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THE EXTERNAL FEEDBACK NUTRITION (VER-BAL-VISUAL) AND THEIR IMPACT ON THE AC-QUISITION OF LEARNING SOME BASIC SKILLS IN TENNIS FOR BEGINNERS

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Abstract

-The research aims to identify the impact of using external feedback nutrition (verbal-visual) and their impact on the acquisition of learning some basic skills in tennis. The research hypothesis has been confirmed that there were statistically significant differences between pre and post tests for the two sets of control and experimental research in experimental research. The research sample included students of the second stage and the number (40) students.

- the third section of the research included methodology and field procedures, where the researcher used the experimental method to achieve the research hypothesis.

-the forth section has included the presentation of search results, analyzing and discussed them.

- the fifth section included on the conclusions and recommendations reached by the researcher and the most important recommendations is the use of external feedback nutrition (visual-verbal) and their impact on the acquisition of learning some basic skills in tennis for beginners.

KEYWORDS : EXTERNAL FEEDBACK NUTRITION . VISUAL . VERBAL . EXTERNAL NUTRITION . BASIC SKILLS . BEGINNERS .

1. INTRODUCTION

the development in the mathematical sciences and access to a good level and then win in international forums is important for all teams in all of the games, including the game of tennis and that this progress is not a coincidence but it is a result of research and investigation and the efforts of scientific and technical being made by experts and trainers in the sports field regularly and deliberate pace and for long times to reach what is best to serve the players.

The game of tennis is one of the games that have privacy in their requirements, especially with beginners and the use of feedback nutrition suitable for them play an important role in the educational process in the acquisition of learning some basic skills in tennis.

Hence the importance of research by identifying the impact of external feedback nutrition (visual-verbal) to acquire, learn some basic skills in tennis for beginners.

from here the researcher noted for being a former player the presence of weakness among the students of the second phase of the beginners in the performance of some of the basic skills in tennis and in particular skills (the frontal ground strike and the background strike) due to not using the feedback nutrition which is suitable to their levels.

The researcher aims to determine the impact of external feedback nutrition (visual-verbal) to acquire learning some basic skills in tennis for beginners.

The research hypothesis states that there were statistically significant differences between pre and post tests for the two sets of control and experimental research

2. RESEARCH METHODOLOGY

The researcher used the experimental method by system style consists of two equal groups for suitability to the nature of the research problem.

3. RESEARCH SAMPLE

The researcher choose the research community, which represents the students of the second phase totaling 220 students, while the research sample (40) students, which means the proportion of the sample to the original community (18%).

Test (hewite) of the foreground and background strikes in tennis: (1: 252) and (224: 6)

The purpose of the test: to measure the skill of the foreground and background strikes in tennis.

The level of age and sex: suitable for students in middle school and university students from beginner to advance.

Actions:

1. Planning the tennis court from one side as shown in the picture (1).
2. fix a rope from a terminal sides in the network and parallel to it and with height (7) feet from the ground, and (4) feet from the network
3. Draw (3) parallel lines between the transmission line and base line so that the distance between lines 2/1 and 4 feet.
4. Numbers (1, 2, 3, 4 and 5) refers to the grades assigned to each of the regions that where the ball fall.
5. The tester stands on the center mark (Center Mark) which is located on the middle of the base line at the point (a), while the teacher stands at the front half of the field at the point (b), which is located near the halfway line and with a basket filled with reels tennis racket and tennis.
6. the teacher strike the ball by racket to the tester behind the transmission line, which moves from place to take the appropriate mode to hit the ball by the way of foreground strikes to pass over the net and down the rope to fall in the areas shown in figures in half of the pitch in front, trying to achieve the highest score in each time in the region number (5).

Image (1) describes the test (hewite) to measure the ability of the two strikes frontal and background

7. The tester repeat the performance as before (5) consecutive attempts for training on the test.
8. The test started by the implementation of performance (10) times ;(10) balls in the same way.
9. In all attempts the teacher strikes the ball in a uniform manner and legality so that they are similar as far as possible for the balls in the positions of the actual gameplay.

GRADES CALCULATIONS:

1. The conditions of the test that the ball has crossed the network under the rope and fall to the ground inside the stadium in specific regions respectively and shown in the picture (1) and given them different degrees of upward calendar ranging from (1-5) degrees.
2. After a survey of the total summation of ten attempts to extract the arithmetic mean for each player individually, and then collect all means and extract one arithmetic mean of the group.

Test of the foreground strike:

The purpose of the test: the ability to measure the ability of the background strike in tennis.

The level of age and sex: suitable for students in middle school and university students.

Procedures: apply the same procedures as in the first test with the exception of the method used to hit the ball.

Grades calculations: grades are calculated in this test in the same way as in the first test

4. FIELD PROCEDURES OF THE RESEARCH

The researcher implemented vocabularies of the curriculum for the experimental group using the external feedback nutrition (visual-verbal), while the control group applies traditional approach taken in college. Vocabulary curriculum amounted to (12) and educational unit at a rate of 90 minutes per unit. Note that the two pre and post- tests has not been calculated with the curriculum weeks.

Tribal tests: Has been testing at the day 01/03/2013 nine o'clock in the morning to measure the ability of skill of some skills of the tennis game (skill of foreground strike, skill of background strike) on the courts of the faculty of physical education - University of Diyala, and using tests (hewite) for the two foreground and background strikes and under the supervision of researcher and assistant team work.

Posttest: at the end of the second semester on 30/05/2013 at nine in the morning post-test was performed for the control and experimental groups were used method of induction, encouragement and competition for good performance and get the highest score among the testers by the teacher and researcher and the students.

5. DISPLAYING RESULTS, ANALYSIS AND DISCUSSING THEM

This section deals with the results of tests undergone by the two sets of research (control and experimental), and deals with the analysis and discussion of the results that have been reached, and we can say that the two sets of research are equal in level through what is shown in the table below:

Table (1) shows equal sets of research results of the tribal tests

tests	The control group		The experimental group		Value of calculated T	Value of tabulated T
The foreground strike (not significant)	0.32	0.16	0.37	0.11	0.29	2.02
The background strike (not significant)	0.24	0.21	0.15	0.17	1.17	2.02

Degree of freedom (38) and limits of confidence (95%).

DISPLAYING AND ANALYZING THE RESULTS OF TESTS OF THE FOREGROUND AND BACKGROUND STRIKES:

Table 2 below shows the statistical results of the score of the control and experimental groups and percentages, between the pre and post tests to determine the impact of the acquisition of learning skills in the performance of the foreground and background strikes of each group separately.

Table 2 shows the results of pre and post- tests of the control and experimental groups in the performance of skills of the two strikes (foreground and background).

The skill	Tribal test		Post-test			
	The arithmetic mean	The standard deviation	The arithmetic mean	The standard deviation	Value of calculated T	Value of tabulated T
The frontal control group (significant)	0.32	0.16	3.33	0.29	36.04	1.73
The frontal experimental group(significant)	0.37	0.11	4.07	0.21	55.88	1.73
The background control group(significant)	0.24	0.21	2.88	0.16	4.33	1.73
The background experimental group(significant)	0.15	0.17	3.35	3.35	5.44	1.73

Table (2) shows the results of tribal and post-tests to measure the extent of acquiring and learning skills of the two strikes, foreground and background of the control and experimental groups. the results of the arithmetic mean and standard deviation of the control group in the pre-testing of the performance of the skill of the foreground strike were (0.32) and (0.16), and for the post- test (3.33) and (0.29). The value of calculated (t) to know the significant differences in the arithmetic means between pre and post- tests (36.04) which is greater than the tabulated value

which is (1.73) and the degree of freedom (19) and confidence limit (0.95), which indicates the presence of significant differences in favor of the post-test.

The results of the arithmetic mean and standard deviation of the experimental group, which received an external feedback nutrition (visual- verbal) for tribal test was (0.37) and (0.11), and for the post-test reached (4.07) and (0.21) and the value of the calculated (t) (55.88) which is greater than the value of tabulated T (1.73) and the degree of freedom (19) and confidence limit (0.95), which indicates the presence of significant differences to the benefit of post-test. The results of the arithmetic means and standard deviation of the control group in the pre-testing of the performance of the skill of the background strike was(0.24) and (0.21), and to post-test (2.88) and (0.16). The value of the calculated (t) to see significant differences of arithmetic means between pre and post- tests (4.33) which is greater than the tabulated value which is(1.73) and the degree of freedom (19) and confidence limit (0.95), which indicates the presence of significant differences in favor of the post-test.

The results of the arithmetic mean and standard deviation of the experimental group in the pre-test of the performance of the skill of the background strike (0.15) and (0.17), and of the post-test reached (3.35) and (0.35) and value of calculated (t) (5.44) which is greater than the tabulated value which is (1.73) and the degree of freedom (19) and confidence limit (0.95), which indicates the presence of significant differences in favor of the post-test.

Table 3 compares between the results of the post tests and the value of (t) between the control and experimental groups.

The group	Post-test			
	The arithmetic mean	The standard deviation	Value of calculated (t)	Value of tabulated (t)
Foreground control group	3.33	0.29	19.14	2.02
Foreground experimental group	4.07	0.21	19.14	2.02
Background control group	0.88	0.16	11.44	2.02
Background experimental group	3.35	0.35	11.44	2.02

to learn the best in the acquisition of learning skills the two strikes ; foreground and background as shown in table 3, the researcher used the t-test to see significant differences between them .the results showed that the value of the calculated (t) between the two groups control and experimental in the post tests for them in the performance of foreground strike (19.14) which is greater than the tabular value which is (2.02) and the degree of freedom (38) and confidence limit (0.95), which indicates the presence of significant differences between them and in favor of post-test for the experimental group.

The results of the value of calculated (t) between the two groups (control and experimental) in the post tests between them in the performance of the strike, the background has reached (11.44) which is greater than the tabular value which is (2.02) and the degree of freedom (38) and confidence limit (0.95), which indicates the presence of significant differences between them and in favor of post-test for the experimental group.

Discussion the results of tests of the two strikes (foreground and background):

when discussing the results that have been presented and analyzed in tables (2) and (3) for the posteriori tests for the two groups (control and experimental) show that there is a significant effect in the acquisition of learning skills of the two strikes (foreground and background) and in favor of the experimental group, the researcher attribute that to the adequacy of the educational modules and implementation of its vocabulary by investing time of learning and repeatability attempts and feedback nutrition which is suitable and positive as well as demonstration the nature of

the research sample. The results showed that the group that received the external feedback nutrition (visual-verbal) was a very effective in the acquisition and learning and this is due to the effectiveness of the impact of receiving feedback nutrition (visual-verbal) during the implementation of the vocabulary of educational units and the method of presentation and its importance for beginners, the modalities of viewing and to provide information (feedback) to learners to be of interest is positive and significant at the level of learning, " (Jamal Saleh) and (Abbas Ahmed al-Samarrai) agree that there are three forms or methods by which to communicate information to the learners, namely, (visual information – audio information -sensory information) where tested (Martens) 1976 the way of viewing movies and living model in giving information and after several attempts he found that the visual way is the best way for beginners than the audio one and from others, while Carb in 1978 has emerged that external information (visual-verbal) visual better than audio in achieving the level of learning, (but visual with verbal explanation) is the best way to learn, while (Lockhart 1966) found that visual information with verbal explanations is very important in the first learning stages and verbal Information be the best in the stages of advanced learning "(43: 2).

The external feedback nutrition (visual-verbal) suitable for beginners in any game and be by coach or teacher or even by the coaching staff or by an expert and be of two types:

A- Final / is given after the end of the performance.

B- a continuous / is given during the performance. (3:54)

(Qasim Hassan Hussein) said: ”the information that can be provided to the learners after the end of motor duty, be either about the nature of motion performance or on the results of the effectiveness of learning and steps of learning are often positive if given by the specialists (4: 306).

Learning the same skills by using external feedback nutrition to accelerates the rate of learning, and that the coach and training devices provide the learner external feedback nutrition for the purpose of improving the performance and learning (5: 132).

6. CONCLUSIONS

1. Emergence a clear improvement in the acquisition of learning the two sets of research (experimental and control groups) for two basic skills (foreground and background strikes).)
2. Superiority of the experimental group that received the external feedback nutrition (visual-verbal) in the amount of gaining the learning on the control group which used the traditional method of learning (order-ing) in basic skills (foreground and background strikes) in the post tests.

7. RECOMMENDATIONS

1. Emphasis on the use of external feedback nutrition (visual-verbal) in the acquisition of learning basic skills in tennis, especially the two skills (foreground and background) for its positive impact in the learning pro-cess, especially with beginners.
2. Doing similar researches using external feedback nutrition (visual-verbal) to acquire other basic learning skills, especially with beginners.

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