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The effect of overlapping strategy (SQ3R) in learning the skill of chest passing in basketball for students

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Abstract

The purpose of this paper is to preparing an educational curriculum using the (SQ3R) strategy to perform the chest passing skill for first-stage students in the College of Physical Education and Sports Sciences - Wasit University, and identify the impact of the (sq3r) strategy in developing the skill of chest passing in basketball for first-stage students in the College of Physical Education and Sports Sciences - Wasit University. The researchers used the experimental approach with tight control in the manner of the two equal groups and for the pre and post-tests due to the suitability of the nature of the research problem. The research community consisted of first-stage students / College of Physical Education and Sports Sciences / University of Wasit for the academic year 2022-2023, whose number is (90) students distributed over (6) academic divisions. The research sample was chosen randomly in accordance with the research procedures through conducting The lottery is for the students of the first stage, as the researcher chose Division (A) of (15) representing the experimental group, Division (C) of (17) representing the control group, and Division (F, E) for the exploratory experiment and swallowing (31) students. One of the most important results reached by the researcher is that: Use of metacognitive strategies has a positive effect on learning the skill of pectoral passing, the (SQ3R) strategy had a positive impact on learning the skill of chest passing in basketball, and employing exercises using the (SQ3R) strategy had a positive impact on learning the skill of passing the chest in basketball. One of the most important recommendations recommended by the researchers is that: Need to use the (SQ3R) strategy because of its role in the learning process of skills, and need to use metacognitive strategies, as they have proven effective through this study and previous studies.

Keywords: SQ3R strategy, chest passing, basketball

Introduction

Education is a renewed world that seeks to develop the student knowledgeably and practically, and to contribute to the progress of nations with the tools it possesses. Teaching methods are one of the most important effective tools in achieving the goals of the educational process. In order for the teacher to be able to motivate the students to education, he must use different, multiple and diverse methods and methods in the educational process, which requires him to be aware of how learning occurs among students and how the teaching methods and methods used affect the speed of delivering the message and achieving the goal of education, which is specified in changing experiences. The improvement, mastery and stabilization of the kinetic performance of any mathematical skill, as well as the use of modern strategies and methods that are fully reflected in the performance of the learner, have a prominent role and a clear impact in bringing the learner to the level of the best skill performance. In addition, to participate effectively in all educational activities, and turn to it with desire and activity so that they become accustomed to independence in thinking and work and relying on themselves. It is the responsibility of the subject teacher to find the correct way to present and explain the skills to the students using the latest techniques and methods. The easier the presentation and delivery of information, the better the result.

SQ3R Strategy

It is one of the metacognitive strategies called the Five-Step Reading System developed by Francis Robinson and also called the Robinson Strategy (Mona, 2000) ^[1].

And I knew it, too an organized strategy that helps students to read books and scientific texts in an effective way, but the symbol that was chosen for it will make the process of remembering its steps easy for the learner, as the name of this strategy consists of a set of letters Touch the first to the names of the steps that make up the strategy (Allawi. 2005) ^[3]. The importance of the research lies in developing the chest passing skill in basketball for the first-stage students of the College of Physical Education and Sports Sciences / Wasit University through a modern strategy (SQ3R).

Research problem

Slowness in absorbing and learning basic skills as a result of the lack of information related to them being at the first level. This information is considered new and needs more interactive methods to convey blame. One of the important pillars in the educational process is caring for the learner, having an effective educational role, thinking actively and being able to make his decisions independently. Moreover, all this comes through the development of various teaching methods and strategies in the learning process. An efficient teacher is the one who can continuously introduce new things, possess capabilities and experiences, and knows a lot of learning entrances and its multiple methods, which reflects positively on the learner and creates an interactive environment between the teacher and the learner, whether it is in a room. Classroom, laboratory, or outdoor arena in order for the educational process to be more interesting and desirable for students, the teacher should always search for modern strategies and methods in order to motivate students to learn, and also make the educational process an exchange of ideas and knowledge between the student and the teacher, and not to be the greatest burden on the teacher, so the researcher decided to use the (SQ3R) strategy as a strategy Haditha in the hope of developing better skill performance.

Research objective

- Preparing an educational curriculum using the (SQ3R) strategy to perform the chest passing skill for first-stage students in the College of Physical Education and Sports Sciences - Wasit University.
- Identify the impact of the (SQ3R) strategy in developing the skill of chest passing in basketball for first-stage students in the College of Physical Education and Sports Sciences - Wasit University.

Research hypotheses

- There are statistically significant differences between the pre and post-tests in developing the chest passing skill in basketball for the two research groups and in favor of the post tests.
- There are statistically significant differences between the two research groups in the post-tests, in favor of the experimental group.

Research fields

- **Human field:** First-year students - College of Physical Education and Sports Sciences - Wasit University.
- **Time field:** (20/1/2023) to (3/5/2023).
- **Spatial field:** Stadium of the College of Physical Education and Sports Sciences - Wasit University

Research methodology and field procedures

Research Methodology

The researchers used the experimental approach with tight

control in the manner of the two equal groups and for the pre and post-tests due to the suitability of the nature of the research problem.

Community and sample research

The research community consisted of first-stage students / College of Physical Education and Sports Sciences / University of Wasit for the academic year 2022-2023, whose number is (90) students distributed over (6) academic divisions. The research sample was chosen randomly in accordance with the research procedures through conducting The lottery is for the students of the first stage, as the researcher chose Division (A) of (15) representing the experimental group, Division (C) of (17) representing the control group, and Division (F, E) for the exploratory experiment and swallowing (31) students.

Methods, devices and tools used

Means of collecting information

- Arabic and foreign sources.
- Personal interviews.
- Experts and specialists in the field of teaching methods and basketball.
- Tests and measurement.
- A questionnaire to record the results of evaluating research tests and emptying them.
- Educational units of (SQ3R) strategy.
- Auxiliary work team.
- Statistical means.

Equipment and tools

- Legal basketball court.
- Smooth wall.
- Legal basketball.
- Whistles.
- A measuring tape made of cloth number (3).
- Signs of different sizes.
- Sony (Japanese-made) video camera with supports.
- Electronic calculator (DELL, Chinese made).

Field research procedures

Identifying the variables used in the research

First, the chest passing test

- **Test name:** Passing the ball against the wall.
- The purpose of the test is to measure the speed of direct pectoral ball passing and receiving. Necessary tools Smooth wall, tape measure, legal basketball (2), electronic stopwatch, chalk, whistle to give the start and end signal. Procedures: Draw a line on the smooth wall at a distance of (90) cm from the surface of the earth. Draw the starting line parallel to the wall on the ground and at a distance of (270) meters from it. Description of performance: The player stands directly behind the starting line while holding the ball in his hand. Repeating this performance for (10) consecutive attempts The ball must not touch the ground during the ten attempts The player must not cross the starting line during the performance The ball is allowed to touch the smooth wall at a height above the line drawn on it.
- **Score calculation:** Calculate and record for the player the time it took to perform the test from the moment the ball touched the wall in the first successful passing until the ball touched the wall until the tenth successful passing.

Exploratory experiments

In order to reach the best method in implementing the field research procedures, the researcher conducted exploratory experiments for the purpose of identifying all the factors and obstacles that may be encountered by the researcher when implementing the main experiment. Apply it to the main sample, and then apply the second exploratory experiment to apply an educational unit with the strategy (SQ3R) on the sample of the exploratory experiment to identify the possibility of applying it to the main sample.

Pre-Tests

Before the researcher carried out the pre-tests on the main sample of the experiment, he gave an introductory lecture to the students and explained how to implement the tests, as well as defining the skills in question for them in order to be sufficiently familiar with the skill and the test and the control officer in the hall of the College of Physical Education and Sports Sciences / University of Wasit.

Implementation of educational units

The researcher developed educational units within strategic steps (SQ3R) after examining the vocabulary of the curriculum for first-stage students in the College of Physical Education and Sports Sciences - University of Wasit and in the form of educational units, where the distribution of the educational curriculum was as follows:

- The number of weeks is (12), the number of educational units per week is (2) units, the time of the educational unit is (90) minutes, and each educational unit contains the following.
- Preparatory section (20 minutes): The researcher did not deal with this part, and contented himself with the main section by applying the strategy in question.
- The main section (60) minutes: including (30) minutes for the educational part, and it includes the distribution of the model for students and the presentation of the skill. My agency: How to give strategic steps (SQ3R).

First step is browsing Survey

The researcher aims at this stage to teach students how to use theoretical information to achieve its goals in the educational unit by browsing the skill to be read through students' knowledge of the goal of the educational unit to learn skills and their ability to classify their types, knowledge of technical performance, educational steps, common mistakes, and how Correcting it as the skill of chest passing is one of the basic skills in basketball. Its purpose is to prepare the students psychologically and mentally for the skill and transform its reading theoretically into a purposeful reading in order to form a general idea of the nature of the skill to be learned. This step took 5-10 minutes in order to give the students the opportunity to recall the skill and become fully certain of it. Or good, as well as noting the basic elements and prominent concepts to organize ideas so that the student can prepare questions in preparation for the next step.

Second step is the question

The goal of the researcher at this stage, and after forming a general idea about the skill, is for the student to put questions about the skill, for example, what is the pectoral passing, how is the technical performance of the passing, common

mistakes, educational steps, how to correct the mistakes, these questions generate an incentive for students to read and help with After remembering the skill when applied in practice, the researcher also emphasized the focus and activation of the mind to answer any questions and prepare the mind to retrieve information as a scientific step to retain useful information and exclude the useless from the skill. The teacher also works to ask questions that would motivate the student to benefit from this step of the strategy. Also give a time of 5-10 minutes.

Third step

Read: After the process of browsing and setting the questions, the student begins to read the skill in a focused manner as an answer to those questions that he asked himself and raised and wants to answer with the aim of answering all the questions that raised him and wants to answer them, and he must read the written text gradually and make sure that he has the answer to all A question related to skill while reading, for example, the question in the previous step.

Fourth stage

Recite: After finishing reading the skill, the student puts the written form aside and tries to remember what he read and to answer every question he asked himself in the second step, as he summarizes the ideas of the topic and links them. The student's own words can be used to answer instead of referring to the words of the text. The memorization process here is very important because this is a mental activity that helps to remember for a longer period and forms a good basis for understanding later skills and provides feedback.

Fifth step, review the review

A comprehensive review of the model and the skill in question, and an emphasis on the subsequent procedures that will be used during the application of skill exercises, and an emphasis on answering questions that the student could not remember well in preparation for practical application.

It should be noted that all the steps include sufficient and adequate information about the skills in theory, and this naturally gives sufficient information about the student's cognitive achievement later, in addition to that, the steps are applied at the beginning of learning the skill and the remaining special units apply educational exercises.

Concluding section (10 minutes): Also, the researcher did not address this section within the vocabulary of the educational unit.

The applied part (30 minutes), the researcher, after completing the application of the five steps, applied the exercises to the experimental group.

Post-tests

The researcher applied the post-tests on the sample of the main experiment of the skill of chest passing on the experimental and control samples in the hall of the College of Physical Education and Sports Sciences / Closed University of Wasit. The researcher took into account the same conditions when conducting the pre-tests.

Statistical methods

The search data was processed through the Statistical Package for the Social Sciences (SPSS).

Results and Discussion

Presenting and discussing the results of the pre and post-chest passing skill test for the experimental and control groups Presenting and discussing the results of the pre and post chest passing test for the two experimental groups

Table 1: Shows the arithmetic means, standard deviations, and torsion coefficient for cognitive achievement and the three skills tests, pre and post, for the experimental group

Test	First experimental	Arithmetic mean	Standard deviation	Skewness
Chest passing	Pre	16.3333	2.25726	-0.049
	Post	19.1333	1.92230	0.479

The results of Table (1) indicate that there is a difference in the values of the arithmetic mean between the pre and post-tests and for the experimental group (SQ3R strategy). As these differences tended to the level of improvement in the

posttests by means of the values of the arithmetic mean compared to the pre, in order to identify the differences in the pre and post-tests of the experimental group, the researcher intended to use the (T) test, as shown in Table (2).

Table 2: Shows the calculated ((T) value and the error percentage for the pre and post-test for some basketball skills tests for the experimental group

Test	Arithmetic mean of difference	Standard deviation of differences	Standard error of differences	T value	Level Sig
Chest passing	-2.80000	3.00476	0.77583	-3.609	0.003

* Significant under significance level $< (0.05)$ and degree of freedom $n-1 = 14$

Discussing the results of the three skills tests, pre and post, for the experimental group, strategically

Table (2) shows that there are significant differences between the pre and post-test for the level of some basketball skills, as the researcher attributes this to the educational process and exercises prepared by the researcher according to the SQ3R strategy, which is characterized by taking into account scientific steps that prepare the student to think in a broader and more comprehensive way for skills, which gives him broader thinking Students' use of metacognitive strategies increases their awareness of what they are studying in a specific situation (awareness of the task), and of how they learn optimally (awareness of the strategy) and to what extent they have learned (awareness of performance), i.e. the growth of students' ability to think about the thing they are learning. Control over this learning (Mona. 2000) [1].

The game of basketball is one of the sports activities that depend on basic skills as an important base for advancing the level of the learner, as skills are the basis for learning any game, through the selection of various modern teaching methods and the employment of education in educational institutions whose goal is the correct practical application of kinetic skills and their development to a degree that works to acquire and learn Students will learn some basic skills in basketball, in proportion to their cognitive, physical and skill needs, and stimulate their motivation. The curricula that are developed for students, whether in physical education, sports sciences or other disciplines, are no longer just transferring knowledge to the student and employ it "The teacher's extensive knowledge of teaching methods and various education strategies, and his ability to use them, helps him to know the appropriate teaching conditions for application, so

that the education process becomes interesting and enjoyable for students and appropriate to their abilities and closely related to their daily lives, needs, tendencies, desires and future aspirations" (Marei and others, 25, 2002) [4].

The research also finds that the (SQ3R) strategy is an organized strategy that helps students acquire cognitive information and learn kinetic skills in an effective manner, due to the scientific principles on which it is based and the symbol that was chosen for it will make the process of remembering its five steps easy for the learner, and the learning process is centered according to this The strategy around the student, in contrast to the traditional method, provides students with more free learning within the educational units without intervention except when necessary, and this is the greatest incentive for them to work diligently and actively, which contributes to the performance of skills and raising students' knowledge achievement.

The (SQ3R) strategy also pushes the role of students to be positive and effective in acquiring new concepts that were previously unknown to them and balancing them with their previous concepts and information and how to benefit from them. "The continuity of performance, the type of various tasks, and the gradual linking of exercises under the demarcation and fixation of performance in the mind of the learner and his movement." For the purpose of obtaining education, there must be attempts to practice the exercise, and the most important variable in learning is the movement practice and the exercise itself" (A Richard).

Presenting and discussing the results of the pre and post chest-passing test for the control group

Table 3: Shows the arithmetic means, standard deviations, and torsion coefficient for cognitive achievement and the pre and post chest passing test for the control group

Test	Second experimental	Arithmetic mean	Standard deviation	Skewness
Chest passing	Pre	15.2941	2.33893	0.063
	Post	16.8824	2.14716	-0.429

The results of Table (3) indicate that there is a difference in the values of the arithmetic mean between the pre and post-tests, the pre and post skill tests of the control group, as these differences tended to the level of improvement in the post-

tests by means of the arithmetic mean values compared to the pre. In order to identify the differences in the pre and post-tests and the control group, the researcher used the (T) test, as shown in Table (4).

Table 4: Shows the calculated ((T) value and the error percentage for the pre and post-test for the three pre and post skills tests for the control group

Test	Arithmetic mean of difference	Standard deviation of differences	Standard error of differences	T value	Level Sig
Chest passing	-1.58824	2.59949	.63047	-2.519	.023

* Significant under significance level < (0.05) and degree of freedom n-1 = 16

Discussing the results of the pre and post chest-passing test for the control group

Table (4) shows that there are significant differences between the pre and post-test for the level of some basic skills in basketball and for the control group, as the researcher attributes this to the interest in the educational process and upgrading it and its methods. It is specified and organized by the teacher in charge of the educational units. Therefore, the researcher considers the period spent in teaching the control group sufficient to cause a significant difference between the pre and post-tests.

One of the reasons that must be mentioned is that the sample, whatever its educational level, if an organized scientific idea and method is used with it, and educational units and exercises are developed according to sound scientific foundations. It will lead, therefore, to the success of one of these educational methods and to show significant differences after comparison with the post-tests of the research groups, as "the methods affect the speed of learning and the degree of saturation in learning, and the correct and appropriate adaptation of the method or method depends on a proper understanding of the factors and principles that are relevant to the subject in order to prove Its impact and value in specific educational situations (Allawi. 1987) [2].

The process of cognitive achievement is affected in one way or another by any scientific method used, and perhaps through the results of the research there is a change in the level of achievement of the control group, which is due to multiple factors, the most important of which is the nature of the educational method used by the teacher and its appropriate employment, which would cause a change in the learning process and the teacher's consideration The precise details of each skill movement had a great impact in formulating an educational curriculum capable of changing the students'

learning situation for the better. Not only that, but the adoption of the learning method and the clarification of the details of each part of the skill movement by the subject teacher who On the other hand, he met the conclusion and analysis of the students of the lesson of the concepts that were presented to him and the process of linking the parts of the movement explained by the teacher, which helped them greatly to realize the characteristics of the concept (the details of the movement, which led to the speed of understanding the concept, and thus the application process became easy by the control group and made the students' ability The application is very clear and in this context, confirms "If the educational program is set appropriately to the desires of the learners in the ideal style and method of delivering information to it, then it stimulates desire and motivation in them and contributes to the process of accelerating and improving learning" (Taleb and Lewis. 2000) [5].

The researcher believes that it is not possible for any learner, if he wants to advance in the level of education, to have the ability to do the work first and the desire for it second because this achieves the motivation of the learner, and that the motivation and desire in the learning process to satisfy the motivation results in multiple experiences and puts the learners in A more free and motivated atmosphere and reduces psychological hesitation and anxiety, thus giving them a greater opportunity to accomplish the tasks assigned to them. This has been achieved through the fact that the student is required to learn skills and obtain information about them in order to excel in the exam, which is one of the requirements for success in the academic stage.

Presentation of the results of post chest passing skill performance tests for the experimental and control groups

Table 5: Shows the value of (T) calculated for equivalence between the two research groups, the experimental and the control, in the post-tests for the performance of the basketball passing skill

Test	Experimental group		Control group		T value calculated	Level Sig	Type Sig
	Arithmetic mean	Standard deviation	Arithmetic mean	Standard deviation			
Chest passing	19.1333	1.92230	16.8824	2.14716	3.107	0.004	Sig

Discussing the results of performance tests for the three dimensional skills of the experimental and control groups

After presenting the results of the experimental and control groups, the researcher found that there are statistically significant differences between them and in favor of the experimental in all research variables. And motivate them to think as well as discuss additional duties, and then ask them a set of questions to show what they have of information, and then re-read the content and answer each question asked above, after which the student studies and links the information, and then the comprehensive and complete review and the process of employing all of the above in performing the skill The SRQ2R five-step strategy focused on students' past experiences; To take advantage of them in learning skills in basketball, Studies have indicated that this strategy is effective in teaching comprehension skills in various subjects, to help the student to think about the text, to identify words that he knows or does not know, and to make them able to

build creative thinking by combining new knowledge and previous experiences and comparing them with the written text. In a process aimed at assimilating the intellectual values and new meanings contained in the text (Komang, D.S. Sari & others 2013) [9] (Dharma, S. & Abdullah, S. 2013) [6].

It can be said that the use of Robinson's strategy (SQ3R) encouraged students to easily integrate positively with information and ideas and to extract meaning, which adds to the learner, which indicates that the strategy has become the first step for the success of teaching students and developing their comprehension skills. To retain and remember ideas for a long time by self-reliance and active knowledge acquisition, and the strategy contributed to the students' comprehension of the educational program prepared by deducing ideas, organizing and summarizing them, and employing them in different situations (Mohsen, G. A., Hasan, B. B., & Allawi, H. M. 2021) [7].

The researcher also attributes the superiority of the

experimental group in the post-test to the student's responses to all learning requirements during the educational units as the most important effective means to highlight the energies, maintain the level and achieve the goals, as he indicated, "The athlete who exercises towards a specific goal will have an incentive in his work, and that work is one of Without a goal, he is a sterile and neglected client, so the sports educator must help the athlete set a suitable goal for him that he can achieve in order for the exercise to have value and for the athlete to know the extent of his progress" (Taleb and Lewis, 2000) [5].

In this regard, he also indicates that "setting goals for the learner leads to increased motivation and an attempt to make an effort to overcome the difficulties and obstacles he encounters and gives him more enthusiasm and perseverance and prevents the emergence of signs of fatigue and signs of boredom" (Allawi, 2005) [3].

Basketball is one of the sports activities that need to apply meta-knowledge strategies in the teaching and learning process within specialized schools and colleges. In which each team tries to score the largest number of points in the basket of the other team through the use of kinetic skills such as passing - clapping and other skills, and in order for us to progress in the game of basketball, the teacher or coach must be aware of the modern educational methods and methods that help to learn skills and perform them correctly and effectively" (Allawi, 1987) [2].

The educational units have included the vocabulary of the educational content by designing the education with teaching methods to display the educational material, including the vocabulary of the strategy and the advantages that this strategy possesses that help the students and thus teach them according to their characteristics and capabilities, as well as the use of exercises with appropriate repetitions and teaching aids according to the characteristics of the learners and their needs to acquire and learn the cognitive and skill aspects within the practical educational units.

Conclusions and Recommendations

Conclusions

- Use of metacognitive strategies has a positive effect on learning the skill of pectoral passing.
- The (SQ3R) strategy had a positive impact on learning the skill of chest passing in basketball.
- Employing exercises using the (SQ3R) strategy had a positive impact on learning the skill of passing the chest in basketball.

Recommendations

- Need to use the (SQ3R) strategy because of its role in the learning process of skills.
- Need to use metacognitive strategies, as they have proven effective through this study and previous studies.
- Need for a continuous evaluation of the different strategies that are used in the educational process.
- Need to conduct similar research and studies using other strategies.
- Need to conduct research and similar studies on skills other than those used in research in basketball.

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