

THE EFFECT OF PEER INTERPERSONAL FEEDBACK STRATEGY ON BADMINTON SKILLS LEARNING

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Abstract

The purpose of this study was to investigate how the peer interpersonal feedback strategy of cooperative learning affects the performance in badminton skills learning. We took 167 junior students of one university in Taoyuan County who selected badminton course as objects in this study and proceeded quasi-experimental designs lecturing with the division by class. We set the cooperative learning as experimental group and the traditional lecturing as control group. There were three levels; high, medium, low which were differentiated by the pre-test grades of badminton skills in both groups. The experimental lecturing included 2 periods in a week which was totally 80 minutes and ten-week of experimental lecturing was carried. We used the test of badminton skills as research tool and analyzed the collected data with descriptive statistics, T-test and One-Way Anova.

1. The experimental group is significantly better than control group in sliced drop skill, and reached the significance ($t=1.31, p<.05$)

2. The experimental group is significantly better than control group in serve skill, and reached the significance ($t=3.68, p<.05$)

3. Among different levels of students' badminton skills testing performance, the highly skilled group is significantly better than lowly skilled group in both sliced drop and serve skills. We found that peer interpersonal feedback strategy of cooperative learning can effectively enhance the performance of badminton skills learning. Furthermore, the students in highly skilled level were better performed in those skills learning than the students in lowly skilled level by spontaneously learning and assisting their classmates.

Key words: Peer interpersonal feedback, Cooperative learning, Badminton skills.

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