

Using Self-Recorded Video to Enhance Students' Sepak Takraw Skills

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Self-recorded video has been regarded as a technique to enhance students' learning achievement. However, there are few researches demonstrating how self-recorded video could facilitate students' learning in *sepak takraw*. Drawing from a case study, this paper describes how self-recorded video enhanced the students' *sepak takraw* performance. The participants of the study were four students taking *sepak takraw* course. The research methods used were observation and interview. Data were collected from administering non-participant observation and interview. The results showed that self-recorded video could enhance the students' *sepak takraw* skills as it provided the students with more opportunities to assess and re-assess their performance. This paper gives insight for sports teachers to apply a videotaped project to facilitate students to gain their good performance.

Keywords: self-recorded video, sepak takraw, reflective practice

I. INTRODUCTION

Through the advancement of technology, videos have been implemented flourishingly in classrooms. Many video applications can be easily applied as a learning media to help students attain their learning objectives. In addition, there are also numerous video recording applications available which can be used by teachers and students to develop their learning skills. Thus, it is natural to observe that teachers nowadays often integrate videos as their tools to facilitate students' learning [1].

Studies investigating the use of videos in the classrooms have been conducted by many researchers. [2], [3], [4], [5] had used video to develop students teachers' teaching skills. These studies have found out those videos, in particular, a self-recorded video could help student teachers to enhance their skills in teaching. In addition to these studies, previous works have only focused on the use of video as a learning media. [6], for example, investigated the effect of videos to enhance students' listening skills. In a similar vein, [7] also conducted a study to examine how videos available on YouTube could help students to learn English. [8] Developed video learning media to learn social sciences.

The studies, which have been conducted previously by researchers, have explored the use of videos in teacher

education and social science education. A few researches have documented how self-recorded video is applied in sports education, particularly in *sepak takraw*. This study is important to provide insights for sports teachers in implementing self-recorded video in their classrooms. To fill this empirical gap, this study is conducted to answer how self-recorded video could enhance the students' *sepak takraw* skills. This paper is organized as follows. Section 2 presents the research methodology. Section 3 provides research findings and discussion. Section 4 presents the conclusion of the study.

II REVIEW OF RELATED LITERATURE

2.1 Sepak Takraw

The word *sepaktakraw* comes from two syllables, namely from the words *sepak* and *takraw*. The word "*sepak*" means kicking something with your feet, that is, by swinging your legs forward, to the sides and up; meanwhile "*takraw*" means the means used by players, namely: balls or round items made of woven rattan or plastic.

Sepak takraw is a team sport which in its implementation is like playing a game using a field such as badminton, ball, net and also using other regulations that must be obeyed by all players [9],[10]. In playing *sepaktakraw*, the *sepaktakraw* players must use parts of the body such as: legs, thighs, head, shoulders, back, and chest. The use of hands is not permitted in *sepak takraw*, except at the beginning of starting a match for a bouncer when making a ball bounce on the *tekong* (server).

Sepak takraw is a game using a ball of rattan or plastic (synthetic fiber) and is carried out on a rectangular and flat field, both open and closed and the field is limited by a net. The size of the field in the soccer game *takraw* length and width is 13.40 m x 6.10 m free from all obstacles up to 8 m measured from the surface of the floor with a net height of 1.55 m.

In the game of *sepaktakraw*, *sepaktakraw* is played by two teams, where each team must consist of 3 people and each team in *sepak takraw* has 1 reserve player and one team consists of 3 teams and one reserve team and the number of 1 team must not be more than 12 person. The aim of playing *sepak takraw* is to return the ball in such a way that the ball

can fall on the opponent's or enemy field and cause the opponent to make a foul or the opposing player makes a mistake [11], [12], [13].

To be able to play in the sepak takraw game, a player is required to have good abilities or skills. The abilities and skills in question are the basic technical abilities of playing sepak takraw. There are some basic techniques in the soccer game takraw, including: passing, service, smash and block.

The way to play the ball in sepak takraw is: by using legs, chest, thighs, head, or body. To return the ball to the opponent's field or enemy each team is allowed to kick or head the ball three times, whether it is done by only one player or the three team players, the most important thing is that every team in the soccer game only has the right to touch the soccer takraw ball three times.

2.2 The Use of Video in the Classroom

Video has been used in the classroom since video has given many benefits for the students. Survey conducted by sports coaches also discovered that video is an effective learning tool in sport. Videos are commonly used in rugby, field hockey and football through video based performance.

The use of video analysis and feedback in sport has become increasingly popular in recent years as the technology for recording team or athlete performance has become easier to access, its analysis has become more powerful and platforms for feedback and communication around this analysis have become more sophisticated as well as user friendly.

III. RESEARCH METHODOLOGY

This study used a qualitative case study by administering the purposive random sampling technique. Four students taking *sepak takraw* courses were selected as research participants. The criteria for selecting these research participants were they were officially registered as semester VI students majoring in Sport Education Department taking *sepak takraw* course, they had a low performance of *sepak takraw*, and they were willing to join the study.

The procedures of collecting data were i) asking the participant to video record by themselves their *sepak takraw* performance. This activity was done at home after the students finished their exercise in class; ii) distributing the assessment rubric for assessing their performance. The rubric contains criteria and describes varying levels of quality from excellent to poor on *sepak takraw* skills; iii) explaining the rubric to the participants; iv) asking students to watch and re-watch their performance on their video, v) asking students to assess their performance by using the distributed rubric; vi) interviewing students in relation to their attitudes towards their performance on video. The collected data were analyzed by following some steps: transcribing the interview, coding the interview, comparing the results of the interview and observation notes, determining emergent themes, and drawing conclusions.

IV. FINDINGS AND DISCUSSION

The emerging themes that were revealed after analyzing data analysis were: aspects noticed by the participants; the

participants' attitudes towards their performance, the strategies used by the participants to improve their performance. Each of which is discussed as follows.

Aspects Noticed by the Participants

Data analysis revealed that self-recorded video could help the students notice their *sepak takraw* skills more detailed, for example, in performing passing and spiking skills, the participants still performed some mistakes. This is shown in the following excerpts.

I did not perform the passing skills rightly. My legs should have been in a straight position. I also did not hit the ball correctly, in which the ball always hit my shank. The same case also happened when I performed a spike. Even though my passing and spike were not good, my service was good (Excerpt1, Participant1).

While watching my performance, I noticed that I had less flexibility and power in performing spike and passing. Even though, my service was good (Excerpt 2, Participant2).

I had noticed that my passing was not appropriate in which the ball hit my ankle. Besides, the flexibility of my legs was also low. My spike was quite good in which the ball was not out (Excerpt3, Participant3).

As I observed my performance, I could see that my spike was not good. This was because I did not practice it a lot. My passing was good because it is like doing juggling in football. My skills in football could help me perform sepak takraw passing better (Excerpt4, Participant4).

Excerpts 1-4 had stated areas of strengths and weaknesses noticed by the research participants while they were watching their performance. Almost all of the participants had noticed that they had fewer spike skills. It was understandable as this skill is regarded as the most challenging and difficult technique to perform [1]. Thus, practicing more on this skill is needed to be able to execute spike well.

The Research Participants' Attitudes towards Their Performance

Initially, the research participants felt a degree of discomfort in watching the video of them. Gradually, they could find that watching they perform *sepak takraw* skills was a valuable experience. They said the following:

The most useful part of reflecting on my performance was observing my skills in sepak takraw. By using my video, I could identify my strengths and weaknesses. (Excerpt 5, Participant 2,3).

Having watched the video, I could analyze my techniques, especially the position of my body in performing the skills. (Excerpt 6, Participant 1).

My video could show me in some mistakes, which I have made during performing the sepak takraw skills. Thus, I could learn from those mistakes. (Excerpt 7, Participant 4).

These findings highlight the benefits of self-reflection by using video. According to [14], within the sport, reflection has become a widely employed tool to aid understanding and development and is utilized by sports practitioners to evaluate their performance. Further, Lotter et.al (2009) as cited in [5] states that a reflection is a valuable tool that allows people to

recognize problems in their performance and to reframe them to find solutions. Hence, the study could support the study mentioning the advantages of self-video recorded for students [2],[5].

The Strategies Used by the Participants to Improve Their Performance

After the research participants watched and assessed their performance by using the provided rubric, all of the participants agreed that they still had a low performance on *sepak takraw* skills. Even though they had some strengths on certain skills, there were still some weaknesses that needed to be eliminated. Some strategies that were done by the research participants to improve their performance are stated below.

To improve my skills on sepak takraw, I watched videos containing a model performing basic skills of sepak takraw, and then I practiced it independently. Besides, I also asked my peer who had good skills in sepak takraw. (Excerpt 8, Participant 1,4).

From my video, I knew that I had a problem with my flexibility. Thus, I managed my time to practice it more. (Excerpt 9, Participant 2).

To improve my skills, I practiced a lot in a group at home. After I performed certain skills, I asked my peer to give feedback. (Excerpt 10, Participant 3).

These research findings show that by watching their performance, the participants were aware of their weaknesses and they were motivated to improve their skills by employing the stated strategies. This study supports the idea that enhancing the students' intrinsic motivation and performance, the teachers can engage the students with self-reflection practice. This is because self-analysis and self-monitoring have been found to positively influence physical skills.

V. CONCLUSION

This study concludes that self-video recorded could enhance students' *sepak takraw* performance. This is because the activity of doing self-reflection has provided a lot of opportunities for students to identify their strengths and weaknesses and to find out solutions to delaminate their flaws. Thus, it is suggested for sports teachers to encourage their students to perform self-reflection assisted by video as this technique could help the students attain their learning goals. Even though this study has provided a pedagogical implication for teachers, the study is still limited to the use of students' own video recording and the manual rubric. Future researchers might use video analysis tools to assess the students' performance.

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