

# The Effect of Dribbling Exercises with Tools and Dribbling with Opponent and the Aye-foot Coordination in Increasing the Dribbling Skill of Extracurricular Participants

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Abstract: The aims of this research are to investigate: (1) the effect between dribbling exercises with tools and dribbling exercises with opponent in increasing the dribbling skill of extracurricular participants, (2) the effect between the aye-foot coordination (high aye-foot coordination and low aye-foot coordination) in increasing the dribbling skill of extracurricular participants. (3) the interaction between dribbling exercises with tools and dribbling exercises with opponent and the aye-foot coordination (high and low) in increasing the dribbling skill of football extracurricular participants in Bima regency. This research used experimental method with 2x2 factorial design.

## 1 INTRODUCTION

School is a place where children are guided and trained so they have strong physical, mental, and dexterous skills. The subjects discussing these aspects are the subject of Physical Education. At school, physical education was introduced as early as possible related to basic techniques of several sports as the initial provision to develop skills and achievements in the future because maximum achievement requires perfection of the techniques obtained from the right basic techniques. In Indonesia, sport in society is not only for education, recreation, and physical fitness but also considered as an achievement field. It is also stated in Indonesian constitution No. 3 of 2015 about the national sportsmanship system on article 4 is described as follow. "National sportsmanship aims to maintain and increase health and fitness, achievement, human quality, sportivity, discipline, tighten and develop association and unity of the nation, strengthen national resilience, dignity and honor of the nation." It also occurs in soccer. In soccer games, there are several basic techniques that are very important to master, namely herding, kicking, heading, holding, passing, and guarding

the goal. In this case, the most important basic technique is dribbling.

Dribbling is the most important basic technique need to be mastered in football. The abilities that are important in dribbling are the techniques and physical conditions. Factors that can affect the dribbling skills are speed, agility and ball crunching skills. This is in line with Mielke (2007) who states that dribbling is the basic ability in football because the players must be able to dominate the ball while moving, standing or preparing to make passes or shots.

Dribbling is an activity to control the movement of the ball using feet. In addition, by dribbling the ball, the player can protect the ball from the attack of the opponent. Huijgen (2010) argues that dribbling in soccer can be categorized into two, dribble actions while accelerating and dribble actions with quick changes of direction. Moreover, the ability to dribble and take on opponents is an essential part of every player's attacking skill set. You must never lose sight of the fact that excessive dribbling in inappropriate situations serves no useful purpose and can actually undermine your team's efforts (Luxbacher, 2014).

Based on observations in some schools that have football extracurricular activities in Bima regency, most trainers complained that the ball position of their club players was still not good enough. This was seen when the ball was easily captured by the opponent because the level of dribbling ability was still not good.

Attaining an achievement is certainly something that is not easy and it requires some important supporting factors; one of them is training. Nossek (1982) defines training as a process of perfecting exercise through a scientific approach in which it implements the education principles regularly and plans to increase the ability and readiness of the sportsmen.

In addition, aspects that can increase dribbling ability is a good coordination. According to Bompa (2004), coordination is complex motor skill which is necessary in achieving high performance. Good coordination makes the players can change and move quickly from one pattern of motion to another so that the movement becomes effective.

The method of dribbling training with tools and dribbling exercises with opponents influence each other, in which both exercises require eye-foot coordination on high and low eye-foot coordination. Players with high eye-foot coordination with dribbling training with opponents have better dribbling skills compared to players with high eye-foot coordination who receive treatment with dribbling training methods with tools. Likewise, players who have low eye-foot coordination with the application of forms of training with tools are better than players who have low eye-foot coordination but are trained by using dribbling exercises with opponents. Thus, the effectiveness of using the dribbling skill method is influenced by the eye-foot coordination that each player has.

Based on the description above, the authors are interested in conducting this research on "The effect of dribbling exercises with tools and dribbling with opponents and eye-foot coordination on increasing the dribbling skills of football extracurricular participants in Bima regency." To see how high the influence between dribbling exercises with tools and dribbling with opponents and influence between eye-foot coordination (high eye-foot coordination and low eye-foot coordination) as well as how the interaction between exercise and tooling and dribbling with opponents and eye-foot

coordination (high and low) on football extracurricular dribbling skills in Bima regency.

## 2 METHOD

This research used experimental method with 2x2 factorial design. The experimental research method is a series of experiments with the aim to investigate something or a problem in order to obtain results. Experimental methods must have tried factors, in this case the tried and independent or independent variables are dribbling training methods with tools and dribbling with opponents to know the difference in effect with the dependent or dependent variable namely dribbling skills in soccer games, and attribute variables namely eye coordination feet high and low eye-foot coordination.

The research population was extracurricular participants of SMP NEGERI 4 BOLO and SMP NEGERI 1 WOHA. This research used probability sampling to determine the sample. Sample was chosen by simple random sampling include 39 participants. The instrument in this research used dribbling test and johnsonl soccer test. The data analysis used ANAVA two-ways at the significant level  $\alpha=0.05$ .

Data collection techniques carried out in this study were tests and measurements. Before the pretest and posttest measurements were taken, the sample was first measured by eye-foot coordination, to determine high and low eye-foot coordination.

Given the research data analysis was carried out using ANAVA, then before arriving at the use of two-way ANAVA it is necessary to conduct a prerequisite test which includes: (1) normality test and variant homogeneity test and (2) hypothesis testing.

## 3 RESEARCH RESULTS AND DISCUSSION

The results of this research are the form of pretest and posttest data which is a general description of each of the variables involved in this research. The result was from the ANAVA test.

Table 1. The significance of dribbling exercises with tools and dribbling with opponents

<i>Source</i>	<i>Sig</i>
Dribbling with tools	0.047
Dribbling with opponents	0.204

The results of the table above can be seen that the dribbling exercises with the tool did not give effect to extracurricular participants with a significant value of  $P = 0.047$ . Because the significance value of  $p$  is  $0.047 < 0.05$ , it means that  $H_0$  is rejected. Whereas dribbling with opponents has a significant value of  $P = 0.204$ . With the significance value of  $p$  is  $0.047 < 0.05$ , meaning  $H_0$  is accepted.

Table 2. The significance of dribbling exercises with Dribbling exercises with high eye-foot coordination and dribbling exercises with low eye-foot coordination

<i>Source</i>	<i>Sig</i>
Dribbling exercises with high eye-foot coordination	0.132
Dribbling exercises with low eye-foot coordination	0.030

From the results of the table above, it can be seen that dribbling exercises with high eye-foot coordination had high effect on extracurricular participants with a significant value of  $P = 0.132$ . Because the significance value of  $P$  is  $0.132 < 0.05$ , it means that  $H_0$  is accepted. While dribbling exercises with low eye-foot coordination have a significant value of  $P = 0.030$ . Because the significance value of  $P$  is  $0.030 < 0.05$ , it means that  $H_0$  is rejected.

#### 4 CONCLUSION

Based on the discussion and and looking at the result of this research, the researcher put forward some conclusions as follows (1) Dribbling with opponents have a high influence on improving dribbling skills of football extracurricular participants than Dribbling with tools. (2) dribbling exercises with high eye-foot coordination have more effective on improving the football extracurricular participant's dribbling skills of

Bima regency than the exercises with low eye-foot coordination, (3) there is an interaction between dribbling and tooling and dribbling with opponents and eye-foot coordination (high and low) on the dribbling skills of Bima extracurricular members of the district as evidenced by the increased ability of participants after doing dribbling exercises with these methods.

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