

ABSTRACT

Effects of Versatext Program on Reading Comprehension
of Remedial Students of The School of Social Development at NIDA

by

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This study examines the effects of Versatext program on reading comprehension. In the study, subjects were 10 remedial students in the school of Social Development. They were asked to participate in 3 sessions. In the first session, they were pre-tested. In the second session, they learned reading through using the Versatext program. In the third session, the subjects were posttested and asked to complete a questionnaire to investigate their attitudes toward learning from the Versatext program. The data were analyzed by t-test and multiple regression using SPSS program. The results indicated that there were no significant differences between the students' pre and posttest scores for reading comprehension but for vocabulary knowledge there were significant differences. The analysis of information gained from the questionnaires revealed that the majority of the students had positive attitudes toward learning from the Versatext program. Furthermore, the multiple regression demonstrated that students' educational background was a good predictor of reading comprehension while gender was not. Moreover, both educational background and gender were not good predictors of vocabulary knowledge.