

Abstract

A Comparison of the Effect of Using Traditional Printed Texts and Multimedia

CD-ROMs on Reading Comprehension of Thai Matayom 3 students

by

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The purposes of this research were to 1) compare the differences between the effect of using traditional printed texts and Multimedia CD-ROMs on reading comprehension of Thai Matayom 3 students 2) investigate the impacts of individual variables - - gender, years of English learning, years of computer experience, a computer available at home, grades in English subjects, and time spent on reading - - on reading comprehension. Additionally, this study aimed to examine learners' attitudes toward reading with Multimedia.

Twenty-eight Matayom 3 students participated in a three-session experiment: a training session; a reading session; and an interview session. They were assigned into two groups: control and experimental. In the training session, subjects in the experimental group were trained to properly operate the computers and the CD-ROMs: the animated storybook CD-ROMs. In the reading session, subjects in the control group were asked to read the printed text version whereas the experimental group were asked to read the CD-ROM version of the same story: Winnie the Pooh and the Honey Tree. After reading, both groups had to complete the same reading tests which contained 12 multiple-choice comprehension questions. The time spent on all reading tasks were recorded. Immediately after completing the tests, subjects in the experimental group participated in the interview session. The researcher interviewed them individually; each interview was recorded on the interview checklist.

The comprehension scores of the two groups were analyzed using a t-test. The impact of individual variables were analyzed using multiple regression. The data from the interviews were analyzed using the degree of percentage. The results of the statistical analysis indicated that there was a statistically significant difference between the reading comprehension of the students who read the multimedia CD-ROM and the reading comprehension of the students who read the traditional printed text. Though, it was found that, there was no statistically significant difference among the impacts of individual variables on reading comprehension, gender, computer experience, grades in English subject seemed to be better predictors among these variables. Furthermore, the results of the degree of percentage reveal learners' positive attitudes towards reading with multimedia.