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AN ACTION STUDY TO MEASURE THE EFFECTS OF A PRACTICE  
PROGRAM OF UNINTERRUPTED SUSTAINED SILENT READING

AN ABSTRACT OF  
A THESIS  
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## ABSTRACT

This action study was designed to aid in the decision-making process as to the desirability, extent, and methods of adopting a program of Uninterrupted Sustained Silent Reading (USSR) at Saint Thomas More School, Baton Rouge, Louisiana. This investigation was designed (1) to study the effects of the inclusion of a daily period of USSR on the reading comprehension, vocabulary, and attitude toward reading of third, fourth, and fifth graders, and (2) to ascertain the attitudes of participating teachers and students toward the USSR program itself.

The sample was composed of 322 students. Two experimental and two control groups or classes were selected at random at each grade level. The experiment covered a ten week period during the second semester of the 1981-82 school year.

The formal instruments used in this study were the vocabulary and comprehension subtests of the SRA Achievement Series and the Estes Attitude Scales for reading. In addition two informal surveys were administered: the Student Attitude Survey on USSR and the Teacher Attitude Survey on USSR.

In-service training sessions were conducted as well as regular visits made to all classrooms.

The experimental groups or classes were provided a daily period of USSR. The control groups participated in regular classroom activities with no free reading. All students in both experimental and control groups participated in daily one hour periods of reading instruction in homogeneous groups.

A pretest-posttest control group experimental design was used to test the significance of the daily practice program. This design was analyzed by means of a 3 grades x 3 homogeneous groups x 2 sexes x 2 groups factorial analysis of variance with a covariable--the pretest scores for the dependent variables. The dependent variables were comprehension, vocabulary, and attitude toward reading. Significance was tested at the .05 level. Significant effects were examined using Scheffe's method of multiple comparison at the .10 level. The scores on the Student Attitude Survey on USSR were tested for significance by means of the chi square test at the .01 level. The Teacher Attitude Survey on USSR did not lend itself to statistical analysis.

This study provided evidence which supports the following conclusions, subject to the limitations of the study:

1. There was no significant difference in read-

ing comprehension scores between the experimental and control groups.

2. There was a significant difference in the vocabulary scores between experimental and control groups favoring the USSR group.

3. There was no significant difference in the attitude toward reading scores between both groups.

4. Analyses of the Student Attitude Survey on USSR discovered significant findings in the student responses supporting the USSR practice program. Students enjoyed the program, improved their reading habits, and indicated that they wished it to continue.

5. The results of the Teacher Attitude Survey on USSR were very positive. The program had been well implemented and the teachers reported that they wished it continued and expanded to other grade levels.