

# The effect of direct learning method according to the theory of the summons scheme in learning some basic tennis skills

<sup>1</sup>Qusay Muhammad Hussein Muhammad, <sup>2</sup>Ruaa Mohammed Abbood

## **Abstract**

*The importance of the research came to emphasize the importance of kinetic learning methods and their role in learning about tennis as it helps the learner to upgrade the skill side according to each type of these methods and also shows us the most effective and important in transferring the correct information during performance.*

*The research problem was that there is a fluctuation in learning basic skills in tennis that does not rise to the level of ambition, which is caused by the difficulty in choosing the best method for learning the skills under study, and this requires us to experiment and investigate the scientific facts of these types of learning methods and a course to learn basic skills in tennis.*

## **The research objectives were:**

*1- Identify the effect of direct learning method according to the theory of the summons scheme in learning some basic tennis skills.*

## **Conclusions:**

*1. The method of direct learning according to the theory of the call-up scheme achieved its goals in kinetic learning for some basic tennis skills.*

*2. The direct learning method has important characteristics in the success of learning better than the traditional method since it increases the suspense and eliminates fear and anxiety in the early stages of learning, especially in learning some basic tennis skills.*

## **Recommendation:**

*1- Adopting the direct learning method according to the theory of the summons chart, which has great importance and is successful in learning the basic skills of tennis under study.*

*2- Emphasizing the use of the direct learning method because it has important characteristics in the success of learning, as it increases suspense and eliminates fear and anxiety in the early stages of learning, especially in learning some of the basic skills of tennis under study.*

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<sup>1</sup> Basra University, Department of Student Activities

<sup>2</sup> Basra University, Department of Student Activities

**Keywords:** *summons scheme learning, mathematical game, basic skills of tennis*

## **I. Introduction**

Nations rise to the advancement of the education of their children in a correct scientific and health education because they are the generations that rise in the country in the future when they acquire educational sciences, humanities and even kinetic according to correct sports programs and by this we will be a generation capable of achieving the personal goals of the learner or the country through the formation of athletes that nullify the future.

Kinetic learning is an important and fundamental educational science in sports science, and it is the first rule to build a sports generation that lives up to the level of ambition and in various individual sports games, including teams.

And the game of tennis is one of the individual sports, or what is called the game of kings, as it is one of the games that have a high history and the first practiced by the upper social classes. That is why the love of this game increased and became practitioners not a little. In order to build the learner for this game in the correct and appropriate way, it is necessary to use the appropriate education of exercises, methods and educational methods suitable for this game.

Therefore, the direct teaching method depends on the teacher's ability to direct and guide the required motor performance according to the call of the learner who stores it from suitable ideas that help in solving the motor duty, and for this, tennis movements require this correct scientific method.

Hence the importance of the research came to emphasize the importance of kinetic learning methods and their role in learning about tennis as it helps the learner to upgrade the skill side according to each type of these methods as well as showing us the most effective and important in transferring the correct information during performance.

### **Research problem:**

Basic skills in tennis are difficult movements and in it three things are controlled by the beating learner, the ball, and the move, after which the decision is made to implement the skill in full, and here requires proper and appropriate learning of these basic skills in tennis.

Through the modest researcher's experience of kinetic learning and the game of tennis, there is a fluctuation in learning basic skills in tennis that does not rise to the level of ambition, which is caused by the difficulty in choosing the optimal method for learning the skills under study, and this requires us to experiment and investigate the scientific facts of these types of learning methods and a course to learn basic skills Tennis.

### **Research objectives:**

1. Identify the effect of direct learning method according to the theory of the summons scheme in learning some basic tennis skills.
2. Knowing the differences between the results of the pre and post tests, and for the experimental and control groups in learning some basic tennis skills.

3. Identify the differences between the experimental and control groups in the results of the post-tests in learning some basic tennis skills.

**Research hypotheses:**

1- There were significant differences between the results of the pre and post tests and the experimental and control groups in learning some basic skills in tennis.

2- There were significant differences between the experimental and control groups in learning some basic tennis skills.

**Research areas:**

1 The human field: second stage students at the College of Physical Education and Sports Science - University of Basra.

2 Spatial domain: Tennis court in the College of Physical Education and Sports Science - University of Basra

3 Timeline: Duration from 11/11/2019 to 8/1/2020

**II. Research methodology and field procedures:**

**2-1 Research Methodology:** The researcher used the experimental approach with an equal group approach (control and experimental) to suit the solution of the research problem and achieve its goals.

**2-2 Research community and its sample:**

The research community was determined for the second stage students, whose number is (180) students, and by the intentional method. The research sample was chosen from the research community, whose number is (20) students from one division and they constitute (40%) of the original community, which in turn was divided into two groups (control and experimental) in a random way so that each group reached (10) students and the research sample was homogeneous within Each group and its equivalence as in Table (1).

Table (1)

Demonstrates the homogeneity and equivalence of the control and experimental groups

S	Search variables	Control group			Experimental group			Calculated (T)
		A.M	S.D	C.D	A.M	S.D	C.D	
1	Weight / kg	73.26	2.63	3.58 9	73.8 9	2.67	3.613	0.504
2	Height / cm	168.69	3.26	1.93 2	169. 4	3.77	2.225	0.427
3	Transmission / number	5.23	0.49	9.369	5.16	0.77	14.922	0.23
4	Forward ground stroke / number	15.33	0.84 2	5.492	15.7 4	0.64 7	4.11	1.161

5	<b>Forward ground stroke / number</b>	<b>12.36</b>	<b>0.64 1</b>	<b>5.186</b>	<b>12.8 4</b>	<b>0.71 2</b>	<b>5.545</b>	<b>1.504</b>
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Table (T) value at freedom degree (18) and level (0.05) = 1.724

### 2-3 Information Collection Methods:

#### 2-3-1 Means of data collection:

Arab and foreign sources.

Scientific observation

#### 2-3-2 Devices and tools used:

- 1- A regular tennis court.
- 2- Tennis rackets, count (10)
- 3- Tennis booklet (3 cit)
- 4- stopwatch.
- 5- Medical scale.
- 6- A tape measure of length (2 meters)

### 2-4 Field research procedures

#### 2-4-1 Determining search variables:

The curricula of tennis, which is taught in the faculties of Physical Education and Sports Science at the University of Basra, have been relied on. Front and back ground strikes have been identified for their importance in tennis and are the primary basis for learning.

#### 2-4-2 Tests used:

##### 2-4-2-1 The Chavez and Nayder test for transmission (4: 159): -

Objective of the test: This test measures the accuracy of transmission strokes.

#### Tools used :-

- 1 racket per lab, 14 tennis balls.
- Tennis Court .

#### Performance specifications:

- The tested transmitter stands on the individual pitch at the place of transmission, approximately one meter from the left or right side of the center mark.
- The registrar observes and records correct attempts.
- The helper collects the balls and helps the recorder in the note

**Performance method: -**

- 7 balls are placed on each side of the center mark.
- The sender starts from the right side and performs two attempts to train on it.
- The laboratory hits (5) transmissions directed to the correct transmission area.
- The transmitter moves to the left side of the center mark and does the same for the transmission area.

**Registration :-**

- Balls falling outside the specified transmission area are score (zero).
- Falling balls within the correct transmission area are scored two degrees in the case if the next bounce of the ball is located in an area in front of the baseline, and it is scored 4 degrees in the case if the next bounce is located behind the baseline.

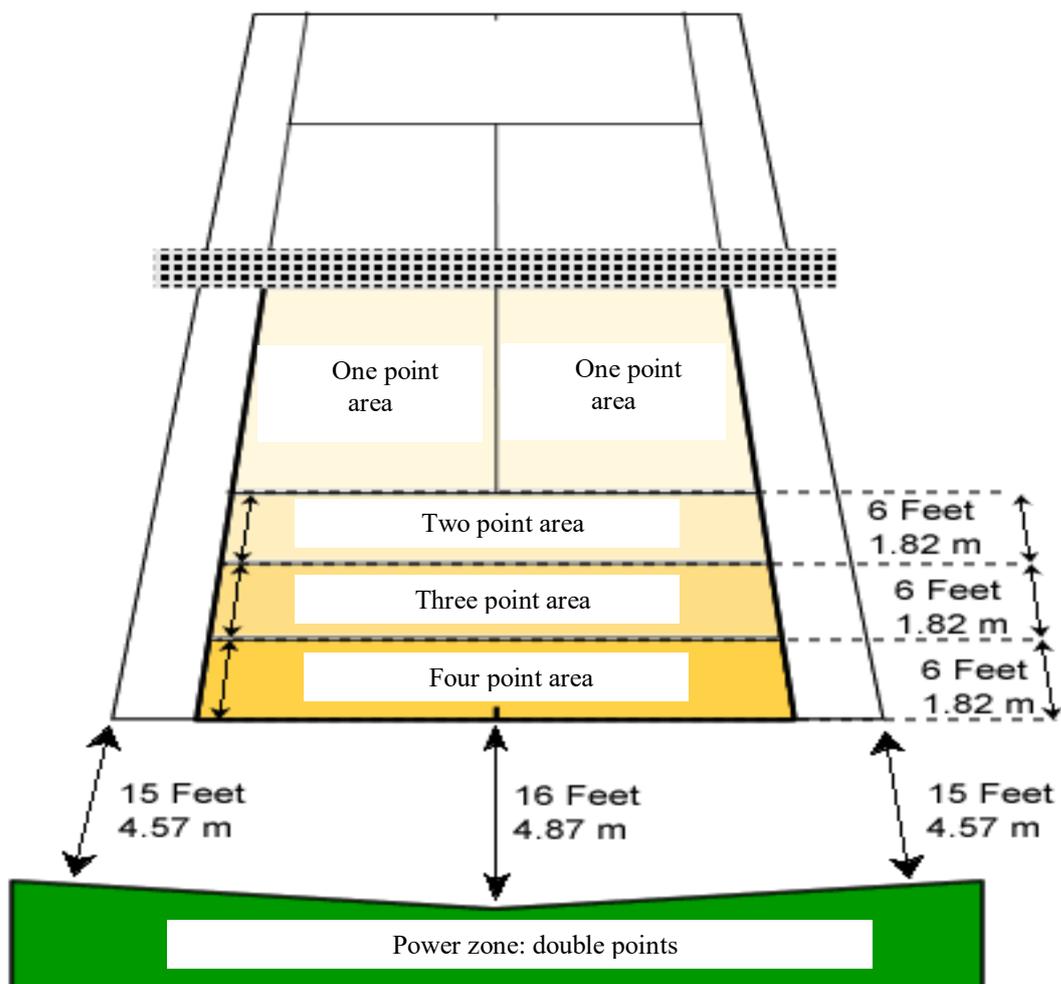
- The balls falling over the lines marked for the transmission area are considered valid.

2-4-2-2 ITF test to measure the accuracy and depth of front and back ground strokes (5:2):

- **Test objective:** to measure the accuracy and depth of the front and back ground strokes.
- **Tools and equipment:** regular tennis court, balls or coach feeder, 10 tennis rackets, 20 tennis balls, tape measure, registration form.
- **Unit of measure:** degree.
- **Performance description:** The stadium is divided according to the graph showing the points areas to test the accuracy of the front and back ground strokes. Each player is assigned ten attempts to strike the front and ten attempts to hit the ground and the dimensions must be for the areas as shown in the drawing.

**Registration:**

- The points for the first block and the second block for the ball are calculated on the place where the block occurs, so if the first block is in the area of one point and the second in the area of the two points, three points are calculated, but if the first block is in the three-point area, for example, and the second block is in the area of doubling the points, then it is calculated Six points for this hit and so on for the rest of the points.
- The balls that fall onto the grid and the baseline absciss are score (zero).



The test demonstrates the accuracy and depth of the foreground and backstroke

2-4-3 Exploratory experience:

The researcher conducted the exploratory experiment on 11/11/2019 on a sample of the same students in order to codify the load of the exercises used and their application, and to know the extent of their difficulty when singling out the sample, the required repetitions, and the time taken to implement the program.

**2-5 Field experience:**

2-5-1 Tribal tests: The pre-test was conducted on 18/11/2019

2-5-2 Application of the education used: The researcher prepared tennis exercises and programmed them into educational units within the lessons of tennis, according to the conditions of direct kinetic learning methods and the theory of the calling scheme. The methods were applied during a full lesson and its three sections (see Appendix (1)) for a period of eight weeks, at the rate of one instruction unit and according to the curriculum of tennis. The application of the program appeared on 11/19/2019 and ended its implementation on 7/1/2020.

2-5-3 Dimensional tests: The dimensional tests were conducted on 1/8/2012

**2-6 Statistical means:** Using the SPSS system with statistical treatments to find the following:

- 1- Arithmetic mean
- 2- Standard deviation
- 3- Coefficient of variation
- 4- Test (T) for correlated samples
- 5- Test (T) for independent samples
- 6- The percentage.

### III. Presenting, analyzing and discussing the results:

Table (2)

Shows the tribal and dimensional (v) values of the control group

S	User evaluation	Tribal		Posti		Standard error	Calculated (T)	Significance level
		A.M	S.D	A.M	S.D			
1	Transmission / number	5.23	0.49	7.262	0.563	0.556	3.654	moral
2	Forward ground stroke / number	15.33	0.842	18.12	0.678	0.712	3.918	moral
3	Backhand hit / number	12.36	0.641	14.88	0.671	0.681	3.7	moral

Table (T) value at freedom degree (9) and below (0.05) level = 1.833

Table (3)

Shows the tribal and dimensional (v) values of the experimental group

S	User evaluation	Tribal		Posti		Standard error	Calculated (T)	Significance level
		A.M	S.D	A.M	S.D			
1	Transmission / number	5.16	0.77	9.842	0.885	0.996	4.7	moral
2	Forward ground stroke / number	15.74	0.647	20.65	0.988	1.22	4.024	moral
3	Backhand hit / number	12.84	0.712	16.74	0.886	0.885	4.406	moral

Table (T) value at freedom degree (9) and below (0.05) = 1.833

Table (4)

It demonstrates the dimensional (T) values between the control and experimental groups

S	User evaluation	Control group		Experimental group		Calculated (T)	Significance level
		A.M	S.D	A.M	S.D		
1	Transmission / number	7.262	0.563	9.842	0.885	7.392	moral
2	Forward ground stroke / number	18.12	0.678	20.65	0.988	6.34	moral
3	Backhand hit / number	14.88	0.671	16.74	0.886	5.027	moral

Table (T) value at freedom degree (18) and below (0.05) = 1.724

#### IV. Discuss the results

By noting tables (2) and (3), there were significant differences between the pre and post tests and the two control and experimental groups in basic tennis skills and in favor of post-tests. This indicates that the two groups have learned to perform basic skills in tennis, especially transmission and front and back ground strikes, i.e. The two methods have achieved success in learning, whether the traditional method by the teacher or the experimental method of the researcher. This is normal because any exercises used are learning through regardless of the method used, regularity and repetition also leads to learning as reminded by Bastwasi Ahmed and Abbas Elsa. Behind me (1984) "exercise is organized and purposeful movements get through which the kinetic qualities and skills in the field of life and the development of sports" (3: 235).

Either table (3) confirms the successful method was by the direct learning method because it is important and essential, especially in the early stages of learning, as the learner cannot perform movements and skills in the first stages to generate fear, anxiety and lack of knowledge, and here comes the role of the teacher in explaining, suspending, and performing the correct model and then application Learning, and this is what Afaf Abdul Karim (1990) refers to, "The trainer must present various practices for open skills. Diversity or divergence in models is necessary in order to be able to meet the changing needs of skills" (1: 25).

As you see (Nidal Boutros, 2004), "The clarity of the learning steps in the three-stage learning cycle as well as the nature of the presentation of the subject to match the needs of learners by linking the theoretical side to practical application, which leaves a clear and effective impact in developing inferential thinking among students, as it helps them to increase Their cognitive abilities so that it is easy for them to carry out mental processes and apply them in the practical aspect "(7: 167).

In addition to the method used directly learning, which was built on an accurate scientific method has led to the upgrading of the required skill level and affirms (Saad Mohsen, 1996) (8: 98) "that the educational program inevitably leads to the development of achievement, if it is built on a scientific basis in organizing the education process And programming it and using appropriate and graduated methods with difficulty and noting individual differences as well as using effective educational methods

## **V. Conclusions and recommendations:**

### 5.1 Conclusions:

1 - The method of direct learning according to the theory of the call-up scheme achieved its goals in kinetic learning for some basic tennis skills.

2 - The direct learning method has important characteristics in the success of learning better than the traditional method since it increases the suspense and eliminates fear and anxiety in the early stages of learning, especially in learning some basic tennis skills.

### 5.2 Recommendations:

1- Adopting the direct learning method according to the theory of the summons chart, which has great importance and is successful in learning the basic skills of tennis under study.

2- Emphasizing the use of the direct learning method because it has important characteristics in the success of learning, as it increases suspense and eliminates fear and anxiety in the early stages of learning, especially in learning some of the basic skills of tennis under study.

3- Conducting studies similar to this study on other basic skills, as it has achieved the required goals of learning.

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