



## IMMEDIATE VERBAL FEEDBACK IN THE MASTERY OF BASKETBALL PERIMETER SHOOTING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS

Alvira Dara Agastya<sup>1</sup>, Fajar Hidayatullah<sup>2</sup>, Haryo Mukti Widodo<sup>3</sup>

<sup>1,2,3</sup>Sports Education, STKIP PGRI Bangkalan, East Java, Bangkalan, Indonesia

### Informasi Artikel

Diterima 2025-05-20

Direvisi 2025-05-30

Dipublikasikan 2025-06-27

### Keyword:

*Feedback*

*Basketball*

*Sandwich Approach*

*Base on Correct and Error*

### ABSTRACT

In basketball learning, shooting skills are one of the fundamental aspects that every player must master. However, many students have difficulty in mastering the correct shooting technique. This is due to the limited understanding of students and the feedback provided by the teacher is not specific enough and is not done directly. Which causes students not to get the opportunity to improve their technique directly. With the object of research being junior high school students, the researcher conducted sampling using the Sandwich Approach and Based On Correct and Error approaches which were applied for one week in six meetings. The results found in the field show that 20 students who do not have basic skills in playing basketball, then after six meetings by applying the sandwich approach and base on correct and error, students who are given verbal feedback understand the basic shooting techniques better. However, the results were not very significant. Among the two approaches, the Base on Correct and Error approach has more influence in the feedback method in the process of learning to shoot perimeter basketball.



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### Penulis Korespondensi:

Alvira Dara Agastya

STKIP PGRI Bangkalan

Email: [daraagastya@gmail.com](mailto:daraagastya@gmail.com)

### INTRODUCTION

The importance of habituation to a healthy lifestyle aims to improve the quality of life of students in the long term and reduce the risk of health problems in the future. The objectives of physical education refer to the quality of physical, psychomotor, cognitive, and affective domains (Mustafa, 2022). In addition, activities in physical education also help students develop social skills such as cooperation, discipline, and self-control. Basketball sports that prioritize teamwork and form strategies are effective means of teaching these values. basketball games are one of the most popular sports among junior high school students.

In basketball learning, the ability to use basic techniques such as dribbling, passing, and shooting is a fundamental aspect in the course of the game (Prasetyo & Sukarmin, 2017). But in practice, mastery of the basic techniques of basketball games is not maximized in learning activities. This is due to the lack of feedback provided by the teacher when the practice is not specific enough or not done directly so that students cannot improve their techniques properly. According to (Adii et al., 2023) the main goal in a basketball game is to score points by putting the ball into the basket. Therefore, shooting is a basic technique that must be mastered to determine the course of the game and the team's potential victory. The ability to shoot precisely from the perimeter area is decisive in a team's strategy, as it allows the team to score points from a safe distance. In

addition, proper perimeter shooting can also provide more space for teammates and reduce pressure on players under the ring. According to (Pazriansyah & Qohhar, 2019) one way to help them master these shots is to provide immediate feedback from the coach during practice, so that they can immediately correct mistakes and learn faster.

Feedback is an important element in the learning process that can affect students' motivation and learning outcomes. The implementation of the teaching and learning process will be effective if the activity of providing feedback is carried out as effectively as possible by the teacher at the right time. Feedback has three main functions, namely the benefits of (a) informational to find out the material mastered by students; (b) motivational to strengthen students' enthusiasm for learning; and (c) communicational for the media to convey evaluation results to students so that the material is taught exactly as taught by the teacher (Syahdan, 2020). Feedback is an important element in the learning process that can affect students' motivation and learning outcomes. According to (Khairani & Nesya, 2024) verbal feedback that is specific and timely will help students understand their mistakes and correct them immediately before moving on to the next task. Implementing diverse feedback techniques that suit learners' needs is crucial to creating an effective learning process. The impact of feedback can be seen from student responses, a response is an action that occurs as the end result of a simulation or stimulus. Student response is a social response made by students in response to influences or stimuli on themselves that arise from repeated situations in others, for example repeated actions taken by teachers in the process proses (Maharani & Widhiasih, 2016).

The sandwich approach involves giving positive feedback, followed by criticism or suggestions for improvement, and then ending with positive comments again. This approach aims to appreciate learners so that they are not too referring and depressed by the criticism delivered by the teacher (Dolan et al., 2022). The sandwich approach has great potential to improve mastery of basketball perimeter shooting skills, because this approach approaches the communicational function so that the identification of errors and the provision of corrections are precise and are expected to significantly improve player performance. In addition to the sandwich approach, researchers will test the correct and error-based approach. This approach allows coaches to provide specific feedback related to technical errors such as body position or shot mechanics (Talan et al., 2021). Through providing feedback using the sandwich approach and the base on correct and error approach, it is expected to improve mastery in shooting on the perimeter in basketball games.

This research is important to find out how direct verbal feedback can affect the mastery of perimeter shooting skills in junior high school students in Bangkalan Regency. Based on the results of the author's observations, it was found that the mastery of shooting techniques in the perimeter area was still less than optimal. This is due to the lack of focus of students in training, lack of time in practicing the techniques taught. There are often various problems related to basic techniques in basketball games, such as shooting techniques. Some learners have difficulty aligning their body with the ball, or difficulty in shooting accurately at a certain distance. This research is expected to be the basis for the development of better teaching methods in the field of physical education. Based on these problems, the researcher chose the research title "Direct Verbal Feedback in Mastering Basketball Perimeter Shooting Skills in Junior High Students".

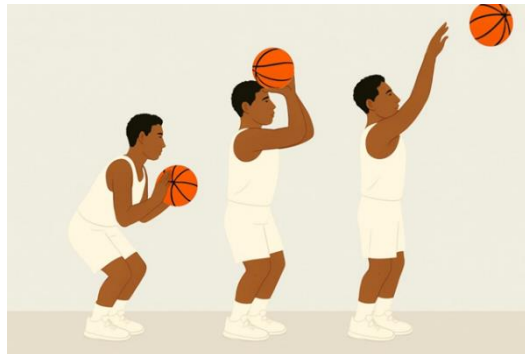
## METHOD

This study used a quasi-experiment research design with a quantitative approach, which allows the analysis of cause-and-effect relationships despite not using full randomization of research subjects. In its implementation, the researcher provided an intervention in the form of direct verbal feedback to the experimental group during training sessions. This treatment was designed to improve players' perimeter shooting skills by immediately identifying technical errors and providing corrective solutions. Quantitative researchers seek to provide valid knowledge to enable prediction and control of phenomena. Therefore, it is not surprising that the quantitative approach relies heavily on quasi-experimental research design as the main method utama (Nugroho, 2018). The type of data collected is the score of basketball players' perimeter shooting skills, where the resulting value reflects a quantitative measurement that has an absolute zero, so it is included in the ratio scale (Santoso, 2019) ratio scale data is a type of quantitative data that includes all the characteristics of interval scale data, plus an absolute zero as a starting point for measurement. This allows the use of mathematical comparisons, such as doubling or dividing values. Examples of ratio-scale data include measurements of height, weight, time duration, distance, and skill scores (Sugiono & Kuntjojo, 2016).

The research location was carried out in several junior high schools in Bangkalan Regency including SMPN 1 Tragah and SMPN 1 Kwanyar. the population in the study were seventh grade students. The selection of this population is based on the aim to determine the effect of direct verbal feedback on basketball perimeter shooting skills in junior high school students in general. Thus, this study involved students who had diverse backgrounds in the level of basketball skills. The sampling technique used in this study was purposive sampling or quota sampling, where the sample was selected based on certain criteria relevant to the research objectives. The criteria used to select the sample are junior high school students in Bangkalan Regency who do not have basic knowledge of basketball. The samples of this study will be taken from 2 junior high schools, with a total

sample size of around 20 students, which will be divided into two groups, namely the experimental groups (a) Sandwich Approach; and (b) Based On Correct and error. The instrument used in this study is a basketball shooting skill test from the perimeter or medium ring. This test is designed to measure students' ability to make shots from outside the area, which involves several technical aspects, such as body position, foot settings, and shot accuracy. The length of a standard basketball court is 28 meters and 15 meters wide. The game of basketball is certainly inseparable from the basic techniques of basketball. The game of basketball is certainly inseparable from the basic techniques of the game. In a basketball game, shooting is a throw that has a very important role. In this study, the subject must perform Shooting steps starting from the initial position until the ball is released towards the ring (Rustanto, 2017).

Figure 1. Basketball Shooting Steps



The basketball shooting skills test is carried out in a two-point area (perimeter) which has a distance of 6.75 meters from the ring at the professional level, while at the school level it can vary between 6.25 to 7 meters (Huremovi et al., 2005).

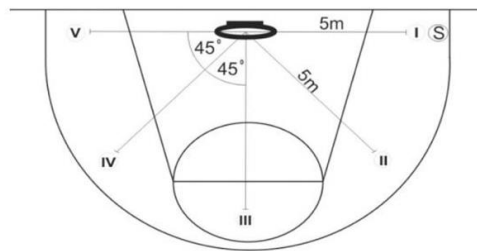


Figure 2. Basketball Perimeter

The Sandwich Approach and the Based on Correct and Error approach were used to divide the sample. To make a comparison between the two, 20 students will be divided by two. Students from SMPN 1 Kwanyar were given the Sandwich Approach, while SMPN 1 Tragah used the Based On Correct and Error approach. The approaches were applied for six meetings. The experimental group will be given verbal feedback immediately after they make a perimeter shot. This feedback will include corrections or praise related to shooting technique, posture, foot settings, and shot accuracy. After the treatment is complete, both groups (experimental and control) will again undergo a perimeter shooting skills test to measure the difference in skills that have been obtained after the treatment. The data analysis stage is that the data from the perimeter shooting skills test will be analyzed using the normality test.

## RESULT AND DISCUSSIONS

### Result

After research using the normality test with Kolmogorov-Smirnov and Shapiro-Wilk and Q-Q Plots shows that the data test results are not normally distributed, so the analysis test can only be done with non-parametric tests. Due to the results of the Kolmogorov-Smirnov and Shapiro-Wilk normality tests on the SMPN 1 Kwanyar sample, it shows that the significance value or p-value in all tests is smaller than 0.05, namely 0.000. this applies to both Kolmogorov-Smirnov and Shapiro-Wilk methods in the normality test at the SMPN 1 Kwanyar sample.

In the Paired Samples T-Test the significance value or Sig. 2-tailed. For Pretest vs. the mean is 0.000, then for Posttest vs. the mean is 0.010. both values are  $<0.05$ , meaning there is a statistically significant difference.

Tests of Normality							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	Kwanyar	.524	10	.000	.366	10	.000
PostTest	Kwanyar	.472	10	.000	.532	10	.000

a. Lilliefors Significance Correction

Figure 3. Group Normality Test Kwanyar

Paired Samples Test								
		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Sig. (2-tailed)
					Lower	Upper		
Pair 1	Kelompok - PreTest	.90000	.31623	.10000	.67378	1.12622	9.000	.000
Pair 2	Kelompok - PostTest	.70000	.67495	.21344	.21717	1.18283	3.280	.010

Figure 4. Paired T Test Kwanyar Group

The group Q-Q Plots test shows that the pretest data may not be normal, and the distribution of post test data is more normal than the pretest.

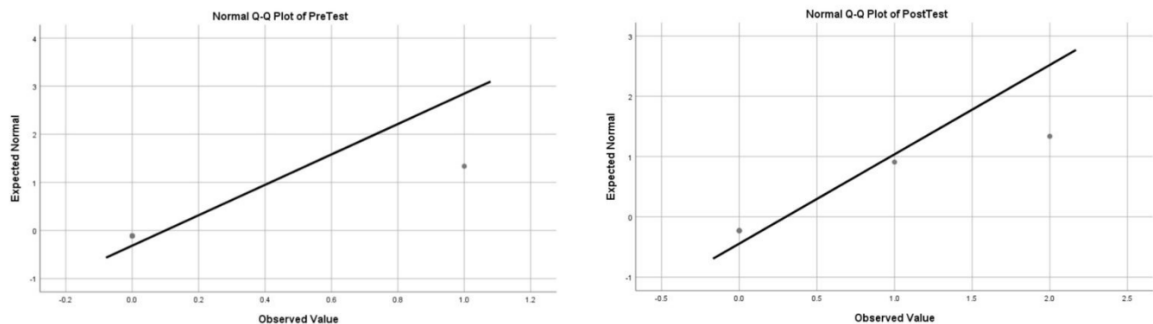


Figure 5. Q-Q Plots of Kwanyar Group

It is slightly different in the SMPN 1 Tragah sample which shows that the significance value in the Kolmogorov-Smirnov PreTest test is 0.000 which means that it is not normally distributed. However, in the PostTest p-value 0.191 which means more than 0.05, so the data is normally distributed. While in the Shapiro-Wilk test both data show a p-value of less than 0.05, namely in the Pre Test 0.000 and in the Post Test 0.048. then the Shapiro-Wilk test in the Tragah data group is not normally distributed.

Tests of Normality							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	Tragah	.482	10	.000	.509	10	.000
PostTest	Tragah	.219	10	.191	.843	10	.048

a. Lilliefors Significance Correction

Figure 6. Tragah Group Normality Test

In the Paired Samples T-Test of the Tragah group, the Sig.(2-tailed) value of 0.000 is smaller than 0.05, which means that there is a statistically significant difference between the two conditions tested. The high T-value of 6,000 indicates a strong difference. In the Post Test group, the Sig (2-tailed) value is 0.642 and greater than 0.05, meaning that there is no significant difference in the measurement results. This shows that the treatment or intervention does not have a significant impact after it is applied or the group experiences post-treatment adjustment or stabilization.

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verbally directly, so students understand the mistakes and can correct them directly. Through this method, learners not only know the right movement or technique. But also understand the reason behind the correction and help strengthen understanding and prevent repetition of similar errors in the practice of shooting basketball from the perimeter.

## CONCLUSION

This study shows that providing direct verbal feedback can improve students' understanding of basketball perimeter shooting techniques. Although the improvement is not statistically significant. The two approaches, Sandwich Approach and Base on Correct and Error, had different impacts. Between the two approaches, the Base on Correct and error approach proved more effective in helping students understand and improve basic shooting techniques. The identification of these shortcomings can be used as a basis for a comprehensive evaluation of areas the coach needs to improve in order to fully maximize the athlete's capabilities (Hadjarati and haryanto, 2022). Additional findings suggest that engaging in mental training considerably enhances movement coordination and precision, highlighting its potential effectiveness in developing complex motor skills (Hidayatullah, et al. 2024). Through this approach students receive direct correction and understand the reasons behind the correction, which in turn strengthens their understanding of the technique and reduces repeated errors.

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