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Research article

THE EFFECT OF INSTRUCTIVE PROGRAM USING THE VIDEO ON ALLUDING SKILL IN BASKET-BALL FOR SECONDARY STUDENTS YEARS

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Abstract

The research aimed to know the effect of using the video in instructive lessons to ameliorate the alluding skill level for secondary students (16 – 17) years in Mostaganem – Algeria. The researchers used the practical way by using previous and later exam on a design of 24 students separated on two groups once is practical and other is executive in scholar season 2014/2015. The exams used presented in exams measure practice in alluding skill in basket-ball (alluding from stability, from jumping and alluding from step). After statistic treatment of the results, the researcher found that the instructive program by using the video affected in amelioration of alluding skill in basket-ball for secondary students. The practical design dominates on instructive program using the video on executive design counted on traditional way in alluding skill results in basket-ball.

Key words: *Instructive program, video, alluding skill, basket-ball.*

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INTRODUCTION

Instructive elements play a great role in learning and its using helps in practical skills also it helps to earn exactive imagination of the movement. Then, they aid the teacher to multiply teaching way. And, in some sportive activities in the lesson of E.S.P as basket-ball that counts in her most skills (alluding skill) on speed and precision and suitable time. Learning and ameliorating these skills become difficult for teacher especially by using traditional method presented in oral explanation and showing an example for right practice of the skill so, he corrects the students mistake by observation, thus makes the student inefficacy in learning contrary to using audio-visual elements such as the video.

The foreign studies (William Bertel 1970) and (John David 1977) and (Mary 1988) study, show that there is strong relation between the instructive elements and psychological sides, then the study of Sliman (1984) shows that the audio-visual elements affects positively (often the produce level).

And Ibrahim Salama 1999 and Gardaner Daved 2003 show that the best used way in teaching skills is to use drawing and the video…. Salama 1999 P.98.

Basket-ball considered as one of competitive sportive activities that need the speed in reply with the competition conditions. Siedentop (1991) resume results of some studies that the time that the student spent it in traditional E.P lesson, so he found that the student spent his time as follow: waiting (27%), control 15%, 20% receiving orders from coach 50%. Li and Duhern confirm that this time given't the student an opportunity to get new skill (Khallil, 2008, p.116).

Otherwise, for those problems that face sport, the idea of this research comes to walk with modern directions of teaching S.E and give a lot of information for interressants by using audio visual elements.

According to previous studies and some interviews with some teachers the researchers see that the lesson of S.P.E needs using some audio visual means as the video especially to improve some skills in basket-ball such as alluding that needs many repetitions, and from here the problematic of the project occurred in using the video on the alluding skill practice for secondary students.

The project aims:

- Design an instructive program by using the video to improve the alluding skill in basket-ball for secondary students.
- Know to use the video effect on alluding skill in basket-ball for students.
- Show differences between practical design of instructive

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program using the video and exactive design counted on traditional way.

METHODS AND MATERIALS

The project practices:

The project method: researchers used practical method.

- **Design and society of project:**

They choose this design according to the means quality and the exam kind and the program nature.

The society represented in second year students in Bengela lycee in Mostaganem for scholar year of 2014/2015 of 220 students, then they choose a design of 24 student of percentage of 10,90 % separated into two groups:

Practical group: It contains 12 students learn by the video.

Exactive group: It contains 12 students learn by traditional way.

- **Used exams:**

Alluding from stability in basket-ball.- Alluding from jump in basket-ball.

Alluding from step in basket-ball.

- **Principal experience:**

After design the instructive program using the video by learning and improving the alluding skill in basket-ball, and to guarantee the project transparency, they use a simple style using scientific style in learning steps, where 08 lessons was given.

While doing first, previous exams in practical group, the exactive group learns by traditional way. Then when they finished apply instructive lesson of the project, they applied for exams for each design to know the percentage of learning and the efficacity of suggested instructive program.

The project aims represented in improving level of alluding skill from stability, jump and from step in basket-ball for secondary students.

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- **Showing results:**

Difference between previous exams in practical and exactive design:

TABLE - 1
SHOWS EQUALITY BETWEEN PRACTICAL AND EXACTIVE DESIGN IN PREVIOUS EXAMS RESULTS USING SIGN EXAM (T)

Variables	Practical group		Exactive group		(T) calculated	(T) tabulate	Sign of differences
	A	B	A	B			
Age	16.41	1.16	16.83	1.31	0.34	1.71	Unstatistic
Tall	165.83	5.25	172.33	4.49	1.41		//
Weight	62.58	6.56	67.91	9.94	1.62		//
Alluding from stability	3.41	1.5	3.16	1.75	0.43		//
Alluding from jump	11.66	1.89	10.33	1.49	1.239		//
Alluding from step	1.41	0.99	1.08	0.79	1.07		//

Sign level of 0.05 and free degree of 22.

According to the statistic treatment (table 01) using (T) student, we see that all volume of (T) calculated were 0.34 – 1.62 and less than (T) tabulate of 1.71 in free degree of 22 and sign level of 0.05. Thus signs that weren't differences between those mediums.

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TABLE - 2
FROM STABILITY

Statistic means design	Previous exam		Following exam		(T) calculated	(T) tabulate	Statistic signs
	A	B	A	B			
Practice design	3.14	1.5	5.25	1.28	5.001	1.79	Statistic
Exactive design	3.16	1.74	4.66	1.43	3.447		Statistic

TABLE - 3
FROM JUMP

Statistic means designs	Previous exam		Following exam		(T) calculated	(T) tabulate	Statistic signs
	A	B	A	B			
Practice design	11.66	1.89	14.33	2.6	4.71	1.796	Statistic
Exactive design	10.33	1.49	12.5	1.56	4.91		Statistic

TABLE - 4
FROM STEP

Statistic means design	Previous exam		Following exam		(T) calculated	(T) tabulate	Statistic signs
	A	B	A	B			
Practice designs	1.41	0.99	2.83	1.26	4.051	1.796	Statistic
Exactive design	1.08	0.79	1.83	0.71	2.278		Statistic

Sign level of 0.05 and free degree of 11.

According to table 02, we see that the practical design in alluding exam from stability the (T) calculated came 5.001 and it was big than (T) tabulate of 1.796 in sign level 0.05 and free degree 11. Thus signs that there were statistic differences. And for exactive design (T) calculated was 3.447 and bigger than (T) tabulate 1.796 in level of sign 0.05 and free degree of 11. This means there were statistic differences between the exams.

According to table (03), we see that (T) calculated for practical design was 4.71 and bigger than (T) tabulate 1.796 in sign level of 0.05 and free degree of 11. This means there were statistic differences.

And for exactive design (T) calculated was 4.94 and bigger than tabulate 1.796 in sign level 0.05 and free degree of 11. Thus shows that there were statistic differences between the exams.

According to table (04) in alluding from step, we see that in practical design (T) calculated was 4.05 and bigger than the tabulate 1.796 in sign level 0.05 and free degree of 11. This means that there were statistic differences.

And for exactive design the calculated was 2.278 and bigger than the tabulate one 1.79 in sign level 0.05 and free degree 11, this show that there were statistic differences between the exams.

Show and discuss the following exams results between the two groups in alluding skill:

TABLE - 5

Variables	Practical design		Exactive design		(T) calculated	(T) tabulate	Differences sign
	A	B	A	B			
Allud-from stability	5.25	1.28	4.66	1.43	1.343	1.717	Unstatistic
Allud-from jump	14.33	2.6	12.5	1.56	2.2		Statistic
Allud-from step	2.83	1.26	1.83	0.71	2.345		Statistic

Sign level of 0.05 and free degree of 22.

According to table (05), we see that the values of (T) calculated was between 2.2 and 2.34 and bigger than the tabulate 1.717 for alluding from steps and from jump, in sign level 0.05 and free degree 22, this means there were statistic differences contrary to alluding from stability, the calculated one was 1.43 and

less than the tabulate this shows that there weren't statistic differences.

DISCUSSION ON FINDINGS

According to the previous results we see that there were statistic differences between the two exams in alluding skill for practical and exactive design for following exam. And results of tables (2.3.4) there were statistic differences in project variables for following exam. The percentage of improving were (7.92 – 33.55 %) for practical design, and for exactive design were (5.24 – 12.5 %). This occurs the efficacity of traditional program and instructive one counted on the video, and this confirms that the use of audio-visual means as the video participates to improve the alluding skill.

Researchers returned this improvement to the instructive program using the video. This confirmed by Mohammed Zaghloul and Mohammed Youcef (1995) study, Gardner Daved study (2003), John 2010 study and Hocine yahia Ismail 2013 study for the importance of using audio-visual means to improve skills in basket-ball as the alluding.

And according to the statistic differences between practical design students and exactive one for following exam the table (05) shows the improvement in alluding skill for practical design which were 13.54 %.

Researchers returned the practical design improvement to use the video that divides the skill into small parts and containing a lot of learning resources, in addition to vocal comment and auditive explanation.

These results agree with previous studies as Sabanae Mohammed 1996, Abou Daoud Abd El Yamine 1989 and Ilarassiss 1980 studies and most of Abd El Kader El Djilane 2007 study, which confirmed that the use of modern ways in learning becomes more efficace and positively than the old ways, where the video gives the chance to the student. And also the studies of Gardaner Daved (2003), Bursteni (2011) and Ghaz El Mahdjoub (2011) and Hassen Yahia Ismail 2013 study, that confirmed that the audio-visual means attend individual differences between the students in learning skills of sports.

CONCLUSION

- Instructive program using the video participates in improvement of the alluding skill in basket-ball for secondary students.
- Using the video in learning improves the alluding skill in basket-ball.
- The improvement percentage for the practical design is better than the exactive design in alluding skill results.
- Using the video adds in understanding and learning simple and compact skills for the students.

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