

THE EFFECT OF DRILL SHOOT TRAINING METHOD ON BOLABASKET TWO-POINT SHOOTING SKILLS

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ABSTRACT

This study aims to determine the influence of *the drill shoot* training method on basketball two-point shooting skills in extracurricular students of SMA Negeri 5 Makassar. This research is a type of experimental research, the population of this study is students of SMA Negeri 5 Makassar who participated in basketball extracurriculars, with a total sample of 20 students selected by random sampling. The data analysis techniques used are descriptive, normality, homogeneity, and t-test using SPSS Version 22.00 at a significant level of 95% or $\alpha_{0,05}$. Based on the results of data analysis, this study concluded that there was an influence of *the drill shoot* training method on basketball two-point shooting skills in extracurricular students of SMA Negeri 5 Makassar experimental group as evidenced by an increase from a value of 24.20 increased to 26.85, with a calculated t value of 17, 667 and t table 2,093 (df 19).

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INTRODUCTION

Sport is like a drug and an opiate for humans to fulfill some desires in life, such as entertainment, economy, social, and health (Sofyan et al., 2022). Modern sports have become a powerful magnet in the joints of human existence, especially for some groups who believe sports to be a religion (Sofyan et al., 2021). Physical Education is a learning process through physical activity that is managed systematically, selected according to the characteristics of students (Rokhayati et al., 2016), the level of maturity, growth ability and development of students to be able to improve cognitive, affective and psychomotor aspects (Setiawan & Vishnu, 2019). One of the objectives of physical education is to improve basic movement skills in various sports while the main goal of sports education is socialization into certain sports so that students can participate, excel and enjoy sports activities (Bismar & Sahabuddin, 2019). The division of sports in terms of their functions is four, namely (1) sports for recreation, (2) sports for education, (3) sports for achievement, and (4) sports for physical freshness. Achievement sports emphasize more



on increasing the achievements of an athlete in certain sports branches that are inseparable from talent factors and training grounds (environment) (Sudibyo & Nugroho, 2020).

A student's skills in coaching sports achievement are influenced by two factors, namely (1) Internal factors, namely factors determined by the circumstances that exist in him such as interest, desire to excel, tenacity, perseverance in facing various challenges that may arise, as well as the presence of motivation (Bangun & Yunis, 2016), (2) external factors, namely factors that are outside and determined by the state of the environment such as the physical environment, training ground environment, family environment, and school environment (Bangun & Yunis, 2016), if these two factors are owned by the child it is not difficult for a child to achieve physical education goals optimally (Sahabuddin et al., 2020). Training and instruction involve an individual coach who exhibits behavior that provides the roles and responsibilities in a training environment that concentrates on technical and tactical instructions to improve athletes' performances (Jones et al., 2022).

Physical Education materials learned at each level of education include experiences practising basic game and sports skills, development activities, self-testing/gymnastics, rhythmic activities, aquatic (water activities), and outdoor education. These Physical Education materials are assembled to foster the quality and human resources of Indonesia as a whole, such as in sports, aquatics, martial arts, and rhythmic activities. One of the sports games is basketball.

In the physical education curriculum in high school, physical education subjects are only implemented for two hours of lessons or one meeting a week. This is not enough to meet the goals of physical education. Therefore, the curriculum has been given a way to overcome it with sports curricular and extracurricular programs, as stated in GBPP physical education as the basis for implementing sports extracurricular activities (Bangun & Yunis, 2016).

Extracurricular is a forum or place for students to coach students in an educational institution or school whose aim is to create a younger generation who love sports and appreciate the importance of sports and courses in their physical and spiritual health (Septiana, 2015). Extracurricular is an activities that students of a school or university carry out, outside of standard curriculum class hours. These activities exist at every level of education from elementary school to university. Extracurricular activities are intended so that students can develop their personality, talents, and abilities in various fields outside of academics (Setiawan et al., 2020).

Extracurricular activities are educational activities outside the subject and counselling services to help the development of students according to their needs, potentials, talents, and interests through activities specifically organized by educators and/or educational personnel who are capable and authorized in schools (Setiawan et al., 2020). It is hoped that student sports extracurricular activities can deepen and expand knowledge related to Physical education subjects (Dinata & Lismadiana, 2019). In addition, sports extracurricular activities are one of the extracurricular activities in schools as a vehicle to accommodate, channel, and nurture students' interests, talents, and passions in sports. As is the case with basketball which is a sport that has been socialized and is also taught in high school (SMA), according to the curriculum. The game of basketball is a sport of choice but with limited allocation of available time because there is a lot of subject matter to be taken, so to increase the time to play basketball through extracurricular activities (Afif, 2021).

Basketball is a fiercely competitive team sport that calls for several distinct movement patterns in connection to the technical and tactical aspects of the

game (Petway et al., 2020; Sofyan et al., 2022). Basketball training has different aspects and is adapted to the training category (Sofyan & Budiman, 2022). Basketball is a game sport that uses a large ball, played by hand. The ball can be passed (thrown to a friend), can be bounced to the floor (on the spot or while walking) and the goal is to put the ball into the opponent's basketball (basket) (Ramadhani & Riyanto, 2018). The game is carried out by two teams of 5 (players) each team trying to put the ball into the opponent's basket and keep (prevent) its basket from entering as little as possible (Ishak & Sahabuddin, 2018). Basketball is a complex game of movement that consists of a combination of elements of motion that is neatly coordinated, so it takes a long time to master a good basic technique (Arwih, 2019). To be able to play well a person or team is required to be able to perform the right movements and master good basic techniques (Syahban, 2018).

Basketball is a game sport putting the ball into the basketball hoop. To be able to play the ball well it is necessary to perform movements or techniques well (Putri et al., 2020). Good movements lead to work efficiency and regular practice can make movements better and more effective. In the game of basketball, to get these effective and efficient movements it is necessary to be based on a good and correct mastery of basic techniques (Lestrai & Apriyanto, 2016). Several kinds of basic techniques in basketball games such as shooting, passing, and dribble of all these basic techniques, shooting is the most important basic technique and must be possessed by every basketball athlete because it is an effort to put as many balls as possible into the hoop (Putra & Donie, 2019).

In basketball games, this shooting technique is most widely used to score numbers and can determine basketball to obtain numbers (points) (Jayadi, 2011). losing a team's win in a basketball game, because this shooting technique gives real results directly (Mahardi, 2016), in addition, putting the ball into the opponent's basket is the core of the basketball game strategy. Victory is determined by the number of balls that go into the basketball hoop (Rubiana, 2017). Every team that has the ball always looks for opportunities to be able to shoot, therefore this element of shooting is a basic technique that is very important to learn, and understand well and correctly (Apriansyah et al., 2018).

The definition of shooting itself is an effort made by a player to put the ball into the opponent's basket to obtain as many numbers or scores as possible (Perdana et al., 2017). The technique can be interpreted as a way, so the shooting technique is a way to put the ball into the basket by spreading the ball using one or two hands (Ramos et al., 2019). The basic principle of playing basketball is to create shooting opportunities to score on offence and prevent opponents from doing the same when defending (Yenes et al., 2018). A smart player must know when the right time and position to shoot in the game (so that the shooting will produce a value (point). Players must know whether they are in an advantageous position to shoot or whether they should pass the ball to a friend who is in an advantageous position (Prasetia & Wismanadi, 2022). The decision must be taken quickly and decisively if the game is not mastered by the opponent. To improve the mastery of higher techniques and shooting, a basketball player or athlete needs to do drill shoots repeatedly (Taufik et al., 2020), so that perfect shooting automation and shooting feeling occur (Yarmani & Juniasyah, 2017).

In the basketball extracurricular of SMA Negeri 5 Makassar, many students can perform shooting techniques. In training, many athletes make shots to score, but the success rate has not been as expected. The reality that happened on the court was that the shooting ability of the SMA Negeri 5 Makassar men's basketball team was still not

good. It can be seen from the way or technique of the shot that is done does not follow a good and correct shooting mechanism, causing many balls not to enter when shooting shots. This is due to many influencing factors, one of which is the lack of models or variations of exercises that support improving shooting skills, facilities and infrastructure used, as well as students' knowledge and understanding in terms of shooting.

Judging from the existing problems, it is necessary to find a training model that can improve the ability of athletes to make shots, especially in the two-point shooting technique. In shooting, there are three areas, namely low post-shoot (under the basket), medium shot and long shoot (three-point). The melee shooting referred to here is the medium shoot area, which is a two-pointer shot made from inside outside the conditional area 4-5 m away from the basketball hoop.

In this study, researchers provided a form or training model that will improve the ability of basketball athletes to make two-point shoots, namely the provision of several forms or models of shooting training that is different from the repeated two-point shoots. from different positions or regions. In this study, the authors made variations of the exercise by dividing the close-range shooting area into five areas, namely areas A, B, C, D, and E. It is hoped that each student can make good close-range shots from different positions.

MATERIALS AND METHODS

A method is a way or path taken to achieve a goal. The purpose of the study is to disclose, describe, and conclude the results of problem-solving through certain means by the research procedure. This research is a pre-experimental study. This research is included in the form of One Group Pretest-Posttest design, which is an experiment carried out in a group only without any comparison group. This design is formulated as follows:

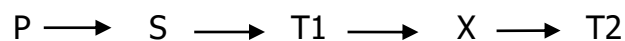


Figure 1. One Group Pretest-Posttest Design

Information: (P = Population; S = Sample; T1 = Pretest; T2 = Posttest; X = Treatment)

The effect of the treatment here is the provision of several kinds of different forms or models of shooting exercises at close range (two-point shoots) which are carried out repeatedly from different positions or areas given to students of SMA Negeri 5 Makassar. Before being given treatment, an initial test is carried out to determine the initial ability of students before being given training, after that, they are given treatment for approximately 4 (four) weeks or 16 meetings, and then a final test is carried out to determine the shooting ability of students who take part in extracurriculars. The population in this study was basketball extracurricular students of SMA Negeri 5 Makassar. The sample in this study was 20 basketball extracurricular students from SMA Negeri 5 Makassar. The sampling technique in this study is to include all individuals or members of the population as samples. So the sampling technique in this study is total sampling. In this study, the instrument used was a test technique of close-range shooting skills from five different positions or shooting areas. This test is intended to find out the success of the shoot. The test support tools are stationary, basketball court, basketball, and whistle. The way of implementation is that the testee stands in a predetermined area and then makes 10 shots in 2 sets at each position. In the assessment, only incoming balls will be counted or scored. Each incoming ball is given a value of one, while the one that does not enter is counted as zero. This test score will be taken as data to be processed. In a study,

data collection is very important because, with the results obtained from measurements, you can see the symptoms or developments that occur in the sample studied. Data collection techniques in this study used tests and measurements. The method used is the pre-test and post-test test technique, the question test is a two-point shoot skill test of five positions or two-point areas. From the research data obtained, it was continued by analyzing the data and then concluding using parametric statistics.

The normality test is nothing but testing the normal or not distribution of the data to be analyzed. The test is carried out depending on the variables to be processed. Data distribution normality testing using the Kolmogorov-Smirnov Test is a nonparametric test of a continuous one-dimensional probability distribution equation that can be used to compare a sample with a reference probability distribution or compare two samples. In addition to testing the spread of values to be analyzed, it is necessary to test homogeneity to be sure that the groups that make up the sample are from homogeneous populations. Homogeneity was sought with the F test from pretest and posttest data using the help of the SPSS program.

Hypothesis testing is a decision-making method based on data analysis, both from controlled experiments and from (uncontrolled) observations. Hypothesis testing uses the t-test, which is to test how each of its free variables affects its bound variables. by using the help of the SPSS 22 program, namely by comparing the mean between group one and group two. The level of significance used is 95%. If the value of the t count is smaller than the t of the table, then H_a is rejected, if the t count is greater than the t of the table then H_a is accepted. The t-test was searched using the SPSS 22 program.

RESULTS

The subjects in this study were basketball extracurricular students of SMA Negeri 5 Makassar. Data collection of two-point shots in this study used a close-range shot skill test from five different positions or shooting areas, making 10 shots in 2 sets at each position, the incoming ball to be counted or scored. Each incoming ball is given a value of one, while the one that does not enter is counted as zero, and then summed up, that is, it becomes pretest and posttest data. The pretest aims to compare with the posttest results. The posttest was conducted after students were given drill shoot exercises during 16 meetings. Thus, data were obtained by conducting close-range shot tests (two-point shots) during the pretest and posttest. The results of the pretest and posttest of two-point shots of basketball extracurricular students of SMA Negeri 5 Makassar can be seen in the following table:

Table 1. Pretest and Posttest Results

No	Pretest	Posttest	Difference	No	Pretest	Posttest	Difference
1	19	22	3	11	26	30	4
2	30	32	2	12	25	29	4
3	20	23	3	13	20	22	2
4	22	25	3	14	27	30	3
5	25	28	3	15	23	26	3
6	28	30	2	16	25	27	2
7	21	23	2	17	22	25	3
8	22	25	3	18	26	28	2
9	28	30	2	19	27	29	2
10	26	30	4	20	22	25	3

Source: personal data

Table 2. Result descriptive analysis of the initial test and the final test of the influence of the Drill Shoot practice method on the skill of two-point basketball shooting.

Exercise	Descriptive	Pretest	Posttest
Group experiment	N	20	20
	Range	11	10
	Min	19	22
	Max	30	32
	Sum	484	537
	Mean	24,20	26,85
	Std. Deviation	3,105	2,996
	Variance	9,642	8,976

From table 1 it can be explained that the results of the pretest, posttest and differences are as follows: range (11; 10; 2), minimal (19; 22; 2), maximal (30; 32; 4), summary (484; 537; 53), mean (24,20; 26,85; 2,65), standar deviation (3,105; 2,996; 0,671). While table 2 explains that is an overview of the initial test data and the final test of the effect of the Drill Shoot exercise method on basketball two-point shooting skills in extracurricular students of SMA Negeri 5 Makassar, can be stated as follows:

1. Pre-test data of the basketball Two Point shot experiment group on extracurricular students of SMA Negeri 5 Makassar obtained a minimum score of 19, a maximum of 30, a range of 11, a sum of 484, a mean of 24.20, a deviation of 3,105, a variance of 9,642.
2. Post-test data of the basketball Two Point shot experiment group on extracurricular students of SMA Negeri 5 Makassar obtained a minimum score of 22, a maximum of 32, a range of 10, a sum of 537, a mean of 26.85, a deviation of 2,996 variances of 8,976

A description of the results of the pretest and posttest research of Two Point basketball shooting skills in extracurricular students of SMA Negeri 5 Makassar is also presented in the frequency distribution. The description of these results can be seen in the table below:

Table 3. Description of the frequency and results of *pretest* and *posttest* studies

No.	Interval	Category	Pretest		Posttest	
			F	%	F	%
1.	> 30	Excellent	0	0%	1	5%
2.	27-30	Good	5	25%	10	50%
3.	24-26	Enough	6	30%	5	25%
4.	19-23	Less	9	45%	4	20%
5.	<19	Very Less	0	0%	0	0%
Total			20	100%	20	100%

Source: personal data

Data analysis is used to answer the proposed hypothesis. Before data analysis is carried out, it is necessary to conduct a prerequisite test for analysis, namely a normality test, and a homogeneity test.

Table 4. Data Normality Test

Group	Kolmogorov smirnov-smirnov		α	Description
	Statistics	P		
Pretest-posttest	0,161	0,188	0,05	Usual
Group (experiment)	0,149	0,200	0,05	Usual

Source: personal data

The normality test is intended to determine whether the variable variables in the study have a normal distribution or not. The calculation of this normality test uses the Kolmogorov-Smirnov formula, with processing using the computer-aided program SPSS 22.00. The results are as follows.

When displayed in graphic form, the *results of the Pretest and Posttest of Two Point* basketball shooting skills in extracurricular students of SMA Negeri 5 Makassar can be seen in the picture below:

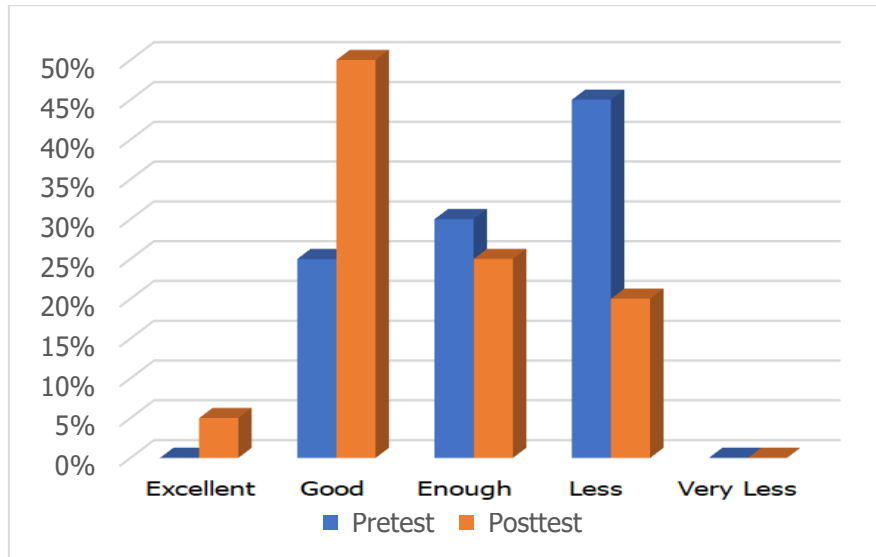


Figure 1. Pre-Test Results Graph and Post-test Capability of Close (Two Point) shooting ability

From the results of the table above, it can be seen that the pretest and posttest data have a p (Sig.) value > 0.05, so the variable is normally distributed. Because all data are normally distributed, the analysis can continue.

The homogeneity test is useful for testing the similarity of samples, namely uniform or not variants of samples taken from the population. The rule of homogeneity is if $p > 0.05$, then the test is declared homogeneous, if $p < 0.05$, then the test is said to be inhomogeneous. The results of the homogeneity test of this study can be seen in the following table:

Table 5. Levene Group Homogeneity Test df1 df2 Sig.

Variable	Levine statistics	Df 1	Df 2	Sig.	Information
Pretest–posttest	0,288	1	38	0,594	Homogeneous

Source: personal data

From the table above can be seen the pretest and posttest values of sig. $p 0.594 > 0.05$ so the data is homogeneous. Because all data is homogeneous, data analysis can be continued with parametric statistics.

The *test-paired sample t-test* was used to test a hypothesis that reads "There is a significant influence of drill shoot training on the skills of two-point shooting students of basketball extracurricular SMA Negeri 5 Makassar", based on pre-test and post-test results. If the results of the analysis show a significant difference, the exercise influences students' two-point shooting skills. The conclusions of the study are expressed as significant if the value of t counts > t table and the sig value is less than 0.05 ($Sig < 0.05$). Based on the results of the analysis, the following data were obtained. The full results are presented in the appendix.

Table 6. Test-Paired *Sample T-Test* Results Pre-Test and Post-Test

Hypothesis	Mean	t _{observation}	t _{table}	P	A	Information
Pre-test	24,20	17,667	2,093	0,000	0,05	Significant

Source: personal data

Result-paired *sample t-test* can be seen that t count 17, 667 and t table 2.093 (df 18) with a significance value of p of 0.000. Since t counts 17.667 > t table 2.093, and the significance value is 0.000 < 0.05, thus it can be implied that there is a significant difference. An alternative hypothesis (Ha) which reads "There is a significant influence of the drill shoot training method on the two-point *shoot* shooting skills of basketball extracurricular students of SMA Negeri 5 Makassar", is accepted. This means that drill shoot training has a significant influence on the two-point *shoot* skills of basketball extracurricular students of SMA Negeri 5 Makassar. From the pretest data, it has an average of 24.20, then at the time of the post-test, the average reached 26.85. The magnitude of the change in *two-point shooting* skills can be seen from the difference in the average value of 2.65 with a percentage increase of 10.95.

DISCUSSION

Results of the analysis showed the two-point shoot shooting skills of extracurricular students of SMA Negeri 5 Makassar before and after the *drill shoot* training method. This can be seen in the exercises given and the addition of the number of shots entered and shown with a calculated t value of 17.667 and t table 2.093 (df 19) with a p significance value of 0.000. Since t counts 17.667 > t table 2.093, and the significance value is 0.000 < 0.05, this result shows there is a significant difference. Thus the alternative hypothesis (Ha) which reads "There is a significant influence of *drill shoot* training on the ability of two-point *shooting* of basketball extracurricular students of SMA Negeri 5 Makassar", was accepted. This means that *drill shoot* training has a significant influence on the two-point *shooting* skills of the basketball extracurricular student team of SMA Negeri 5 Makassar. The existence of *two-point* shoot skills in students is because the drill shoot training method is a shooting training method that is carried out repeatedly to perfect or improve shooting skills so that the formation of automation of shooting *motion (shooting)*.

The *drill shoot* method training is repeated so that it can familiarize students to perform *shooting movements*, so that athletes feel accustomed or increasingly automate movements. Judging from the close-range shooting test of each corner position, the angle position that increases is best at the 72-108 shooting angle position, because the data results are higher than the other four angle positions. Because at this angle position, the athlete is directly facing the board whose body position is parallel or straight with the basketball hoop, making it easier for athletes to get better shots. In making a shot, several factors affect the success rate of the shot, namely, the position of the shooting angle, good shooting technique, fire mechanics that are not in rhythm, lack of concentration, distance, mobility, the attitude of the shot, and shot replay.

CONCLUSION

Based on the results of data analysis, description, testing of research results, and discussion, it can be concluded that there is a significant influence of drill shoot training methods on *two-point shoot* shooting skills in basketball extracurricular students of SMA Negeri 5 Makassar. The experimental group was proven by an increase from 24.20 to

26.85 i.e., with a calculated t value of 17, 667 and t table 2,093 (df 19), and a significance value of $0.000 < 0.05$, and a percentage increase of 10.9%.

CONFLICT OF INTEREST

All the authors state that there is no conflict of interest.

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