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Research Article
Workshop of Self-talk Intervention for Beginners of Badminton Coaches

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Abstract

Background and Objective: The self-talk (ST) technique workshop is based on the fact that the self-talk development process is an integral part of psychological skills training (PST), which is still limited, in badminton practice both at club and school level. Therefore, this ST workshop aimed at assisting basic badminton coaches to comprehend the applicative concept of ST and integrate it in the practice process. **Materials and Method:** The workshop runs for 2 days with 16 participants who were basic badminton coaches from 8 schools and clubs in west Java. **Results:** The most important outcome of this workshop was dealing with the applicative concept of using ST in the badminton practice process for beginner badminton athletes aged 10-12. **Conclusion:** Self-talk is part of the mental skills considered to enhance performance which was recommended by both coaches and athletes because of its ability to enhance individual capacity to perform.

INTRODUCTION

Self-talk just like imagery, relaxation and goal setting is categorised as one of the mental skills packages considered to enhance performance[1,2]. Because of its influence on performance, coaches and athletes have often promoted it (i.e., the mental skill of self-talk) as one of the performance enhancement[2] soft skills in sports psychology or sports science and of course in badminton. This is so, because of the existing relationship between self-talk (ST), personal factors, contextual factors and performance of individual athletes[3].

There are four main components which should be developed simultaneously in the practice process of badminton, namely physical, technical, tactical and psychological skills[4]. Those four components are believed and proved to covariate each other at improving the learning process of sports skills and sports performance. Lidor *et al.*[5] noted that a combination of those four components in the practice process becomes a main factor in determining success and quality of practice[5]. In addition, it also positively contributes to the athlete's performance.

In Indonesia, one of the mentioned four components which are not optimally developed and frequently ignored is the psychological skill component, especially the implementation of PST. Despite the common belief that PST is one of the most effective strategies in the improvement of sports performance and development of psychological skills, some coaches still choose not to implement it[6]. However, some of them have tried to apply PST but have not managed to do it well[7]. Some of the causes are the assumption that PST must be carried out by professional consultants or sports psychologists[8] and because coaches lack knowledge and confidence[9]. Furthermore, it has been noted that PST is carried out if coaches face a severe condition or special problems[7].

This matter also takes place in the implementation of ST as an integral part of a PST program. Although in some analysis ST has been proved to be effective in improving movement performance in some sports[10], the psychological aspect[11-14] and there is a relationship between ST, personal factors, contextual factors and performance[3], meanwhile analysis on beginner athletes is still very limited[10,11] and inconsistent[15]. Thus, coaches need assistance and should be given adequate skills and knowledge to implement ST in the daily practice process. The success of PST implementation depends much on coaches, because coaches are the key element functioning as managers of training. Consequently, the need for developing a PST program (including ST) for coaches calls for the need for coaches to have knowledge, skills and positive attitudes to implement PST (ST) integrally with daily training programs. By doing so, PST (ST) can be developed for coaches and athletes with consideration for characteristics of each branch of sports. De Freitas *et al.*[6] explained that "In fact, the different psychological skills, variables and techniques do not exert the same influence in achieving success across different sports". Furthermore, PST intervention programs developed for coaches are still limited[16], especially for badminton youth coaches. In fact, the success of PST implementation for athletes depends on the coaches' mastery on PST itself. In conclusion, there must be something to do for this important and urgent matter before preparation and designing a PST implementation program. One of the solutions is to prepare coaches with knowledge and skills about PST (ST) by conducting a workshop. The workshop mainly aims at preparing the coaches with skills to organize practice and acts as a role model.

The ST workshop focuses on basic badminton coaches who train beginner athletes in schools or clubs in west Java. The main consideration in the workshop is the central role of coaches during the practice process. Another consideration is the mastery of badminton basic skills for beginner student-athletes aged 10-12 years old in the social cognitive perspective[17] starting from the observation process, emulation, self-control and self-regulation[18]. Meanwhile, the determination of ST application estimation on student-athletes aged 10-12 is based on cognitive development tasks in Piaget theory[19] which stated that children aged 10-12 are involved in a transition process between the concrete operational cognitive stage (age 7 up to 11) and the formal operational stage (age 11 up to adult). Concrete operational character includes performing operations logically with concrete materials, classifying and in serial order. For instance the ability to do transitivity. Transitivity is the ability to infer a relation between two objects based on knowledge of their relationship with a third object. Formal operational character includes solving abstract and hypothetical problems and thinking combinatorially. In short, beginner-athletes are capable of recognizing and understanding information, thinking systematically and interpreting instructions given by coaches to make conclusions.

As previously explained, theoretically, the workshop is based on social cognitive theory[17] which places coaches in a very strategic social role; not only as a role model but also giving social help to develop association between the used ST and the success to do movement. At the same time, coaches are expected to give social feedback during the learning process, from observation, emulation, self-control and self-regulation stages. Some studies found a relation between coaches' behaviours and statements with ST athletes[20,21]. Furthermore, in another study, it is reported that coaches' behaviours and statements can affect athletes' mind patterns and the influence is different for every ST dimension[22].

Therefore, it is necessary for coaches to have a comprehensive and thorough understanding related to the applicative concept of using ST in badminton basic skills (BBS) training for beginner student-athletes aged 10-12, dealing with types of ST, its function and when to apply it in the training process.

Based on the previous explanation, the ST workshop is based on the facts that the training process of badminton beginner athletes in school or club level is more concentrated at improving physical, technical and tactical skills, while the improvement of psychological skills is still neglected, including ST technique. Thus, this workshop is intended to produce applicative documents related to the function of ST in the badminton practice process for beginner student-athletes aged 10-12.

The hypothetical outcome is in the form of documents on the concept of ST applicative techniques in the badminton practice process for beginner student-athletes. To realize this product, this ST workshop refers to the learning process stages based on experience developed by Boyett and Boyett[23] which consists of experience formation, reflection, concept formation and concept testing stage[23]. This applicative document has two strategic values, first, related to the completeness of the analysis until each ST sub-function is developed bottom-up and methodologically it becomes a tutorial document for basic badminton coaches at pedagogical level. These two strategic values also mark the novelty of this study while differentiating it from other studies.

MATERIALS AND METHODS

Participants: The workshop participants are 16 basic badminton coaches aged 21 up to 32 (M = 24.8; SD = 2.79) coming from 8 badminton schools and clubs in 10 regencies in west Java. Participants were obtained by purposive sampling technique[24], with the following criteria: (1) Basic badminton coaches in west Java, (2) Graduates of Faculty of Sports Education and Health (FPOK) Universitas Pendidikan Indonesia (UPI) students in FPOK UPI semester 8, 9 or 10 who will or are in the middle of taking badminton specialization and/or sports psychology, (3) Having status as coaches at schools or clubs in west Java, (4) Possessing coaching certificate minimum in local or branch level.

Measures
Workshop materials. The workshop materials were validated first before being used. The validation process aimed at determining the validity level by panel expert judgement (PEJ) to be suitable with validity criteria for learning materials arranged by Badan Standar Nasional Pendidikan (BSNP), for content validity, face validity and linguistic validity[25-26]. The

analysis showed the whole material validity by 83 and 82% for content validity, 86% for face validity and 79% for linguistic validity. Another validity analysis result came from the workshop participant response, the result showed between 74 and 93%, each by 85% for the whole validity, 87% for content validity, 84% for face validity and 87% for linguistic validity.

Workshop process: The workshop process was measured by the percentage of participants' involvement during the workshop on those aspects: responsibility, independence, honesty, work performance, innovation and creativity, communication and cooperation[27]. Based on Aiken's V formula analysis, it showed the index of content validity coefficient (ICVC) between 0.65-0.90, ICVC for the whole involvement by 0.79, responsibility (0.90), independence (0.85), honesty (0.80), work performance (0.65), innovation and creativity (0.75), communication (0.85) and cooperation (0.70).

Procedure: Each workshop participant took part in the workshop for 2 days to review and formulate the ST technique applicative concept on children beginner student-athletes. The workshop procedure used experiential learning approach, which was methodically done in four process stages namely experience formation, reflection, concept formation and concept testing[23]. The first two stages emphasized on cognitive process to understand, analyze, evaluate and create workshop materials. Each participant was involved in personal activities to learn workshop materials carefully according to their groups. In the next step, participants go through inherent process to recall previous activities and write the involvement experience during the experience formation for then arising this issue to be an intern discussion topic among group members. Concept formation was a stage where participants give meaning on participants' involvement in two phases. The first phase was a discussion process among group members till they had a consensus to form a new concept to be a discussion topic in the class level. The second phase is hypothetical concept determination through dialogic-multilogic process among all group members and facilitators to make a hypothetical-applicative concept which will be implemented in the training process. On this phase, each group representative in a panel presented the result of their discussion to be reviewed together by all group members and facilitators to formulate intervention hypothetical-applicative concept which can be used by coaches in the training or learning process. During the workshop, every participant's involvement was maintained through an observation format and at the end of each workshop session, participants must complete reflection task units on provided participants' worksheets.

RESULTS

The main workshop product was in the form of a draft of an applicative concept for ST technique function in badminton practice process for beginner student-athletes aged 10-12. Meanwhile the documents related to characteristics of children aged 10-12, the bases and philosophical need of children's participation in sports activities and badminton basic skill analysis were supporting outcomes related to ST implementation attempts in the practice process. Each workshop session, just like what had been explained before was carried out through four stages. They were experienced formation, reflection, concept formation and concept testing.

While the involvement level of each participant was obtained from observation phase by facilitators toward workshop participants with seven aspects of evaluation during the workshop. Figure 1 presented an example of the workshop process for the applicative concept of implementing ST.

Data in Table 1 showed an analysis of results on participants' involvement observation in the workshop process, starting from training activity (TA) 1 up to 4.

The Table 2 and 3 presented the outcomes of the applicative concept of ST use obtained from the workshop process through the four stages in the form of cue ST-instructional and motivational, its function and its use in the practice process.

Table 1: Analysis results for participants' involvement observation in the workshop process

Involvement aspects in workshop process	Workshop activities							
	TA1		TA2		TA3		TA4	
	M	SD	M	SD	M	SD	M	SD
Responsibility	4.31	0.70	4.44	0.63	4.69	0.48	4.56	0.51
Independence	4.50	0.52	4.25	0.45	4.38	0.50	4.50	0.52
Honesty	3.81	0.75	4.00	0.63	4.19	0.75	4.31	0.70
Work performance	4.50	0.52	4.31	0.48	4.44	0.51	4.50	0.52
Innovation and creativity	4.63	0.50	4.38	0.50	4.50	0.52	4.56	0.51
Communication	4.19	0.83	4.19	0.83	4.38	0.72	4.44	0.51
Cooperation	4.44	0.51	4.44	0.51	4.56	0.51	4.63	0.50

TA1-4: Training activity 1-4

Phase 1: Experience formation

Each workshop participant in each group learns workshop materials
(two groups learn two units about ST cue based on its functions and the other two groups learns the unit about applicative concept of using ST in the practice process).

Phase 2: Reflection

All participants in each group do reflection (re-think) all materials which have been learnt and write the materials points related to types of ST cue (what), its function (why), the circumstance and condition in applying it in the practice process (when), both for ST-instructional and motivational.

Phase 3: Concept formation

Each group member is obliged to discuss their reflection result on group discussion to be integrated with other groups' reflection results to create applicative concept as a group outcome related to types of cue ST, its function and its use in the practice process. This finding will be presented on the concept testing phase in front of facilitators and other groups.

Phase 4: Concept testing

Each group present the applicative concept as the result of the previous group discussion. This activity has a purpose to gather inputs and responses from other groups and facilitators to make applicative concept concerning types of cue ST, its function and its use in the practice process.
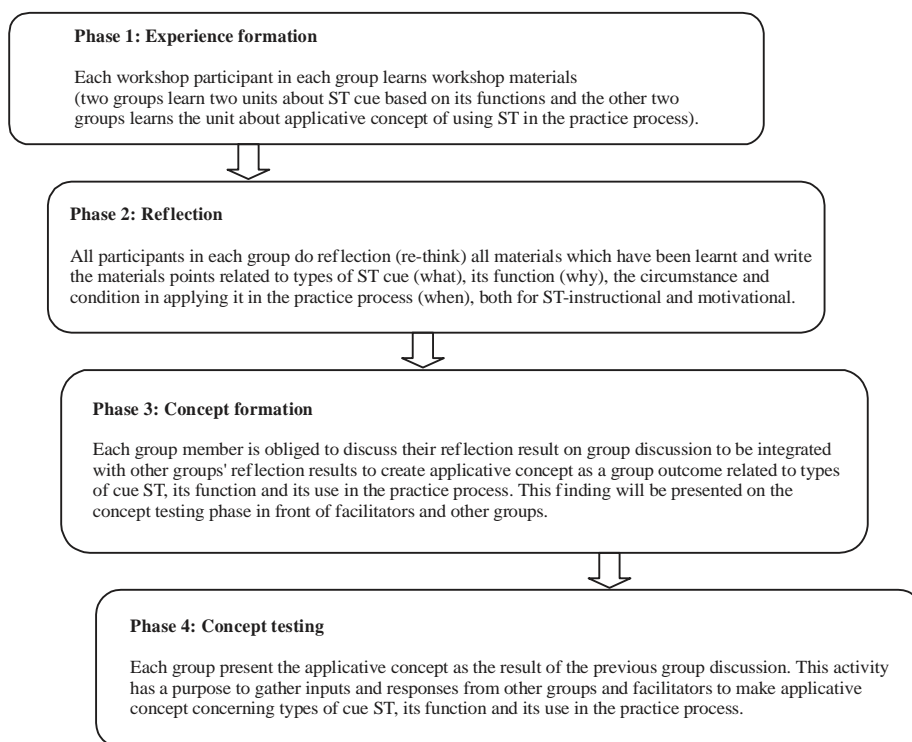
Fig. 1: Workshop process for an applicative concept of ST use in the practice

Table 2: Workshop product on applicative concept of instructional-ST use

Types of	ST-instructional cues			
BBS and dimension	Pre-workshop	Post-workshop	ST function (Why)	ST use (Where/practice and when)
High service-BS				
Preparation phase	Ready, shake hands, base of shuttlecock	Ready	Focusing the attention and sight to the target	Initial process to do BS
	back-maximum	Back-maximum	Preparing movements which produces power	Before front swing
Implementation phase	Front swing	Front swing	Producing power for hitting	Before impact
	Hit	Hit	Empowering front swing movement	Before impact
	Strong- whip's end	Strong- whip's end	Producing hitting effectivity	By /on the impact
Follow-through phase	Cross swing	Cross swing	Balancing body movement	After impact
	Ready again	Ready again	Ready for the next hitting	After impact
Clear lob-BS				
Preparation Phase	Ready, target	Ready	Preparing movement implementation and focusing attention on the shuttlecock	Initial movement to do BS
	See the shuttlecock	See the shuttlecock	Focusing sight on the shuttlecock	Before moving to the shuttlecock
	Cross steps	Cross steps	Moving to the shuttlecock with cross steps	By to move to the shuttlecock
	Behind the shuttlecock	Behind the shuttlecock	Placing the body to ready-to-hit position right behind the shuttlecock	Final movement toward shuttlecock
	Open-shoulders	Open-shoulders	Preparing movements which produces power	Before impact
Implementation phase	Front swing, front-ears	Front-ears	Producing power to impact	Before impact
	Hit	Hit	Empowering front swing	Before impact
	High-straight	High-straight	Accuracy of impact	By to impact
	whip's end	whip's end	Producing impact accuracy	On the impact
Follow-through phase	Cross swing	Cross swing	Balancing body movement	After impact
	Ready again	Ready again	Preparing for the next hitting	After impact

BBS: Badminton basic skills, ST: Self-talk

Table 3: Workshop product on applicative concept of motivational-ST Use

Categories of	ST-motivational cues			
ST-motivational sub function	Pre-workshop	Post-workshop	ST-function (Why)	ST Use (Where/practice and when)
Motivational mastery				
Concentration	Focus concentrate	Focused	Increasing attention and focus	During practice process
	Still concentrate			
Self-confidence	Yes, I am sure I can	Yes	Increasing self-confidence	When successful/ getting reinforcement
	Sure, I can	I can	Increasing self-confidence	Will to do BS
Practicing harder	More spiritual			
Motivational alertness				
Staying alert	Ready, ready again	Ready	Staying ready to do movement	Initial movement in doing BS
	Readier	Readier	Staying ready to do movement	Initial movement in doing BS
Keep stay relaxed	Calm stay relaxed	Calm	Feeling more relaxed when executing BS	Initial movement in doing BS
	Inhaling a deep breath	Inhaling a deep breathe	Feeling more relaxed when executing BS	Initial movement in doing BS
	Being patient			
Motivational support				
Staying motivated	Good	Good	Feeling motivated	When successful/getting reinforcement
	Staying motivated	Staying motivated	Feeling motivated	During practice process
	Keep trying	Keep trying	Feeling motivated to keep trying	During practice process
Improving efforts	Stronger, faster	Stronger	Feeling motivated to practice	During practice process
	Harder	Harder	Feeling motivated to practice	During practice process
Keeping activities on purpose	Strong-high to the back, don't die yourself	Strong, high to the back	Directing activities to BS purpose	Every turn to hit BS
Reaching best performance	Good, show, excellent	Show	Growing the feeling of capability and success	During practice process
	Do your best	Do your best	Growing the feeling of capability and success	During practice process

BS: Basic skill, ST: Self-talk

DISCUSSION

In line with the workshop product, the ST-instructional showed seven cues of ST for high service-BS (ready, back-maximum, front swing, hitting, strong whip's end, cross swing, ready again) and 11 cues of ST for clear lob-BS (ready, see the shuttlecock, cross steps, behind the shuttlecock, open-shoulders, front-ears, hitting, high-straight, whip's end, cross swing, ready again). Meanwhile for product of motivational-ST cues fits with its sub function category, namely mastery, arousal and drive motivational sub function[28]. Sub function of motivational mastery-ST obtains three cues (focus, yes, I can). Sub function of motivational arousal-ST gets four cues (ready, readier, calm, inhaling deep breath). Sub function of drive motivational-ST gets eight cues (good, stay motivated, try again, stronger, harder, strong-high-back, show, do your best). All cues product is hypothetical cue which can be functionally used for research need and corporated into practice process. Before incorporation was done, each coach should understand and determined applicative concept in each use of ST cue, related to questions of what, where, when and why those ST cue should be implemented in movement skills learning as recommended[28].

The question 'what' deals with the ST content was used, it consisted of ST characteristics (negative or positive), structure (single or plural), personal (first or second person) and movement task (specific or general). The question 'where' and 'when' relate to circumstance (practice or competition) and ST time allocation (before, during, or after practice or competition) and question 'why' is dealing with reasons bases in using each ST cue in motor learning and BBS performance (instructional and motivational function). For instance, the cue of instructional-ST "high-straight" (Table 2) in clear lob-BS, from the ST content aspect is considered belonging to positive-ST, plural-ST and specific movement task ST cue because it focuses on specific movement of arms to be perpendicular close to ears and the impact of racket with shuttlecock should be in the highest point. Viewed from circumstance aspect, it applies practice circumstance and in terms of time aspect, it implements at the time when impact the racket with the shuttlecock. Meanwhile from function aspect, it obtains accuracy from the impact between racket and shuttlecock. Another example, the cue of motivational-ST "I can", viewed from content aspect, it belongs to positive, plural, first person and general ST cue. Viewed from circumstance aspect, it can be used for increasing self-confidence. The same applicative concept development is implemented for another ST cue, both cue of instructional-ST and ST-motivational. Applicative concept of the use of those cues should be taught first before the student-athletes use them in learning or training process. By determining the concept in using each ST cue as it is presented on Table 2 and 3, every ST cue has clear applicative concept to be able to be used in training process. Some empirical evidences support the previous ST cue outcomes, because some cues were proved to be applied in previous studies and were proved to be effective to facilitate movement learning development, sports performance and psychological skills, like ST cue ready and hitting[29,30], I can[31,32,13], ball[33], relax[34], target[28], behind[35], focus[32], you can do it[36], etc.

The next step after developing and incorporating the applicative concept in the use of ST into practice or learning process is introducing ST to student-athletes[35] dealing with practical application and concept of its use, like the definition, types and its function, how and benefits of using it, including relates it to learning or practice purposes so that student-athletes understand what goals they should reach using the ST. Dealing with this, the subject's level who will use ST needs to be considered, whether ST intervention will be applied through assigned ST approach[37] or vice versa self-determined ST[36,38]. Whatever approach which will be used and in whatever level the subject is, the coach must play a strategic role to teach those ST cues especially for beginner student-athletes and they need time and practice to learn how to apply ST effectively. It is because practice is the strongest moderator variable which influences ST effectivity[34,39], especially on the beginning step of learning new movement[13]. This workshop outcomes are strengthened by analysis result on participants' involvement observation during the workshop by 90% in four workshop activities (M = 31.46, SD = 1.47).

CONCLUSION

Based on the findings both from the literature reviewed and from the field, it was concluded that self-talk is part of the mental skills considered to enhance performance which was recommended by both coaches and athletes because of its ability to enhance individual capacity to perform. It is said to have a strong relationship with personal factors and contextual factors, which greatly impact on the overall individual functioning in a sport.

SIGNIFICANCE STATEMENT

This study seeks to set a foundation for self-talk as both a bottom-up and methodology in tutorial documents for basic badminton coaches at a pedagogical level. This perspective was based on a main workshop product which in the form of a draft of an applicative concept for self-talk technique function in badminton practice process for beginner student-athletes aged 10-12.

Meanwhile the documents related to characteristics of children aged 10-12, the bases and philosophical need of children's participation in sports activities and badminton basic skill analysis are supporting outcomes related to ST implementation attempts in the practice process. Each workshop session, just like what has been explained before, is carried out through four stages.

They are experience formation, reflection, concept formation and concept testing. While the involvement level of each participant is obtained from observation phase by facilitators toward workshop participants with seven aspects of evaluation during the workshop.

The product of this workshop will be very useful to practical needs in field. Coaches must teach their student-athletes how to use self-talk as a strategy of improving learning, sports performance and psychological skills. The recommended process steps in using self-talk in the practice process are identifying motor skill aspects which will be learned; developing the self-talk applicative concept; introducing self-talk to student-athletes; during the intervention process, teachers or coaches can give social feedback and social assistance for training process improvement; to ensure the integrity and consistency of the use of self-talk, monitoring should be done both personally and socially.

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