English Reading Development Using Computer Assisted Instruction on COVID-19 Prevention for Grade 10 Students of Ummaoprachasan school

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Abstract

This thesis entitled "Effect of using mind mapping towards English reading comprehension skill of students at WatLinthong school" has three objectives: 1) to develop using mind mapping for students in WatLinthong school, 2) to compare reading comprehension skill of students before and after using mind mapping, and 3) study result of using mind mapping of students in WatLinthong school. The target groups of this study were 26 students at grade 8-9 in WatLinthong school, Ang Thong, Thailand who were selected to participate in this study conducted in the second semester academic year 2021. The research instruments used were 1) the test to measure reading comprehension before and after using the mind mapping in teaching reading is a multiple-choice, 4 choices, and 20 items and 2) plan of learning activities used in the experiment. The statistics analyzed mean ($\bar{x}$), S.D., percent (%), and a t-test (independent sample) were adopted to evaluate the difference between the students' results using mind mapping.

The results of the study revealed that 1) post-test scores of the students were higher than pre-test scores. Additionally, the post-test means scores of students at grade 8 were $\bar{x}$ = 16.75 and students at grade 9 were $\bar{x}$ = 16.64. There was statistically significant difference of the post-test mean scores experiment group at .01 level of significance and 2) and the total mean of group work by the construction of the mind mapping of 4 groups of students, of which 2 groups had 6 members and 2 groups had 7 members, by using the mind mapping assessment criteria and rated the quality of student's mind mapping creation scores into 4 levels, namely very good level, good level, fair level, and improvement level. The result found that students can score points on creating a mind mapping by reading a given reading and get an average score of 35.14, and the results of the quality rating from the scores of the mind mapping of each group of students. Overall, the students were of very good quality.

The content analysis on qualitative data spelt out the positive impacts of mind mapping technique on elevating not only students to learn reading English comprehension, but also motivation and confidence in writing.

Keywords: Mind mapping, reading comprehension, Reading English skills

Introduction

In teaching and learning process of English, there are four skills taught: listening, speaking, reading, and writing. Reading is one of the language skill that plays an important role in foreign language acquisition. Brown states that "In foreign language learning, reading is a skill that teachers expect learners to acquire". It is argued as the most essential skill for success in all education context. Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information.

From reading, they are able to get complete understanding of the text. According to Snow "reading does not occur in vacuum; it is done for a purpose to achieve some ends." During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn how to comprehend and understand the passage.

Learning to read well is a long-term developmental process. At the end point, reader can read a variety of materials with ease and interest, can read for varying purposes, and can read with comprehension even when the material is neither easy to understand nor intrinsically interesting. And the reading process is complex and multi-dimensional. There are some components that need to be considered in the teaching of reading towards recognizing this complexity. The writer chooses one of the components that should be taught in reading process, the component is comprehension. Pardo states that comprehension is a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text. When learners comprehend, they interpret, integrate, critique, infer, analyze, connect and evaluate ideas in texts. When comprehension is successful, learners are left with a sense of satisfaction from having understood the meaning of a text.

Nowadays, the need of reading comprehension requires teachers to facilitate students through interesting strategies in learning process. Harmer states that "students are better to be impulsed in responding the context and gaining their feeling about it than only focusing them on the text construction". The teachers usually ask the students to read without giving the solution about how to read with pleasure and comprehend through interesting strategies. The students are used to comprehend the text only by reading normally, as what their habits in learning process. In conclusion, students are stated having no problems in learning reading comprehension because of their habits -reading normally.

For the learners of English as a Foreign Language (EFL), reading is the most vital skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can comprehend written materials beyond their ability to discuss orally or in writing with equivalent accuracy. This can undoubtedly increase their motivation to learn. Second, reading requires very minimum necessities. Different from speaking which requires opportunities to interact with sparring partners, or from writing which needs a lot of guidance and time to practice, reading necessitates only a text and motivation. Third, reading is

a service skill. After learning how to read effectively, students will be able to learn effectively by reading. In terms of language learning, by reading, learners can develop their knowledge of grammar, discourse organization, vocabulary, and culture. In addition, Davis stated that reading is essential for everyone, it is fundamental to function in society today, and a vital skill in finding a good job. It also develops the mind and the imagination and helps discover new things.

Reading comprehension skill is not merely a simple skill as many English teachers perceive. Answering questions after reading a text is a common practice in the teaching and learning process of reading comprehension skills. It is very often that in the arrangement of the lesson plan, the teachers have not yet distinguished between learning steps and readings steps. It is very clear that when planning a reading activity, the teachers do not refer to a certain reading theory.

There are many reasons why reading can be hard. It's important to note that struggling readers will often have problems in multiple areas. According to Smith & Collins, there are two aspects of comprehension processes that we think are important to teach: (1) comprehension monitoring, and (2) hypothesis formation and evaluation. Many students find interesting story in reading and think that they understand the story. First, students had difficulties in getting information from the text. Then this situation leads the students to have low achievements in reading activity. In addition, the teaching and learning process of reading comprehensions run conventionally in class. It makes the students think twice to do reading activity; moreover, reading is a long activity.

Mind-mapping is supposed to be an interesting alternative technique that will help the students support the reading about the text they have read by their own schema, thus that they can comprehend the text, not on their creativity. The mind mapping helps to organize the information in the story into a form that is easily assimilated and remembered. The mind mapping is a technique to use the whole brain by using visual and other graphic to create a meaningful impression. By using this technique, the readers can quickly identify the information from the text they read and also grab the structure of a subject and the way that pieces of information fit together. It can help the readers to make a note from the text clearly. Every piece of the text can be noted and described in a map which consist of any symbols or pictures that connected each other to be complete information.

Mind mapping is a new teaching technique for teaching reading. As young generations are surrounded by many of new electronic devices, the technology is quite reachable and familiar to them. The mind mapping technique might be useful for students, as drawing a mind map helps the brain to visualize better than linear notes. Moreover, teaching by using mind mapping strategy can be more attractive to students. Mohaidat stated that the use of mind mapping stimulates the use of the two sides of the brain; the ideas are well organized so the brain can read the information and remember them more than the linear thinking. Alomari

also agrees that students can benefit from using mind mapping. Studies on the use of mind mapping in English classroom is still limited in Thailand. Thus, this study attempted to investigate the effects of mind mapping on Thai students.

As a result, the process of reading that the students should go through is still invisible. Apart from this, teaching reading is more difficult when students are reading texts in a second language. Observing WatLinthong school classrooms in Thailand, the researchers found that students encountered unknown words, and translation from English to their mother language. One of the most powerful constructivists based-reading techniques that can make reading comprehension skills belong to the students is mind mapping.

From the importance of reading English for comprehension and the issues of reading comprehension encountered including the concepts of meaningful learning theory and teaching techniques using mind mapping can improve students' reading skill. Therefore, the researcher is interested to study mind mapping to use in learning activities for reading comprehension skills at WatLinthong school, Ang Thong province, and believe that the mind mapping method is one of the best ways to improve English reading ability of students. This is a cause of creating a mind mapping training students to summarize or analyze the important content of the story. The mind mapping makes students clearly discover the structure of their knowledge of the subject and lead to conception and relates ideas to each other. This will be beneficial for the further development of English reading skill.

Objectives of the Study

1. To develop using mind mapping for students in WatLinthong school.
2. To compare reading comprehension skill of students before and after using mind mapping
3. To study satisfaction of using mind mapping of students in WatLinthong school.

Literature Reviews

1. Reading Comprehension

There are so many definitions of reading. Linguists give definitions about reading in various ways. They say that reading is the process to get, to understand, to catch the content of the reading. They also add that reading is a process to understand a written text which means extracting the required information from it, as efficiently as possible. Smith defines that reading as seen as a creative and constructive activity having four distinctive and fundamental characteristics –it is purposeful, selective, anticipatory, and based on comprehension, all matters where the reader must clearly exercise control.

Hedgcock adds that reading is a complex interaction of cognitive processes and strategies (used by the reader) and various types of information (contained in the text). Earlier models of reading instruction have tended to focus primarily either on bottom-up processes

(for decoding and comprehending the text) or top-down skills (for activating the background knowledge and prediction strategies of the reader) and according to Brown and Yule, reading involves learning how to make-reasonable interpretations of a written text.

Reading covers a lot of things. It does not simply know the meaning of individual words in a particular text. In other words, reading can be defined as a process of making reasonable interpretation in apprehending a text which has four characteristics: purpose, selection, anticipation, and comprehension. Talking about comprehension is one of the characteristics of reading.

Mikulecky and Jeffries state that comprehension is making sense of what someone reads and connecting the ideas in the text to what he already knows . According to Smith, comprehension may be regarded as relating aspects of the world around us— including what we read—to the knowledge, intentions, and expectations we already have in our head. It is clearly the purpose of reading and of learning to read.

Richards and Schmidt say that comprehension is the identification of the intended meaning of written or spoken communication. They also add that contemporary theories of comprehension emphasize that it is an active process drawing both on information contained in the message (bottom-up processing) as well as background knowledge, information from the context and from the listener's and speaker's purposes or intentions (top-down processing). It is also supported by Smith that readers learn the meaning by making sense of words from their context, using what is known to comprehend and learn the unfamiliar.

Making sense of words is basically related to the vocabulary mastery as Smith also continues that vocabulary provides a permanent basis of knowledge for determining the probable meaning and pronunciation of new words. If readers know both the meaning and the pronunciation, they will have little difficulty in comprehending and saying a new word. In other words, reading comprehension is a process of relating the readers' background knowledge with the information in the text to get the message of the text. Reading comprehension is not only the matter of knowing and remembering the meaning of all words in the text, but it is more about how the students build and construct meaning of the text.

2. Importance of Reading Comprehension

Bubpha Luinlex claims that reading is essential. It is a tool for life-long continuing process. 80 percent of learning activities and instruction in a higher educational level is related to reading. This is in conformity with the study conducted by Chuttima Sajjatham as mentioned that the people who read a great deal tend to be more successful in educational and occupational fields. Similarly, Sumalee Thanawutkhatiworakul pointed out that it is a key for knowledge seeking and help the people to be life-long learners.

In conclusion, reading comprehension is regarded as being very crucial because it is employed in every day's life of people. Moreover, it plays a vital role in the fields of education and occupation. That is to say, those who read more will benefit more.

2.1 Purpose of Reading Comprehension

According to the Office of Basic Education Commission reading purposes are discussed below.

1. To provide students with critical reading comprehension skill and make reading as more meaningful activities.

2. To provide the students with abilities to understand the text content and enable them to report what they have read as most clearly as they can.

3. To be able to read to follow any instructions or advice.

4. To practice using eye for reading.

5. To be able to conclude or summarize what the text is about (The students are to be able to tell the story although it is not in details.)

6. To be able to expect and predict what the next passage will be about and how the content of the text will end.

7. To be able to find out facts and comments and express their own comments.

In addition, Wannee Somprayoon proposed the reading purposes as follows. The readers should:

1. be able to read faster and comprehend better,

2. be able to enhance reading skills and concentrate on the text,

3. be able apply what they gain from reading in their life,

4. be able to read and employ what they obtain from reading to improve their life, and

5. be able to understand reading benefits and improve themselves to have reading habits.

It is also claimed in this study that children should be encouraged to use reference books or dictionaries to help them when facing some unknown words in the text. What is more, it is suggested that the children should be promoted to read daily in order to help them keep up with the fast-changing world.

2.2 The Kind of Reading Comprehension

Pearson and Nicholson categorized reading comprehension into four categories namely, literal reading comprehension, interpretation reading comprehension, critical reading comprehension, and creative reading comprehension.

1) Literal Reading Comprehension

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the type meaning questions: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book. It is the simplest from locating in text because the information is stated directly in the text. Question assessing literal comprehension skills

examine how well student can identify and understand information that is directly stated in a text.

2) Interpretative Reading Comprehension

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

3) Critical Reading Comprehension

The critical reading skill category is the one most directly in need of development in American life at the present time. According to smith, critical reading includes literal comprehension and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

4) Creative Reading Comprehension

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.

Based on the explanation above, the researcher focused on literal reading comprehension. These levels consist of cognitive claim on the reader. Literal comprehension question needs to be asked because factual information is the main focus on reading material. Literal comprehension analyze how to student can recognize and get information that is directly states in a text.

2.3 The Model of Reading Comprehension

There are several models of reading as follows:

1) The Top-down Model

In top-down models the reader's prior knowledge and cognitive and linguistic competence play key roles in the constructions of meaning. This means that between knowledge and competence linguistics interrelated in interpreting a text reading.

2) The Bottom-up Model

The Bottom-up model suggests that a reader reads the word, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge) in order to construct meaning from what was written in the text meaning depends both on knowledge of vocabulary plus syntax. In other word, in bottom-up processing the reader must recognize of linguistics signal.

3) The Interactive Model

The Interactive Model argues that both top-down and bottom-up processes occur when a person reads a text. From the above two models it can be a single chain of the reading process. In other word, in bottom-up processing the reader must recognize of linguistics signal.

2.1.6 Level of Reading Comprehension

Reading has different levels of comprehension. Burn divided comprehension into four levels, namely: literal comprehension, interpretive comprehension, critical comprehension, and creative comprehension.

a. Literal Comprehension

Literal comprehension is the most obvious comprehension at this level involves surface meaning. At this level teacher can ask students to find information and idea that they are explicitly stated in the text. The readers can usually outline, paraphrase, or summarize the ideas expressed by the author.

b. Interpretive Comprehension

Interpretive reading involves reading between the lines or making interferences. It is process of deriving ideas that are implied rather than directly stated.

c. Critical Comprehension

Critical reading is evaluating within material, comparing the ideas discovered in the material with known standards and drawing conclusion about the accuracy appropriate and timelines.

d. Creative Comprehension

It is text involves going beyond the material presentably by author. It required thinking as they read.

2.1.7 The Assessment of Reading Comprehension

Tuner states that in scoring the students' reading comprehension, they are some aspects of measuring reading comprehension. They are:

a. Different Sound

While the students are asked to read the text, the teacher will assess them by hearing their pronunciation or the sound that the students may say.

b. Paraphrase Recognition

Paraphrase recognition means that the students are able to develop the main idea by using their own words. The teacher will assess them by looking at the way of they develop the main idea and also coherence between the main idea with supporting idea.

c. Information Transfer

The teachers assess the students reading comprehension not only through their pronunciation, but also how they transfer the information to others (listener).

d. Finding the Stated Information

This study focuses on literal comprehension, so the aspects to be concluded in text are paraphrase recognition and finding the states information. It means that the teacher does not assess students through their findings on the printed page.
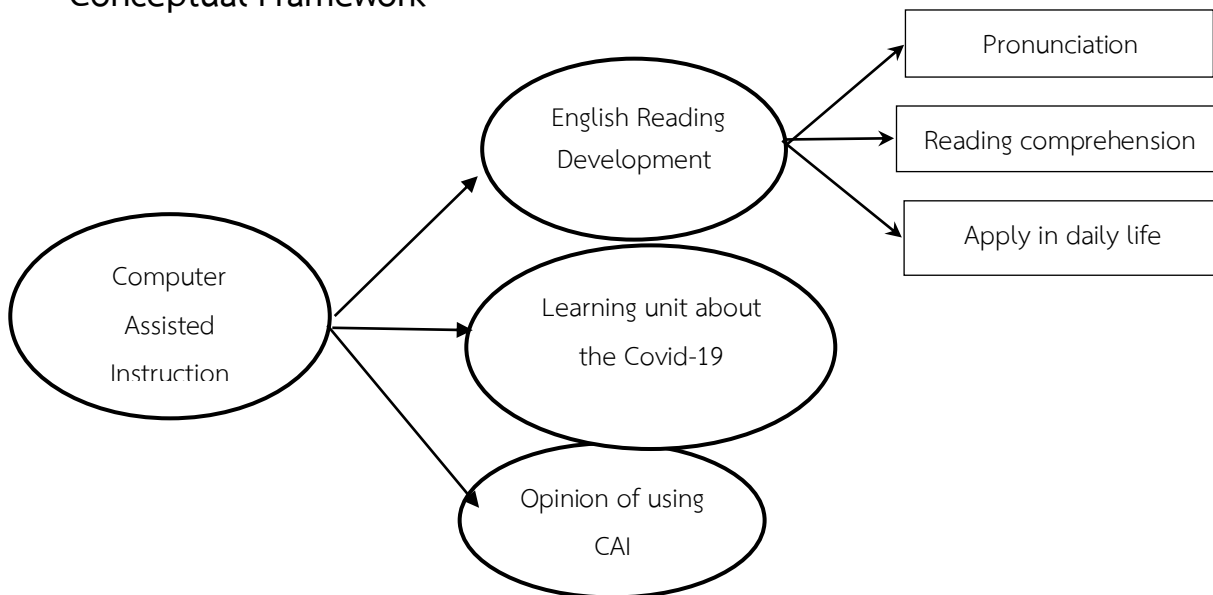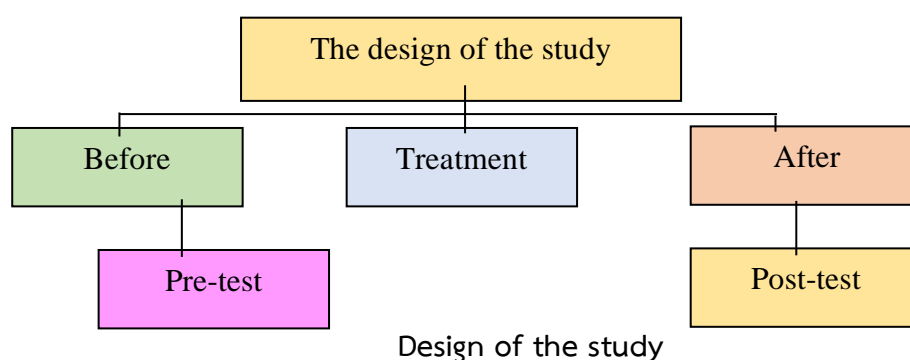
Conceptual Framework

Figure 1. **Conceptual Framework of Research**

Research Methodology

This research study is designed by Quasi-Experimental research to collect data and the effect of using mind mapping on the reading comprehension skills of students at WatLinthong school . McMillan and Schumacher state that quasi-experimental research is a good design of the research because although it is not true experiments, it provides reasonable controlled over most sources of invalidity, and it is usually stronger than the pre-experimental design.[1] Quasi-experimental design focuses on treatment and outcome, hence the data was taken from pre-test and post-test in order to know whether or not mind mapping is effective than expository technique in improving students' reading comprehension achievement. In this research design, there is a kind of class used. There is the experimental class which used mind mapping technique and the controlled class by expository technique.

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[1] James H. McMillan and Sally Schumacher, **Research in Education-6th ed.**, (Boston: Pearson Education, 2006), p. 273.

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    ┌──────────┐       ┌──────────┐        ┌──────────┐
    │  Before  │       │ Treatment │        │  After   │
    └──────────┘       └──────────┘        └──────────┘
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    │ Pre-test │                          │ Post-test │
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Design of the study

Target group of the research

The population of this study is 26 students at grade 8 and grade 9 in WatLinthong school, the second semester of the academic year 2021. Specially, they are from different academic levels and background to ensure the reliability and accuracy of the results; 12 students at grade 8 and 14 students at grade 9. The reasons to choose these target groups are: 1) students require reading ability   2) the students come from different academic levels, so they had experience different number of courses which effected on their performances. Both groups were taught using mind mapping of extra English subject.

Research Tools

3.3.1 The test to measure reading comprehension before and after using the mind mapping in teaching reading is a multiple-choice, 4 choices, and 20 items. The confidence and difficulty level of the test are examined by experts which are presented in appendix A and B.

3.3.2. Plan of learning activities used in the experiment, it is a map of reading by using a mind mapping, consisting of 8 plans with 2 hours each. Each plan consists of short content, there are not too many concepts. It is appropriate to the needs, interests, and knowledge of the students . It is factual or content about basic concepts, principles, and abstract notions after the students have learned the meaning, characteristics, and elements of the mind mapping. The researcher asks students to practice reading in the chapters and do exercises by adding concept words and concept linking words to the given mind mapping. It starts with an easy reading to a more complex one until students can create a mind mapping from the readings themselves. The plans for each learning activity plan are as follows:

The plan for learning activity 1 is "Beatrix Potter"

The plan for learning activity 2 is "Boudica"

The plan for learning activity 3 is "Dick Whittington"

The plan for learning activity 4 is "Elizabeth I"

The plan for learning activity 5 is "Emmeline Pankhurst"

The plan for learning activity 6 is "Florence Nightingale"

The plan for learning activity 7 is "Isaac Newton"

The plan for learning activity 8 is "Robin Hood"

The following steps:

1. The step before creating a mind mapping is the stage where students read the given readings and find different types of mind mapping words including link word's mind mapping to be organized into groups.

2. Stage of creating a mind mapping is the stage where students add different types of concept words to the given concept map. In which the mind mapping in each plan will train students to write the diagram according to the specified elements from a simple detailed chart to more complex charts until the students can read the chapters and write the summary as a mind mapping entirely.

3. Mind Mapping Assessment, form in this study, the researcher assessed the competency to create a mind mapping of students after reading the given readings in each learning activity plan by using the evaluation form of the mind mapping that has been examined by experts. Scoring section for creating a mind mapping, the researcher used the concept mapping ability assessment criteria adapted from the concept map scoring principles proposed by Novak and Gowin i.e., accuracy and correlation of the text, giving 1 point per 1 body of text, accuracy, and conceptual linkage are given 5 points per level and the accuracy of the samples is given 1 point per 1 sample.

Tool making

1. Creating a reading comprehension test before and after the experiment has the following steps:

1.1 Researcher studies the basic education curriculum concerning reading by considering learning objectives and principles and the scope of the content. 1.2 Researcher studies the scope of subject content from English textbooks Secondary 3 (S3) students.

1.3 Researcher studies magazines, journals, newspapers, additional reading books in English at the Secondary 3 (S3) students to select appropriate subjects and vocabulary.

1.4 Researcher studies the techniques for creating tests and measurement techniques.

1.5 Researcher creates a test to measure reading comprehension multiple-choice type, 4 options, and 35 items.

1.6 Researcher brings the reading comprehension test to experts to check and correct and then to take the test to modify and improve according to the suggestions.

1.7 Researcher brings the reading comprehension test to use for the experiment with students at grade 8 in Wat Phothiwong School, Angthong province that is not a sample group of 12 people is used to determine the difficulty (p) and the discriminating power (r).

1.8 Researcher brings the results of the experiment to improve questions and options using techniques 25% analysis of the high score group and the low score group and find

the difficulty (p) and discriminating power (r) of the test, selecting only the items with the difficulty on the level of 0.20 - 0.80 and the discriminating power at the level of 0.20 and above, 20 items are obtained.

1.9 Researcher brings the selected 20 items of the reading comprehension test used to find the confidence of the test using the formula of Kuder Richardson (KR-20).

2. Researcher creates a plan for learning activities, to use in the study as the following details:

2.1 Researcher studies the purpose of reading from the secondary student's curriculum documents as a guideline for selecting or creating content to be used in the learning activities plan.

2.2 Researcher studies basic vocabulary and grammar in secondary student's level as a guideline for creating and selecting content to be used in the learning activities plan.

2.3 Researcher studies journals, textbooks, and other additional reading books to select content suitable for secondary students.

2.4 Researcher creates a learning activity plan according to the teaching and learning principles, writing a mind mapping to show the ability to read for comprehension, totaling 8 plans.

2.5 Researcher brings the learning activities plans to the experts for checking the quality inspection and the accuracy of the content and then modifying according to the instructions and amendments as appropriate to be applied to the sample group.

Data Collection

This study is conducted to collect data. The researcher will collect the data by myself. There are steps to do as follows.

1. Data are collected from the sample group of students using the pre-test and post-test.

2. Conduct an experiment with the following steps:

2.1 The researcher did a pre-test on the sample with a reading comprehension test.

2.2 The researcher conducted the experiment according to the 8 learning activities plans created, each plan was 2 hours, total 16 hours. The researcher used the mind mapping assessment form to evaluate the students' work.

3. The researcher did the post-test by using the same test that was used for the pre-test.

4. The scores obtained from taking the test before and after. The experiment were studied to compare the difference of pre-study and post-study test scores by testing the significance of the difference by t-test, with the conclusion of the post-teaching record and the evaluation of the mind mapping to reflect the overall picture of the ability to read comprehension English after implementing the learning activities plan.

Data Analysis

1. Analysis of the item-by-item test, the researcher used the exam to test with students at grade 8 and grade 9 in Wat Lintong School that is not a sample group of 12 people and took the student's score to calculate the difficulty classification of powers and the confidence value of the test using the formula of Kuder Richardson (KR 20).

2. Researcher analyzes the scores before studying to classify groups according to students' abilities into adept groups, medium groups, and weak groups, using the following criteria:

Score	Groups
11-20	Good
6-10	Medium
0-5	Weak

3. Researcher analyzes the development scores or the difference in scores before and after classes using the following criteria:

Percentage increase	Development level
21 Up+	Very good
11-20	Good
0-10	Pretty

4. Researcher analyzes students' ability to read English for comprehension from the assessment of mind mapping by using the following assessment criteria.

1. Matter

There is a link in each body created and have the correct meaning, 1 point each

2. The hierarchy of Mind Mappings and their associations.

The researcher rated level the Mind Mapping words correctly in order of importance and have the Mind Mapping connected correctly; each level is 5 points.

3. Examples in Mind Mappings

For example, the Mind Mapping is correct to get 1 point per sample.

Score	Quality level
36 Up+	Very good
26-35	Good
16-25	Pretty
0-15	Repairable

5. The researcher compared the mean difference in reading ability scores for understanding before and after the experiment of students studying by using The Wilcoxon Signed Ranks Test statistics.

6. The researcher found the consistency and appropriateness of the Learning Activities Plan (IOC).

The Result of Research

1 . The purpose of the English Communication Skills of Cambodian Students at Mahachulalongkornrajavidyalaya University Based on Linguistic Approach with the main points of objectives are: To study the English communication skills of Cambodian students at Mahachulalongkornrajavidyalaya University, To find out the ways to solve problems in English Communication Skills of Cambodian students at Mahachulalongkornrajavidyalaya University, To propose the ways of solving problems in English Communication Skills toward developing of English for Cambodian students, the population in this research study consisted of 45 participants for Cambodian students who are studying at Mahachulalongkornrajavidyalaya University. The method research is mixed between a quantitative research method by using a questionnaire for 45 participants and qualitative research method of in-depth interview for 10 key informants both of them are used as research tools in collecting data.

2. Personal information of the participants, the majority of 45 Cambodian students who are studying at Mahachulalongkornrajavidyalaya University. In the gender of populations, most of consisting of 40 monks' participants, 3 participants that are novices, and lay 2 participants. With age of participants, most of the participants aged 26-30 years old, aged between 20-25 years old 17 participants, aged between 26-30 years old, below 20 years old for 5 participants, and 5 participants aged more than 3 0 years old. Educational qualification of Cambodian students is mostly Bachelor of Arts for 36 participants, and 9 participants for Master of Arts. Year of study, 1 7 participants are in the fourth year, 1 5 participants in the third year, and 1 3 participants in the second year.

The faculty of study, students' study at Faculty of Buddhism for 25 participants, and 20 participants are at Faculty of Humanities. Major of the study of participants is English (Bilingual Program) for 25 participants, with 17 participants in English (English Program), and 3 participants in Linguistics.

3 . Analyzing data from the English communication skills of Cambodian students, the results of data analysis of the students have lack confidence in English communication skills at the moderate level by average $\bar{x}$ = 3.37, with Standard Deviation (S. D) of (0.10), personality such as shyness in communicate English at the moderate level by average $\bar{x}$ =3.22, with (S.D) of (0.03), pronunciation in English communication skills at the moderate level by average $\bar{x}$ = 3.35, with (S.D) of (0.o8), vocabulary in English communication at the moderate level by average $\bar{x}$ = 3.28, with (S.D) of (0.06), linguistics in English communication skills at the moderate level by average $\bar{x}$ = 3.41, with (S.D) of (0.09).

In the analyzing data above most students mentioned that communication skills are at different stages for improving of communications, some students agreed that they could speak limited duration. Some students could speak in the English classroom because of the training and explaining of their teachers.
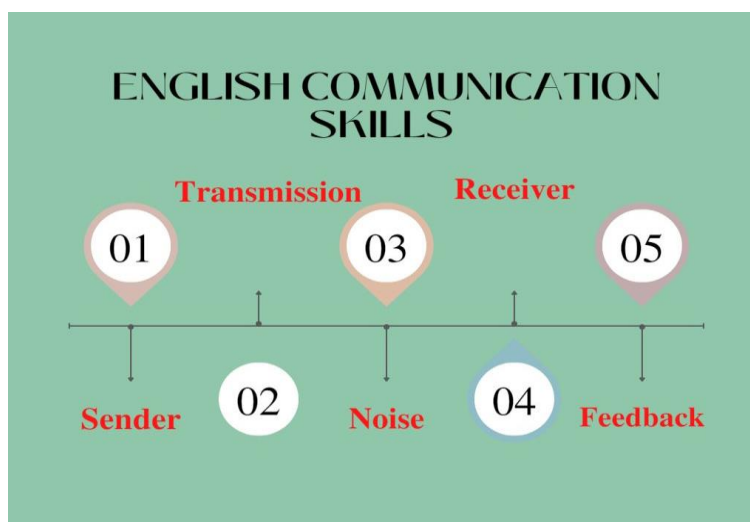
Discussion

1. Communication is important as we are now witnessing the emergence of an advanced economy based on information and knowledge. Probably the most important skill for knowledge workers in the new environment is the ability to communicate and to express ideas effectively in writing and in speaking. In order to achieve desired success, professional needs to assess and respond to communication situations that occur constantly because English has become the de facto standard. Learning English language has become popular for business, commerce and cultural reasons and especially for internet communications throughout the world.

2. From interviews with 10 key informants, English communication is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within our home countries or for finding work abroad. It's also the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work. Although the origins of English as a global language has a complicated past, the language has left an important mark on media, trade and business.

3. The researcher proposed in solving the problems in learning English as 1) the students should read English books, newspapers and magazines, speaking English with friends and classmates and writing some English words, listen to English music or conversation videos. 2) The students should be careful in English speaking and comprehend language, because English has become the international language by using in business, technological, and academic communication.

For learning speaking, the students should find the ways to develop English speaking ability. The students should use every opportunity to practice English in and out of the class. Especially as we get to grips with the sounds of new language. It is bored to speak over the same sentences again and again, but it is necessary. Students may make commitments with classmates to use English as much as possible in their daily communications.

The Knowledge of Research

This article focuses on the five main processes of communication. Before diving into the process first let's have a look on the definition of communication strategy. Communication Strategies Plan how to plan information sharing. Communication strategy refers to the most useful purpose of communication in terms of recognition and attitude of a particular brand and the choice of its strategy. Now Let's focus on the steps of communication processes, which are as follows :

1. Sender

Communication begins with the sender, who is the promoter of the message. After creating an idea, the sender encodes it in a way that can be perceived by the receiver. Encoding refers to the process by which the sender continuously translates his thoughts into verbal and non-verbal actions that he feels will convey the message to the intended receiver. For example, translating thoughts into any language.

2. Transmission

The information that the sender wants to communicate is transmitted through a channel through which the message goes to the recipient. A channel connects the sender to the receiver. Communication channels may include a memorandum, a computer, a telephone, a telegram, or a television.

The choice of a channel depends on the communication situation. For example, when dealing with confidential information, direct face-to-face conversations or sealed letters are more effective channels than telephone conversations.

3. Noise

Noise is something that has a disturbing effect on the message. Since noise interferes with communication, the sender should choose a channel that is noise-free. There may be noise at the end of the sender, during transmission, or at the end of the receiver.
Examples of noise include:

       1) Obscure symbols that lead to faulty encoding

       2) A weak telephone connection

       3) An inattentive receiver

       4) Invalid decoding (incorrect meaning attached to the message)

       5) Superstition prevents a poor understanding of a message

       6) Gestures and postures that can distort the message

4. Receiver

The receiver is the person to whom the message is sent. To decode the message, the recipient must be ready to receive the message. That's it. The receiver should not be distracted by other thoughts that may cause him to pay insufficient attention to the message. Decoding refers to the process of translating symbols encoded by the sender into concepts that are understandable.

Communication can only be considered effective when both the sender and the recipient attach similar meanings to the symbols in the message. For example, a message in Technical Jargon requires a recipient who understands such terms. Communication is not complete unless understood by both the sender and the recipient.

5. Feedback

A message generated by the receiver in response to the original message from the sender is known as a response. Feedback is needed to ensure that the message is effectively encoded, transmitted, decoded, and understood.

This helps a sender to evaluate the effectiveness of his message so that he can change his subsequent messages. Feedback also confirms whether there has been any change in the behavior of the individual or organization as a result of the communication.

The communication model discussed above provides the basic structure of the communication process, identifies key components (transmitter, transmission, receiver, noise, and response), and shows their relationship. This structure helps managers direct communication.

Conclusion

To summarize, successful language learners have a much clearer idea about the problems in learning English, how to assess the strategies and how to improve them in speaking, listening, reading and writing, that is to say how to achieve the English language learning. Students successes depend on how well they perceive their problems and use those strategies. It can be concluded that success in an international program is related to linguistic problems, socio cultural on second language learning barriers to international communication and learning strategies. At last students become active in the problems and the learning strategies as mentioned earlier in order to fulfill the chances of achieving in learning English.

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