

The Effectiveness of Using K.W.L Strategy According to Modern Techniques in Learning Some Basic Skills of the Game of Volleyball for Students

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Abstract--- *One of the objectives of this study is to identify the effectiveness of using the strategy of K.W.L according to modern techniques in learning some basic skills in volleyball game for students, as the experimental method was used with two equal groups. The research sample was selected by lot and distributed to two experimental and control groups, and parity was conducted for the two groups of skills under study, and for the academic year 2018-2019. A total of 16 teaching units were applied for eight weeks for both groups, according to an educational curriculum distributed according to two units per week (45 minutes). The researchers concluded the effectiveness of the curriculum prepared using the KWL strategy according to modern techniques in learning some skills in volleyball. For the experimental group, as well as the interaction of students with the strategy to develop their ideas and develop solutions to their problems.*

Keywords--- *Strategy (K.W.L), Modern Techniques, Some Basic Skills in Volleyball.*

I. INTRODUCTION

Contemporary studies in the field of learning theories, behavior, and modern learning and teaching methods have proven the effectiveness of some of the educational strategies that define "the scenario that includes the elements of the educational situation and its relations cause and effect on stopping the chronology during the lesson. These strategies are a set of teacher activities within the classroom that occur regularly, although the teacher is going according to his own method to implement a particular teaching method, but it follows a specific strategy steps walk according to the lesson ⁽¹⁾. The most important variables that emphasize the need to resort to some different strategies in learning are the educational goals or learning outcomes that achieve the desired goals in the process of learning and education, which is vital and necessary, so the choice of strategy must be measured with the goal, for example if the goal is to provide students with the largest how much information the teacher should choose a strategy based on lecture and explanation⁽²⁾, but if the goal is to develop the learner's mind and thinking, it must choose a strategy to process information in order to reach conclusions and concepts through the analysis of information and find relationships Among them and reorganized and rearranged in a way that leads to more learning. As well as individual differences that determine each stage of growth characteristics⁽³⁾, nature, needs and

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demands for growth, and since the individual differences between the stages of growth are different, there are differences between the students themselves within the stage or grade. Psychological studies have emphasized the importance of taking them into consideration, and this requires the teacher to identify them through its interaction with different educational situations and to bear in mind when choosing the strategy that is going to achieve each level of performance commensurate with the background and abilities and level ⁽⁴⁾, and is a strategy (KWL Active learning strategies. This type of strategy allows students to actively participate in activities within the learning environment, taking them beyond the role of a passive listener who takes notes to the person taking the lead in the various activities that are taking place with their peers during the learning process. It is a method of simultaneous teaching and learning, in which learners engage in diverse and highly effective activities, through a rich and varied learning environment that allows them to listen positively, rich discussion, conscious thinking, sound analysis, and reflection, with the presence of a teacher. It encourages them to educate themselves under their close supervision, which drives them towards the desired learning objectives ⁽⁵⁾.

Thus, the importance of research in the use of this strategy to teach some of the skills of volleyball has emerged based on three main axes, namely:

- What I already know is a very important step in understanding the new subject and accomplishing tasks.
- (What I want to Learn) What do I want to learn? This is the stage of determining the expected task or problem to be solved.
- (What I Learned) This is the stage of evaluating the knowledge, tasks and activities mentioned above, and knowing the extent to which the objectives set are achieved. It is also a stage to acquire the correct concepts and correct the wrong representations.

Research Problem

Due to the lack of effective methods and strategies for secondary schools in Maysan province and the lack of educational means⁽⁶⁾, which has a great impact in the lack of mastery of the basic skills of the game of volleyball in physical education and not entrenched in memory because of the lack of educational tools and modern techniques, researchers resorted to the use of a strategy consistent with the level of modern education when using an effective strategy or strategy such as KWL in its three phases⁽⁷⁾, researchers believe that it will contribute to the identification of the most important previous information of the mentally learners and provide them with the subsequent information and based on them together. The information stored according to the previous information of some basic skills of volleyball game for fourth grade preparatory students.

Research Objectives

1. Preparing an educational curriculum based on the strategy (K.W.L) according to modern techniques.
2. Identify the effectiveness of the curriculum prepared in learning some basic skills volleyball students⁽⁸⁾.

Research Hypotheses

1. There are statistically significant differences between pre and posttests in favor of posttests.

- There are statistically significant differences between the control and experimental research groups in the post tests and for the benefit of the experimental group practicing strategy (K.W.L).

Research Areas

- The human field: the fourth grade preparatory students of the scientific branch of Zia Al-Salheen secondary school for boys in Maysan province / Iraq for the academic year 2018-2019.
- Time domain: for the period from 5/11/2018 to 12/1/2019.
- Spatial field: squares and playgrounds of the secondary Zia righteous boys⁽⁹⁾.

II. RESEARCH METHODOLOGY AND FIELD PROCEDURES

Research Methodology

An experimental approach with two equal groups (control and experimental) was used to suit its relevance and nature of the research. This approach is distinguished from other scientific research by its ability to control and discipline the various factors that influence behavior. Table (1) shows the distribution of the research sample and the exploratory sample⁽¹⁰⁾.

Table 1: Shows the Distribution of the Research Sample

the total number	Exploratory sample	Number of sample members	Ultimate style	Search Groups
		20	The style followed	Control
		20	Strategy) KWL(Experimental
52	12	40		Total

Research Community and Sample

The research community was determined from the fourth grade preparatory students of the scientific branch of Daa Al-Salheen secondary school for boys in Maysan province for the academic year 2018-2019⁽¹¹⁾. The repeaters, who have experience in this game and the sample of the exploratory experiment, were distributed to the remaining students (40) students to two control and experimental groups, and the number (20) students for each group (71.42%) of the original community⁽¹²⁾.

Equivalence of the Research Sample

The researchers used to check the equivalence of the research groups. It was found from the results that the control and experimental groups are equal in my skills (handling from the top and bottom) as shown in Table (2).

Table 2: Shows the Equivalence of the Control and Experimental Groups

Type of significance	Error rate	Values T Calculated	A pilot group		Control group		Unit of measurement	the group Variables
			±A	S	±A	S		
Non - moral	0.50	- 0.89	0.40	1.81	0.51	1.62	Degree	Handling from above
Non - moral	0.46	- 0.90	0.48	1.60	0.42	1.89	Degree	Handling from the bottom
Non - moral	0.89	- 0.29	0.59	1.04	0.23	1.01	Degree	Overwhelming beating

Moral (0.05) > at the degree of freedom38.

Means, Tools and Devices used to Carry out the Research

Means of gathering information: Internet, Arabic and foreign references, tests and measurement, registration forms, interviews.

The tools used: 10 volleyball balls, legal measuring volleyball court, three arbitration whistles, colored adhesive tapes. Metric tape measure.

The equipment used: Chinese computer (HP), CD-ROM, electronic stopwatch.

III. EXPLORATORY EXPERIENCE

The survey was conducted on 5/11/2018 on 12 students from the same sample and were excluded for the purpose of achieving the following objectives:

1. Ensure the adequacy of the stadium area allocated for research and the tools used and their validity.
2. To overcome the difficulties faced by the working group and develop appropriate solutions.
3. Ensure the validity of the tests.

The Two Groups Approach

The Pilot Group Approach: The Pilot Group practiced its educational units in accordance with the strategy (K.W.L) through the following stages specifically in the educational unit of the main part of the unit:

First: the preparatory part: 5 minutes to give a special warm-up.

Second: the main part: time (35) minutes and divided into two educational and practical.

Educational Section: duration (20) minutes and be of several stages to implement the strategy⁽¹³⁾, namely:

1. The first stage is summarized by this phrase: What I know in advance (past experiences and experiences) and is one of the important steps of this strategy in order to understand the new topic and accomplish tasks, the learner must know its potential so that it can invest them best.
2. The second stage is determined by the following question (What do I want to learn?) It is the stage of determining the expected task to be accomplished or the problem to be solved.
3. the use of electronic learning techniques for the three stages in the educational section by placing a screen display in the computer lab and show the most common mistakes of students in learning the skill as a first stage and then another presentation of the most important tasks required to learn from the technical performance of the skills under study in the form of video presentation accompanied by explanation of the stages Professional⁽¹⁴⁾.

Tests Used in the Research

The researchers used the direct assessment tests through three referees specialized in the field of game (*) note that the final score to evaluate each skill ⁽¹⁵⁾.

Tribal Tests

After the experimental test, the two groups were tested after the tests.

Post-test

The experimental tests were conducted after 12/1/2019 under the same conditions when conducting the pre-trial tests.

Statistical Means

The SPSS portfolio was applied in the processing and extraction of research data with some laws (arithmetic mean, standard deviation, torsion coefficient, simple correlation Pearson, t-test and percentage)⁽¹⁶⁾.

Presentation, analysis and discussion of results:

Presentation and analysis of the pre- and post-test results of the control group:

Table 3: Presents the Results of the Pre and Post-tests of the Control Group of the Skills in Question

Type of significance	Error rate	Values T Calculated	Post test		Pre-test		measuring unit	the group Variables
			±p	s	±p	s		
moral	0 00	- 3. 2 5	1. 49	3. 8 9	0. 51	1. 62	Degree	Handling from above
moral	0. 00	- 3. 61	1. 51	4. 6 9	0. 42	1. 89	Degree	Handling from the bottom
moral	0. 00	- 21 9	1. 45	3 .0 2	0.23	1.01	Degree	Overwhelming beating

Significant (0.05 >) at the degree of freedom.(19)

From Table (3), we observe the results of the pretest tests of the skills control group in question.

Table 4: View the Results of the Pre and Post Tests for the Experimental Group of Skills Under Consideration

Type of significance	Error rate	Values T Calculated	Post test		Pre-test		measuring unit	the group Variables
			±p	s	±p	s		
moral	0 00	7. 8 2	1. 2 4	7. 0 9	0. 40	1. 81	Degree	Handling from above
moral	0. 00	6. 94	1. 7 8	7. 3 9	0. 48	1. 60	Degree	Handling from the bottom
moral	0. 00	- 5. 13	1. 04	5. 21	0.59	1.04	Degree	Overwhelming beating

Moral (0.05) > at the degree of freedom (19).

As for Table (4), we notice that the value of (T) calculated respectively (7.82) (6.94) (- 5.13) was significant significance for the two skills.

Presentation and analysis of the post-test results of the two groups:

Table 5: View the Results of the Post-Tests of the Two Groups

Type of significance	Error rate	Values T Calculated	Experimental group		Control group		measuring unit	the group Variables
			±A	s	±A	s		
moral	0.00	2.71	1.24	7.09	1.49	3.89	Degree	Handling from above
moral	0.00	2.34	1.78	7.39	1.51	4.69	Degree	Handling from the bottom
moral	0.01	1.79	1.04	5.21	1.45	3.02	Degree	Overwhelming beating

Significant (0.05 >) at freedom degree.(38)

Table (5) shows that the results of the posttest tests of the control and experimental groups, we note that the value of (T) calculated between the results of the control and experimental groups is (2.71) (2.34) (1.79) and for the benefit of the experimental group.

IV. DISCUSSION OF THE RESULTS

In observing tables (3) (4), we see that the numerical results showed a clear improvement in the post-tests of the control and experimental groups and this achieved the first hypothesis. Evidence that such strategies enable students to acquire certain skills, knowledge, and specific directions is an education that the learner enjoys in engaging and integrating and thus transforms the learning process into a fun partnership between the teacher and the learner⁽¹⁷⁾. It is also a way of teaching students to participate actively in activities, so that participation takes them beyond the role of a passive listener who takes notes to the person who takes the lead in the various activities that take place with his colleagues during the learning process⁽¹⁸⁾. Observing the results of Table (5). Shows the superiority of the experimental group and this achieved the second hypothesis⁽¹⁹⁾, through which they switch from a passive state education to a dynamic state which helps to acquire educational experiences in an effective manner⁽²⁰⁾. Developing the ability of individuals to solve problems creatively by allowing them to generate as many ideas as possible automatically through stages through which one problem can be solved and then sifting through the ideas and selecting the appropriate solution for them⁽²¹⁾. Possibilities for students with the development of their ideas⁽²²⁾.

V. CONCLUSIONS

1. The educational curriculum in accordance with the strategy (K.W.L) has a positive impact on learning the skills in question.
2. The experimental group practicing the strategy (K.W.L) outweighs the control group.

Ethical Clearance: People identified as potential research participants because of their status as relatives or carers of patient's research participants by virtue of their professional role in the university and departments.

Source of Funding: Self-Funding

Conflict of Interests: The authors declare there is no conflict interests.

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