

TEACHING TENNIS SERVICE USING THE RECIPROCAL STYLE

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ABSTRACT

The purpose of this research is to evaluate the teaching of Service with the Reciprocal style, a basic and characteristic stroke in tennis. The sample consisted of 52 children aged 14-15 without any previous experience in Tennis. Eight (8) courses were held in three classes of third-grade Junior High School students within their school environment. The sample members were randomly assigned to two groups (experimental and control). For a period of 4 weeks, the experimental group (with students from classes C2 & C3) was subject to experimental intervention in the independent variable which is the Reciprocal Style of teaching the service stroke, whereas the control group (with students only from class C1) was not subject to any intervention. For the service, a 20-point strike test was conducted aiming at the service box of the opposite's court. The data was processed in the IBM SPSS 24 statistical program via t-test for independent samples before and after the intervention for the experimental group, the control group, and through a Spearman correlation for the variables reported in the service after the intervention in the sports of tennis and volleyball. The results of the survey showed that the performance of both groups of participants (especially the experimental) was improved in tennis in the service, that is a statistically significant difference was detected in the scores recorded by their performance. Also, from the performance results of volleyball and tennis for the students (class C3) who were taught the same technique, it was found that there was very strong correlation ($r = 0.971$, $p < 0.01$). Students with prior knowledge of the technique of the service stroke (in volleyball) had significantly higher accuracy compared to students who learned the new technique in tennis.