

Differences in Drills and Stroke Exercises on the Accuracy of Badminton Smash in Class V Students of Ganungkidul 1 Public Elementary School, Nganjuk Regency

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ABSTRACT

The accuracy of the smash is a blow that requires the strength of the whole hand and ends with the flexibility of the wrist to get the direction or rate of the shuttlecock down hard, sharp and dipping. There are several variations in practicing smash shots such as through the drilling method and the stroke method so that the accuracy of the stroke will be obtained. The drill method in this study is the exercise is carried out repeatedly by completing the material provided so that the trainees carry out the first material which is carried out repeatedly then the trainees move on to complete the next material. While the stroke training method is a series of strokes carried out sequentially and continuously.

This study uses a quantitative approach. This type of research is experimental research, the research design uses a randomized control group pretest-posttest, a sample of 16 people, while badminton smash data is collected using a badminton accuracy test instrument. The data analysis technique used is the free sample t-test or independent sample t-test

The results showed that the sig value was 0.001 < 0.05 which indicated that there were differences in the drilling training method and the stroke training method for the accuracy of the badminton smash for fifth grade students at Ganungkidul 1 Public Elementary School, Nganjuk Regency. 54 compared to the stroke exercise group with a mean score of 6.5. Where seen from the difference with the average value of 9.04

Keywords: [drills, stroke practice, smash accuracy, badminton]

INTRODUCTION

Physical education is a medium to encourage the development of motor skills, physical abilities, knowledge, reasoning, appreciation of values (attitude, mental, emotional, social), and the habituation of a healthy lifestyle which aims to stimulate balanced growth and development (Rosdiani, 2012: 21). Samodra & Wati (2013: 28) state that physical education is defined as physical activity related to education, generally carried out in the context of education by developing physical abilities to help physical development, to be able to participate and to know the value of the activity.

Rosdiani (2012: 22) states that in the process of learning physical education, teachers are expected to teach a variety of basic movement skills, game and sports techniques and strategies, internalization of values (sportsmanship, honesty, cooperation, etc.) and habituation of a healthy lifestyle. According to Mahendra (2003: 45) explains that the purpose of learning physical education must include goals in the psychomotor domain, cognitive domain, and no less important in the affective domain.

Game and sports material is taught to upper grade elementary school students, especially grade V Elementary School with badminton game material. One of the physical education learning materials given to upper grade elementary school students at Ganungkidul 1 Public Elementary School, Nganjuk Regency is material about badminton. This sport is very popular with various groups, from children to adults, because badminton is interesting and relatively easy to play. To play badminton, of course there are basic techniques that must be known and mastered, including standing (Stance), racket holding technique (Grip), footwork technique, and hitting ball technique (Strokes).

The difficulty of students when doing smash strokes is the combination of speed and step accuracy with the accuracy of hitting. Therefore, this should be a concern if the quality of the student's strokes is very poor, whether lacking in terms of the concept of motion, accuracy and the hitting technique itself, because of that there must be a better form or training model so that the quality of lobs, smashes and drops shots increase. The existing problems were compounded by the lack of learning methods conveyed by the teacher to students, so that students became bored doing what was instructed by the teacher. As a result of the existing problems, students' smash skills in badminton games are still lacking. Based on the conditions and problems above, the authors want to examine "Differences in Drilling and Stroke Exercises on the Accuracy of Badminton Smash in Class V Elementary School 1 Ganungkidul, Nganjuk Regency.

LITERATURE REVIEW

The Notion of Badminton

Badminton is a sport that is played using a net, racket and shuttlecock with various hitting techniques ranging from relatively slow to very fast accompany by feint movements (Tony, 2007: 1). Badminton has a sporting character that requires speed and agility because players must reach all sides

of the court without losing balance. Badminton is a complex sport, where this sport uses almost all physical components.

The basic techniques of badminton skills that must be mastered by a badminton player are: stance, racket holding technique (grip), ball hitting technique (stroke), and footwork technique (Sapta Kunta Purnama, 2010: 13). The basic techniques of hitting in the game of badminton are long serve, short serve, lob, smash, dropshot, chop, drive and netting (Sapta Kunta Purnama, 2010: 15).

Drills

Drill is a way of teaching by providing exercises on what athletes have learned so as to acquire a certain skill. The word practice implies that something is always repeated. The drill approach method does have advantages and disadvantages like other approach methods. In the drill approach, the trainer must create certain situations to spur the trained child to think and act according to the trainer's instructions. The drill method approach is aimed at sports with certain skills. The forms of the drill method can be realized in various forms of techniques as follows: (1) inquiry techniques, (2) discovery techniques, (3) micro teaching techniques, (4) learning module techniques, (5) independent learning techniques.

Strokes Practice (Strike Pattern)

This punch pattern exercise is done in a simple way first as by giving each other simple and easy baits. After mastering the striking pattern well, then it will be improved regarding the target and the accuracy of the direction of the actual game, namely the placement of the shuttlecock as thinly as possible or as deep as possible to carry out the hitting technique. Herman Subarjah (2011: 33) explains that "to be able to play badminton well, a player must be able to perform several hitting techniques or hitting motion skills". In terms of stroke is the skill of hitting the shuttlecock or often called the technique of hitting badminton.

After successfully mastering how to hold the racket, mastering footwork, and all the basic techniques well, then you can then make variations of your strokes. Mastery of basic strokes and variations will be very beneficial when you start playing in the game. Based on the above opinion, it can be concluded that the stroke exercise is a series of strokes carried out sequentially and continuously.

The difference between Drill and Stroke Exercise (Strike Pattern)

The training method used to practice strokes in badminton games is the drill method and the strokes method. Each of these training methods has its strengths and weaknesses. Seeing the movements performed in the drill method and the strokes method in practicing badminton strokes, we can analyze the strengths and weaknesses of these training methods. Theoretically the strokes method is better than the drill method. The effectiveness of the drill training method and the strokes training method has not been considered. Trainers often choose the drill method as a method of hitting practice rather than the strokes method. Coaches should use training methods that are age-appropriate and effective for practicing badminton playing skills.

MATERIALS & METHODS

This research approach is quantitative using experimental research methods. The

research technique used is "two groups pre-test-post-test design", namely a research design that contains a pre-test before being given treatment and a post-test after being given treatment, so that it can be known more accurately, because it can be compared with the before being given treatment (Sugiyono, 2007: 64). While the population in this study were all fifth grade students at Ganungkidul 1 Public Elementary School, Nganjuk Regency, with a total of 32 students.

Prior to data analysis, a prerequisite test was carried out, namely the normality test first with the One-Sample Kolmogorov Smirnov Test and homogeneity tested with Levene's Test. Then the data was tested with the Paired-Sample T-test to analyze the differences between the pre-test and post-test. Analysis of Variance is used to examine differences between three or more data groups (Maksum, 2009: 47).

RESULT

Mean Difference Test for Paired Samples

The analytical test used in this study is the mean difference test (mean difference test) using the t-test analysis (Paired t-test). The values used in calculating the t-test (Paired t-test) are the pre-test and post-test values of each group, with the presentation of the data, the results of the calculation of the t-test (Paired t-test) are as follows:

Table of Paired Sample Average Difference Test

Badminton Smash Accuracy	Mean	Mean Differences	t	Df	Sig (2-tailed)	
Drilling	Post-test	85,86	15,54	8,205	13	,000
	Pre-test	101,4				
Stroke	Post-test	86,10	6,5	4,372	13	,000
	Pre-test	92,06				
Controlling	Post-test	87,97	1,7	6,134	13	,000
	Pre-test	89,67				

Based on the results of the t-test, the pretest and posttest values for Drilling obtained a t-count value of 8.205 and for t-table obtained 2.179, and a significance value of 0.000 < 0.05, so these results indicate that there is a significant difference. Because t-count > from t-table, so Ho is rejected, thus it means

that there are differences in drilling training methods on the accuracy of the badminton smash for class V Elementary School 1 Ganungkidul, Nganjuk Regency. The magnitude of the increase in the accuracy of the badminton smash can be seen from the data with an average difference of 15.54.

Based on the results of the t-test, the pretest and posttest values of stroke exercise are as follows. The results of testing the data obtained a t-count value of 4.372 and for t-table obtained 2.179, and a significance value of $0.001 < 0.05$, so these results indicate that there is a significant difference. Because the t-count is greater than the t-table, so H_0 is rejected, thus meaning that it reads "There are differences in the stroke training method for the accuracy of the badminton smash for class V Elementary School 1 Ganungkidul, Nganjuk Regency. The magnitude of the increase in the accuracy of the badminton smash can be seen from the data with an average difference of 6.5.

Based on the results of the t-test, the conventional training pretest and posttest values are as follows. The results of testing the data obtained a t-count value of 6.134 and for t-table obtained 2.179 and a significance value of $0.000 < 0.05$, so these results indicate that there is a significant difference. Because the t-count is greater than the t-table, so there is an increase in conventional training on the accuracy of the badminton smash for fifth grade students at SD Negeri 1 Ganungkidul, Nganjuk Regency. The magnitude of the increase in leg muscle explosive power can be seen from the data with an average difference of 1.7.

Test of Differences between Groups (Anova)

Testing the average difference simultaneously between groups using ANOVA (Analysis Of Variance) statistics with the help of SPSS 22 for Windows obtained the following results:

Table of Results of Smash Accuracy ANOVA Calculations

ANOVA					
Test Result	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2099.220	5	419.844	7.707	.000
Within Groups	3922.018	72	54.472		
Total	6021.238	77			

Based on the results of the statistical hypothesis testing above, the $F_{counted}$ is

7.707 and F_{table} is 2.42. Using the hypothesis testing criteria, it can be said that H_0 is rejected, H_a is accepted because the value of $F_{counted}$ is $7.707 > F_{table}$ 3.26. In other words, there are differences in drilling, stroke and control group exercises on the accuracy of badminton smashes for fifth grade students at SD Negeri 1 Ganungkidul, Nganjuk Regency. A significant difference is seen in the drilling method compared to stroke and conventional training with the highest increase of the three training methods, which has an average of 15.54.

DISCUSSION

Differences in drill training on the accuracy of badminton smashes

The results of the analysis showed that there was an increase in the accuracy of the students' smashes before and after practicing the drilling smash training method. This is indicated by the value of t count = $8.205 > t$ table 2.179, and a significance value of $0.000 < 0.05$. Drilling exercises can improve smash accuracy, which has something to do with the drill method which states that with continuous practice, the relationship between stimuli and answers becomes automatic.

Differences in stroke practice on the accuracy of badminton smashes

The results of the analysis showed that there was an increase in the accuracy of students' smashes before and after practicing the stroke training method. This is indicated by the value of t count = $4.372 > t$ table 2.179, and a significance value of $0.000 < 0.05$. There is an increase in the accuracy of the smash in athletes due to stroke practice or this punch pattern where the form of movement is very dynamic, in the form of a smash movement then immediately netting and so on, so that students are more agile and accustomed to smashing. This is in accordance with Tohar's opinion (1992: 112) that strokes or punch patterns are series of strokes that are carried out sequentially and continuously which combine one punching technique with another, and are

carried out repeatedly so as to form a series of techniques. shots that can be played harmoniously and in unison. This stroke exercise is done in a simple way first, namely by giving each other simple and easy feedback. After mastering the stroke properly, then it will be improved regarding the target and accuracy of the direction of the actual game, such as placing the shuttlecock as thinly as possible or as deep as possible in carrying out the stroke technique.

Differences in drill and stroke training methods on the accuracy of badminton smashes

The results of the analysis showed that the experimental group with the drill training method was more effective on the accuracy of the badminton smash in fifth grade students of Ganungkidul 1 Public Elementary School, Nganjuk Regency than the stroke training method. With the results of the analysis of the drilling exercise method of 8.205 while the stroke exercise method is 4.372. According to Bloom (1981: 37) the effectiveness and ability to anticipate movement can be increased by doing drills continuously. In the smash technique, the drill training method is carried out by giving as much feeding (bait) as possible to students, then being beaten using a racket. For this reason, students must carry out continuous smash technique movements until the specified time limit. Because repetition of every movement made will strengthen the connection between stimulus and response, so that it can improve students' ability to respond to the stimulus received (Rahantoknam, 1988: 26). Furthermore, the movements performed repeatedly will be stored in the athlete's memory which will appear at any time when there is the same stimulus. For this reason, movement skills in sports must always be trained repeatedly so that they are not easily lost from memory, so that individuals remain skilled in every movement.

The drilling exercise method is more effective for increasing the accuracy of badminton smashes

The results of the analysis show that drilling exercises are more effective in increasing the accuracy of the badminton smash for fifth grade students of Ganungkidul 1 Public Elementary School, Nganjuk district, compared to stroke exercises. Based on the results of the analysis, the average posttest score for the Drilling group was 15.54 compared to the stroke group with an average score of 6.5. Where seen from the difference with the average value of 9.04. This can show that the provision of the Drilling training method is more effective and efficient to improve the accuracy of the badminton smash for class V Elementary School 1 Ganungkidul, Nganjuk Regency.

CONCLUSION

Based on the results of research data analysis, and discussion, it can be concluded that there are differences in drilling training methods for the accuracy of badminton smashes in fifth grade students of Ganungkidul 1 Public Elementary School, Nganjuk Regency, with a percentage increase of 61.02% and there are differences in stroke training methods for accuracy badminton smash in fifth grade students of Ganungkidul 1 Public Elementary School, Nganjuk Regency, with a percentage increase of 46.43%. So it was concluded that the drill training method was more effective for the accuracy of badminton smashes in fifth grade students at SD Negeri 1 Ganungkidul, Nganjuk Regency, rather than the stroke training method, with a posttest average difference of 2.889.

Declaration by Authors

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