The 3\textsuperscript{rd} International Seminar On PE, Sport, And Health 2013

"Promoting Investment in Physical Education and Sport Programmes"

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EFFECTIVE WAY OF TEACHING AND ANTHROPOMETRY DRIBBLING SKILLS

SPORTS HOCKEY

(Experimental Study On Students For Class X School mengah Marie Joseph Jakarta)

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Abstract

The purpose of this study was to determine the effect of teaching style and anthropometry against dribbling skills high school students Marie Joseph Jakarta. The research was conducted in Jakarta Joseph Marie High School in 2011. This study uses an experimental method with 2 x 2 factorial design. Random Sampling Cluster Sampling. The total sample of 64 people and divided into four groups with each group of 16 people. Analysis of the data using Analysis of Variance (ANOVA) and Tukey test further test.

The study concluded that: (1) overall, reciprocal teaching learning style is better than learning to practice the teaching style dribbling skills Joseph Marie High School hockey Jakarta, (2) for students who have high anthropometry, reciprocal teaching and learning style better than learning to practice the teaching style dribbling skills Joseph Marie high School hockey Jakarta, for students who have low anthropometry, there is no significant difference between the learning process with reciprocal teaching style and style exercises to teach dribbling skills Joseph Marie high School hockey Jakarta. (3) there is no interaction between teaching style and anthropometry against dribbling skills the sport of hockey.

INTRODUCTION

A. Background

Hockey is a team game in which required good cooperation among the players. Cooperation for the creation of a good one determining factor that each player is required to be able to master the basic techniques of playing hockey well. There are some basic techniques that must be mastered by the player in order to play hockey well.

Teaching style is one way to overcome the barriers that exist in achieving mastery dribbling skills the sport of hockey. Teaching style is one of the contributing factors and determinants of success in teaching, and is a hallmark of professional competence inherent in every human appearance of physical education. The teaching styles according to the Mosston Muska dikutul by Rusly Ahmad is; style exercises, practical style (inclusion), force feedback (reciprocal), checks his own style, select the style itself (coverage / inclusion), guided discovery styles, divergent styles, beyond style (individual program).

Muska Mosston, argues in his book that there are 8 different types of teaching styles used commando style is still dominant, whereas according to the characteristics of
students, commando style was not appropriate but the fact still used constantly.

Based on that, which is more suited to the style of teaching and training students or reciprocal teaching style. The two chosen teaching style of the existing teaching force 8, because in learning dribbling skills hockey feel are most appropriate is the second style of teaching. Basically teaching styles used will also be associated with anthropometry of learners that will be the object of research to determine the extent of the influence of teaching styles and students of anthropometry against dribbling skills the sport of hockey.

B. Problem Formulation

This problem is formulated as follows:

1. Whether there is a difference overall dribbling skills hockey between the students of class X are taught using drills teaching styles and teaching styles reciprocal?
2. Whether there is a difference overall dribbling skills hockey between the students of class X which has a high and anthropometric antipometri low?
3. Is there an interaction between teaching style and anthropometry against dribbling skills the sport of hockey?

DESCRIPTION theoretical

1. Ball Dribbling skills Hockey

The game of hockey is a team sport played games using sticks. According Primadi Tabarani, hockey is a game played between two teams, each player holds a crooked stick called a stick (stick) to move a ball. Between field hockey and indoor hockey has a difference other than the number of players, game duration and size of the field. In indoor hockey is not allowed to hit the ball (hit). The specific tools used in a hockey game is as follows:

1. Stick (Stick)
2. ball Hockey
3. Goalkeeper (Goalie)
   - Gloves (Hand Protector / Glove), Protective Leg (Leg Guard), Protective Head (Mask / Helmet), Protective Agency (Body Protector), Protective Neck (Neck Protector), Public Protector (Pelvic Protector)
4. player
   - Players Costume, Leg Protector (Shin Guard), Protective Gear (Mouth Guard), Protective Hand (Hand Guard)

2. Teaching style

As a physical education teacher, according to B. E. Rahantoknam, must process the three competencies to change behavior, namely: (1) knowledge and skills in physical education, including understanding the human body, is able to perform a variety
of physical education activities and how to learn motor skills, (2) the ability to teach or method, and (3) a personal relationship or a significant interaction. Teaching and learning process using appropriate teaching strategy is very important in the effectiveness and efficiency of the process efforts. Style of teaching is the ability to use a variety of methods of disseminating information to students through a variety of media and draw up practical experience that is essentially self-centered, interactive, and self-discovery based.

Mosston found teaching style as well as a strategy of war, which is a way to get around the system of teaching, so that teaching and learning objectives can be achieved effectively and efficiently. Further proposed teaching style selected spectrum, a bridge between students and subject matter. Spectrum of teaching is theoretical conception and design, implementation of teaching styles will be selected by a teacher.

So that mean teaching style is the ability to use a variety of ways to get around the system so that the goal of teaching learning process can be achieved by effectively and efficiently.

a. Teaching Style Exercise (Practice Style)

Practice teaching style is a style that provides the opportunity for students to carry out tasks, after receiving an explanation and see demonstrations task (movement) teachers, and students receive feedback provided by the teacher. To clear understanding of the style of exercise, then the following will discuss the key components of exercise styles.

According to Guthrie theory cited by Lutan, it is useful to drill memepelancar students to do more number of responses appropriate and correct. It is said that: the skills acquired through repetition. Mastery of a skill or consolidation of new skills will be acquired through repetition in which each phase of training to develop the cohesiveness of the stimulus-response relationship.

So is the teaching style exercise in this study was applied to the model of teachers teaching in physical education, where teachers will have the opportunity to teach in the number of students at once, students can learn to work independently, students learn the consequences of the decisions they make according to the existing provisions, students learn about the limitations of time, students can learn about the objectives to be achieved by carrying out certain tasks, and students have the opportunity to increase interaction with each student individually.

b. Reciprocal Teaching Style

Reciprocal teaching style provides students the freedom to make decisions on the broader task than methods. In addition to the freedom to make decisions with respect to the execution of the task, students are
given to assess learning outcomes are limited. Assessment is limited to only the top valuation on formative assessment or corrective by a student against another student, by a group of students against another student, or by a group of students on a student's learning outcomes. Although students judge granted his freedom, but the judge only on a limited basis, with formative assessment or corrective actual assessment done by teachers. Basically teaching style is to apply the theory of feedback or feedback. This theory assumes that the information about the results of his study will establish or improve their learning outcomes in later life. Information that led to the improvements called negative feedback, while information that actually strengthen learning outcomes ball called positive feedback.

This teaching style archetype theory the feedback (feedback), which led to stabilizing feedback is called positive feedback. Improve the teaching and learning process by systematically observing the movement or discussion of friends. Basically, observing and learning activities that friend is a learning process as well. This learning process is often referred to mental activity characteristic motion practice or fostering.

So it is a reciprocal teaching style in this research is applied to the model of teaching that gives students the freedom to make decisions with respect to the duties and provide the freedom to assess learning outcomes. Information about the results of this study are expected to stabilize or improve learning outcomes in later life. So as to improve the teaching and learning process.

3. Anthropometric

Anthropometry plays an important role in the sport of hockey, as it is the dimension most of the attention from coaches. Anthropometric very supportive aspects of the physical condition of an athlete as well as technical skills to demonstrate current capabilities of the motion.

Then after determining anthropometric components of a coach doing a physical ability test is usually conducted by a trainer early in preparation for the competition, the results of these tests will give a general overview. Test results obtained certainly not equal to each other, that is the picture of the handle as a coach in running a different exercise program which according to his ability. Blommfield furthermore suggests that the physical capacity tests are generally described as follows:

a. Height and weight
b. Sususnan Somatotype and body composition
c. Keproposionalan
d. Strength and explosive power
e. velocity
f. flexibility
g. attitude
h. Balance and agility.

So what is meant by anthropometric measures section height, weight, body mass index and long arms and long legs that can be measured by the unit of measurement to determine your ideal weight a person who can support the formation of the movement in accordance with the needs of other forms of posture particular body in accordance with the sport.

4. Initial capabilities

Bloom's initial ability (entry behavior) is the knowledge, skills and competencies, are prerequisites that must be owned to be able to learn a new lesson or further. Dick and Carey suggested that students' initial ability is the ability that is already held by the students before attending the teaching to be given. Furthermore, he argues that knowing the importance of prior knowledge of the students are (1) whether the student has to have the skills or knowledge that are prerequisites (prerequisite) to follow the instruction, (2) the extent of what the students have learned the material to be presented.

Based on the above description can be concluded that the initial capability is the basis of the potential of the students before attending an activity. In terms of function, the initial capacity can be used as an indicator to classify students into two major groups, namely homogeneous and heterogeneous groups. Homogeneous group is a group of individuals who have the ability to start the same relative. While the group is a heterogeneous group of individuals who have the ability are not the same start. In the process of teaching and learning exercise for homogeneous groups will be easier when compared to a heterogeneous group.

C. Thinking framework

1. Differences mastery dribbling skills hockey between the students of class X are taught using a teaching style exercises (Practice Style) and reciprocal teaching style.

Basic engineering mastery hockey massive benefits in the hockey game. Because the basic techniques in the game of hockey is preferred, so that the game can run well, and a good mastery of basic techniques will be key to the success of the team in an attack on the opponent's defense so that the occurrence of goals against an opponent.

Of the two approaches above are disadvantages and advantages. In general, the differences of the two approaches can be seen from the point of execution performance and physiology.

2. Differences mastery dribbling skills hockey between the students of class X which has antropometri high and low anthropometry.

Besides teaching style that can affect than the mastery of basic techniques of hockey. There are other factors that can play
hockey mmpengaruhi mastery of skills, among others are anthropometry. Because anthropometry is one factor that can encourage people to be aware of the potential of the body in the sport to pursue a particular sport of hockey. If students have a high anthropometry, has a tendency to be able to master the skills to play hockey well. Anthropometric which will allow a high school students do all the techniques of playing hockey well as that thins by the students of anthropometry is how good he is utilizing to master the basic techniques of playing our best hockey.

With the characteristics described above where the learning task is given to the teaching style of practice and reciprocal teaching styles for students who have a high anthropometric influences are thought to support the acquisition of skills in playing hockey.

3. There are Interaction Between Teaching Style and Anthropometry Against Ball Dribbling Skills Hockey.

Style of teaching practice and reciprocal teaching styles have different execution characteristics. In the style of teaching practice implementation with emphasis on basic techniques of movement repetition for mastery of basic techniques for a better, with repeated movement conducted its own motion will provide stability in learning techniques, in accordance with the tasks assigned by the teacher.

The implementation of reciprocal teaching style provides students the freedom to make decisions that are more extensive than the task method. In addition to the freedom to make decisions with respect to the execution of the task, students are given to assess learning outcomes are limited. Assessment is limited to only the top valuation on formative assessment or corrective by a student against another student, by a group of students against another student, or by students kelompok to student learning outcomes. Although students judge granted his freedom, but the judge only on a limited basis, with formative assessment or corrective actual assessment done by teachers.

Anthropometric every individual human being is different. For individuals who have a high anthropometry would have a greater opportunity to master the skills and complete the task, in this case the basic techniques of hockey. He will be motivated to perform the tasks optimally study well, so that in itself will assist in the implementation of the basic motion of the motor in terms of hockey although the students also have the effect of higher than anthropometry. The selection of teaching style exercises (practice style) that can be achieved with good, one of which is influenced by the level of anthropometry, so it will affect the movement techniques play hockey. For
individuals who have a low level of anthropometry would be more difficult to show the basic movement skills hockey. But they will be helped by a reciprocal teaching style, which will help students in understanding the range of movement tasks to be carried out. So it will give a positive impact in solving the learning task execution.

Thus, because of anthropometry will be associated with the level of readiness capability of doing work particularly to do with the basic techniques of hockey then there was an interaction between the teaching styles of anthropometry against dribbling skills the sport of hockey.

D. hypothesis formulation

Based on the study of theory relevant to the study variables, it can be concluded as hypothesis testing are as follows :

1. Overall there is a difference dribbling skills hockey between the students of class X were taught using drills teaching styles and teaching styles reciprocal.
2. Overall there is a difference dribbling skills hockey between the students of class X which has antropometri high and low antropometry.
3. There is an interaction effect between teaching style and anthropometry against dribbling skill the sport of hockey.

To be able to dribble technique a good hockey very necessary process of learning by using appropriate teaching styles.

METHODOLOGY

The research

A. Research Objectives

This study aims to determine one of the two styles of teaching that is more exercise and reciprocal effect on the control of dribbling skills the sport of hockey. Thus it can be used as a handle for the coaches and PE teachers for the implementation of efficient and effective learning.

In particular, this study aims to determine:

1. Overall there is a difference dribbling skills hockey between the students of class X were taught using drills teaching styles and teaching styles reciprocal.
2. Overall there is a difference dribbling skills hockey between the students of class X which has antropometri high and low antropometry.
3. There is an interaction effect between teaching style and anthropometry against dribbling skills the sport of hockey.

B. Place and Time Research

Research carried out on the basketball court Joseph Marie High School in Jakarta. Planned research carried out for a
month with a 5th time division sd July 24, 2011.

C. Research Methods

The method used in this study is a field experiment method. Winarno declared field experimental method is the method that was about to discover causal factors, controlling events in interaction variables and the predicted results at the level of accuracy.

R. Av and Ravizza declared for research activities using field experiments, design may consist of some sort, depending on how many variables to be studied as well as the number of sel.

Kerlinger states that the research design should be developed and implemented with the full calculation in order to generate empirical clues strong relevance to hipotesis.

In accordance with the problems, the study design was a 2 x 2 factorial. Determination of research design refers to Siswojo.

The variables included in the study consisted of; independent variables, variable attributes, and the dependent variable are described below.

a. The dependent variable is dribbling skills the sport of hockey.
b. As the independent variable is the style of teaching that is divided into two kinds, namely (1) teaching style Exercise (Practice Style), and (2) reciprocal teaching style.

c. As the variable attribute is anthropometry.

Table 3.1. factorial design 2 x 2

<table>
<thead>
<tr>
<th>Teaching style</th>
<th>Style</th>
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<tbody>
<tr>
<td>Anthropometric</td>
<td>Practice Style</td>
<td>Reciprocal teaching</td>
</tr>
<tr>
<td>B1</td>
<td>A1B1</td>
<td>A1B2</td>
</tr>
<tr>
<td>B2</td>
<td>A1B2</td>
<td>A2</td>
</tr>
</tbody>
</table>


A1B1: Group of students with high anthropometric taught by teaching style Exercise (Practice Style).
A2B1: Group of students with high anthropometric taught by reciprocal teaching style.
A1B2: Group of students with low anthropometric taught teaching style Exercise (Practice Style).
A2b2: Group of students with low anthropometric taught by reciprocal teaching style.
style.
A1: Teaching Style Exercise (Practice Style)
A2: Reciprocal teaching style

D. Population and Sample
Target population included in this study were all students of Joseph Marie High School in Jakarta. While affordable populations in this study are the students of class X SMA Marie Joseph who followed the subjects of physical education and sports health sports especially hockey game material.

Allen said if the design is applied in a factorial design study, the technique of determining the subject of the whole technique.

E. Research Instruments
In doing some research first step that needs to be done is to prepare and set the instrument. According to the variables included in the study, the instruments used in the data collection consists of two types of tests, namely: (1) anthropometric tests, and (2) testing dribbling skills the sport of hockey.

F. Data Analysis Techniques
To analyze the data collected, used techniques of analysis of variance (ANOVA) in two directions at $\alpha = 0.05$ significance level. Requirements needed in the analysis of variance test for normality and homogeneity is. Normality test using test Lilliefors. As for the homogeneity test using test Bartlett. And if there was an interaction will be followed by Tukey's test.

G. Hypothesis Statistics
To test the null hypothesis (H0), the statistical hypothesis in this study can be formulated as follows:

First hypothesis: H0 : $\mu A1 = \mu A2$
H1 : $\neq \mu A1 \mu A2$

Second hypothesis: H0 : $\mu B1 = \mu B2$
H1 : $\neq \mu B1 \mu B2$

The third hypothesis: H0 : Interaction $A \times B = 0$
H1 : Interaction $A \times B \neq 0$

Description:
$\mu A1$ : average dribbling skills the sport of hockey in the group of students who are taught in the style of teaching practice.
$\mu A2$ : average dribbling skills the sport of hockey in the group of students who are taught with reciprocal teaching style.
$\mu B1$ : average dribbling skills the sport of hockey in the group of students who have high anthropometry.
$\mu B2$ : average dribbling skills the sport of hockey in the group of students who have low anthropometry.

AXB: Interaction between teaching style and anthropometry against dribbling skills hockey.
A: Teaching Style
B: Anthropometric

RESULTS AND DISCUSSION
Hypothesis testing was conducted using analysis of variance (ANOVA) followed by two lines and Tuckey test, if there are interactions in the testing. Analysis of variance was used to test two main effect (main effect) and interaction (interaction effect) between the training and the teaching style of the reciprocal teaching style dribbling skills the sport of hockey to the level of anthropometry.

Obtained by using ANOVA analysis results in the table below 4.11.

<table>
<thead>
<tr>
<th>Sumber Varians</th>
<th>dk</th>
<th>JK</th>
<th>RJK</th>
<th>Fhitung</th>
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</table>

Description:

** = Significant

df = degrees of freedom
JK = sum of squares
RJK = mean sum of squares

Based on the results of analysis of variance (ANOVA) two lines above, can be explained:

1. Differences Ball Dribbling Skills Hockey Between Teaching Style Exercise with Reciprocal Teaching Style In Overall

   Based on the results of analysis of variance (ANOVA) at significance level \( \alpha = 0.05 \), obtained \( F \) value = 6.331 and \( F \) table = 4.00. The summary can be seen in Table 4.11 and the calculation can be found in the appendix. Thus \( F \) hitung > \( F \) so Ho is rejected, it can be concluded that, overall, there is a real difference between teaching style exercise with the reciprocal teaching style dribbling skills the sport of hockey. In other words that the dribbling skills teaching style hockey practice (\( = 18.44 ; S = 1.92 \)) better than reciprocal teaching style (\( = 17.09 ; s = 3.05 \)). This means that the hypothesis which states that the overall dribbling skills hockey practice teaching style better than reciprocal teaching style. This is proved by the results of further trials in the analysis of
variance (ANOVA) using the Tukey test results are as follows:

<table>
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<th>Q_{count}</th>
<th>q_{table}</th>
<th>Significance</th>
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<td>A₁ dengan A₂</td>
<td>3.558 **</td>
<td>2.89</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Description:
** = Significant
A₁ = dribbling skills hockey with Teaching Style Exercise
A₂ = dribbling skills hockey with Reciprocal Teaching Style

2. Effect of Exercise Teaching Style Differences and Reciprocal Teaching with Style Against dribbling skills For the hockey group has Anthropometric High

Learning by using teaching style exercise influence on dribbling skills the sport of hockey in the group with high anthropometry. This is proved by the results of further testing role in analysis of variance (ANOVA) using the Tukey test results are as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>comparison group</th>
<th>Q_{count}</th>
<th>q_{table}</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A₁B₁ with A₂B₁</td>
<td>4.915 **</td>
<td>4.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

Description:
** = Significant
A₁B₁ = dribbling skills hockey with Teaching Style Exercise Has High Anthropometric
A₂B₁ = dribbling skills with a hockey style that has a Reciprocal Teaching High Anthropometric

Treatment group had higher high anthropometric using reciprocal teaching anthropometric using drills teaching style (A₁B₁) compared with the group treated with q_{count} = 4.915 and = 4.05. Thus q_{count}
greater than qtable, so H0 is rejected, so that it can be interpreted that there is a difference dribbling skills real hockey between teaching style workout with reciprocal teaching style which has a high anthropometry. In other words, that learners who have high anthropometry with exercise teaching style (= 17.81 ; S = 1.87) better than the reciprocal teaching style (= 15.19 ; S = 2.69) for dribbling skills the sport of hockey.

3. Effect of Exercise Teaching Style Differences and Reciprocal Teaching Style to dribble skills for the hockey group has Anthropometric Low

Teaching styles do not give significant effect on dribbling skills the sport of hockey in the group with low levels of anthropometry. This is proved by the results of further trials in the analysis of variance (ANOVA) using the Tukey test results are as follows:

Table 4:14 Comparison Group Exercise Teaching Styles and Teaching Styles Anthropometric Reciprocal Who Have

<table>
<thead>
<tr>
<th>No</th>
<th>comparison group</th>
<th>Qcount</th>
<th>qtable</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>A1B2 dengan A2B2</td>
<td>0.117</td>
<td>4.05</td>
<td>Non Signifikan</td>
</tr>
</tbody>
</table>

Description:
ns = Non Significant
A1B2 = dribbling skills hockey with Teaching Style Exercise Has Anthropometric Low
A2b2 = dribbling skills with a hockey style that has a Reciprocal Teaching Anthropometric Low

Groups that have a low anthropometry with exercise teaching style (A1B2) compared to the group with low anthropometric reciprocal teaching style (a2b2), obtained qcount = 0.117, and qtable = 4.05. In other words, that learners who
have low anthropometry with exercise teaching style (= 19.06 ; S = 1.81) was not significantly better than in the reciprocal teaching style (= 19.00 ; S = 2.07) against dribbling skills the sport of hockey. Thus a count smaller than qtable, thus Ho is accepted or not there is a significant difference.

4. Interaction Between Anthropometric the Teaching Style

Based on the results of analysis of variance of the interaction between the anthropometric mengjar style shown in the table above ANOVA calculations, that count price Fhitung interaction = 5.756 and F table = 4.00 It appears that the function F count > F table, so Ho is rejected. The conclusion that there was an interaction between anthropometry against teaching style.

<table>
<thead>
<tr>
<th>No</th>
<th>comparison group</th>
<th>( Q_{\text{count}} )</th>
<th>( Q_{\text{table}} ) _( \alpha = 0.05 )</th>
<th>Specification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>( A_1 ) with ( A_2 )</td>
<td>3,558 **</td>
<td>2.89</td>
<td>Significant</td>
</tr>
<tr>
<td>2</td>
<td>( A_1 ) with ( A_2 )</td>
<td>4,915 **</td>
<td>4.05</td>
<td>Significant</td>
</tr>
<tr>
<td>3</td>
<td>( A_1 ) with ( A_2 )</td>
<td>0.117 ns</td>
<td>4.05</td>
<td>Non Significant</td>
</tr>
</tbody>
</table>

B. Limitations of Research

Although this study has been designed and implemented based on guidelines/methods of scientific research, human limitations both as subject and object of research can not be avoided. Realizing this, in addition to the study has found an important and significant conclusions are also several limitations, among others, as follows:

First, This study uses a quantitative approach, while the variables studied include practice teaching styles, and reciprocal
teaching style certainly has many aspects that should be measured qualitatively. This condition must have caused difficulties in preparing instruments solely using a quantitative approach.

Second, This study is limited to only two independent variables, namely the influence of teaching style and anthropometry. Meanwhile there are still other variables that can affect and / or associated with dribbling skills the sport of hockey.

Third, Time constraints rule out the possibility for researchers to avoid rigidities data collection process and not opening up opportunities to do validation external to the instrument.

Fourth, This study uses a 2x2 factorial design, so it can not control or influence control variables other ekstragenus strictly, such as the influence of intelligence, intac group, learning style, gender, family environment, peers and other internal and external variables. It needs to be a comprehensive experimental study using a more complex research design and multivariate analysis as Anacova test, so that the influence of other variables can be controlled or controlled statistically.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

A. conclusion

Based on the data obtained, the hypothesis testing results and discussion of the results of this study concluded that:

Overall there are significant differences between the styles of teaching practice with reciprocal teaching style to the level of dribbling skills hockey school students Marie Joseph Jakarta.

For students who have a high anthropometry, reciprocal teaching and learning style better than learning to practice the teaching style dribbling skills hockey school students Marie Joseph Jakarta. For students who have a low anthropometry, there is no significant difference between learning by using teaching styles with learning exercises using the reciprocal teaching style dribbling skills hockey school students Marie Joseph Jakarta.

There was an interaction between teaching style and anthropometry against dribbling skills hockey school students Marie Joseph Jakarta.

B. implication

Results have been presented previously, suggesting that the apparently reciprocal teaching style that applied have a significant influence on dribbling skills hockey school students Marie Joseph Jakarta. Learning with reciprocal teaching style is better than learning by teaching style exercise in improving dribbling skills hockey school students Marie Joseph Jakarta. Based on the various descriptions that explain these
results, it can be argued implications of the study as follows:
Learning to use a teaching style (reciprocal and exercise) have different characteristics of both advantages and disadvantages, although both the teaching style can improve dribbling skills hockey school students Marie Joseph Jakarta. The impact of teaching style and use of anthropometry against dribbling skills hockey school students Marie Joseph Jakarta, is the focus of this study. Field test results as well, for students who can use the low anthropometry teaching style as a means of formation drills dribbling skills the sport of hockey, in addition to very easy to play can also impact the dribbling skills hockey school students Marie Joseph Jakarta, although the effect is not larger than the reciprocal teaching style.

C. Suggestion

Based on these results, it can be put forward several suggestions as follows:

Overall reciprocal teaching style and high anthropometry has demonstrated the superiority of the dribbling skills hockey school students Marie Joseph Jakarta than teaching style exercises and high anthropometry, then penjas teachers or sports coaches in schools are encouraged to use the results of this study. Although its use should pay attention to the characteristics of learners, the level of complexity of the material being taught, as well as the situations and conditions that will be encountered when the learning process is done.