

Fundamental Motor Skill Learning in a Game Situation at School

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Abstract

The aim of this paper is to offer ideas for teaching fundamental motor skill in a game situation at school. There are four steps that can be done in teaching fundamental motor skill in a game situation progressively i.e. teaching fundamental motor skill with accuracy, teaching motor skill with variations, teaching motor skill using opponent, and teaching tactical games.

Keywords: learning, fundamental motor skill, game

Introduction

Fundamental motor skills or basic technique in a sport game is one of the basic competences in the Education Unit Level Curriculum of physical education, sport and health at primary and secondary school. In the group learning activity, physical education, sport and health, subject is graduate competency is required. Article 25 (4) Government Regulation No. 19 year 2005 on National Education Standard explains that graduates competence includes attitudes, knowledge, and skills. This means that learning process should develop students' competencies related to the affective aspect (attitudes), cognitive (knowledge) and psychomotor (skills). These three aspects cannot be separated from each other explicitly. Any physical, health, and sport education always contain those three aspects although it emphasizes different aspect. For example, the close skill learning emphasizes more on the psychomotor aspect but still contain cognitive and affective aspect, while the open skill emphasize more on the cognitive and affective aspects but still contain psychomotor aspect. Cognitive aspect is associated with the ability to memorize, to understand, to apply, to analyze, to synthesize, and to evaluate. Affective aspect is associated with behavior such as cooperation, feeling, interest, attitude, emotion and value. Psychomotor aspect is the aspect associated with physical activities and motor skill, such as fundamental motor skill of volleyball, football, running, jumping, and so on.

Fundamental motor skills or techniques are important components in the sport game performance in a competition beside the tactic and mentality. Bompá (1979:14) said that a good technique is the efficient one. An efficient technique is a technique which uses less power or energy to carry out the sport task in a competition. Basically technique is elements on the efficient movement to perform the sport task in a game. All techniques elements related to basic technique from every sport branch, in other words there are various ways to perform an element of technique. For example, in the shooting technique in basketball, there are technique elements of two-hand shooting, one-hand shooting, etc. To achieve this, the learning of fundamental motor skill that is useful to perform the sport game task on a competition is needed. On this basis, the question on how to teach fundamental motor skill in a game situation arises. The aim of this paper is to offer ideas to teach fundamental motor skill in a game situation at school.

The Approach of Teaching Sport Games

To make the students play well in a sport game needs the teaching of basic technique of basic movement on sport games. However, it must be remembered that teaching sport games techniques should be started from the problem of sport game tactic which will be solved with that technique. Teaching sport games technique without students knowing first the benefits and the use of that technique should be avoided.

To achieve physical education, sport and health learning result above, it needs to carry out learning process with the right approaches based on the aim to be achieved. Since it is introduced, Bombá (1994) the approach of teaching sport game uses technique approaches. Teacher uses technique approach to teach sport games at school. This approach obtained many criticisms from the physical, health, and sport education experts all around the world, for instance the learning of sport games make the students mastered basic techniques separately but they cannot play well.

Oslin, (2003: 9); Grehaigne (2005: 6); Lund, (2005: 225); Griffin, (1997: 13), Mitchell (2003: 155-160) introduces a tactical approach to help teachers in teaching sports games. Tactical approach is also called as teaching game for understanding. In addition, Yosek Nossek (1982:48) mentioned that the principle of teaching techniques is to provide information visually or verbally, teaching the lesson from the easy one to difficult one (from

easy tactical and technique problem to difficult tactical and technique problem), teaching from movement parts and then compile those movements (teaching with variations)

Oslin, (2003: 9); Grehaigne (2005: 6); Lund, (2005: 225); Griffin, (1997: 13), Mitchell (2003: 155-160) introduced the tactical approach to help teachers to teach sport game. This tactical approach is also called as Teaching Game For Understanding. Furthermore, Yosek Nossek (1982:48) mentioned that the principle of teaching technique is to give information visually or verbally, teaching from the easy thing to the difficult one (easy tactical and technical problem o the more difficult one), teaching each part of the movements and then combine them (teaching with variations), teaching without opponent, teaching using passive opponent, teaching using active opponent (teaching and functional practice). In learning the Oslin technique (which is followed by Bomba 1994:18), there are two phases i.e. learning phase and completing phase (training). Based on the approach and principal of this teaching technique, it can be concluded that every teaching of basic technique or fundamental motor skill of sport game starts with accurate basic movement teaching, teaching movement with variations, teaching and functional training and learning game for understanding.

Sport Games Grouping

To ease the teaching of sport games at school, it needs sport games grouping. The Education Unit Level Curriculum of sport games is grouped into two based on the equipment i.e. small ball games and big ball game. This grouping is less suitable with the Education Unit Level Curriculum's characteristics and tactical approach, therefore it needs to repair the sport game grouping system based on the tactical game problems.

Based on the tactical problems and the characteristics of sport games, according to Grehaigne (2005: 3) and Lund (2005: 225) it can be classified into four groups i.e. net games, invasion games, striking games, and target games. Invasion games include basketball games, football, and handball. Net gaming games include badminton, volleyball, tennis, and table tennis. Striking and fielding games include baseball, softball, and baseball. Target games include golf and archery. Each group of sports games are divided into 3 levels based on the difficulty level: (1) low organization games, (2) lead-up games, (3) and modification.

Before carrying out the teaching of sports games, a teacher must first understand the basic idea of the sports game that will be taught. For example Invasion games: the basic idea of basketball is to score the ball into the ring with one hand or two hands. When it is difficult to score the ball into the ring, the players can dribble the ball and pass it to his friend. The basic idea of football is to score the score a goal using the any body parts except hands. When it is difficult to make a goal, the players can dribble the ball and pass it to his friend. The example of net game: the basic idea of table tennis is to return the ball using the bat over or beside the net into the targeted area. Based on those basic games ideas, the teacher arranges the purpose and the teaching materials.

The Steps of Teaching Sport Games

The purpose of this paper is to offer ideas to teach fundamental motor skill in a game situation by combining the existing approaches and considering the basic ideas of sport games which are classified into four namely *net game*, *invasion game*, *striking game*, and *target game*. Beside that is to notice the difficulty level of sport games as well.

One of the ideas to teach fundamental motor skill or basic technique in a game situation is to use the following 4-steps framework: (1) teaching fundamental motor skill with accuracy, (2) teaching fundamental motor skill with variations, (3) teaching fundamental motor skill using opponent players, (4) teaching tactical games.

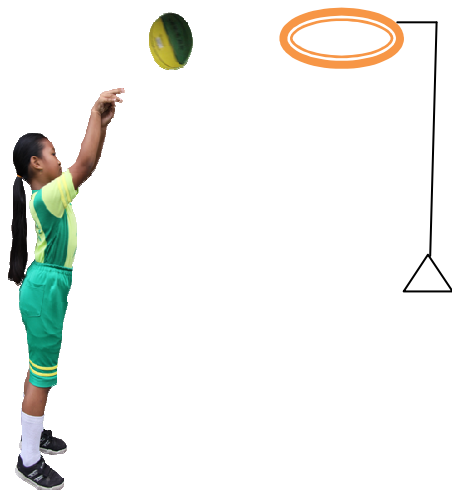
1. Teaching Fundamental Motor Skill

The first step is to introduce the basic technique and accuracy, such as teaching the basic movement skill of basketball sport game. The basic idea of this game is to score the ball into the ring; therefore the lesson is started by teaching the basic movement or technique to score the ball into the targeted area (ring). There are three stages in teaching basic technique; they are preparation, execution, and follow through. The preparation stage of scoring the ball: the shooter's hand is at the back of the ball, bent the elbows in and the ball is in front of the forehead. The execution stage: straightened the feet, back and shoulders in a row, straightened the elbows and spring the wrists. The advanced stage pay attention to the target, straightened the elbows and index fingers point to the target. To teach the accuracy of shooting the ball starts with the close distance shooting first. The example of the technique of

shooting the ball from the preparation, execution movement, and follow through to shoot the ball into the ring is as follow:



The preparation to shoot the ball



The execution movement and follow through

2. Teaching Basic Movement Skill with Variations

The variation used consists of:

- Speed
- Increased Accuracy
- Combining a form of basic skill with other motor skills. This kind of modification teaches the player to use the motor skills or other activity within the game.

In this stage, the students are taught the combined basic technique. For example, chest passing technique preparation: standing in balance, pay attention to the target, the ball is in front of the chest. Chest passing execution movement: step one foot towards the passing direction, release the ball by straightened the elbows and spring the wrists in a row and the ball's speed is within the receiver's range. The follow through: pay attention to the target; outstretch the arms and the palms facing down. The example of chest passing technique is as the picture below:



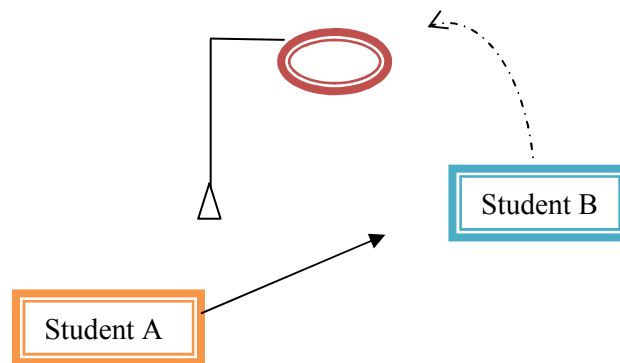
Preparation of chest passing



The execution and follow through

After the students understand the basic technique of chest passing, it is continued with combining both shooting and passing technique. The example is using the formation as below:

Student A passes the ball using chest passing to the B student. The B student continues it by shooting the ball into the ring.

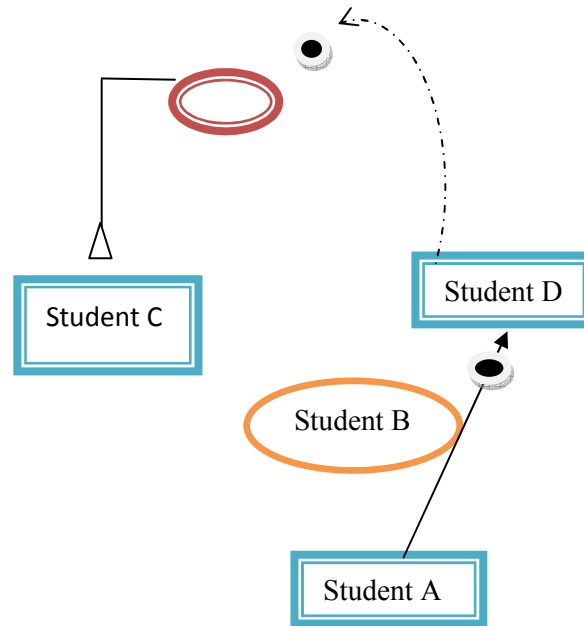


3. Teaching fundamental motor Skill Using Opponent Player

On this phase, the students gradually confronted with another student acting as opponent, starting from blocking and taking the ball from the opponent, control the opponent's movement, until the situation where the student face to face with the opponent players as in the real game.

The students will learn to use the basic movement skill in an unexpected situation, as if in a real competition. The students will learn to observe the opponent players' movement which will make him deciding on how to respond the opponent.

Student A pass the ball to student C and D using chest passing with student B blocks him. Student C or D catch the ball and shoot it to the ring.



4. Teaching and Training the Tactical Games

The approaches explained above are very useful but will not be enough to train the students' skill in deciding the right decision, taking the right decision is the foundation for the students to give the best performance, after mastering the basic technique.

Some statements below are stated by the sport education experts and remarkable coaches who emphasize the importance of teaching and training approaches which prioritize the players' understanding and ability to take the right decision.

This needs the understanding and involving the decision taking. Every time the ball is passed to other player, the function of each offensive and defensive player will change. This function changing requires the players to do a series of decision taking quickly and accurately.

In an analysis conducted towards advanced level of hockey, football, Australian football (rugby), and basketball, it is known that the most common mistake is in making the decision. A player with good technique often made a mistake in deciding the best time to use his special skill. For example, the player will pass the ball at the best time for him to dribble it or the player tries to dribble the ball while the situation forces him to pass the ball under his control.

What is needed is the teaching approach which focuses on the process where the students learn to do the right thing on the right time. With teaching and training using tactical approach, the student will be trained to take the right decision in a game or in his team.

A modified form of a game or a half field game can be done with rules and requirement desired by the teacher. The thing to remember is that the rule and requirement used should remain focus on the form of the exercise being trained and the form of skill to be trained. In this game skill program, the students are encouraged to develop their sport skills. Besides, the students are challenged to take decisions as in the game, so they will begin to learn anticipation.

The example of teaching and practicing tactical skill is by using game which has been modified on its field and equipments, number of players and rules. Basketball game which has been modified with the regulation as below:

1. Three on three
2. Using half of the field with one ring
3. To begin the game and to attack from the midfield
4. If the A team has scored the ball to the ring then it's switched that the B team start to attack from the midfield, and it continue that way
5. Each team tried to put the ball into the ring as much as possible
6. The team which score the more ball to the ring is the winner
7. The team which bring the ball only allowed to use a chest pass, shoot at the target
8. The defensive team may not touch the body of the attacking team, and vice versa
9. Each team which will play should discuss first to set a playing strategy and tactic based on the rule of the game
10. Each team should shake hands before and after the game
11. Each team should pray before and after the game
12. Every player should perform fair play
13. Every player who made a mistake in the game should honestly admit it
14. The game duration is 2x 5 minutes

Conclusion

Teaching the fundamental motor skill in a game situation progressively can be done with the steps as follow: (1) teaching and training motor skill, (2) teaching and training motor skill with variations, (3) teaching and training motor skill using opponent player, and (4) teaching and training tactical game.