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STUDY ON THE EFFECT OF TEACHER-MADE MATERIALS USED IN SKILL TEACHING IN SPORT LESSON ON STUDENTS' MOTIVATION (ERZURUM/TURKEY SAMPLE)

Abstract:

Purpose: The purpose of this study is to search the effect of teacher-made materials used in skill lesson on students' participation to lesson.

Material and Method: 155 students studying Physical Education and Sport College took part in research. All the students are receiving education in 3rd Grade Coaching and Recreation Department. These consist of 45 female, 110 male students. In research, students were studied in 2 groups as experimental group (80 students, 25 female, 55 male) and control group (20 female, 55 male). While teacher-made materials were used in lessons of experimental group, classic course materials were used in lessons of control group. In research, specially prepared observation and interview form was used. The observation and interview form was prepared in accordance with views of Pedagogy and Physical Education and Sport College Faculty. The observations were done by 2 volunteer research assistants in application of lessons. Interviews were done with students in sports hall after lesson.

Analysis: The data acquired from research were put into tables by being analyzed in SPSS. 1700 statistics program. Also, frequency and percentage distribution of the subjects were found.

Findings and Results: At the end of the research, experimental group's participation to lesson and satisfaction in application were found significantly ($p > 0.05$) different from control group's participation to lesson and motivation. While it has been determined that the students of experimental group enjoyed so much in lesson, came to lesson eagerly, their absenteeism was at minimum level, it has been come to a conclusion that control group followed the lesson compulsorily, lesson absenteeism was used at maximum level and the lessons were boring.

Keywords:

Education, Sport, Skill, Teacher-made, Material.

JEL Classification: A20, A22

INTRODUCTION:

Skill is the ability of learning difficult movements and reacting quickly in different situations with purpose in a short time.(Koç, 2005) Or, to make the athlete's movements with a correct target and less effort, to find the most appropriate solutions in a game streaming which is new and shows every moment variability, learning in the shortest time a new movement are an attribute that makes it possible (Şahin, 2002).

Another definition of skills are defined by the best way to distinguish the stimulants which enter to the organism, in a very good way to detect the necessary stimulants just for the necessary movement and capture the efficiency at the highest level and to be continued for the longest possible condition with freed from the inhibitory effect by eliminating unnecessary stimulants (Yalçın, 1999).

The learned movement are organized with numerous kinesthetic sensory nerves which founds in the joints and body members in skill learning. Therefore, it must be placed into the psychomotor elements by repeating the movements and detected with these elements even it is not learned again by kinesthetic sensory systems which can change places with the effect of growth. Depending on it, a large of different movements, speed, strength, durability etc. should be taught with many repetitive to students starting from a very early age (Yalçın, 1999).

The most widely used method for acquisition of skills is the way of the free random movement which is called test-lapse (or test-achievement-test). Generally someone who is fully capable of any skill does not explain how the job. Because that job has not done by analyzing and in a conscious way, it has learned with the way of fall-stand and test-lapse.

Definitions and explanations help to these test-lapse movements but can not hold their place. Only based on the definition of playing football or doing gymnastics movement is impossible to fully learn of the test-lapse. Even the teacher shows the definitions and descriptions with the term, the student must do the self research with the way of test-lapse for learning. Also, only the true form of any movements are not enough. This form of protection needs to be learned in motion detection. In order to achieve this, there is no other way to do the movement and learn it by repeating. Because the reactions which relevant muscles have to do to the stimulating provided in this way (Özmen, 1999).

Skill is a form of the automated actions which are made by conscious human. The actions of the reinforced with the exercises automated to become to skill. Parts of movements which are learned and performed in a conscious way can become to skill when it is performed with fluidity and speed which are predicted especially in the competition condition. (Meiner, 1987. Akt. Sayın, 2011).

Skills are handled in three groups. These are basic skills, motor skills and sport skills. Basic skills are the movements which appear in 2-7 years and are based on the sport and advanced activities which are running, jumping, catching, throwing, ricocheting and hit the ball by foot.

Motor skills express the experience of skills, be experienced about the any kind of topic and properly performed the movement. This kind of action requires learning.

Sport skills contain the development and privatization of the basic skills. For instance, playing golf requires a special sport skill. It is thought that this sport branch is an extension of the ball hitting skills which is gained in childhood into adolescence and adulthood. (Özer, 2011).

In general skill learning is emphasized the precondition skills (conditional factors, the analysis capability, richness of movement, reaction capability like compliance engine, referral and administration, balance etc. of the factors that make coordination) and factors which affect the ability (body weight, size, timing, movement punctuality) in the process of teaching skills. The importance of tools and materials which are used in the process of learning skills is not came forward too much. The variety of teaching skills, extra material type usage and designing materials with different ways attract the attention of student in teaching skills methods and techniques. The course materials which is designed and made in different sizes and shapes are remarkable for student as well as it provides to be taken more seriously the lesson's preparation by the teacher.

The teacher-made materials was designed and prepared in advance for this study which was prepared in accordance with these purposes. While some of these materials are designed for the purposes of the course by the teachers, the other of these were built according to the design of the teachers by professional masters. It is practiced with the teachers designed-made materials in one of the two groups of different groups while it is practiced with classic course materials in other of groups in skills training course of 2014-2015 fall semester. It is seen that this practice contributed positively to the attendance of students, morale and motivation, group relations, cooperation etc. in terms of factors that affect to learning. The main purpose of this study was to determine the this contribution.

MATERIALS AND METHODS:

155 students who study in physical education and sports academy were attended to the research. All of students study in 3rd grade of coaching and recreation department. There were 45 women and 100 men students in this group of students.

Students were examined in two groups which were experimental group (80 students, 25 women, 55 men) and control group (20 women, 55 men) while the teacher-made materials were used in the lesson of experimental group and the class course materials were used in the lesson of control group. The special observation and interview forms were used in the research. That forms were created in line with views of education sciences and physical education and sports academy members. These observations were made by two volunteer research assistants during the course of practice. The interview was conducted with students after the lesson in the sport center.

ANALYSIS:

The sex, age, department and grade dispersions of students who participated to the research have been analyzed with percentages with the programme SSPS.16 and the obtained observation and interview results were analyzed into options and synthesized and interpreted. The common observation results of students who participated to the research were combined and found the percentages with interpretation. Also the common answers of the obtained data from interviews were combined and found the percentages with interpretation.

Classic Sport Materials used in the study sport

1. Barriers of different heights (10 cm, 15 cm, 20 cm, 25 cm, and 30 cm).
2. Balls of different sizes (basketball, volley ball, puff balls)
3. Health balls in different weights (1 kg, 1.5 kg, 2 kg, 3 kg)
4. Pilates balls of different sizes (30 cm, 40 cm, 50 cm, and 70 cm).
5. Jumping rope (rubber, rope)
6. Balance boards of different heights (20 cm, 30 cm, and 40 cm).
7. Towing rope (3 m. 5 m. 7 m.)
8. Exercise springs (Rubber bands)
9. Mini trampoline (diameter 100 cm. diameter 125 cm.)
10. Ball targets of different sizes (height 150 cm, 175 cm, and 200 cm).

Teacher-Made Sport Materials used in the study sport

1. Adhesive targets
2. Adhesive tennis balls
3. Adhesive moving targets
4. Adhesive moving targets
5. Signal basketball hoop
6. Triple and quadruple towline
7. Moving dart target
8. Oversize backgammon dice
9. Hand skateboard
10. Wood made ground platforms
11. Wood construction skills platforms

Tablo 1: Part of the students participating in the research, department, class, age, gender Conditions

Özellikler		N	%
gender	M	110	70,3
	F	45	29,7
age	20-22	88	56,7
	23-25 and over	67	43,3
department	Coaching	76	49,6
	Recreation	79	50,4
class	3	155	100

Form 1: Experimental Group Observation Form

Durumlar	1. Observation	2. Observation	3. Observation	result
1. Course attendance	% 48	% 69	% 87	Positive developments
2. Course participation status	% 65	% 78	% 98	Positive developments
3. Active status in the course	% 75	% 86	% 100	Positive developments
4. Individual participation status in the course	% 55	% 74	% 97	Positive developments
5. Group participation status in the course	% 45	% 68	% 87	Positive developments
6. State aid in the course	% 67	% 74	% 95	Positive developments
7. Competitive situation in the course	% 35	% 56	% 86	Positive developments
8. Competition cases in the course	% 45	% 68	% 97	Positive developments

Form 2: Control Group Observation Form

Durumlar	1. Observation	2. Observation	3. Observation	result
1. Course attendance	% 48	% 52	% 62	Very little progress
2. Course participation status	% 45	% 48	% 65	Very little progress
3. Active status in the course	% 53	% 69	% 72	Very little progress
4. Individual participation status in the course	% 42	% 55	% 66	Very little progress
5. Group participation status in the course	% 38	% 47	% 55	Very little progress
6. State aid in the course	% 49	% 52	% 65	Very little progress
7. Competitive situation in the course	% 33	% 43	% 55	Very little progress
8. Competition cases in the course	% 48	% 57	% 69	Very little progress

Form 2: Experimental Group Interview form

Questions	Very effected	effected	Some effected	No effected
1. The application form of the course affected the attendance of classes?		X		
2. The application form of the course affected the attendance situation?	X			
3. The application form of the course has affected the course of active status?		X		
4. The application form of the course has affected the situation of individual participation to the course?	X			
5. The application form for participation in the course has affected the situation of the group classes?		X		

6. The application form of the course has affected the state aid course?	X			
7. The application form of the course has affected the competitive situation in the course?	X			
8. The application form of the course affected the competition situation in the course?	X			

Form 2: Control Group Interview form

Questions	Very effected	effected	Some effect ed	No effected
1. The application form of the course affected the attendance of classes?			X	
2. The application form of the course affected the attendance situation?		X		
3. The application form of the course has affected the course of active status?			X	
4. The application form of the course has affected the situation of individual participation to the course?			X	
5. The application form for participation in the course has affected the situation of the group classes?			X	
6. The application form of the course has affected the state aid course?			X	
7. The application form of the course has affected the competitive situation in the course?			X	
8. The application form of the course affected the competition situation in the course?		X		

FINDINGS AND RESULTS:

According to the analysis results of the findings, when the observation results of control group and experimental group are compared; the first observation of experimental group (between % 35-37) and control group (between % 33-53) which participated to the research have similar results. In the second observation results when the results of experimental group (between % 56-86) shows development, in the results of control group (between % 43-69) it is not seem a little change. In the third observation results when the ratio of development is rising too much in the experimental group (between % 86-100) , this ratio in the control group has little difference (between % 55-72). These results create the idea that the teacher-made materials which is used in the exercises in the experimental group are effective.

According to the interview results in data collection tools which used in the research; students of experimental group reported that practice from the course affected the three in eight of the options of interview questions (attendance, individual participation, group participation) . But it affected to the other five of eight options too much (participation in class, individual participation, solidarity, competition, rivalry) . Students in control group reported that it affected the two in eight of the questions (participation in class, competition in class) but it sometimes affected the other six in

eight (attendance, activation, individual participation, group participation, solidarity, rivalry) .

DISCUSSION AND RECOMMENDATIONS:

The realization of effective learning in the classroom may be provided if at least one of interaction which can be student-teacher, student-student, student-content and student-environmental has a high level. We can benefit from this technology in teaching and learning materials to ensure a high level of interaction types. The better learning can be provided with technology and materials which are prepared in accordance with student's who has different perception ways individual learning needs (Kaya, 2006).

Even if, the course materials which is produced by the teachers or students are simple, it is important for pushing them to creativity. The course teachers can consult the technique of brainstorm or invention with their students before they found their own course materials. Through this technique, it can possible to create simple but original course material. (Demirel and ark. 2003).

It is reported that different methods which are applied by teachers and lecturers in the course practice can increase or decrease the effectiveness of the course and student's motivation in the literature regarding to research. About this topic, Kim and his friends were reported that their student-centered physical education and sport practice which has been done by them provides more effective participation of students, more responsibilities are taken at each stage of the course and student's motivation are increased.

In the research of Holt (2006), it was reported that they applied to more variety in the practice of experienced teachers teaching methods and techniques so the course can be given with more efficiently.

The research of Jefferies (2005), it was reported that students get bored during the physical education and sport course, for removal this when practices are made more, that situation is disappear.

Consequently, it is found that if teachers design, prepare course materials and use this materials in their course, it is important for the effectiveness of teaching methods and also the student's motivation.

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