The Effect of Part and Overall Learning Methods on the Results of the Tennis Forehand Stroke

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Abstract

Tennis is a sport that is taught at PKO FKIP UTP Surakarta. Therefore, PKO students are required to be able to do tennis properly. The research objective was to determine how much influence the part and whole learning method had on the results of the Forehand tennis hit on male students in the fifth semester of UTP Surakarta. This study used an experimental method through part and whole learning methods on the results of the Forehand tennis stroke. The research results were obtained (1). There is a difference in the effect of plyometric training and weighted on the ability of the forehand thit 3.07, while the significance level of ttable is 1.72. (2) Exercise has a better effect on improving the ability of forehand strokes in UTP Surakarta students. group 1 had an increase of 40.1%. Meanwhile, group 2 had an increase of 36.85%. Based on these results, it can be concluded that group 1 has a greater percentage of improvement in the ability of tennis forehand strokes than in group 2.

Keywords: *Part; Whole; Forehand Tennis*

Introduction

Sport is an activity that has become the lifestyle of the Indonesian people. Even through sports activities can increase the level of fitness and physical fitness of a person. Many kinds of sports are applied in everyday life or even developed in the world of education, one of which is tennis. Tennis is a sport that is very popular with people from all walks of life. Tennis teaches ethics, a positive mental attitude, and respect for rules. So that tennis can be applied to children to students in its application. Tennis can be played both inside and outside the court, usually tennis is played in various types of fields, namely: synthetic, clay, grass and wood. In terms of the goal, tennis, besides being able to get pleasure and health, will also improve athlete's performance.

It is easy to learn this game of tennis if it can be trained from an early age so that in adulthood it remains only to direct the right training program. Tennis is expected to be an efficient means of introducing professional sports. The more tennis is known, the more tennis people will be, so that talented seeds will emerge. Bompa (1999: 120) states that, the sport of tennis began to be introduced at the age of 6-8 years, with specialization in training aged 12-14 and the highest appearance was aged 22-25. The

majority of tennis participants for the middle school age average learning system need proper guidance in choosing the right learning method, especially for teachers whose children should have entered the age category of specialization but have just started tennis practice, this is what becomes a job. serious tennis coach or teacher.

In the game of tennis, there are a variety of basic strokes that a player must master, namely forehand, backhand, volley, serve and smash. The forehand stroke is one of the first and foremost basic techniques that a player must master before a player can master other basic stroke techniques. Therefore, this forehand technique must be taught from the start for someone who is going to learn to play tennis. The forehand is one of the basic forms of hitting and is done at the start of a practice which is usually easier and faster for any novice player to master. A tennis forehand is said to be good when a tennis ball after being hit with a racket over the net is thin and hard and the speed of the ball goes to the right and left edges of the back court. Tennis players should at least take into account the direction of the shot or a good shooting angle.
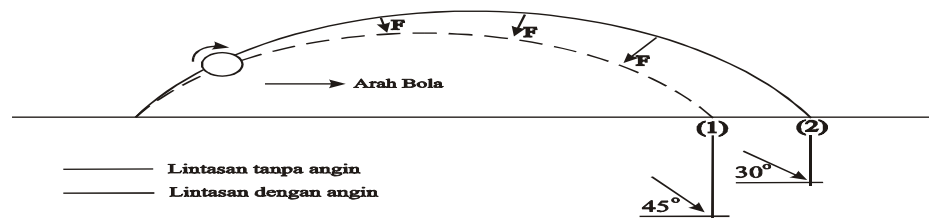

Figure 1. The trajectory of the spin ball (Imam Hidayat 1997: 211)

In developing the learning ability of the forehand stroke, apart from having to be supported by excellent physical conditions, also in the training process a teacher must be able to choose the right learning method. There are many learning methods that can be chosen to practice the forehand stroke, including part and whole training methods.

The fore hand tennis method approach in implementing the learning stages concentrates on one part of the skill. Learning through the part approach is easier and faster to learn in motion. The learning method strategy has a major influence on the success in achieving learning objectives (Bagus Kuncoro; 2018). The part method approach is given in Learning if the skills learned in a sport are classified as difficult and complicated so that good mastery of each part in fore hand tennis is required. The description of the part learning method can be illustrated as follows
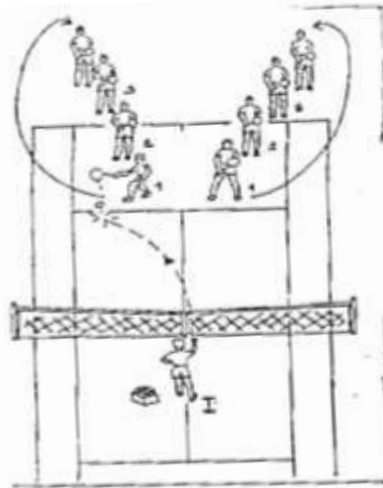
Figure 2. The part method learning approach (Bill Murphy, 1977: 95)

Presentation of forehand training material, a player must concentrate on the overall movement. All stages of the tennis forehand hitting technique are carried out in one complete skill movement, the player in carrying out the movement of the skill includes a very complex task with many components that require all good attention from the material to be delivered, students and teachers so that there is a need for continuity. The description of learning through the overall method can be explained through the following pictures:
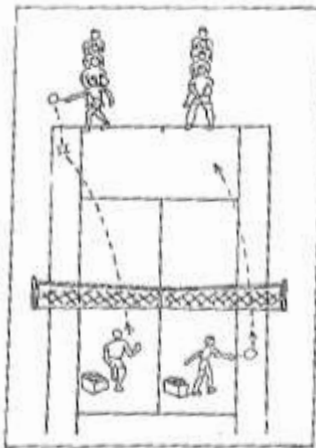

Figure 3.The overall method of learning approach (Bill Murphy, 1977: 102)

Methodology

The subjects of this study were male students in semester v of the Surakarta development buddy university for the 2019/2020 academic year. The method used is descriptive quantitative with an experimental approach. The basis for using experimental research is an experimental activity that begins with giving treatment to the subject which ends with a form of test to determine the effect of the treatment

that has been given. While the design used was the pretest-posttest design. The division of the research group was by means of ordinal pairing.

The data analysis technique was used as follows: (1) Reliability Test: To determine the level of consistency of the test results, a reliability test was carried out using interclass correlation. (2) The normality test uses the Lilliefors method from Sudjana (2004). (3) homogeneity test: conducted by dividing the larger variance by the smaller variance. (4) The data analysis in this study was carried out by means of a difference test (t-test).

Result and Discussion

1. The Difference of the Effect of Part and Overall Training on the Ability of the Tennis Forehand.

Based on the results of the difference testing carried out on the final test data between group 1 and group 2, the tcount was 3.07, while the t-table at the 5% significance level was 1.72. Based on these results it can be concluded, there is a significant difference between the final test in group 1 and the final test in group 2.Thus the hypothesis which states, there is a difference in effect between part training and the overall ability of tennis forehand strokes on UTP Surakarta students, can be accepted.

2. Better Part Training Effect on Improving Your Forehand Tennis Ability.

Based on the results of the calculation of the percentage increase in the ability of tennis forehand strokes, it is known that group 1 has a percentage value of increasing the ability of tennis forehand strokes by 40.1%. Meanwhile, group 2 had an increase in the ability of tennis forehand strokes by 36.85%. Based on these results, it can be concluded that group 1 has a greater percentage of improvement in the ability of tennis forehand strokes than in group 2.Thus, the hypothesis which states that part training has a better effect on improving the ability of tennis forehand strokes in UTP Surakarta students can be accepted.

Conclusion

The results of the research can be concluded as follows:

1. There is a difference in the effect between the influence of plyometric training and forehand-loaded ability on UTP Surakarta students with a t-t calculation value of 3.07, while the t-table at the 5% significance level is 1.72. Based on these results it can be concluded that there is a significant difference between the final test in group 1 and the final test in group 2.

2. Part training has a better effect on improving the ability of forehand strokes in UTP Surakarta students. Group 1 has a percentage value of increasing the ability of tennis forehand strokes by 40.1%. Meanwhile, group 2 had an increase in the ability of tennis forehand strokes by 36.85%. Based on these results it can be concluded, group 1 has a greater percentage of improvement in the ability of tennis forehand strokes than in group 2.

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