

# The Impact of the Use of Constant and Varied Exercise in Learning Some Basic Skills for Female Students in Badminton

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## Article Info

Received: 4<sup>th</sup> February 2013  
Accepted: 21<sup>st</sup> February 2013  
Published online: 1<sup>st</sup> April 2013

## ABSTRACT

The goal of the research to know the impact of the styles of constant and varied exercise in learning some basic skills for female students in badminton, and to know the best style in learning some basic skills for female students in badminton. The researcher used the experimental method with the style for both equivalent groups for the suitability of the nature if the problem to be solve, because the most important characteristic of the scientific activity flour is to use the experimental of method. The sample was represented by the female of the students faculty of physical education at the university of Karbala, the second year female students their number was (22) female students. The sample was divided into two experimental groups. The number of each group is (11) students. Pre- testing was conducted to the two groups of the research in some of the skills of badminton and then the learning exercise were applied with the whole style on the first group and the part exercise on the second group, and then the posttest was applied and analyses results. The main conclusion were with the use of the constant style of exercise had an active role and learning the skill of the long serve and the stroke forehand in badminton, the use of the varied style exercise had an active role in learning the skill of the long serve and the forehand stroke in badminton.

**Keywords:** The constant exercise, varied exercise, the skills of badminton.

## 1. Introduction

In order to achieve the objectives of physical education has sought this experience and competence to continuous research in order to find means and methods of education and new training for integration in the educational process and training and that this integration is achieved through a balance between the scientific and theoretical and use teaching methods appropriate to achieve these goals.

The development of the capacities of the players depends largely on how they interact with the pedagogical approach used, and their response to it and to that (Singer 1981) to the importance of knowing the teacher and the coach for more than a method of exercise, because without this, his/ her remaining capacities in dealing with the players remain very limited, so

the use of more style of learning gives the opportunities for the coach and the player to upgrade the learning process. That the game of badminton is games the individual game which practice of both sexes and need physical, skillful and tactical aspects. to upgrade the game of badminton and access to the best level is what is sought by the coaches through the discovery of talented juniors and young players, and this requires the creation of teaching methods that fit the basic skills of this game.

The researcher Noted during his stay in the game of badminton that most of the modules of the female students do not include the technique of exercise appropriate to the type of skills to be taught, as the diversity of the basic skills of badminton and the diversity of forms of skill required from the coach or the teacher to select a method appropriate to the type of skill learned, so the coach or the teacher must choose an appropriate method of exercise with skill to be taught, and here the problem of the research was concentrated on the effectiveness of the method to identify the whole and part exercise in learning some basic skills badminton and the possibility of giving them the proper exercise.

## 2. Aims of the Research

1. know the impact of the styles of the whole and part exercise in learning some basic skills for female students in badminton
2. Know the best style to learn some basic skills for female students in badminton.

## 3. Methods

The researcher used the experimental method with the style of both equivalent groups to the suitability of the nature of the problem to be solved, "because the most important characteristic of the scientific activity is to use the experimental method of the sample of the research represented the whole society of research. They wear the female students of the second phase in the Faculty of Physical Education / University of Karbala for the academic year 2011-2012 with a number of (22) students divided randomly into two equal groups and by (11) students per group. in order to ensure homogeneity research sample The researcher applied the Pre-testing results respondents to test the long serve strike and fore hand strike in badminton by using the coefficient of torsion . As shown in Table 1:

Table 1: Shows the homogeneity of the sample individuals

test	sample	mean	Standard Deviations	mode	torsion
<b>serve</b>	22	22.2	4,02	26	0,74± >1
<b>forehand</b>	22	21	4.79	26,3	0,73± >1

In order to divide the sample into two equal groups, the researcher arranged the results of pre-testing of serve skill in descending order and then were distributed into two groups

respectively equal in number. For the purpose of ensuring equality of groups, the researcher used the test (t) to measure differences between groups in the results of the serve skill shown in Table 2.

Table 2: Shows two equal group in serve skills

skill	PART STYLE		WHOLE STYLE		(test)t	significant
	m	SD	m	SD		
SERVE	11,4	1,26	12,6	1,03	1,49	0.08

### 3.1 Methods, tools and equipment used:

- court of badminton number (2)
- rackets badminton number (25) the type of racket yonex
- shuttle plastic (20) box the type of shuttle yonex
- Tape measure
- chalk
- colored tape
- a flat wall
- Timer number (2)

### 3.2 The test used in the search

"Are tests of the things that must be met in any scientific research as the test of "scientific methods important for assessment in the areas of life and in the field of years (Schmidt, A wrisberg 2008) sports especially when given to the progress in recent?"

#### 1- The long serve test: ( Ray Collins and Patrick Hadyes 1998:p48-51)

The purpose of the test: A measure of the accuracy of the long serve skill  
Tools needed: court badminton in the form (1), rackets, tape measure, duct tape, information form, signs to indicate the degrees Sticky rope columns, table for the development of feathers.

### 3.3 Description of Performance

- 1 - After it was explained to the test laboratories is given testers a good time for warm-up and then gives each laboratory (5) attempts a trial.
- 2- Lab stands in the region specified by (X)
- 3 - The laboratory is posting high and a long serve to reflect over the network and then over the rope trying to drop it in the area specified in points.
- 4-Gives the laboratory (12) to try and calculate his best (10) attempts only.

Performance Evaluation:

- 1 - Given the laboratory (5) points in the case of the fall of the shuttle in the region specific distance (4.5 cm) outside the boundaries of the pitch to increase the rear (40 cm) within the boundaries of the pitch after the back of the yard directly.
- 2 - The laboratory is given points (4, 3, 2) in the case of the fall of the shuttle in the areas specified distance (40 cm), respectively, after the area defined by (5) points
- 3 - Gives the laboratory (1) point in the case of the fall of the shuttle in the region specific distance (175 cm), which starts from the end of the region (2) and to the imaginary line down the rope
- 4- Put one point for each bid does not reflect the feather over the rope.
- 5 - In the case of the fall of the shuttle on the line between the two regions are given the highest degree
- 6 - Shuttle coming out of bounds (except for the selected region), or attached to the network does not give any points
- 7 - Be the upper limit of the points are (50) points.

40 40 40 40 175

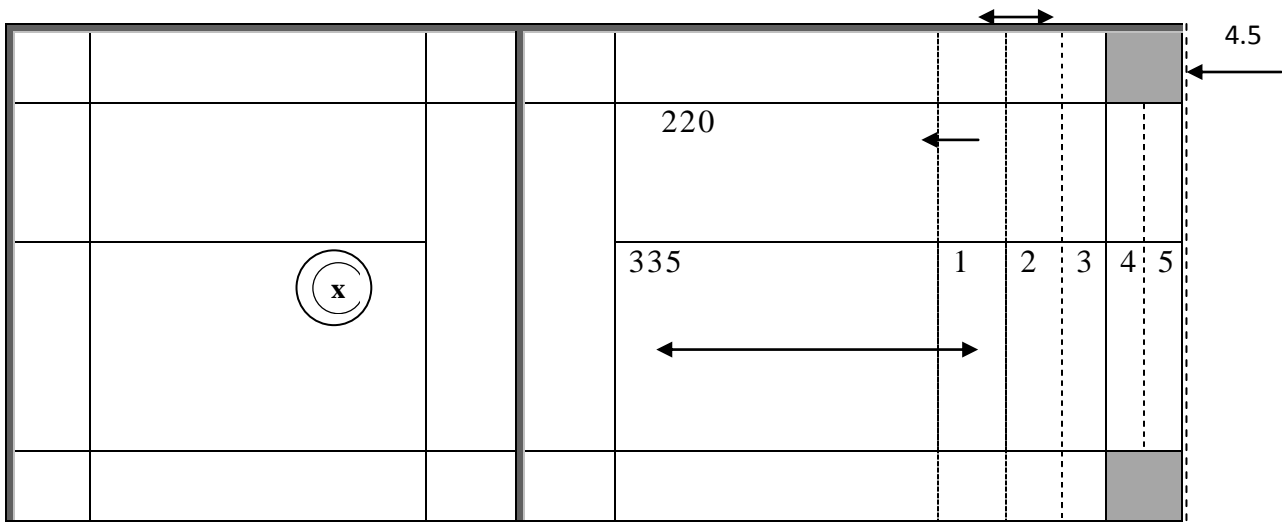


Figure 1: Shows the badminton stadium planning to test the long transmission

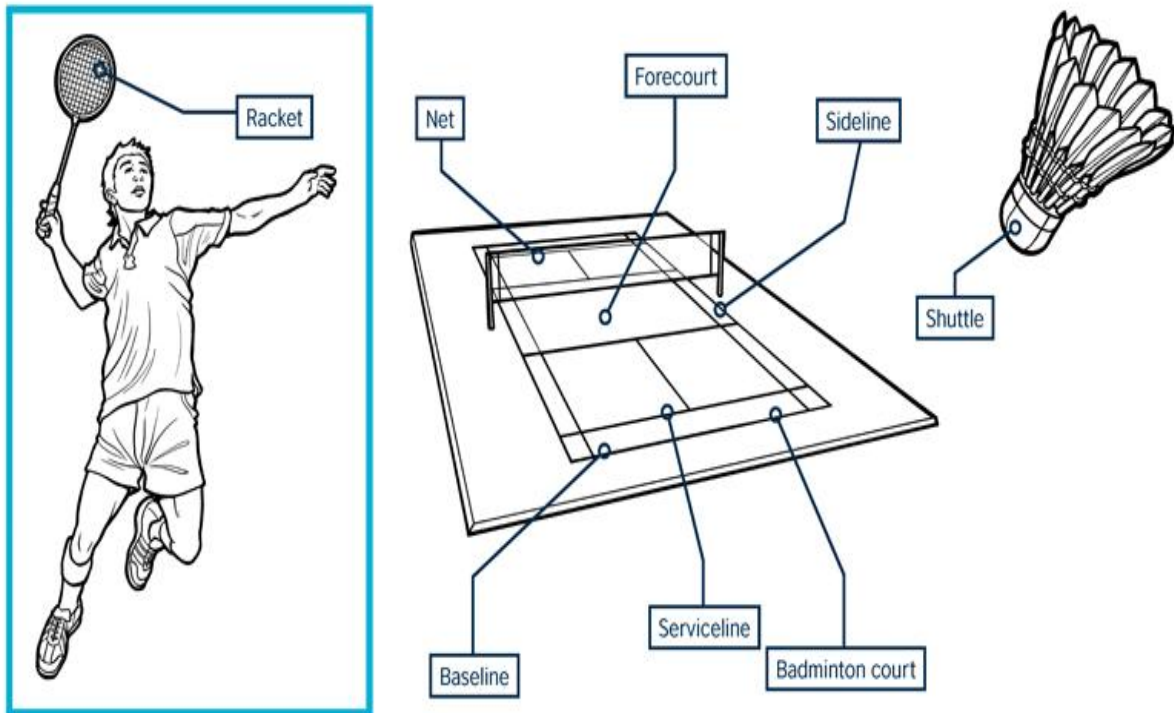


Figure 2: How to Play Badminton

**2- Strike the front forehand test** (Don.R.Kilkendoll , Joseph , Gruber1987:p213-214)

The purpose of the test: A measure of the accuracy of the performance of the front forehand.

Tools: bats brushes, rope, lists of additional high (244 cm), information form, field test plan design.

**Description of Performance**

- After the test is explained to the two laboratories give testers a good time for warm-up and then gives each laboratory (5) attempts a trial.
- Stands laboratory in the region specified by (x).
- At the moment the coach sends his blade can move if this move is necessary for the success of the attempt. And it hit the badminton front strike away (from above the head) to send over the network and the rope at the area specified in degrees.
- Given the laboratory (12) has a calculated attempt to better (10) attempts only.

Performance Evaluation:

- Given the laboratory (3) points in the case of the fall of the shuttle in the region specific distance (50 cm) after the back of the yard.
- Given the laboratory (5) points in the case of the fall of the shuttle in the region specific distance (76 cm) between the back yard and the beginning of the transmission line run doubles.
- Given the laboratory (4) points in the case of the fall of the shuttle in the region specific

distance (70 cm) after the transmission line run doubles.

- Given two points in the laboratory case the fall of the shuttle in the region specific distance (124 cm) which starts from the end point (4) and ending with the extended imaginary line down the rope.
- Given a higher status in the fall of the shuttle on the line between two points is not given any point of the feather that falls outside the boundaries of the pitch or attached to the network.
- The maximum points that can best record in the laboratory (10) is the attempts (50) points.

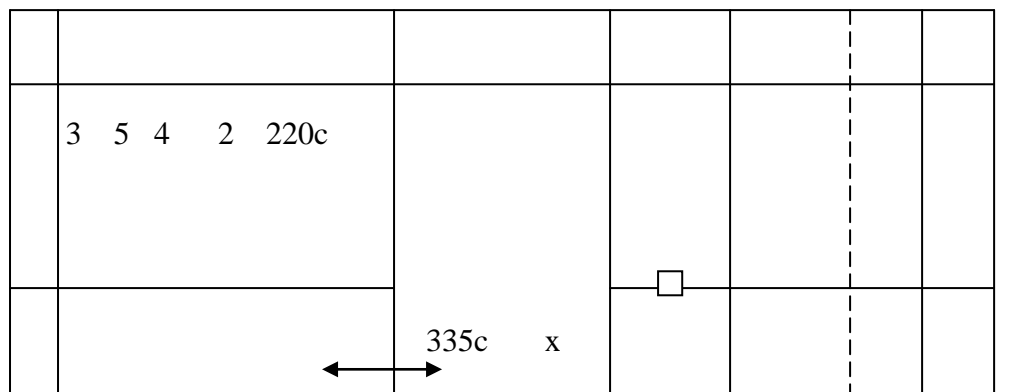


Figure 3: Shows the badminton stadium planning to test the strike front forehand

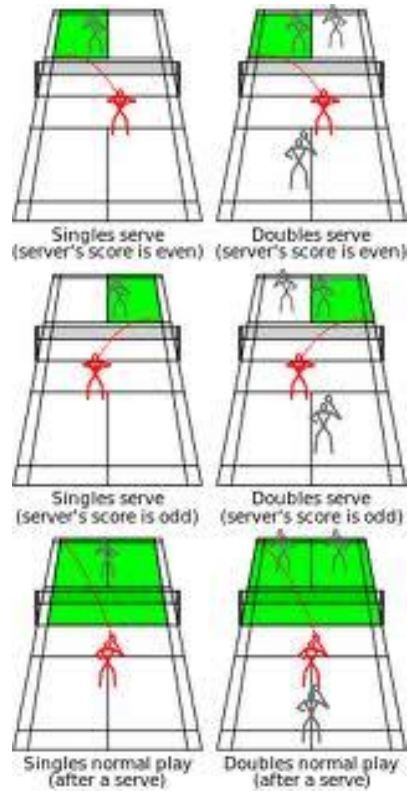


Figure 4: kind of serve



Figure: 5 court badminton

### 3. Discussions

Present the results of pre and post test of the skill serve and strike front forehand by style exercise a partial analysis:

Table 3: Shows the mean, standard deviation and the value of (t) calculated between pre and post test of skill

skill	PRE TEST		POST TEST		test)t(	significant
	m	SD	m	SD		
SERVE	15,6	1,9	29,7	6,3	7,4	0,02
FOREHAND	17	1,21	26,05	2,42	6,7	0,02

Present the results of pre and post test of the skill serve and strike front forehand by style exercise a whole analysis:

Table 4: Shows the mean, standard deviation and the value of (t) calculated between pre and post test of skill

skill	PRE TEST		POST TEST		test)t(	significant
	m	SD	m	SD		
SERVE	15,9	2,07	22,1	4,51	3,72	0,03
FOREHAND	15	2,11	17,4	0,67	4,44	0,02

Through what has been exposed in tables 3 and 4, it shows a significant difference statistically significant in the tests before and after to test and the two groups of research (the exercise part and exercise whole) and for posterior tests. attribute the researcher the cause of these differences to Each style of exercise, partial and whole of exercise, the total had an active role in learning the skill serve and forehand, and the exercises prepared by the researcher had an effective impact in dealing with the privacy of skill learned through the selection of exercises of modern and appropriate to the level of the sample , as the method of explanation and illustration and application by the researcher helped the learners to draw a picture in the brain for the skill to be learned. The (Nahida Abdel Zaid 2008) that exercise is the essential quality that characterizes the educational unit in which it can measure the amount of learning or performance and development.



3- Present the results of the post test differences in the skill serve forehand strike by style exercise part and whole

Table 5: Shows the mean, standard deviation and the value of (t) calculated between post test of the skill

skill	PART STYLE		WHOLE STYLE		test)t(	significant
	m	SD	m	SD		
SERVE	29,7	6,3	22,1	4,51	5,13	0,00
forehand	26,05	2,42	17,4	0,67	6,55	0,00

Since the evolution of the group that learned the style exercise partial was the result of the division of skill to be learned into several parts, where the teacher teach the learner each part separately and then move to the other part until you learn the skill as a whole, and then a learner perform the skill in an integrated manner (one unit) , The evolution of the group that learned the style exercise total was the result of the performance of the skill without dividing into parts where he was the skill to be learned fully several times in order to form the learner early picture of the skills and steps of its performance with the continued performance of the skill several times starting performance specifications better until you reach the stage of proficiency (yarub Khyoun, 2010).

#### 4. Conclusion

The main conclusion were with

- 1- The use of the constant style of exercise had an active role and learning the skill of the long serve and the stroke forehand in badminton,
- 2- The use of the varied style exercise had an active role in learning the skill of the long serve and the forehand stroke in badminton

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