



Differences Between Drill Training and Play Training Methods Towards Badminton Skills

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*Ashadi Cahyadi^{1abcde}, Ade Rahmat^{1abcde}

¹IKIP PGRI Pontianak, Kalimantan Barat, Indonesia.

ABSTRACT

ARTICLE INFO

The purpose of the study. This study was to determine the difference between drill and play training methods on badminton playing skills.

Materials and methods. The method used is the experimental method. The research subjects were 30 male athletes at the PB Aneka club and had taken the achievement motivation test. The data collection tool in this study used the Playing Badminton test. The hypothesis test anova one way.

Results. The results of the research in the high achievement motivation badminton group obtained an F-Count value of 119.61 while the F_{Table} with degrees of freedom 1 (df1) and degrees of freedom 2 (df2) and a significance of 0.05 obtained an F_{Table} value of 4.20. $F_{Count} > F_{Table}$ ($119.61 > 4.20$) and in the low-achieving motivation badminton group, the F-Count value is 4.840 while F_{Table} with degrees of freedom 1 (df1) and degrees of freedom 2 (df2) and a significance of 0.05 obtained F_{Table} value of 4.20. $F_{Count} > F_{Table}$ ($4,840 > 4,20$).

Conclusions. There is a significant difference between the drill and play training method groups on badminton skills on high and low achievement motivation.

Keywords: *Drill Practice; Play Practice; Badminton skill.*



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INTRODUCTION

The Indonesian Badminton Association (PBSI) as the parent organization for badminton in Indonesia promotes badminton achievements by holding championships or competitions at various regional and age levels. In this case, it is intended to look for good seeds of players who will of course be projected to become national players who will represent Indonesia at the international level (Yane, Cahyadi & Razikin, 2021: 274). Talking about the achievements of badminton in the city of Pontianak, from the past the city of Pontianak has never been able to speak much at the national level. Extraordinary achievements were achieved by badminton players from West

* Corresponding Author Syamsulrizal, e-mail: ashadi2913@gmail.com

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Kalimantan (West Kalimantan) at the 2017 Badminton National Championship (Kejurnas). Throughout participating in the National Championship, this is the first time West Kalimantan has been able to speak on the National Stage by winning third place in women's singles. While the men's singles entered the top eight National. "This is a proud achievement, which has been achieved by West Kalimantan badminton athletes. Moreover, this is the first time we have won three national championships," said the chairman of the provincial committee (Pengprov) of the Indonesian Badminton Association (PBSI) of West Kalimantan, Syarief Abdullah Alkadrie, in Pontianak, (Pontianakpost.co.id, 6/12).

The fact is that in the National Circuit which was held in Pontianak City, the Pontianak City badminton contingent only passed the men's singles players to the top eight and passed one women's singles to win third place. Of course, this is very interesting to look for the problems that occur, considering that in Pontianak City there are many Badminton Associations (PB) that have been established and have seeds from an early age to nurture and develop their potential in achieving achievements. An athlete's ability is influenced by many factors, one of which is the training method used.

The training method is a way that aims to improve skills for trained athletes. The demand for an effective and efficient training method is driven by the facts or symptoms that arise in the training. There are many kinds of training methods, so in carrying out the training, you must be able to apply good and appropriate training methods. The training program also has a big influence on one's performance and playing skills. Successful mastery of technique in badminton is obtained from regular correct practice and supported by the right training program. Therefore, with the capital of practicing diligently, disciplined and directed under the guidance of a qualified coach, you can master various basic techniques of playing badminton properly. Thus, to become a good and accomplished badminton player, it is required to master the basic techniques of badminton. The basic technique in question is not only the mastery of hitting techniques, but also involves techniques related to the game of badminton itself. In badminton games, the use of the drill and play training method is a suitable method for practicing basic techniques and game strategies. The drill



method is a training method or training method which is a good way of teaching to instill certain habits. Also as a means to obtain dexterity, accuracy, opportunities and skills (Syaiful Sagala, 2009:21). While the playing method is to increase awareness of the concept of play through the application of appropriate techniques according to the problems and situations in the actual game (Tarigan, 2001).

MATERIALS AND METHODS

Study participants

The research subjects were as many as 30 male athletes who took part in badminton training at the PB Aneka club and had taken an achievement motivation test.

Study Organization

The method used in this study is the experimental method. The technique used in collecting data is a measurement technique. While the data collection tool in this study researchers used the Badminton Play test. Test the hypothesis used in this study using one-way analysis of variance (Anova One Way).

RESULTS

Perbedaan metode latihan Drill dan Bermain terhadap keterampilan bulutangkis pada motivasi berprestasi Tinggi.

Testing this hypothesis uses the One-way Analysis of Variance (Anava One way) test, namely through a comparison of the gain in the drill and playing method groups on high achievement motivation in the badminton skill group. The results can be seen in the following table 1:

Table 1. Analysis of Differences in the Drill and Play training methods on badminton skills on high achievement motivation.

ANOVA					
BulutangkisT	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	168.033	1	168.033	119.617	.000
Within Groups	39.333	13	1.405		
Total	207.367	14			

From table 1 in the high achievement motivation Badminton group, the Fcount value is 119.61, while the FTable with degrees of freedom 1 (df1) and degrees of freedom 2 (df2) and a significance of 0.05, the FTable value is 4.20. The value of $F_{\text{count}} > F_{\text{Table}}$ (119.61 > 4.20) means that there is a significant difference between the groups of drill

and play training methods on badminton skills on high achievement motivation. The average playing method is 5.07 while the drill method is 9.80. Can be seen in the following figure 1:

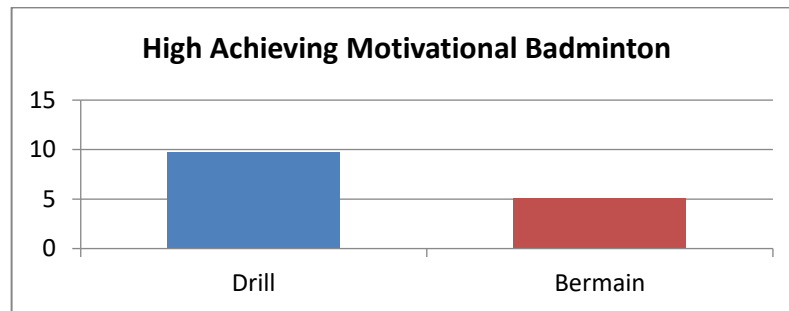


Figure 1. Badminton Histogram of High Achievement Motivation

Differences in the Drill and Play training methods for badminton skills at low achievement motivation.

Testing this hypothesis uses the One-way Analysis of Variance (Anava One way) test, namely through a comparison of the gain in the drill and playing method group on low achievement motivation in the badminton skills group. The results can be seen in the following table 2:

Table 2. Analysis of Differences in Drill and Play training methods on badminton skills on low achievement motivation.

ANOVA					
BulutangkisR	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.033	1	4.033	4.840	.036
Within Groups	23.333	13	.833		
Total	27.367	14			

From table 2 in the low achievement motivation badminton group, the F_{count} value is 4.840, while the F_{Tabel} with degrees of freedom 1 (df1) and degrees of freedom 2 (df2) and a significance of 0.05 obtains an F_{Table} value of 4.20. The value of $F_{count} > F_{Tabel}$ ($4.840 > 4.20$) means that there is a difference between the Drill and Play training method groups on badminton skills at low achievement motivation. The average playing method is 3.07 while the drill method is 3.80. Can be seen in figure 2:

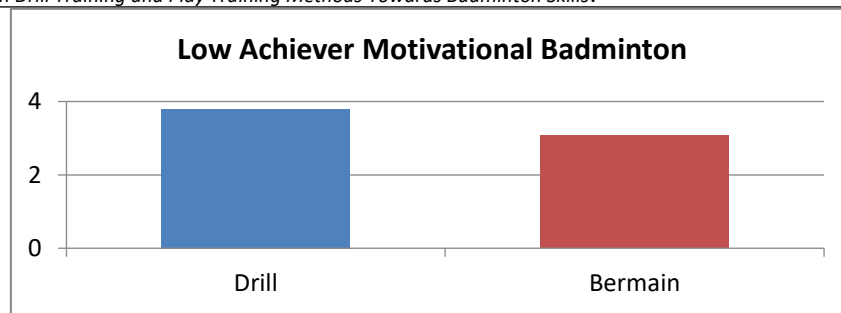


Figure 2. Low Achiever Motivation Badminton Histogram

DISCUSSION

The difference between drill and play training methods on badminton skills on high achievement motivation.

From the results of the study in general that there are differences between drill and play methods of badminton skills in high achievement motivation. The drill training method provides a better and significant contribution. This is because the drill training method is more guided, meaning that all athlete activities start from the trainer. athletes just follow the instructions and directions from the coach. Apart from that, high achievement motivation also makes an equally important contribution. achievement motivation is defined as an effort to achieve success or succeed in competition with a measure of excellence which can be in the form of other people's achievements or their own achievements (Mc Celland, 1998). In other words, it can be stated, the higher a person's achievement motivation, the more motivated he is to make a move. From the results of the study showed that the method of training and high achievement motivation can have a significant effect on badminton skills. Unlike the case with the play practice method where this training method students are not guided to the fullest. Athletes are given freedom in the process of training.

There are differences in drill and play training methods towards badminton skills at low achievement motivation.

Results of the study in general that there is a difference between drill and play methods of badminton skills at low achievement motivation. The tactical training method provides a better contribution than the playing training method. This is because the drill training method is more guided, meaning that all athlete activities start from the trainer. athletes just follow the instructions and directions from the

coach. Unlike the case with the play practice method where this training method students are not guided to the fullest. Athletes are given freedom in the process of training.

CONCLUSION

Based on the above research results, it can be concluded that: 1) There is a significant difference between the drill and play practice method groups on badminton skills on high achievement motivation. 2) There are differences between the Drill and Play training method groups for badminton skills at low achievement motivation.

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APPENDIX

Information About The Authors:

Ashadi Cahyadi, IKIP PGRI Pontianak.

Email : ashadi2913@gmail.com, IKIP PGRI Pontianak; Physical Education Study Program, Faculty of Sports and Health Education IKIP PGRI Pontianak; Address: Jl. Ampera. No. 88 Pontianak-Tel/Fax. (0561) 748219/6589855.

Dr. Ade Rahmat, M.Pd, IKIP PGRI Pontianak.

Email: Mradde16@gmail.com; <https://orcid.org/0000-0002-7165-9705>; Physical Education, Health and Recreation IKIP PGRI Pontianak, Indonesia;Jl. AmperaNo.88, Sungai Jawi, Kec. Pontianak Kota, Kota Pontianak, Kalimantan Barat 78116.

