

The Influence of Training Method on Students' Learning Achievement of Groundstroke in Tennis

Dedi Fardian

Sports science Faculty
Universitas Negeri Padang
ddfardian@gmail.com

Abstract—The purpose of this research is to reveal the influence of training methods on students' groundstroke learning achievement in tennis at SMA N 3 Padang. This research was conducted at SMA N 3 Padang. This research seeks to get information about the effect of global training methods and simple training methods on students' groundstroke learning achievement in tennis and to identify which training method is more useful to achieve the groundstroke learning achievement. This research was conducted in the UNP tennis court. It employs a randomized pretest-posttest group design. The sample of the research was the students of SMA N 3 Padang. They were chosen by

using purposive sampling technique through which the students in grade 10 (first-year students) were taken. The students' groundstroke learning achievement was determined by referring to the results of the Broer Miller Tennis test. The results of the research reveal that the global training method is more effective, especially for beginners to improve their groundstroke learning achievement.

Keywords—Training Methods, Learning Achievement, Groundstroke in Tennis

I. INTRODUCTION

To establish national development in the field of education, National Education System intended to educate people, improve the quality of human beings, create an advanced and prosperous society, and enable the citizens to develop themselves in terms of physical and spiritual aspects [1].

Field tennis is a game that requires foot speed, kekua control, stamina, anticipation, determination and ingenuity [2] there are several basic techniques of tennis: hitting the ball, ground stroke, type of stroke, leg movement, timing, forehand drive, backhand drive, servicing and hitting the ball back[3].

Based on the results of observations done in the field, it was found that groundstroke is sometimes taught using global method and sometimes using elementary method. This research then is intended to improve the students' groundstroke learning achievement in tennis by using the two methods.

The research questions formulated are: what training methods can be used? Is there any difference in groundstroke learning achievement between students trained using global training method and those taught using elementary training method? Which training method have a better effect on students' groundstroke learning achievement?

The scope of the research is limited on global training method and elementary training method variables as well as tennis groundstroke learning achievement variable.

The formulation of the problem in this study is whether there is a difference between the use of global training method and elementary training method on students' groundstroke learning achievement.

The purpose of this study is to obtain information about the differences in the effect of the global training method and elementary training method on the achievement of the students in groundstroke learning

The results of this study are expected to be useful for students and trainers, especially for coaches as a consideration in applying the methods.

II. METHODS

To obtain relevant data, the researcher applied experimental method of the use of global and elementary methods. This study involves one independent variable and one dependent variable. The independent variables are the training methods consisting of global and elementary training methods. The dependent variable is the students' achievement in groundstroke learning.

The data description and hypothesis testing in this study were processed using descriptive and inferential statistics with the t-test sample bound formula. Before the t test analysis is performed, the analysis requirements test is first performed, namely the normality (Lilliefors Test) data and homogeneity (F Test) data, and the t test can only be used to test the difference in mean of the two samples taken from normal populations and groups homogeneous [4]. After the normality test is done, then the t test analysis is performed.

III. DISCUSSION

A learning method in which learning material is studied repeatedly until students master the material[5]. The results of the research reveal that the groundstroke learning achievement of students who are trained with global training method is better than those trained using elementary method. It is found out that the value of t-calculated (2,187) is greater than the value of t-table (2,131) at 5% confidence level with a degree of freedom 15. Hence, there is a significant difference between groundstroke learning achievement of students taught using global training method and those taught using elementary training method. The result also suggests that global training method produces better groundstroke learning achievement than elementary method. In other words, global method gives better influence compared to the elementary one.

The results of the study implies that students who have a lot of time to repeat the exercise will be able to accelerate and stabilize the movements, and finally will be able to do the movements automatically by producing optimal learning achievement. The low results of training using the elementary method may be resulted from the limited chance given to repeat the exercise as a whole.

IV. CONCLUSION

There is a significant difference between groundstroke learning achievement of students trained through global training method and elementary training method after being treated 18 times. This can be seen from the value t-calculated (2.187) which is greater than the value of t-table (2.131) at a significant level 5% with the degree of

freedom 15. This result indicates that global training method is better than elementary training method in improving the students' groundstroke learning outcomes. Students who are trained using global method get a meaningful exercise effect. After 6 weeks, their average score improves about 15,938 and the value of t-calculated (2,562) is greater than t-table (2,131) at a significant level of 5%. Meanwhile the students who were trained using elementary methods do not get a significant impacts after being trained for 6 weeks. Their average score only improve about 3.813, and the value of t-calculated (0.728) is smaller than t-table (2,1,31) at a significant level of 5%.

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