

The Effects of Teaching Styles and Learning Motivation on the Outcomes of Football Dribbling Learning

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Abstract—This study aims to compare two teaching styles and to investigate the effects of learning motivation on football dribbling learning outcomes. The teaching styles consist of reciprocal and training styles. The study was experimental research with a 2x2 factorial design. The sample of the research was 20 students. The data analysis was the analysis of variance (ANOVA) and the Tukey test. The results show that (1) there were differences in the dribbling learning outcomes between the group taught using reciprocal style and the group taught with training style; (2) there was no significant influence of teaching styles and learning motivation on the dribbling learning outcomes; (3) there were differences in the dribbling learning outcomes between the low motivated students taught with reciprocal style and the ones taught with training style; and (4) there were differences in the dribbling learning outcomes between the highly motivated students taught with reciprocal style and the ones taught with training style.

Keywords—teaching styles, learning styles, dribbling

I. INTRODUCTION

Football is a team game that requires cooperation from fellow team members. One of the characteristics of football is a simple game, but to play good football is to do simple things as well as possible [1]. To play football well, players must be equipped with good basic techniques. Several basic techniques a football player must acquire are kicking, stopping, dribbling, heading, tackling, throw-in, and goal-keeping. Furthermore, a football player has to maintain his physical fitness in an effort to bolster his skills in playing football.

One of the most important basic techniques in football is dribbling. This is an attempt by a player to carry the ball by kicking it as frequently and fast as possible. This technique can be carried out by using the inside, outside, and laces of the feet. Dribbling is done in purposes of setting the game pace, looking for a chance to pass the ball or aiming for a goal. Dribbling is the basic skill in football because all the players must be able to possess the ball when moving, to stand, or to get ready to pass the ball or to score a goal [2].

The results of observation and direct interview with the sports teachers in SMA Negeri 1 Sinjai Utara indicate that the common problems found regarding physical education at the school were the incompleteness and the low quality of facilities and infrastructure. As a result, students lack physical activities and cannot perform all physical activities

available. There are several contributing factors: (1) the number of facilities and infrastructure for physical activities at the school could not accommodate all students. Consequently, more time was spent by the students on waiting for the turn rather than the time spent on practicing dribbling; (2) students' participation in the learning process was still low, and (3) the teaching styles employed by the teachers were still monotonous. It should be known that there are several aspects that can be used to vary learning methods; among others are the teaching styles, the use of media and teaching material, and the interaction between teachers and students [3].

Teaching in physical education comes in many various styles. Among others are a) command style, b) practice style, c) reciprocal style, d) self-check style, e) inclusion style, f) guided-discovery style, g) divergent style, dan h) individual program learners design [4]. Based on the phasing system of students' movement and character learning, the researcher found it interesting to conduct a scientific experiment on *reciprocal* and *practice styles* in order to compare between the two teaching styles and discover the more appropriate style. The selection of teaching styles aims to become a continuum with the spectrum of styles based on the number of decisions made by the teachers to the students [5].

The reciprocal teaching style deals with the close attention given to big changes, the decision making by the teachers to the students, the students' responsibility to observe their friends' or partners' performances, and the feedback immediately given each time a movement is made [3]. However, the practice teaching style allocates time to practice the task given and shown by the teachers, and the teachers give feedback to each student and each group [6].

In the effort to implement the two teaching styles, students are expected to be highly motivated. Motivation is a push from oneself consciously or unconsciously to perform an action with a certain purpose. Motivation is crucial in movement learning. Students with high motivation are more likely to produce better outcomes in movement learning than students with low motivation. Therefore, motivation is used to be the attributive variable in this research by comparing the reciprocal and practice teaching styles [7].

II. RESEARCH METHOD

This study was using an experimental approach with a 2x2 factorial design. The overall treatment was given for twelve meetings. The material delivered was how to carry out basic techniques in dribbling a ball. Before the treatment, the data about students' motivation and the learning outcomes were collected. The population was all male students of SMA Negeri 1 Sinjai, but the sample was 20 students. The data collection techniques were used based on the involved variables: (1) dependent variable obtained from the dribble process and (2) attribute variable obtained from the test of learning motivation. As for the data analysis technique, two-way analysis of variance (ANOVA) with the significance level $\alpha = 0.05$ was used. In ANOVA, it is required to perform a normality test with Liliefors test and homogeneity test with Barlett test and followed up by Tukey test [8] to discover any interaction. Moreover, SPSS version 20 was used to analyze the data.

III. RESULT AND DISCUSSION

A. *Differences in the football dribbling learning outcomes between reciprocal and practice teaching styles*

Dribbling is touching the ball by using feet in a perpendicular position towards the ball and keeping the ball close to the feet. In doing so, the player has to reduce his speed while dribbling, but can actually protect the ball from the opponents. While dribbling, the player should keep his head upright and his eyes set on the field in front, but not on the feet. The process of carrying out this movement should be coordinated properly with both oneself and other players.

Based on the results, it is found that there were differences in the football dribbling learning outcomes using reciprocal and using practice teaching styles. The students taught with reciprocal style obtained a higher average score in dribble learning than the students taught with practice style. This is because reciprocal teaching style can help students learn and understand their weaknesses and mistakes or accuracy they have made, compared to practice teaching style. Therefore, it can be recommended that reciprocal teaching style is better than practice teaching style in the effort to improve students' football dribbling learning outcomes.

B. *The interaction between Teaching Styles and Learning Motivation*

Results of the analysis indicate that there was a high interaction between teaching styles and learning motivation affecting the outcomes of learning to dribble in football. The high motivation is necessary for achieving good outcomes of learning to dribble. This is because high motivation can encourage students to solve unexpected problems during the practice so that they can anticipate and perform the correct and proper movement.

The highly motivated students taught with reciprocal style were seen to obtain better results in football dribble learning than those taught with practice style. In contrast, practice style applied for students with low learning motivation showed better results in learning how to dribble in football than the reciprocal style.

Highly motivated students were seen to be able to properly coordinate several moves simultaneously if

supported with a teaching style that improves dribbling learning outcomes. The learning or training process will eventually be more quickly applied when dribbling because the students follow the training process based on the given teaching style. This is different from students with low motivation.

C. *Differences in the football dribbling learning outcomes between reciprocal and practice teaching styles in terms of high learning motivation*

Students who had high learning motivation had better responses when they had to make quick decisions on what they should do or what information they should gather in the learning process. Motivation is a push for students to understand faster and to master the football dribbling technique, especially if supported with a proper teaching style that is in accordance with their abilities.

The reciprocal teaching style responds to the overall material of football dribbling. This teaching style is properly implemented for highly motivated students. This is because the reciprocal style has characteristics that can activate students and physical education teachers in every learning activity. In some cases, reciprocal teaching style gives opportunities to students to learn how to master a skill. In this regard, students receive intensive evaluation and correction from their partner as a researcher or an observer every time they dribble the ball. The style also allows the students to develop their skill.

In the implementation of practice teaching style, the students who had high motivation skill had the freedom to perform the learning activity based on their personalities and were able to receive feedback and correction from the teachers individually or in the group in regard to their football dribbling learning outcomes. This teaching style puts emphasis on football dribbling drills. In principle, the learning process with a practice approach is focused on the mastery of dribbling techniques. They are taught to the students repeatedly because teachers give little correction or monitoring.

Based on the results of the study explained above, it can be concluded that the reciprocal style gave better impacts on the students' dribbling learning outcomes than the practice teaching style when used to teach students who had high learning motivation.

D. *Differences in the football dribbling learning outcomes between the reciprocal and practice teaching styles in terms of low learning motivation*

Students who had low learning motivation lacked the ability to respond to a situation where they had to make a decision about what they should do or what information they should gather. Motivation can push students to learn how to dribble eagerly. Additionally, students will be able to improve their football dribbling skill significantly if taught with appropriate teaching style.

Reciprocal teaching style helps students develop their movement skill and enhance their abilities through evaluation or correction from their partner. This teaching style allows students with low learning motivation to learn and master their skill at football dribbling easily. This is because learning while playing leads to students' football dribbling learning outcomes to considerably improve.

The practice teaching style, however, involves giving assignments and training that the students must do. They must also be accountable to their teachers for what they have learned. Additionally, the students are allowed to learn based on their characteristics. Therefore, students can become more independent, creative, and decisive. Through this teaching style, students will find it easier to learn football dribbling if they have low learning motivation.

The explanation above leads to a conclusion that practice teaching style helps students with low learning motivation achieve better football dribbling learning outcomes than reciprocal teaching style.

IV. CONCLUSION

Based on the results of the analysis, it can be concluded that:

1. Overall, there were differences in dribbling learning outcomes between the group taught with reciprocal style, and the group taught with practice style.
2. There was an interaction between teaching styles and learning motivation and its impacts on the students' dribbling learning.

3. There were differences in dribbling learning outcomes between low motivated students taught with reciprocal style and ones taught with practice style.
4. There were differences in dribbling learning outcomes between high motivated students taught with reciprocal style and ones taught with practice style.

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