

DIPA GAZALBA. The effectiveness of Reciprocal Teaching Style And berprogram Individual Learning Results Against Passing Top Games Volleyball At Class VIII students of SMP Negeri 198 Jakarta. Essay. Jakarta: Faculty of Sport Science, State University of Jakarta 2016

This study aimed to compare which one is more effective between the reciprocal teaching styles and teaching styles on learning outcomes of individual berprogram passing over a game of volleyball in class VIII SMP Negeri 198 Jakarta.

This research was carried out on the sports field SMP Negeri 198 Jakarta Jl. Agriculture, Klender district. Duren Sawit, East Jakarta. The research starts from the date of January 4, 2016 until January 25, 2016, and the study schedule every Monday on the implementation of school hours 07:00 am until 07:40 pm. The research was conducted 4 meetings by using the experimental method with a sample of 30 students. Population of number 6 grade of 210 people.

Conducted sampling of the population, using simple random sampling technique. Obtained sample of 30 people, divided into 2 groups, 15 in group A (reciprocal teaching style) and 15 in group B (berprogram individual teaching styles). Samples were then given an early test of passing on volleyball, then given treatment as much as 2 meetings, and after passing the final test was given on volleyball.

Data analysis technique used is the analysis of the test "T" begins by calculating the value of t to compare with t table at significant level = 0.05, the results of the data analysis are as follows: the results of initial tests and the final test teaching style that is collected about passing on volleyball with reciprocal teaching style is as follows, the initial tests: average values (mean) = 18.73, standard deviation (SD) = 0.62, and standard deviation of the mean (HR) = 0.17, the ultimate test: the average value (mean) = 25, standard deviation (SD) = 0.7, and the standard deviation of the mean (HR) = 0.18.

The results of the initial test and final test study on volleyball passing the group obtained by the correlation coefficient (r_{xy}) of 0.69, the standard deviation of the mean difference (SDBM) of 0.69 and t count equal to 10.27. Furthermore, in the test with the value t table with a degree of confidence = 0,05 and degree of freedom t table with degrees of freedom (df) = (n-1), (15-1) = 14 T-table = 2.14. Thus the value of t count > t table or $10.27 > 2.14$.

While the results of initial tests and the final test teaching style that is collected about passing on volleyball berprogram individual style of teaching is as follows, the initial tests: average values (mean) = 18.6, standard deviation (SD) = 0.61, and standard deviation of the mean (HR) = 0.16, the ultimate test: the average value (mean) = 28.46, standard deviation (SD) = 0.72, and standards of deviation of the mean (HR) = 0.19.

The results of the initial test and final test study on volleyball passing the two groups obtained koefesiem correlation (r_{xy}) of 0.63, the standard deviation of the mean difference (SDBM) of 0.89 and t count equal to 11.07. Furthermore, in the test with the value t table with a degree of confidence = 0,05 and degree of freedom t table with a degree of confidence = 0,05 and degree of freedom t table with degrees of freedom (df) = (n-1), (15-1) = 14 t table = 2.14. Thus the value of t count > t table or $11.07 > 2.14$.

From the research collected the final test of the learning outcomes passing on volleyball with reciprocal teaching style is as follows: average values (mean) = 25, standard deviation (SD) = 0.7, and the standard deviation of the mean (SDM) = 0.18. While the final test berprogram individual teaching styles are as follows: average values (mean) = 28.46, standard deviation (SD) = 0.72, and standard deviation of the mean (HR) = 0.19. From the results of the final test on volleyball passing the two groups obtained a standard deviation of the mean differences (SDBM) of 0.28 and t value of 12.35. Further tested with t table with degrees of freedom (df) = (n-1) + (n-1) = 14 + 14 = 28, t table = 2.048. Thus the value of t count > t table or $12.35 > 2.05$.

Thus $t > t_{table}$ which means that H_0 is rejected, so it can be concluded that the individual berprogram teaching style is more effective than reciprocal teaching style to increase learning outcomes passing on volleyball in class VIII SMP Negeri 198 Jakarta.