.40	1.16	0.68	0.50	0.61	0.33	0.33	0.49	Moderate
Total	$\mu = 1.52$						$\sigma = 0.31$						Good

From table 9, the learners' behavior as a whole is at good level ( $\mu = 1.52$ ) except self-evaluation that is at moderate level ( $\mu = 1.16$ ).



## 2) Learners' English language ability

2.1 The scores of the learners' English ability tested before and after using LCI are shown in table 10.

**Table 10** The percentage of the English language ability of the learners tested before and after using LCI (n=30)

Student No.	Pre-Test		Post-Test	
	Scores (80)	Percentage	Scores (80)	Percentage
1	38	47.50	64	80.00
2	30	37.50	58	72.50
3	30	37.50	49	61.25
4	42	52.50	64	80.00
5	46	57.50	69	86.25
6	32	40.00	60	75.00
7	38	47.50	58	72.50
8	38	47.50	66	82.50
9	58	72.50	72	90.00
10	36	45.00	58	72.50
11	32	40.00	56	70.00
12	44	55.00	68	85.00
13	40	50.00	60	75.00
14	45	56.25	70	87.50
15	42	52.50	68	85.00
16	42	52.50	70	87.50
17	36	45.00	59	73.75
18	46	57.50	62	77.50
19	48	60.00	70	87.50
20	34	42.50	52	65.00
21	32	40.00	55	68.75
22	30	37.50	52	65.00
23	40	50.00	62	77.50
24	42	52.50	63	78.75
25	39	48.75	54	67.50
26	36	45.00	54	67.50
27	37	46.25	60	75.00
28	49	61.25	65	81.25
29	40	50.00	62	77.50
30	33	41.25	53	66.25
	$\mu_1 = 39.17 (48.96\%)$	$\sigma_1 = 6.50$	$\mu_2 = 61.10 (76.38\%)$	$\sigma_2 = 6.31$

From table 10, it shows that the mean score of the learners' English ability is higher after being taught through the LCI and passes the criterion set (60 percent).

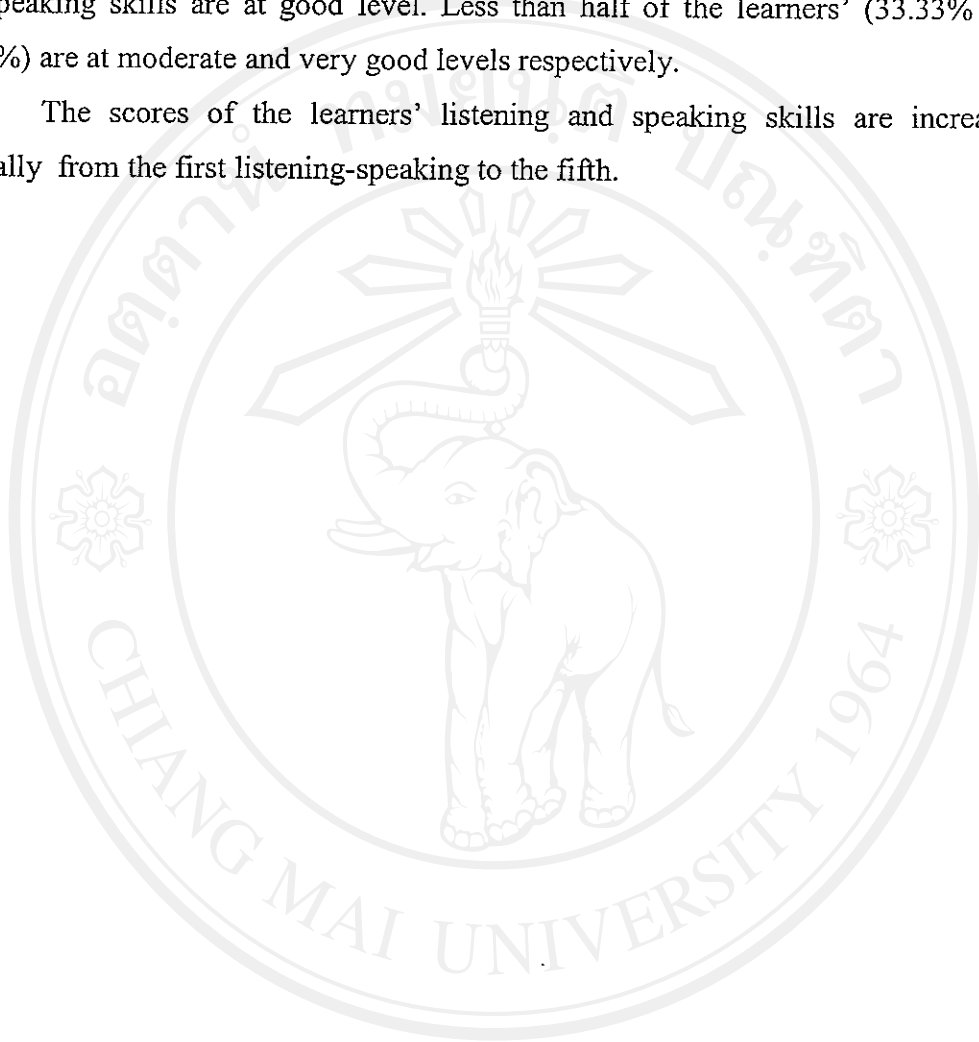
2.2) The data of the learners' English ability are collected 5 times for each skill during using LCI. The results are shown in the following tables.

**Table 11** Results of the learners' listening-speaking skill evaluation while learning through LCI (n = 30)

Student No.	1 <sup>st</sup> (30)	2 <sup>nd</sup> (30)	3 <sup>rd</sup> (30)	4 <sup>th</sup> (30)	5 <sup>th</sup> (30)	Total scores (150)	$\mu$	( $\sigma$ )	Level
1	18	19	20	20	24	101	20.20	2.28	Good
2	17	18	18	20	22	95	19.00	2.00	Moderate
3	14	16	16	18	19	83	16.60	1.95	Moderate
4	22	24	24	23	25	118	23.60	1.14	Good
5	19	19	20	22	24	104	20.80	2.17	Good
6	18	18	20	20	23	99	19.80	2.05	Moderate
7	18	19	19	22	24	102	20.40	2.51	Good
8	20	20	21	24	23	108	21.60	1.82	Good
9	24	25	25	26	28	128	25.60	1.52	Very good
10	16	18	18	20	24	96	19.20	3.03	Moderate
11	18	18	19	20	22	97	19.40	1.67	Moderate
12	21	22	23	23	24	113	22.60	1.14	Good
13	20	20	22	22	23	107	21.40	1.34	Good
14	22	23	23	24	25	117	23.40	1.14	Good
15	21	22	24	24	23	114	22.80	1.30	Good
16	22	22	24	25	25	118	23.60	1.52	Good
17	18	18	19	20	22	97	19.40	1.67	Moderate
18	24	25	25	25	26	125	25.00	0.71	Very good
19	23	24	24	27	28	126	25.20	2.17	Very good
20	15	17	18	20	22	92	18.40	2.70	Moderate
21	15	16	18	18	23	90	18.00	3.08	Moderate
22	16	16	17	19	20	88	17.60	1.82	Moderate
23	22	23	23	24	24	116	23.20	0.84	Good
24	20	21	21	23	25	110	22.00	2.00	Good
25	19	18	19	23	24	103	20.60	2.70	Good
26	18	18	19	21	23	99	19.80	2.17	Moderate
27	20	24	23	24	24	115	23.00	1.73	Good
28	23	24	25	27	27	126	25.20	1.79	Very good
29	22	23	23	24	24	116	23.20	0.84	Good
30	21	22	24	24	25	116	23.20	1.64	Good
Total	$\mu = 21.46$						$\sigma = 1.81$		Good

From table 11, the learners' listening and speaking skills as a whole are at good level ( $\mu = 21.46$ ). 53.33 percent of the learners demonstrate that their listening and speaking skills are at good level. Less than half of the learners' (33.33% and 13.33%) are at moderate and very good levels respectively.

The scores of the learners' listening and speaking skills are increased gradually from the first listening-speaking to the fifth.



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**Table 12** Results of the learners' reading skill evaluation while learning through LCI (n = 30)

Student No.	1 <sup>st</sup> (30)	2 <sup>nd</sup> (30)	3 <sup>rd</sup> (30)	4 <sup>th</sup> (30)	5 <sup>th</sup> (30)	Total scores (150)	$\mu$	( $\sigma$ )	Level
1	15	18	19	20	22	94	18.80	2.59	Moderate
2	17	18	18	24	23	100	20.00	3.24	Good
3	11	16	18	15	19	79	15.80	3.11	Moderate
4	16	18	20	20	24	98	19.60	2.97	Moderate
5	18	19	24	24	25	110	22.00	3.24	Good
6	17	18	19	20	23	97	19.40	2.30	Moderate
7	18	18	20	24	22	102	20.40	2.61	Good
8	18	18	24	22	24	106	21.20	3.03	Good
9	21	23	24	23	26	117	23.40	1.82	Good
10	22	22	24	24	24	116	23.20	1.10	Good
11	16	18	18	20	24	96	19.20	3.03	Moderate
12	16	18	20	20	23	97	19.40	2.61	Moderate
13	17	19	18	23	25	102	20.40	3.44	Good
14	18	18	24	25	26	111	22.20	3.90	Good
15	17	19	24	24	25	109	21.80	3.56	Good
16	16	17	18	23	22	96	19.20	3.11	Moderate
17	16	18	19	22	23	98	19.60	2.88	Moderate
18	17	18	22	23	24	104	20.80	3.11	Good
19	17	24	23	24	23	111	22.20	2.95	Good
20	14	16	18	18	24	90	18.00	3.74	Moderate
21	13	14	18	20	22	87	17.40	3.85	Moderate
22	16	20	18	24	25	103	20.60	3.85	Good
23	16	18	18	20	24	96	19.20	3.03	Moderate
24	18	19	19	24	22	102	20.40	2.51	Good
25	18	19	19	22	24	102	20.40	2.51	Good
26	17	18	18	20	22	95	19.00	2.00	Moderate
27	18	18	19	20	22	97	19.40	1.67	Moderate
28	19	19	20	22	24	104	20.80	2.17	Good
29	19	18	19	23	24	103	20.60	2.70	Good
30	20	24	23	24	24	115	23.00	1.73	Good
Total	$\mu = 20.25$					$\sigma = 2.81$			Good

From table 12, the learners' reading skill as a whole is at good level ( $\mu = 20.25$ ). 56.67% of the learners demonstrate that their reading skill are at good level whereas 43.33% of the learners' are at moderate level.

The scores of the learners' reading skill are slightly increased from the first reading to the fifth.

**Table 13** Results of the learners' writing skill evaluation while learning through LCI (n = 30)

Student No.	1 <sup>st</sup> (20)	2 <sup>nd</sup> (20)	3 <sup>rd</sup> (20)	4 <sup>th</sup> (20)	5 <sup>th</sup> (20)	Total scores (100)	$\mu$	( $\sigma$ )	Level	
1	12	14	14	16	16	72	14.40	1.67	Good	
2	13	14	15	17	17	76	15.20	1.79	Good	
3	10	12	12	14	14	62	12.40	1.67	Moderate	
4	14	13	14	16	15	72	14.40	1.14	Good	
5	14	14	16	16	17	77	15.40	1.34	Good	
6	15	15	17	17	17	81	16.20	1.10	Good	
7	16	16	15	15	16	78	15.60	0.55	Good	
8	15	17	16	16	17	81	16.20	0.84	Good	
9	17	17	18	18	18	88	17.60	0.55	Very good	
10	15	14	18	16	16	79	15.80	1.48	Good	
11	14	16	16	14	16	76	15.20	1.10	Good	
12	12	13	13	14	16	68	13.60	1.52	Good	
13	11	11	12	14	14	62	12.40	1.52	Moderate	
14	13	14	15	15	16	73	14.60	1.14	Good	
15	12	14	14	16	17	73	14.60	1.95	Good	
16	16	16	18	18	17	85	17.00	1.00	Very good	
17	16	14	16	16	18	80	16.00	1.41	Good	
18	14	16	17	17	16	80	16.00	1.22	Good	
19	13	14	14	16	14	71	14.20	1.10	Good	
20	13	14	17	15	17	76	15.20	1.79	Good	
21	11	12	13	13	15	64	12.80	1.48	Moderate	
22	11	13	14	16	16	70	14.00	2.12	Good	
23	12	14	16	15	17	74	14.80	1.92	Good	
24	14	14	16	18	18	80	16.00	2.00	Good	
25	14	14	13	13	16	70	14.00	1.22	Good	
26	15	15	16	16	17	79	15.80	0.84	Good	
27	14	16	14	16	16	74	14.80	1.10	Good	
28	12	13	13	15	16	69	13.80	1.64	Good	
29	12	12	16	14	16	70	14.00	2.00	Good	
30	13	14	15	16	15	73	14.60	1.14	Good	
Total								$\mu = 14.89$	$\sigma = 1.38$	Good

From table 13, the learners' writing skill as a whole is at good level ( $\mu = 14.89$ ). Most of the learners (83.33%) demonstrate that their writing skill is at good level. A few of the learners' (10.00% and 6.67%) are at moderate and very good levels respectively. The scores of the learners' writing skill are slightly increased from the first writing to the fifth.

**Table 14** Means ( $\mu$ ) and standard deviation ( $\sigma$ ) of the learners' English language skill while learning through LCI ( n = 30)

Student No.	Language skills						Total	Percentage	Level
	Listening-speaking		Reading		Writing				
	$\mu$	$\sigma$	$\mu$	$\sigma$	$\mu$	$\sigma$			
1	20.20	2.28	18.80	2.59	14.40	1.67	53.40	66.75	Fairly good
2	19.00	2.00	20.00	3.24	15.20	1.79	54.20	67.75	Fairly good
3	16.60	1.95	15.80	3.11	12.40	1.67	44.80	56.00	Moderate
4	23.60	1.14	19.60	2.97	14.40	1.14	57.60	72.00	Good
5	20.80	2.17	22.00	3.24	15.40	1.34	58.20	72.75	Good
6	19.80	2.05	19.40	2.30	16.20	1.10	55.40	69.25	Fairly good
7	20.40	2.51	20.40	2.61	15.60	0.55	56.40	70.50	Good
8	21.60	1.82	21.20	3.03	16.20	0.84	59.00	73.75	Good
9	25.60	1.52	23.40	1.84	17.60	0.55	66.60	83.25	Very good
10	19.20	3.03	23.20	1.10	15.80	1.48	58.20	72.75	Good
11	19.40	1.67	19.20	3.03	15.20	1.10	53.80	67.25	Fairly good
12	22.60	1.14	19.40	2.61	13.60	1.52	55.60	69.50	Fairly good
13	21.40	1.34	20.40	3.44	12.40	1.52	54.20	67.75	Fairly good
14	23.40	1.14	22.20	3.90	14.60	1.14	60.20	75.25	Good
15	22.80	1.30	21.80	3.56	14.60	1.95	59.20	74.00	Good
16	23.60	1.52	19.20	3.11	17.00	1.00	59.80	74.75	Good
17	19.40	1.67	19.60	2.88	16.00	1.41	55.00	68.75	Fairly good
18	25.00	0.71	20.80	3.11	16.00	1.22	61.80	77.25	Good
19	25.20	2.17	22.20	2.95	14.20	1.10	61.60	77.00	Good
20	18.40	2.70	18.00	3.74	15.20	1.79	51.60	64.50	Fairly good
21	18.00	3.08	17.40	3.85	12.80	1.48	48.20	60.25	Fairly good
22	17.60	1.82	20.60	3.85	14.00	2.12	52.20	65.25	Fairly good
23	23.20	0.84	19.20	3.03	14.80	1.92	57.20	71.50	Good
24	22.00	2.00	20.40	2.51	16.00	2.00	58.40	73.00	Good
25	20.60	2.70	20.40	2.51	14.00	1.22	55.00	68.75	Fairly good
26	19.80	2.17	19.00	2.00	15.80	0.84	54.60	68.25	Fairly good
27	23.00	1.73	19.40	1.67	14.80	1.10	57.20	71.50	Good
28	25.20	1.79	20.80	2.17	13.80	1.64	59.80	74.75	Good
29	23.20	0.84	20.60	2.70	14.00	2.00	57.80	72.25	Good
30	23.20	1.64	23.00	1.73	14.60	1.14	60.80	76.00	Good
Total ( $\mu$ )	21.46 (71.53%)	1.81	20.25 (67.50%)	2.81	14.89 (74.45%)	1.38	56.60 (70.75%)	70.75	Good

From table 14, The learners' language skills are at good level ( $\mu = 56.60$ ). The percentage of mean scores of the learners' English language ability while learning through the LCI is 70.75. The percentage of mean scores of writing, listening-speaking and reading skills are 74.45, 71.53 and 67.50 respectively and are at the good level. All of them meet the set criterion (60 percent).

### 3) Learners' attitude

The learner's attitude towards learning English language is analyzed from learning logs and self-evaluation forms after learning through LCI of each unit. The results are shown in the following tables.

**Table 15** Frequency and percentage of the learners' self-evaluation after learning each unit (n=30)

Items of evaluation	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Total
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
<b>Self-learning ability</b>	<b>73.33</b>	<b>80.37</b>	<b>82.59</b>	<b>84.44</b>	<b>92.59</b>	<b>82.66</b>
Plan for learning related to objectives	66.67	80.00	90.00	83.33	93.33	82.67
Make understanding on the lessons by oneself	66.67	83.33	86.67	90.00	96.67	84.67
Research and self-study	86.67	96.67	83.33	83.33	93.33	88.67
Make conclusion the lessons by oneself	66.67	80.00	66.67	66.67	90.00	74.00
Identify the main points of the contents	83.33	80.00	90.00	90.00	83.33	85.33
Solve the problems on mistakes and errors by oneself	66.67	56.67	80.00	86.67	93.33	76.67
Self-monitor on the tasks	80.00	76.67	83.33	86.67	93.33	84.00
Read and write tasks from the objectives given	73.23	86.67	83.33	80.00	93.33	83.33
Create the learning methods and plans by oneself	70.00	83.33	80.00	93.33	96.67	84.67
<b>Knowledge and experience achieved from learning</b>	<b>72.78</b>	<b>77.78</b>	<b>82.78</b>	<b>87.78</b>	<b>90.56</b>	<b>82.33</b>
Enhance learning strategies	76.67	83.33	86.67	93.33	93.33	86.67
Enhance listening ability	73.33	76.67	83.33	86.67	80.00	80.00
Enhance speaking ability	96.67	93.33	83.33	93.33	83.33	90.00
Enhance reading ability	63.33	66.67	83.33	93.33	93.33	80.00
Enhance writing ability	60.00	66.67	76.67	80.00	93.33	75.33
Enhance English communicative ability	66.67	80.00	83.33	80.00	100.00	82.00
<b>Attitude towards English 1</b>	<b>85.71</b>	<b>87.14</b>	<b>89.05</b>	<b>89.05</b>	<b>91.99</b>	<b>88.57</b>
Like to learn English more than before	86.67	93.33	93.33	93.33	80.00	89.33
Feel interested in English more than before	80.00	83.33	93.33	93.33	93.33	88.67
Be ready to learn and participate more than before	93.33	100.00	93.33	93.33	96.67	95.33

Table 15 (continued)

Items of evaluation	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Total
	Percentage	Percentage	Percentage	Percentage	Percentage	Percentage
Be eager to participate language activities	83.33	93.33	93.33	80.00	93.33	86.67
Have more responsibilities	86.67	83.33	80.00	93.33	93.33	87.33
Make understand oneself and others	76.67	66.67	83.33	80.00	90.00	79.33
Be aware of applying English for daily life and further study	93.33	90.00	86.67	90.00	96.67	91.33

From table 15, it shows that after learning through LCI from unit 1 to unit 5, the learners' attitude towards learning English language meets the criterion set (80 percent) and is increased gradually from unit 1 to unit 5.



**Table 16** Frequency percentage and result of the learners' attitude towards English 1 learning after using LCI (n=30)

Items of evaluation	Frequency	Percentage	Results
<b>Self-learning ability</b>	<b>1116</b>	<b>82.66</b>	<b>Very good</b>
Plan for learning related to objectives	124	82.67	Very good
Make understanding on the lessons by oneself	127	84.67	Very good
Research and self-study	133	88.67	Very good
Make conclusion the lessons by oneself	111	74.00	Good
Identify the main points of the contents	128	85.33	Very good
Solve the problems on mistakes and errors by oneself	115	76.67	Good
Self-monitor on the tasks	126	84.00	Very good
Read and write tasks from the objectives given	125	83.33	Very good
Create the learning methods and plans by oneself	127	84.67	Very good
<b>Knowledge and experience achieved from learning</b>	<b>741</b>	<b>82.33</b>	<b>Very good</b>
Enhance learning strategies	130	86.67	Very good
Enhance listening ability	120	80.00	Very good
Enhance speaking ability	135	90.00	Very good
Enhance reading ability	120	80.00	Very good
Enhance writing ability	113	75.33	Good
Enhance English communicative ability	123	82.00	Very good
<b>Attitude towards English 1</b>	<b>930</b>	<b>88.57</b>	<b>Very good</b>
Like to learn English more than before	134	89.33	Very good
Feel interested in English more than before	133	88.67	Very good
Be ready to learn and participate more than before	143	95.33	Very good
Be eager to participate language activities	133	86.67	Very good
Have more responsibilities	131	87.33	Very good
Make understand oneself and others	119	79.33	Good
Be aware of applying English for daily life and further study	137	91.33	Very good

From table 16, it was found that the learners' attitude towards learning English language as a whole was at very good level. Majority of the learners' attitude towards English 1 (88.57%) are at very good level. The learners' self-learning ability and their knowledge and experience achieved from learning (82.66% and 82.33%) are also at very good level.

### Part 3 : RMUTL Network's Opinions on LCI Implementation

1. The RMUTL network's opinions on the LCI implementation is gathered from the group discussion. They are as follows:

1.1 Learning strategies should be taught while implementing the lesson plans. This will help them select learning technique appropriately.

1.2 The curriculum should be emphasized the learning process and communication. It should be flexible so that the instructor can adjust the activities to suit the learners' needs and interests. And the learners should be given more opportunities to learn by themselves.

1.3 The learners should be provided the English skills through different kinds of activities such as big group, small group, peer group and individual activity inside and outside classroom.

2. The results of the RMUTL network's opinions on the LCI implementation gathered from the questionnaire are shown in table 17.

**Table 17** Frequency and percentage of RMUTL Network's opinions on LCI Curriculum (n=17)

Items of LCI Implementation	Frequency	Percentage
(1) The preparation of curriculum and teaching-learning process		
1.1 The numbers of English classes per week and time allocated should be adequately increased.	17	100.00**
1.2 The teaching-learning process should promote thinking ability.	16	94.12*
1.3 The learning activities should promote the learners' performing and experiential learning.	16	94.12*
1.4 The learning content should conform with the learners' needs and interests.	15	88.24*
1.5 The application of knowledge and skill in English should be more promoted.	13	76.47
1.6 Learning environment and atmosphere should be prepared for the well effective learning.	13	76.47

Table 17 (continued)

Items of LCI Implementation	Frequency	Percentage
(2) The provision of teaching-aids, materials, equipment and learning sources		
2.1 The teacher aids should be improved, developed and adequately updated.	17	100.00**
2.2 Learning through computer should be promoted and supported.	13	76.47
2.3 Various learning sources should be fully allocated for data or information searching of the learners.	11	64.71
2.4 Sound lab should be convenient and comfortable for learning.	10	58.82
(3) Learning measurement and evaluation		
3.1 An appropriate evaluation method should be implemented and suited to the activity	15	88.24*
3.2 Learners should be encouraged to take part in the evaluation.	13	76.47
(4) Others		
4.1 The English LCI curriculum should be systematically and continuously developed and expanded to other subjects.	15	88.24*
4.2 The teachers teaching the same subjects should be network for the LCI curriculum development.	9	52.94
4.3 The English curriculum should always evaluated continuously.	8	47.06

From table 17, it shows that all of the RMUTL network agree that the numbers of English classes per week and time allocated should be more than the current time table and the teaching aids must be continuously improved and updated. Most of them (more than 80 percent) agree that the teaching-learning process should promote thinking ability. The learning activities should promote the learners' performance. The content should serve the learners' needs and interests. The evaluation method should be appropriate and reliable. The activity and the English LCI curriculum should be systematically and continuously developed and expanded to other subjects.