9 (1) (2020) 33 - 37

Journal of Physical Education, Sport, Health and Recreations

http://journal.unnes.ac.id/sju/index.php/peshr

The Effect of Slalom Dribble Training on the Dribbling Skill

Ridho Bahtra [1]✉, Moch. Annas[2]

Universitas Negeri Padang, Indonesia,[1]
Universitas Negeri Semarang, Indonesia [2]

Article History

Received 26 Desember 2019
Accepted Februari 2020
Published Februari 2020

Keywords:
Dribbling Skill; Slalom Dribble Training; Soccer

Abstract

The problem of this study is the low dribbling skill of the SSB Putra Painan soccer players in Pesisir Selatan Regency. This study aims to identify the effect of slalom dribble training towards the dribbling skill of the SSB Putra Painan soccer players in Pesisir Selatan Regency. This study is a quasi exsperimental with one group pre test-post test design. The population in this study is 53 SSB Putra Painan soccer players in Pesisir Selatan Regency. The sampling technique used is purposive sampling which covers 20 players aged 10 to 12 years old. The data collecting technique used is testing with dribbling skill test as an instrument. The data analysis and hypothesis testing used is the comparison analysis technique by using T-test with significance level of □ =0.05. From the data analysis result, it can be concluded that there is an effect of slalom dribble training towards dribbling skill of the SSB Putra Painan soccer players in Pesisir Selatan Regency, with the T-test coefficient tcount (8.73) is greater than ttable (1.729)

How to Cite

Bahtra, R., Annas M., (2020). The Effect of Slalom Dribble Training on the Dribbling Skill. *Journal of Physical Education, Sport, Health and Recreation,* 9(1), 33-37.

✉ **Correspondence address :**
E-mail: ridhobahtra@ymail.com

p-ISSN 2460-724X
e-ISSN 2252-6773

INTRODUCTION

Muscle is an organ that function to generate Soccer is a sport that has become popular in Indonesia. We can see that there are so many people adore soccer, either directly as a player or just as an audience, starting from rural to urban areas, from children to adults. The reasons are vary, such as only spending spare time, doing exercise, or achieving goal as an athlete. This is marked by the increase of soccer clubs, education centers, soccer academies and so on. The increase in soccer clubs is not only happening in urban areas but also in rural areas.

The improvement of achievement is supported by various factors such as physical condition, technique, tactics, mentality, coaches, facilities and infrastructure, athlete status, nutrition, and others. Menurut (Bangsbo, Jens & Mohr, 2015) "Performance in soccer is complex and encompasses technical, tactical, psychological and physical elements". Performance in soccer is dependent on the technical, tactical and physical skills, that can be accomplished if the players have good components of flexibility, endurance, strength, speed and agility (Fadhil Farhan, Justine, & Kamil Mahammed, 2013).

To be able to play well, the mastery of basic soccer techniques is needed by soccer players since basic technique is one of the foundations for someone to be able to play soccer. Furthermore, according to FIFA (2015) "Technique is what creates the content of the game and facilitates all the tactical moves required for a team to work well together". In a journal article (Hakman et al., 2018) explains that "In modern soccer, techniques are characterized by a movement system that is both practicable from the perspective of biomechanics and enables the most efficient effort to improve the accuracy and speed of playing actions". Soccer is a sport that is based on explosive actions such as kicking, dribbling, jumping, and sprinting (Gelen, 2010).

Good techniques should be taught to the players as early as possible. This is very important in order that the players have a long time to develop their technical skills, so that later they will have a pretty good career ahead. (Forsman, Blomqvist, Davids, Liukkonen, & Konttinen, 2016) in one of their articles "By supporting the development of these skills during childhood and early adolescence, youth soccer players may have better opportunities for reaching elite performance level later in their sport careers".

Regarding technical skills, Callery (2001: 21) states that "the basic techniques in playing soccer are: 1) passing, 2) dribbling, 3) shooting, 4) control, 5) heading, 6) feinting, and 7) goal keeper". Soccer combines running activities with ball skills such as passing, dribbling, heading and shooting (Valente-dos-santos et al., 2012).

Based on the above quotation, one of the basic techniques of soccer that is important for players is dribbling skill. Dribbling is a basic skill in soccer since every player must be able to master the ball when they are moving, standing, or preparing to make passes or shots (Danny Mielke, 2007). Mazantini and Bombardier (2013) explain that "dribbling is to kick the ball intermittently or slowly by using the feet". According to Yulifri & Arsil (2011) "dribbling is a basic technique in an effort to bring the ball from one area to another when the game is in progress". The dribble is the motor skill that has been most related to the art, beauty and, as mentioned above, creativity and improvisation (Corrêa et al., 2016)

Players who have good dribbling will greatly help themselves and the team. With good dribbling skill, a player can pass one or two opponents so that the opponent's defense area is open. Therefore, this will provide an opportunity for members of the team to find some space to be able to score goals against the opponents. According to Owen (2016), dribbling is basically divided into two, namely closed dribbling and speed dribbling. Closed dribbling is done with full control over the ball, done when the ball is not really safe from the opponents. The speed dribbling has only one goal, namely the speed of carrying the ball.

To ensure the good dribbling skill of the players, it is necessary to provide systematic and continuous training. According to (Tangkudung, 2012) "training is a systematic process and practice that is done repeatedly with increasing the amount of training load and intensity day by day". Whereas (Syafruddin, 2011) explains that "training is the realization or implementation of the material or forms of training that have been planned previously. Realization of material or forms of this training is carried out repeatedly with demands that are increasingly complicated to improve physical and mental abilities." Besides that (Hostrup & Bangsbo, 2017) explain that training is fundamental to improve exercise performance in the athlete.

To improve dribbling skill, there are many methods that can be used, one of which is slalom dribble training. According to Luxbacher (2012), there are three forms of training to improve dribbling skills, namely 1) Individual Dribble Training, 2) Slalom Dribble Training, and 3) Relay Dribble Training.

In slalom dribble training, eight pairs of

cones are placed in a row, like a slalom line, then the players move zigzag passing the eight cone stakes in both directions, back to the starting point. Then the players, while still dribbling the ball, run around the farthest cone and return to the starting point. The distance between cones depends on the age and skill of the player, but generally the cones are adjusted with a distance of around 1-1.5 meters.In this slalom dribble training, many benefits are obtained. Besides improving dribbling skills, it can also improve player's agility and acceleration. This training is quite challenging since the players are supposed to pass the cones that have been arranged in such a way that they are pushed to pass them by considering the cones as their opponents. Slalom dribble training also combines slalom training and dribbling by bringing the ball straight towards the last pole with a predetermined distance.

METHODS

The research belongs to the quasi-experimental research with one group pretest-posttest design. This research was conducted at the GOR Ilyas Yacub Painan soccer field. The study was carried out for 3 months with the training frequency of 3 days a week, namely Tuesday, Thursday and Saturday for 16 times.

The population in this study were 53 players from the Putra Painan Soccer School (SSB). The sampling technique used was purposive sampling, namely the technique of determining samples with certain considerations. The consideration for taking a sample of the U10-U12 group is due to the technique possessed by the player is not perfect yet and is still in coaching term, so that more contact with the ball is a must for the group. Therefore, the sample in this study was the Putra Painan SSB players in the U10 - U12 group of 20 people.

The instrument used is a dribbling skill test that is a test by dribbling as fast as possible passing through all predetermined obstacles (Arsil, 2015). The data obtained is analyzed by using statistical formula. Based on the hypothesis proposed, the data is processed by T-test analysis technique, and data normality test is required before the T-test is carried out.

RESULTS AND DISCUSSION

The research process is carried out for 18 meetings, with one meeting for the initial test (pretest), 16 meetings for treatment and one meeting for the final test (posttest). The results of the study will be described according to the objectives of the hypothesis proposed previously

The Result of Dribbling Skill Test (Pretest) of the initial test (pretest) of dribbling skill carried out on 20 samples, the highest score (maximal) is 10.43 seconds, lowest score (minimum) 15.58 seconds, average (mean) 12.76, and standard deviation (SD) 1.76.

The Result of Dribbling Skill Test (Posttest) of the final test (posttest) of dribbling skill performed on 20 samples, the highest score (maximal) is 8.56 seconds, the lowest score (minimum) 14.72, average (mean) 11.4, and standard deviation (SD) 1.82.

Before testing the proposed hypothesis, the data analysis requirements test is carried out first, namely the normality test of each data from the variable. The normality test of the data from the variables is done by using the liliefors test.

From the results of normality testing for the pretest data, a score of Lo = 0.1858 with N = 20 is obtained, and Ltab at a significant level of testing = 0.05 shows 0.190 which is greater than Lo. Hence, it can be concluded that the pretest dribbling skill data comes from population that are normally distributed. Furthermore, from the results of the normality test for the posttest data, the sample obtained a score of Lo = 0.1080 with N = 20, and Ltab at a significant level of testing = 0.05, shows 0.190 which is greater than Lo. Therefore, it can be concluded that the dribbling skill posttest data comes from population that are normally distributed. The hypothesis proposed is that slalom dribble training can improve the dribbling skills of soccer players. Based on comparative analysis with T-test formula, the following results are obtained.

Based on the table above, it can be seen that tcount (8.73)> ttable (1.729). Therefore, Ho is rejected while Ha is accepted. In other words, slalom dribble training can improve soccer players' dribbling skill ased on the table above, it can be seen that tcount (8.73)> ttable (1.729). Therefore, Ho is rejected while Ha is accepted. In other words, slalom dribble training can improve soccer players' dribbling skill.

From the T-test analysis that has been done, it can be proven that there is an effect of slalom dribble training on the ability of dribbling skill. In this study, the treatment of slalom dribble training is performed on the players of Putra Painan Soccer School (SSB) in Pesisir Selatan Regency, which is based on the problems that arise related to the level of dribbling skills possessed by these players.

Before giving treatment to the sample, a preliminary test is done first to find out the level of dribbling skills of the players with the test of dribbling skills. Based on the training conducted during 16 meetings, the results show that there is an effect of slalom dribble training on dribbling skill. This is proven significantly, in which the T-test results show tcount = 8.73> ttable = 1.729. Based on these findings, it can be concluded that there is a significant effect of slalom dribble training on improving dribbling skills. That training by using the slalom dribble training method can be applied in improving dribbling skills.

When it is viewed individually, each player given the treatment experiences an increase in their dribbling skills. This increase is certainly a positive thing for every player from the training done. As for the coach, this form of training can be a reference for training to improve player's dribbling skill. Although there are many other forms of training, this slalom training can be one of the references that can be used for the upcoming training process.

Dribbling is a technique in an effort to bring the ball from one area to another when the game is in progress (Yulifri & Arsil, 2011). Dribbling is a basic skill in soccer since all players must be able to master the ball when they are moving, standing, or preparing to make passes or shots (Danny Mielke, 2007).

As the players have mastered dribbling skill effectively, their contribution in the match will be enormous. However, players should understand the purpose of dribbling or herding the ball so that it will be more effective and efficient. According to Yulifri & Arsil (2011), the main objectives of dribbling are: 1) moving the game area, 2) passing the opponent, 3) luring the opponent to approach the ball until the attack area is open, and 4) slowing the tempo of the game.

The use of dribbling in a game depends on the playing field, closeness to opponents and teammates, field conditions, and of course skills and confidence. Some players often try to kick the ball directly in panic, even though the ball can still be dribbled first. The main principle to remember is that dribbling is used to create space. Space is used to get a better move or shot, or to give the team time to look for a better position. Therefore, when deciding to do dribbling, the players should maintain ball control, so that players can pass, shoot, or keep dribbling well.

Based on the opinions of some experts above, it can be concluded that dribbling is a technique of dribbling from our defense to the opponent's defense area while the ball remains in the player's possession. In addition, dribbling is also used to counterattack and adjust the tempo of the game to create an opportunity to score goals against the opponent. Improving dribbling skill can be done in many ways, one of which is by doing slalom dribble training.

Slalom dribble training is a form of exercise that can improve dribbling skills by attaching a series of cones and practicing dribbling by passing it. It is done by installing eight pile cones in a row, like a slalom line. The distance between cones depends on the age and skill of the player, but generally it is adjusted with a distance of around 1-1.5 meters. Another cone is installed about five meters after the last cone.

However, to achieve the best result, one needs to go through a long training process which is programmed, systematic, directed and continuous in accordance with the kind of sport. According to Sukadiyanto (2011) "Training is a process of refining the ability to exercise which contains theory and practice materials, using methods, and rules of implementation with a scientific approach, using the principles of planned and regular education, so that training goals can be achieved on time". Ria Lamintuarso, et al (2013) stated that training is basically an educational process that aims to help individuals improve cognitive, affective and psychomotor abilities.

This expert opinion explains that the training process is a series of physical and psychological (mental) activities carried out by players under the guidance of the coach for the purpose of improving and maintaining player's performance. Giving training to the players should be in accordance with the principles of training and loading of training, one of which is the principle of individualization. According to Lubis (2016) "individualization is one of the main requirements of all-time training. The individualization requirements that should be considered by the coach are the athlete's ability, potential, and learning characteristics, as well as the athlete's affiliate needs."

CONCLUSION

According to the data analysis result and discussion, it can be concluded that: There is an effect of slalom dribble training on the dribbling skill of SSB Putra Painan soccer players in Pesisir Selatan Regency.

REFERENCES

Bangsbo, Jens & Mohr, M. (2015). Fitnes Testing in Footbal. Fitnes Training in Soccer II.

Callery, Sean. (2001). Soccer Technique, Tactics, Training. Hongkong; The Crowood Press Ltd

Corrêa, U. C., Pinho, S. T. De, Letícia, S., Clavijo, A. R., Souza, T. D. O., Tani, G., … Clavijo, R. (2016). Revealing the decision-making of dribbling in the sport of futsal Revealing the decision-making of dribbling in the sport of futsal. Journal of Sports Sciences, 0(0), 1–8. https://doi.org/10.1080/02640414.2016.1232488

Fadhil Farhan, A., Justine, M., & Kamil Mahammed, S. (2013). Effect of training program on physical performance in junior male Malaysian soccer players. Journal of Physical Education and Sport, 13(2), 238–243. https://doi.org/10.7752/jpes.2013.02039

FIFA. (2015). Youth Soccer. Switzerland; FIFA Education and Technical Development Departmen

Forsman, H., Blomqvist, M., Davids, K., Liukkonen, J., & Konttinen, N. (2016). Identifying technical, physiological, tactical and psychological characteristics that contribute to career progression in soccer. International Journal of Sports Science and Coaching, 11(4), 505–513. https://doi.org/10.1177/1747954116655051

Gelen, Ertugrul. (2010). Acute effects of different warm-up methods on sprint, slalom dribbling, and penalty kick performance in soccer players. Journal of Strength and Conditioning Research, 24(4)/950–956.

Hakman, A., Vaskan, I., Kljus, O., Liasota, T., Palichuk, Y., & Yachniuk, M. (2018). Analysis of the acquisition of expertise and mastery of physical skills for performing techniques by young soccerers. Journal of Physical Education and Sport, 18(2), 1237–1242. https://doi.org/10.7752/jpes.2018.s2184

Hostrup, M., & Bangsbo, J. (2017). Limitations in intense exercise performance of athletes – effect of speed endurance training on ion handling and fatigue development. Journal of Physiology, 595(9), 2897–2913. https://doi.org/10.1113/JP273218

Lubis, Johansyah. (2016). Panduan Praktis Penyusunan Program Latihan. Jakarta: PT RajaGrafindo Persada

Luxbacher, Joseps. (2012). "Sepak Bola Edisi Kedua". Jakarta : Rajawali Pers.

Mazzantini, Mirko and Bombardieni, Simone. (2013). Full Season Academy Training Program. 48 Seassions (245 practices) from Italian Serie 'A' Coaches U13-U15; Soccer Tutor. Com

Mielke, Danny. (2007). Seri Dasar-dasar Olahraga: Dasar-dasar Sepakbola. Jakarta; Pakar Raya

Owen, Adam. (2016). Soccer Conditioning A Modern Scientific Approach. Periodization, Seasonal Tarining, Small Side Games. Soccer Tutor. Com

Ria Lamintuarso, dkk. (2013). Teori kepelatihan olahraga. Jakarta; Lankor

Sukadiyanto. (2016). Pengantar Teori dan Metodologi Melatih Fisik. Bandung; CV Lubuk Agung

Syafruddin. (2011). Ilmu Kepelatihan Olahraga. Padang; UNP Press

Tangkudung, J. (2012). Kepelatihan Olahraga "Pembinaan Prestasi Olahraga." Jakarta: Cerdas Jaya.

Valente-dos-santos, J., Coelho-e-silva, M. J., Simões, F., Figueiredo, A. J., Malina, R. M., & Sherar, L. (2012). Modeling Developmental Changes in Functional Capacities and Soccer-Specific Skills in Male Players Aged 11-17 Years. 603–621.

Yulifri & Arsil. 2011. Permainan Sepakbola. Padang : FIK UNP