

How to Cite:

Wulandari, I., Andria, Y., Aini, K., Agus, A., & Amra, F. (2022). Tennis service teaching materials for student of faculty of sport science (FSS) – Universitas Negeri Padang (UNP). *Linguistics and Culture Review*, 6(S5), 321-328.
<https://doi.org/10.21744/lingcure.v6nS5.2179>

Tennis service teaching materials for student of faculty of sport science (FSS) – Universitas Negeri Padang (UNP)

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Abstract--This research is long-term research with research and Development. Development of tennis service training model for students which the author will develop is a service training model that has existed previously and then developed to be more varied, easy to understand and use the help of a feeder. The development of tennis service training is a program whose main objective is to help students learn one of the basic techniques of tennis easily and efficiently because tennis is a practical course that must be taken and must pass within 4 months of face-to-face lectures. Researchers adopted in stages as follows: the Borg and Gall development (R&D) model which was modified into a simpler model, namely: 1) conducting research and collecting information data by providing needs analysis instruments to FSS UNP students; 2) making initial product designs tennis service practice guide; 3) evaluation of experts with qualifications, namely, 1 coaching expert and 1 tennis expert; 4) first

product revision; 5) small group trial; 6) second product revision; 7) field trial (large group) by testing the results of the second product revision; 8) revision of the final product (if there are inputs or suggestions from and field trials); 9) the final product development results. Due to the COVID-19 pandemic, the research steps only take 5 steps. Based on the results of research on the development of service training models, the results of tennis experts have a percentage of 72.25%, the results of tennis experts have a percentage of 82.75%, the results of sports coaching experts have a percentage of 82.75%, so that if the total gets the feasibility results with a percentage of 81.

Keywords---development, service, tennis, training, Universitas Negeri Padang.

Introduction

In current conditions, the fundamental problems in the world of education in Indonesia are problems of quality, quantity, and relevance. The existence of universities in the context of nation-building has a strategic position as a dynamic academic institution in shaping the nation's generation that has intellectual, academic insight, technological knowledge, and sports arts according to scientific and professional disciplines. Talking about the existence of universities, tennis is one of the sports that is included in the curriculum for Physical Education, Health and Recreation at Universitas Negeri Padang (UNP). Field tennis is one of the most difficult sports to learn. All FSS UNP students must pass practical courses, One of them is the course tennis court. The skill of playing tennis is very much needed for alumni, apart from teaching in schools or extracurricular activities, it can also be a plus that can be used as capital to open a sports industry. In the course of tennis, the field tennis course weights 2 credits and the number of meetings is twice a week, with the provision that one face-to-face meeting with the lecturer and one student meeting is required to study independently with the facilities and infrastructure provided by the campus (Kibler & Safran, 2000; Singh & Parmar, 2016; Astra & Artanayasa, 2017).

Almost all students who take field tennis courses have difficulty in attending lectures, so this field tennis course is often classified into the category of courses that are difficult to pass because court tennis has complex movements. Movements that require physical conditions, strength, power, agility, flexibility, explosive power, footwork, intelligence in analysis, coordination, and acceleration in every stroke (Setyawan, 2019). This is because the tennis game is influenced by other people or there are environmental factors that are difficult to control, which means that when playing tennis players will never receive or hit the ball at the same point, but always move from place to place to drop the ball.

Strategy for teachers/lecturers is a general approach to teaching that is applicable in various subject areas and which is used to meet various learning objectives. For example, the ability to engage students is important if we want students to learn as much as possible. Teaching strategies are embedded in each

model. For example, a teacher creates a teaching strategy using a learning model, where the teacher will provide teaching colors that are not monotonous, boring so that it will create creativity and repetition in every material being studied.

Learning is "Learning is a relatively permanent change in behavior that results from experience or purposeful instruction". From this explanation, we can conclude that learning is a process of changing attitudes and behavior permanently resulting from experience and the learning process (Siregar & Nara, 2010). Meanwhile, what is meant by learning is setting and creating certain conditions in such a way that it supports the student's learning process and does not hinder it (Sukadiyanto, 2005; Siregar & Nara, 2010).

In its implementation in lectures, the tennis course is one of the subjects that is very impossible to master in a short time. The need for tennis service-learning is developed with several approaches by the objectives and results to be achieved through the learning. The field tennis course is part of the compulsory/optional courses at FSS UNP which aims to provide knowledge about this sport, teach movement skills, introduce the rules of court tennis, the benefits of mastering tennis, business capital in the sports industry, and introduction.

In the RPS the scope of the field tennis course covers the history of tennis in the world and Indonesia, introduction to facilities and infrastructure, grip in tennis, basic techniques (forehand, backhand, service, and volleyball), rules, games, and finally refereeing, all of that scope. will be studied by students within 4 months. During lectures, movement skills are needed in court tennis courses and are supported by endurance, flexibility, power, explosive power, movement coordination, intelligence in analyzing the direction and pattern of the ball's reflection then footwork ability to move the feet from one place to another. others in a short time. To help and make students not easily bored in the service-learning process, needs to be done development of learning models to be more effective and efficient. In other words, the development of service training models can provide changes to the learning process so that quality learning is achieved. The development of the tennis training model contains the steps and techniques carried out in service tennis learning, because so far no one has ever wanted to develop a tennis service training model at FSS UNP, apart from following the existing model. This is the first step that is believed to be able to make tennis learning, especially service, the preferred subject for students. In addition to the use of model development, the success of learning in tennis, especially in service, is determined by many other factors (Dehkordi, 2011; Reid & Schneiker, 2008; Reid et al., 2007).

Methods

Research and development method or in English is Research and Development (R&D) is a research method used to produce certain products, and test their effectiveness of these products. This research and development method is longitudinal, so the research is carried out in stages, and each stage may use a different method. Sugiyono (2013), opinion regarding development research is research that is carried out in stages and produces certain products, in this research is development research that aims to produce products in the form of

developing tennis service training models for FSS UNP students. The subjects to be studied in this research are FSS UNP students who take Field Tennis courses. At this stage, the research was carried out up to the revision of the initial product draft due to the COVID-19 pandemic conditions which made it impossible to conduct trials. The steps are as follows.

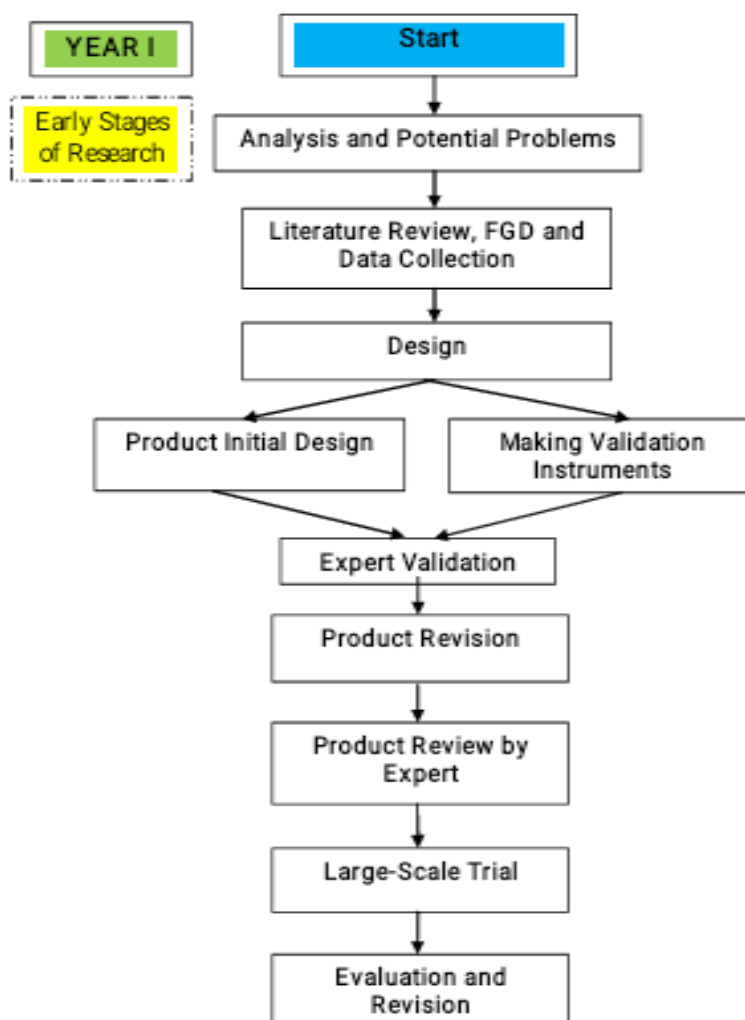


Figure 1. Research flow chart

The instrument used to collect data is in the form of a questionnaire sheet in the form of a data questionnaire for experts and uses a percentage scale. Sheets are used to collect data from 2 tennis experts and a coaching expert. The data for analyzing qualitative and quantitative data were obtained from the results of distributing questionnaires or questionnaires for the assessment of material experts regarding the development of tennis service training models. The value scale used to analyze quantitative data from material expert responses uses measurement criteria according to Nurhasan (2000), as shown in Table 1 below.

Table 1
Assessment criteria for tests and measurements

Value Scale	Interpretation
81-100	Very good
66-80	Good
56-65	Enough
41-55	Not enough
0-40	Less once

The formula used to analyze quantitative data from the responses of the material experts uses the feasibility calculation formula according to [Sugiyono \(2013\)](#); [Raharjo \(2018\)](#), is as follows.

$$\text{Appropriateness} = \frac{SH}{SK}$$

Information:

SH : Score Count

SK : Criteria Score or Ideal Score

Results

The development of tennis service training model developed by the researcher is a product that aims to assist students in improving and adding variety in court tennis learning. In this case, there are several advantages of this product, including 1) Increasing exercise motivation; 2) Increasing the spirit of learning because the exercise model varies; 3) Helping make learning more fun. This research was carried out through the stage of potential problems to be observed, namely the service tennis training model, then collecting data and observing the potential and problems, followed by the product design stage, namely making 10 service tennis training model developments (MDLS) followed by expert validation, namely Field Tennis experts and Training Science experts, then revised the initial product draft due to the COVID-19 pandemic conditions which made it impossible to conduct trials. The service tennis training model has an average of 81.58% for the whole model with a very good interpretation of the results. This model is suitable for use as a service tennis training model and is ready to be tested to the next stage. For more details, see Fig 1 below, as a result of this research ([Elliott et al., 2003](#); [Kibler, 1995](#); [Klaassen & Magnus, 2009](#)).



Figure 2. The results of the service tennis training model (MDLS)

Conclusions

From the results of expert assessments and field trials of the tennis service training (MDLS) model that was developed, this MDLS tennis product is feasible to use. This is because in this MDLS development product there is an application of service techniques and the principles of service tennis. The product of this development activity is a video guide for service training models with a total of 10 models, namely MDLS 1 Throwing the ball from the baseline to the other side of the net as far as possible, by taking the ball held by the Feeder behind, in a free direction. MDLS 2 Throwing the ball from the baseline to the opposite side of the net, by taking the ball that is held by the feeder behind, then directing the ball to the target that has been placed along the baseline across the net. by the feeder behind, then throws in the direction of the court by the rules for the correct

service stroke. MDLS 4 Throwing the ball from the baseline to the opposite side of the net, by taking the ball that is held by the feeder behind, then throwing the ball towards the appropriate field, which has been given a target in the service box. MDLS 5 Service movement exercises, by turning the body 45 degrees backward and taking the racket held by the feeder, then give a full swing up and down towards the left side of the body (Casper et al., 2007; Harwood & Knight, 2009; Dan, 2011). This movement without the ball. MDLS 6 Toss exercise or training toss the ball. Get ready to toss the ball with your left hand forward, (forehead) then catch the ball using your right hand and give a little jump to catch it faster before the ball passes over your head. MDLS 7 Toss practice, or practice tossing the ball using a racket. Get ready to toss the ball with your left hand forward, (forehead) Then in line with that pull the racket back, and grab (catch) the ball using the racket, try to keep the ball from bouncing on the racket MDLS 8 Service practice, by turning your body 45 degrees back and take it the racket is held by the feeder, at the same time roll the ball up, then pull the racket back half a swing/full swing, and hit the ball towards the appropriate court. MDLS 9 Service exercise, by turning the body 45 degrees backward and taking the racket held by the feeder, at the same time roll the ball up, then pull the racket in half swing/full swing and hit the ball towards the appropriate field that has been given the target. serve half swing/full swing from the baseline, to the appropriate court then try to be able to direct the ball in the desired direction without using a target.

Acknowledgments

The authors would like to thank Institute for Research and Community Service (LP2M) Universitas Negeri Padang for funding this work with a contract number: 637/UN35.13/LT/2021.

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