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(2007)

(Mayer, 2001)

(40)

(2006)

(1999 )

(80)

(2004 )

(2005)

(2001 )

(1992) Eom and Schutz,

(30)

(1999) Williams and Tannehill

(2003) Alhayek

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(1999) Williams and Tannehill  
(26)  
(12)  
(PowerPoint  
(6)  
and CD Software)  
(21)  
(13)  
(9)  
(47)  
(2002) Everhart et al,  
(78)  
(1989 )  
(2004 )  
(1999) Wilkinson and Richard  
(2002)  
(24)  
(2000)  
(97)  
(45)  
(52)

:  $\geq \alpha$  - (0.05)

( )  $\geq \alpha$  - (0.05)

:  $\geq \alpha$  - (0.05)

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.2008/2007

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.(McPherson, 1990)

(1)

(1)

77	38	39	
73	36	37	
76	37	39	
226	111	115	

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( )

(30)

(CD)

( )

(2)

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(2)

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\*

(0.88 - 0.73)

(20)

(20)

(T-Test)

(3)

(12)

(2)

*0.88	*0.73	-	1.74	23	
*0.82	-	-	1.39	22.8	
-	-	-	1.89	22.85	

.(0.05 ≥ α) \*

(3)

( )

	( )				
*0.00	24.24	1.28	13.9	1.83	26.05

.(0.05 ≥ α) \*

(20)

(3)  
(0.05 ≥ α)

(4)

(Test - Retest)

(4)

*0.73	2.08	25.85	2.24	25.9	
*0.78	1.79	25.7	1.56	26.15	
*0.74	1.66	25.6	2.02	26.1	
*0.91	1.66	25.71	1.83	26.05	

.(0.05 ≥ α) \*

(4)

(0.91)



(6)

(Tow Way Ancova)

0.354	0.862	8.130	1	8.130	
0.599	0.278	2.620	1	2.620	
0.620	0.246	2.322	1	2.322	
0.912	0.012	0.115	1	0.115	
*0.020	*5.520	52.049	1	52.049	
0.539	0.379	3.575	1	3.575	
*0.000	*57.257	539.868	2	1079.737	
*0.044	*4.105	38.705	1	38.705	
0.073	2.653	25.016	2	50.032	/
		9.429	214	2017.772	
			225	3319.982	

( ) (6)

(57.257)

(Scheffe Test)

(0.000)

(7)

(0.05 ≥ α)

(7)

(Scheffe)

<b>(17.9)</b>	<b>(21.04)</b>	<b>(23.3)</b>	
*5.4	*2.26	-	(23.3)
*3.14	-		(21.04)
-			(17.9)

(5.4) ( ) (7)

(7)

( )

(0.05 ≥ α)

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(3.14) ( )

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(2.26) ( )

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(Moreno and Valdez, 2005)

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Mayer, 1997))

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(Mayer, 2001)

(Woolfolk,

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Partridge and Franks; Thomas, 1993; Wilkinson, 1993)

Powell, 2001; Alhayek, 2003; 2006 and Hillier, 1999

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Casazza,

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(Wolfgang and Thorsten, 2005)

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Williams and Adams et al, 1991) :

(McKethan and Everhart, 2001 Tannehill, 1999

" :  
(0.05 ≥ α)

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(Tow Way Ancova)

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(0.044)

(4.105)

(0.05 ≥ α)

(2002 )

(2003) Alhayek

(2001 ) (2000 )

(Comber, et al., 1997)

(Gerlic and Jausovec, 1999)

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Whitley, Reinen Plomp, 1997 and) .(

(Alhayek, 2003)

.(Makrakis and Sawada, 1996 1997

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(0.05 ≥ α)

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(0.073)

(2.653)

(0.05 ≥ α)

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## **Effect of Using Computerized Multimedia Shows in Teaching on the Jump-Shot Performance Skill Level in Basketball**

*Khalil H. Al Balawi\**

### **ABSTRACT**

This study aimed at examining the "effect of using computerized multimedia shows in teaching on the jump-shot performance skill level in basketball. The study samples consisted of (226) male and female students, distributed over six sections, i.e. (3) females and (3) males of the 8th graders. The grade sections were randomly distributed over three groups: first experimental comprised (39) male students and (38) female students, and learnt through the use of text, pictures, audio and video package; second experimental group comprised (37) male students and (36) female students, learnt through the text and fixed pictures package; and a control group comprised (39) male students and (37) female students, learnt through the regular method.

In order to achieve the study objectives, the researcher designed computerized multimedia shows to teach the scoring skill during jumping in the basketball. In addition, the researcher employed the computerized slides (text and fixed pictures). A test was developed to measure the skillful performance level. Following to the data collection, the statistical analysis process results were as follows:

- There are statistically significant differences in favor of the experimental group which learnt using the text, pictures, audio and video, as compared with the text and fixed pictures group and the regular group, on the level of the skillful performance test.
- There are statistically significant differences in favor of the experimental group which learnt using the text and fixed pictures as compared with the regular method group, on the level of the skillful performance test.
- There are statistically significant differences in the skillful performance level with the 8<sup>th</sup> graders due to gender in favor of males.
- There are no statistically significant differences in the skillful performance level with the 8<sup>th</sup> graders due to the interaction between the method and gender.

**Keywords:** Computerized Multimedia Shows, Jump-Shot Skill in Basketball.

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