

The Effect of the Strategy (SQ3R) in Developing Attention Focus and Accuracy of the Service Skill of Volleyball for Students

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Abstract

The research problem centered on the lack of use of modern educational technologies in the teaching process, which is clearly reflected in the level of performance of the individual learners, as well as the need for diversity in the methods of presenting the educational material and the learning process proceeds by adding excitement and suspense to move away as much as possible from boredom and routine and in an effort to engage students and give them Interactive and positive roles in skill display methods, so the researchers decided to go into this experiment through the use of an educational program based on the five-stage strategy (SQ3R), the aim of which is to positively influence the focus of attention and the accuracy of the volleyball service skill for students.

The aim of the research was to: Identify the effect of the (SQ3R) strategy in developing attention focus and the accuracy of the volleyball dispatch reception skill for students, to identify the effect preference between the control and experimental groups in developing the focus of attention and the accuracy of the volleyball dispatch service skill for students.

As for the research methodology and field procedures, the researchers used the experimental method to solve the research problem, while the research community was identified by the 28 students of the third stage of the College of Physical Education and Sports Sciences / University of Kufa, and they were distributed into two groups (experimental and control) in a simple random way.

As for the most important conclusions and recommendations, they were: The exercises prepared by the researchers according to the steps of the (SQ3R) strategy helped greatly in developing the focus of attention among the experimental research sample. The (SQ3R) strategy increased the enthusiasm of the learners, which was positively reflected in the development of the accuracy of the service skill of the volleyball for the students.

As for the most important recommendations, they were: the use of the (SQ3R) strategy in developing basic skills in the game of volleyball, the work to organize the content of the subject in an educational design according to the steps of the (SQ3R) strategy and in line with the achievement of the educational goals set, conducting various research and studies to compare the strategy of (SQ3R) with other strategies or with the various teaching methods to learn Its effect on learning basic volleyball skills.

Introduction:

The educational process has developed widely in our modern era through the uses of teaching strategies and methods, and the mission of the modern teacher, according to the current methods, is to provide the opportunity for learners to acquire knowledge by themselves, and to participate effectively in all educational activities, and to embrace it with desire and activity so that they become accustomed to independence in thinking, action and adoption on themselves, and volleyball is one of the sports in the College of Physical Education and Sports Sciences, in which students should learn their skills, and this matter falls on the subject's teacher's responsibility by finding the correct way to present the skills and explain them to students using the latest methods and methods, so whenever there is a presentation and delivery of information the easier the result, the better.

As our contemporary world is witnessing a scientific and information revolution that surpassed the scientific and technological leaps that preceded it over the centuries, which requires keeping pace with this accelerated scientific and technical development, and the educational institution is the pioneer in the emergence of this scientific progress and this is evident through the strategies, methods and modern teaching methods that lead to the creation of A qualitative leap in the educational path, which led to the need for the emergence of strategies that mimic this development, including the (SQ3R) strategy, as the (SQ3R) strategy is one of the metacognitive strategies that lead learners through basic and specific stages in an interactive direction with the subjects and scientific materials in order to reach levels Higher than understanding and thinking.

The importance of the study lies in the researchers' selection of a strategy (SQ3R), which they find is compatible and consistent with the skills that depend on the active and serious participation of students in the learning process and the extent of its impact on developing the mental aspects and learning and mastering the skill of receiving the volleyball transmitter for students, which is an attempt to provide learners with educational methods that are compatible with their capabilities from in order to reach the most appropriate way to deliver the material to the learner, assimilate them, and then retain it for the longest possible period of time.

Research problem :

It focused on the lack of use of modern educational technologies in the teaching process, which is clearly reflected in the level of performance of the individual learners, as well as the need for diversity in the methods of presenting the educational material, and the learning process proceeds by adding excitement and suspense to move away as much as possible from boredom and routine and in an effort to engage students and give them roles Interactive and positive in skill display methods, so the researchers decided to go into this experiment through the use of an educational program based on the five-stage strategy (SQ3R), the aim of which is to positively influence the focus of attention and the accuracy of the volleyball transmission's skill for students.

Research objective:

- Identify the effect of the (SQ3R) strategy in developing attention focus and accuracy of the volleyball dispatch service skill for students.
- Identify the effect preference between the control and experimental groups in developing attention focus and the accuracy of the volleyball dispatch service skill for students.

Research hypotheses :

- There is a positive effect of the (SQ3R) strategy in developing the focus of attention and the accuracy of the service skill of the volleyball transmitter for students.
- There is a preference in the influence of the (SQ3R) strategy in developing the focus of attention and the accuracy of the service skill of the volleyball for students.

Research fields:

The human field: Students of College of Physical Education and Sports Sciences / University of Kufa for the academic year 2020-2021.

Time field: from 18/11/2020 to 7/2/2021.

Spatial field: sports hall of the Faculty of Physical Education and Sports Sciences / University of Kufa.

Research methodology and field procedures:

Research Methodology:

The researchers used the experimental approach because it was compatible with the nature of the research problem, and they also chose to design the method of the two equivalent groups (experimental and control) with the pre and post- tests..

Community and sample research:

The research community was represented by the (28) students of the third stage of the College of Physical Education and Sports Sciences / University of Kufa, and they were divided into two groups (control and experimental) by the simple random method (lottery).

Means, tools and devices used:

- Arab and foreign sources and references.
- Personal interviews.
- Test and measurement.
- Pencils .
- DELL computer.
- Handy electronic calculator.
- (30) plastic signs.
- Whistle, count (3).
- A tape measure to measure the distance with a length of (100) meters.
- Legal volleyballs, count (15).

Field research procedures: -

Determining the research variables: The research variables have been determined in line with the research problem, and it teaches the technical performance of some basic skills, namely: -

- 1- Focus attention.
- 2- Service skill of volleyball.
- 3-

Determining tests of variables:

Attention Focus Test: ⁽¹⁾

The purpose of the test: To measure the Focus attention.

Tools: attention scale paper, stopwatch, pen.

Test time: 2 minutes.

Performance description:

Upon hearing the word (start), the referee turns the paper over the moment the stopwatch is turned on, and the player begins to search and cross out the number (79) line by line from left to right, and for a period of only one minute, and upon hearing the word (stop), the player puts a vertical mark next to the numbers that arrived to her. After the end of the first minute, the same test is repeated for a period of (one minute) as well, but with the existence of a correction method and the results are calculated (for the first minute):

The following semantics are extracted:

A = (general size), which is the number of numbers that the judge looked at from the beginning of the test until the word (stop).

b = the number of combinations to be crossed out on the test paper from the beginning until the word (stop)

B = the number of general errors (the number of errors that were crossed out + the number of valid combinations that were not crossed out).

E = Work accuracy factor and test execution.

$$E = \frac{b - B}{B}$$

$$u1 = A \times E$$

After the end of the first minute, the same test is repeated for a period of (one minute) as well, but with the presence of an audio-optical stimulator. When the start signal is given, the device is turned on, which gives a regular sound at a rate of one accuracy per second and also gives a light signal every (five seconds), noting that the device by placing in the field of vision of the referee and at a distance of (1 m) from the place where the test judge sits

Method of correction and calculation of results (for the second minute):

The previous semantics themselves are extracted, that is, the value (u2) is extracted where:

$$u2 = A \times E$$

Then the focus of attention is calculated by the following equation:

$$K = u1 - u2$$

Accuracy evaluation test for the skill service skill from below in volleyball: ⁽²⁾

The aim of the test: to measure the accuracy of the service skill from the bottom of the volleyball.

The tools used: a legal volleyball court, (10) legal volleyballs, a metal tape measure, a colored tape to divide the playing field, as shown in figure (8).

Performance description: The tested student performs (5) attempts from zone (A) to center (2), as well as performs (5) Attempts from zone (B) to Center (2). The tested student must be committed to performing the handling from the bottom of the designated area and directing the ball to the target as shown in figure (1).

Registration: The tested student takes the score for the position in which the ball is located, as follows:

- The correct ball that is directed at the target table takes the tester (3) scores.
- The correct ball that touches the edges of the target's table is taken by the tester (2) two points.
- The correct ball away from the goal and inside the attack zone the test takes (1) score.
- If the ball falls far from the target and outside the attack zone, the tester takes zero.
- The maximum score for the test is (30).

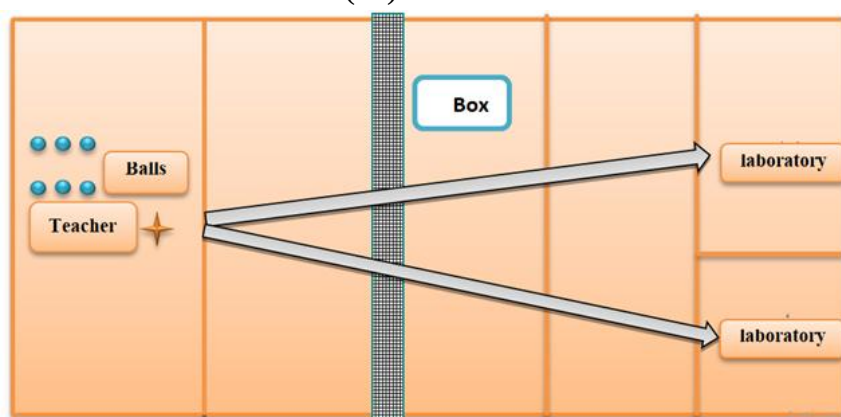


Figure (1)

The precision alignment test demonstrates the service skill of volleyball

Main experiment procedures:

Pre-tests:

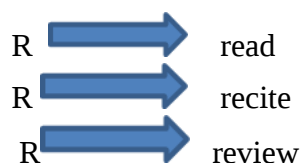
The researchers conducted the pre-tests on the research community for the two groups (control and experimental) for study variables on (Monday) 7/12/2020, at ten in the morning in the closed indoor hall of the College of Physical Education and Sports Sciences / University of Kufa.

Strategy preparation (SQ3R):

"It is one of the metacognition strategies called the five-step system of reading developed by Francis Robinson, and it is also called the Robinson strategy" ⁽⁴⁾ .

"Is the strategy of the organization, help students to read books and texts scientific manner effective, gained fame, not for scientific principles underlying only, but the symbol chosen it will make little practical easy and easy steps on the learner, as it consists of the name of the strategy of the group of the five characters The first names of the steps that make up the strategy ⁽⁵⁾ , as follows:

S → Survey
Q → question



After the researchers reviewed the previous sources and studies related to the current research topic in preparing the teaching strategy, and after consulting a number of experts in the field of teaching methods, work began to implement the (educational) program on Monday (13/12/2020), as the educational material was divided into (6) educational units of one educational unit per week at a time of 90 minutes for each educational unit.

Planning and organizing the implementation of educational units as follows: -

- Preparing the appropriate place for the implementation of the educational unit. The closed hall was chosen for the Faculty of Physical Education and Sports Sciences, University of Kufa.
- Preparing the teaching unit's aids and tools, which are (notebooks, pens, laptop, notches, balls, whistles, timers).
- Determine the time period if the teaching units are determined during the volleyball lecture on two days (Monday) at 10:30 if the educational unit lasts 90 minutes.

Post-test:

After completing the implementation of the sq3r strategy, the dimensional tests were performed on the control and experimental groups, and that was on Monday (1/2/2021), as the researchers took into account the same conditions in which the pre-tests were conducted in terms of the sequence of tests.

Statistical means:

- Mean
- Median
- Std. Deviation
- Skew ness
- T test.

Presentation, analysis and discussion of results:

Presentation and discussion of the results of the pre and post tests for the control and experimental groups of the variables under discussion:

Presentation the results of the pre and post tests for the control group for the variables under investigation:

Table (1) shows the arithmetic mean, standard deviations, the calculated value (t) for the correlated samples, the level of test significance, and the meanness of the difference for the pre and post- tests of the control group for the variables under discussion:

Variables	Measuring unit	Pre-test		Post-test		Value (T) Calculated	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			

Attention focus	Degree	2.946	0.103	1.905	0.203	17.013	0.000	Sig
Accuracy service skill	Degree	12.12	1.50	17.18	1.22	12.90	0.000	Sig

Presentation of the results of the pre and post tests for the experimental group of skills (tennis sending and receiving) in volleyball:

Table (2) shows the arithmetic mean, standard deviations, the calculated value (t) for the correlated samples, the level of test significance, and the meanness of the difference for the pre and post- tests of the experimental group of the variables under investigation.

Variables	Measuring unit	Pre-test		Post-test		Value (T) Calculated	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Attention focus	Degree	2.976	0.113	1.596	0.194	24.683	0.000	Sig
Accuracy service skill	Degree	12.43	1.31	19.18	1.10	13.17	0.000	Sig

Presentation and discussion of the results of the tests (post. post) for the control and experimental groups of the variables under discussion:

Presentation of the results of the tests (post. post) for the control and experimental groups of the variables under investigation:

Table (3) shows the value (t) calculated for independent samples, the level of test significance, and the significant differences between the (post-test) results for the control and experimental groups:

Variables	Measuring unit	Control		Experimental		Value (T) Calculated	Sig level	Sig type
		Mean	Std. Deviation	Mean	Std. Deviation			
Attention focus	Degree	1.905	0.203	1.596	0.194	4.384	0.000	Sig
Accuracy service skill	Degree	17.18	1.22	19.18	1.10	4.84	0.000	Sig

Discussing the results:

After analyzing the results statistically in table (3), in which the results of the control group are shown, where the results showed significant differences between the pre and post-test and in favor of the post-test in the control group in the variables under discussion. The educational material and its presentation were appropriate for students' abilities and their eagerness to reach the acceptable degree of learning, as well as preparing and using it for exercises in the practical side, as well as the performance of students in following the sequence in learning skills, which helped increase the rate of learning, improve the ability to perform skills and obtain correct cognitive information, as well as the students' continuity of attendance and the absence of absenteeism and students' eagerness to learn, all this contributed to An improvement in the level of skill and cognitive performance and (Hanafi Mahmoud) stresses (that continuity plays an important role in reaching students to a good level in terms of performance, integration

and installing the mechanism of high performance)⁽⁶⁾, the researchers attribute the reason for these differences in the control group to the exercises that were used by the teacher of the subject, as he used exercises in multiple ways and methods, as well as the use of complex exercises that enhance the improvement and development of the appearance of attention concentration, as these exercises together contribute to the development of the appearance of attention focus as well as developing the accuracy of the volleyball service skill.

The results of the researchers' findings in table (2) showed a remarkable improvement in the skill performance of the variables under investigation of the experimental group, as the differences were significant between the two tests and in favor of the post-test. The researcher attributes the reason for the superiority of the experimental group to several factors:

The use of strategy (SQ3R), which is one of the modern metacognition strategies that focus on the student, in contrast to the traditional strategies, which provided students with more free learning inside the gymnasium without the intervention of the teacher except when necessary. The written texts and the steps, as each step was complementary to the other, as they performed all the intellectual operations on their own, this is the form of the greatest incentive for them to push them to perform diligently and actively, as it contributed to the development of focus of attention in addition to the skillful performance of what it contained in the work according to the standards paper and the formation of dichotomies between students, one of them is a performer and the other is an observer table (3) above, those who excelled in the post tests of the control and experimental groups in the research variables in favor of the experimental group, the researchers attribute this development to several things as physical education differs from the rest of the lessons if its educational units contain the theoretical and practical side and cannot be separated as one of them is complementary to the other in order to successfully perform the practical side, the student must understand the skill theoretically with all the technical performance stages and educational steps surrounding it, as the (SQ3R) metacognition strategy contributed to raising the level of the skillful performance of the transmitter receiving skill and what this skill needs of high concentration during its performance in the volleyball game. The researchers believe that the goal of metacognition strategies focuses on the learner by making him bear the responsibility for his learning in a way that facilitates for him to deal with various knowledge effectively where (Ihssan Muhammad and others) see that the modern strategies in teaching are among the most important strategies that contribute to increasing mental abilities, including the manifestations of attention, and in particular the focus of attention.

Thus, it is gaining great importance in the development of methods of education and simplifying knowledge generation process skills and application of the students, and because there are many teaching, each with their objectives, and their uses, and means of application that is different from the material to the other, so the role of the teacher longer very important at the beginning of learning, as he should use appropriate strategies for teaching, and he explains it, and actually applies it, and then directs the students to use it properly and appropriately for the subject matter⁽⁷⁾ as the course of the lesson is in accordance with the five steps of this strategy in a sequential and systematic manner, in which the gradation is clearly available. For all aspects

related to the skill of transmitting reception, as this strategy took into account the individual differences between students, and self-direction in their decision-making, and self-evaluation, and enabling them to apply their information to other situations as the strategy stimulated students' cognitive skills and developed their ability to criticize in assessing judgments and issuing them on the text of the higher skill levels in terms of their major role in the development of judgments composition, assessment, which developed their ability to extract ideas of the topic, which developed their critical thinking skills, and this was reflected in the activation of self-learning for students.

This helps them to understand the skill theoretically and the SQ3R strategy helped improve students' ability to remember so that they generated the desire to perform the skill practically in the classroom, and what increased the success of the educational program The university stage is characterized by mental and psychological maturity, and a complete willingness of the students of the third stage to accept such a strategy. The results of this research were consistent with what the modern education calls for, which calls for the student's position in the teaching process to be positive, not passive, and effective.

The researchers also believe that the students' acquaintance with the technical steps for the skillful performance of any skill and their knowledge, whether through written texts or pictograms, increased the chances of mastering that skill and performing it to the fullest. therefore, training must be accompanied by scientific knowledge related to this skill, as well as the learning process for any skill, especially in the field of sports, cannot reach the required stage of mastery and the desired competence except through continuous training and the correct practice of performance, the increase in scientific knowledge and the provision of self-motivation for learning was the main factor in students reaching the correct mechanism to understand how to perform the skill. This is consistent with what was mentioned by Al-Kammash and Yasser Dabour ^{(8), (9)} (The teaching process for new mathematical movements and skills is done at a better speed if the learner has Theoretical information about the movement or skill to be learned and that the skill goals are related to the cognitive goals because the relationship between them is close and that the motor performance is the product of the integrated interaction between the cognitive side and the skill side, in summary, the researchers see that the skill performance has a close and positive relationship with the mental and cognitive side of the individual, as the educational process for any skillful performance in volleyball at the beginning of the first stages of learning must focus on the mental side of these skills in order to help in gaining performance Faster and better for learning it, as the learning of the skills of the various games in physical education is the focus of our work, and what is the result of repetitions of performance and added to them the continuous correcting processes that directly affect the behavior that is in permanent change and in an educational environment in which the images of this interaction are manifested. Using the SQ3R strategy to learn skills, which is but the greatest opportunity for the senses to communicate information to the central and peripheral nervous systems, consequently the perception processes are carried out, storage and then retrieval within the educational program developed by the researchers, which is reviewed by the storage and then

the skill performance. Continuous feedback, all of this was done in a social environment, where students worked in the form of pairs according to the strategy mechanism, the depth of social relations and the formation of a positive trend towards the lesson, which sends them the desire to perform.

Conclusions and recommendations:

Conclusions:

- The exercises prepared by the researchers according to the steps of the SQ3R strategy helped greatly in developing the focus of attention of the experimental research sample.
- The strategy of SQ3R increased the enthusiasm of the learners, which was positively reflected in the development of skill performance significantly and effectively.
- The strategy of SQ3R increased the enthusiasm of the learners, which was positively reflected in the development of the accuracy of the reception skill of volleyball for students.
- The results achieved by the tests proved the validity of the educational units prepared by the researchers through the clear improvement in performance.

Recommendations:

- The use of the SQ3R strategy in developing basic skills in volleyball.
- Work to organize the content of the course material with an educational design in accordance with the steps of the SQ3R strategy and in a way that suits the educational goals set.
- Conducting various research and studies to compare the SQ3R strategy with other strategies or with various teaching methods to find out its impact on learning basic volleyball skills.

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