

Abstract

Effects of Content Schema on reading Comprehension
of Bank Staff in Kamphaeng Phet

by

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This study investigated the effects of content schema on reading comprehension. The following specific points were addressed. Does the subject's content schema help him/her comprehend better when reading the familiar content passage than when reading the unfamiliar one? Does the personal information--gender, age, and work experience--have an influence on subject's reading comprehension? Twenty workers at Bangkok Bank Public Company Limited were asked to read two passages on different topics. One passage contained familiar information based on the subjects' specific area of expertise. The other contained unfamiliar information. Subjects performed multiple-choice and matching tests after reading both passages. Results indicated that content schema affected subjects' reading comprehension. That is, prior knowledge prepared them for enhanced comprehension of the familiar passage. Pearson product-moment correlation showed the negative correlation. Personal information did not correlate with subjects' reading comprehension. Multiple regression analysis among the three variables showed that, for a passage with schema, work experience was the best predictor of reading comprehension while, for a passage without schema, age was the best predictor of reading comprehension. However, these variables showed no significant difference when being compared in pairs through the t-test analysis.