Sport Communication: Revealing the Use of Instructional Communication on Football Coaching Process

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ARTICLE INFO	A B S T R A C T
	ASIFA is one of the most successful international standard football academies in football coaching. This success is inseparable from the communication process between coaches and students during coaching. During this time, research on sports communication highlighted the interaction between coaches and students that had not been widely studied from an instructional communication perspective. Therefore, this research aimed to identify the process of instructional communication between coaches and students in football coaching at ASIFA. This research used a descriptive qualitative method with three data collection techniques, i.e., observation, a document study, and in-depth interviews with coaches, students, and football coaching experts. The research results indicated that the process of instructional communication between coaches and students in football coaching at ASIFA could be identified through six interrelated elements: 1) Context; 2) Source – Sender; 3) Content – Message; 4) Instructional Strategy; 5) Receiver; and 6) Feedback. From the perspective of instructional communication, it was found that there were conceptual differences between the roles of coaches and students in the coaching process. Practice-based coaching tended to use a rhetorical approach (one-way communication). Meanwhile, non-practical-based coaching used a relational approach (two-way communication). Then, this research contributed by producing a quadrant model of coaching communication in football coaching.

INTRODUCTION

Football is the most popular sport in Indonesia. It was evidenced by the results of the SSI survey (*Indonesian Survey Scale*) released in 2019, showing that football ranked first with a percentage of 47.6%, followed by badminton at 18.8%, gymnastics at 1.8%, swimming at 1.7%, walking 1.5%, and other sports 16.3% (SSI, 2019). However, the problem was that Indonesian football lacked achievements, as it was known that Indonesia had never won the senior-level AFF Cup (Harahap, 2020). Indonesian football was still ranked 173rd out of 211 FIFA members' countries as of February 2021 (Fifa, 2021).

Football coaching is one of the critical factors that must be improved and prioritized for Indonesian football to be more successful. As stated by Timo Scheuneman, a former coach who became a football analyst, and also by a national youth football development activist, Kusnaeni (Kompas.com, 2019). Therefore, a sports science approach is needed to support football development in Indonesia (Brink et al., 2018; Rohendi & Rustiawan, 2020).

Football coaching starts from football academies/ schools widely spread throughout Indonesia. One of the successful football academies in coaching is ASIFA (Aji Santoso International Football Academy), established in 2013 in Malang City. The academies successfully produced football players in Liga 1 and Liga 2 Indonesia. Several ASIFA students strengthened the Indonesian national team from junior to senior age groups, and ASIFA students played in the Elite Pro Academy of U-16 and Liga 1 U-19 with Liga 1 junior clubs in Indonesia.

In football coaching, coaches have carried out communication practices (Adhypoetra & Putri, 2019; Sunay et al., 2017). The same thing occurred in football coaching at ASIFA, where the coach provided intensive training for students to become professional players in the future. In practice, football coaching at ASIFA adapts to the Filanesian Curriculum (Indonesian Football Philosophy) made by PSSI as the parent organization of the Indonesian national football organization.

Academically, the relationship between communication practices and football coaching can be called the study of sports communication. As Billings (2016) explained, sports communication is a process of creating and sharing meaning by individuals who participate in sports, manifested by communication, physical, and mental activities. In essence, the study of sports communication focuses on communication practices that are carried out or occur in the context of sports (Hambrick, 2017).

The perspective of instructional communication is one of the analytical tools to identify the communication process in sports coaching, as shown by research from Webster (2016), which reviewed instructional communication from expert golf instructors in the United States through immediacy, communication style, and content relevance aspects. The research of Davis et al. (2019) reviewed the role of communication strategies from coaches in improving the quality of relationships with athletes and athlete satisfaction, as well as research from Kim & Park (2020), which explored the setting of practical communication actions between coaches and archers for the Korean Olympic team.

Furthermore, research in Indonesia, such as by Kurniawan, (2018) reviewed

the interpersonal communication strategies of coaches and players to improve the performance of the Indonesia University of Education (UPI) Bandung Futsal Team. Likewise, research from Sosiawan & Saptono (2020) reviewed the coach's communication model in training his athletes' physical and mental aspects. Then, more specifically, research from Kustianto (2020) reviewed the coach's instructional communication strategy in fostering the Tiga Naga football academy students in Pekanbaru.

Previous studies have focused on communication by coaches, making coaches the main subject and reducing students/ athletes in their studies – or being in the rhetorical perspective of instructional communication studies (Myers et al., 2018). Meanwhile, research from Kurniawan (2018) and Kim & Park (2020) has focused on coaches and athletes but has focused more on interpersonal communication that was carried out – have not highlighted the occurrence of the communication process in sports coaching through an instructional communication perspective.

Some of the research above strengthened the argument that communication in coaching athletes could be identified based on the instructional communication perspective. However, the study above is related to the three main perspectives that showed the evolution of instructional communication. The six studies could be categorized into the process-product paradigm, which believed that teacher behavior was the most responsible factor for students' learning and achievement. In addition to this paradigm, Morreale et al (2014) also mention two other paradigms, i.e., the student-mediated and culture-of-the-school paradigms.

Based on these three paradigms, and the condition that research on instructional communication in the field of athlete coaching was still in the process-product paradigm with the main focus on the role of coaches in the coaching process - provided an opportunity for this research to fill the research gap from previous research. This research identified the process of instructional communication between coaches and students in football coaching at ASIFA. An overview of the coach's and the student's roles was obtained, which also impacts the success of the coaching process.

This research used the concept of instructional communication from Richmond, Wrench, & Gorham (2009) to obtain an overview of the instructional communication process between coaches and students in football coaching at ASIFA. The analytical framework focused on five elements: Source, i.e., creators of content/message in the instructional communication process, and content/message, i.e., content sent in the instructional communication process. The instructional strategy was a strategy or channel for sending content/messages in the instructional communication process. A receiver was the receiver of the content/message in the instructional communication process. Furthermore, feedback was a response the receiver gave to the content/message in the instructional communication process.

METHODOLOGY

This research used a descriptive qualitative approach to describe in detail the process of instructional communication between coaches and students in football coaching at ASIFA. (Neuman & Robson, 2018) explain that the qualitative approach seeks to reveal

the process of social interaction based on its natural meaning and produces descriptive data in text/ language. Researchers use the descriptive method to describe in detail related to social phenomena/ events, namely the process of instructional communication between coaches and students in football coaching at ASIFA.

This research's data collection techniques were conducted through observation, interviews, and document studies. Observations of participants were carried out when ASIFA performed training and matches. Then, interviews were conducted with three ASIFA coaches, i.e., SP (56), HN (33), and TP (37). The three coaches have met the criteria set by the researcher, including being active for three years and being a head coach – assistant coach at ASIFA. The interview was done with two ASIFA students, i.e., GCW (18) and NEN (16). Both students have met the criteria set by the researcher, including being active as students for three years and captains of the ASIFA age group team. Furthermore, the following interview was done with DAP (37), an expert on youth football coaching from a state university in East Java. Then, a document study reviewed the Filanesia Curriculum as the guideline for football coaching at ASIFA and ASIFA coaching videos.

The data processing technique in this research used interactive field analysis from Miles, Huberman, & Saldana (2014), which included data condensation, data presentation, and conclusion. After the process, the data was analyzed through the theoretical framework of the instructional communication process from Richmond et al. (2009), which included five elements, i.e., source – content/ message – instructional strategy – receiver – feedback.

RESULTS AND DISCUSSIONS

The Context of Football Coaching at ASIFA

Context is essential in the instructional communication process between coaches and students because the context or the learning environment will include explanations related to space, time, and the arrangement of the instructional communication process (Richmond et al., 2009). The context of football coaching at ASIFA is divided into three, i.e., the context of training, matches, and class analysis These three contexts have different characteristics, goals, and settings that complement each other in football coaching at ASIFA..

The first is an exercise context. ASIFA's training took place in two places, i.e., the ASIFA complex field and the Arhanut field, Batu City. ASIFA students undergoing training are divided according to age groups, 18-19 years old and 16-17 years old, and practice on Monday, Wednesday, and Friday at Arhanut Field, Batu City. Meanwhile, 14-15 years old and 12-13 years old students practice on Tuesday, Thursday, and Saturday at the ASIFA Mojolangu Complex Field.

Based on the Filanesian Curriculum, which is the guideline for football coaching at ASIFA, training is one of the coaching contexts that aims to improve students' abilities in a better direction periodically. It can start from playing technical, physical, or functional abilities of organs, and mental or physical or psychological improvement (Danurwindo et al., 2017). According to the SP and HN as ASIFA coaches, the training context is a place to prepare students' abilities in competitions, both

technically, physically, mentally, and students' attitude.

In practice, the exercise can be divided into three settings, including

1. The setting before the practice, in which the coach provides a briefing to the students;
2. The setting during practice, where the coach delivers the training material, and students practice it;
3. The setting after the practice, in which the coach again provides a briefing to the students.

The second is the context of the match. There are two types of match contexts at ASIFA, i.e., competition and trial matches. A competition is a match officially organized by the organizers and is bound by the rules/ laws of the game. Meanwhile, a trial is a match initiated by a team that conducts a trial match. ASIFA regularly participates in official matches such as the Soeratin Cup, Top Score League, East Java League 3, and other regional and national competitions. Meanwhile, ASIFA trial matches are held at least once until twice a month.

Competition matches in football coaching are a place to hone students' mental and soccer abilities. Official competition matches will provide a playing experience for students, thus helping them improve their football skills. Playing experience is a valuable asset for them to become professional football players.

Meanwhile, the trial match became a place for coaches and students to create innovations related to game techniques or strategies. The results of the trial match became an evaluation material for the coach to determine the extent of the technical and mental abilities of the trained students. Furthermore, the evaluation of the match results becomes helpful material for preparing an exercise program for correcting the shortcomings of students and teams.

In practice, the context of the match can be divided into four settings:

1. The setting before the game's kick-off is where the coach provides a briefing to the students.
2. The setting when the match begins - rounds one and two is where students have played against their opponents on the field.
3. A half-time setting is where the coach provides a briefing to the students after the first half is over to prepare for the match's second half.
4. The full-time setting, in which the coach provides a briefing on the overall running of the match.

The third is a class context analysis. In contrast to the previous two contexts - training and matches - which were based on the practice of playing football, the analytical class context-focused more on students' understanding of the football games. According to ASIFA coach TP, in the context of the analytical class, students analyze their team's video games that ASIFA officials have documented and analyze the video games of top clubs in the European League. Students analyze the video with the coach, commenting on the weaknesses and strengths of the game in the analyzed video.

The context of the analysis class is an innovation in youth football coaching. Students will increase their understanding of how to play football correctly and adequately through the analysis class, from technical to the tactical understanding of football. DAP, an expert in youth football development, explains that the context of the analysis class supports practice-based coaching (practice and match). The context of the analysis class will help improve the tactical understanding of the game.

Technically, the analysis class context occurs twice a week, on Friday and Saturday. Each age group team gets two analysis class sessions. According to ASIFA coach HN, the age group team that will prepare for the competition will get more quota, up to three-four times a week or depending on the needs of the coach and students in preparing for the competition.

Therefore, the context of training and matches emphasizes the practice of playing football. Meanwhile, the context of the analysis class emphasizes understanding how to play football. The context of practice, matches, and class analysis becomes a learning environment for students to improve their ability to play football (Richmond et al., 2009).

Source-Sender in Instructional Communication Process at ASIFA

The term 'source' is used to describe the role of the coaches, and the term sender is used to describe the role of students in the instructional communication process. A coach as a resource is a concept that explains the coach's role as an actor who controls the coaching process, starting from creating, delivering, and teaching content to students in the instructional communication process. Meanwhile, the student as the 'sender' is a concept that explains the role of the student who sends the message – without having the power to control the instructional communication process as the coach does as the source.

The term coach as a 'source' refers to Richmond et al. (2009), which explain that the source in the instructional communication process represents the teacher who controls the learning process. It illustrates the process-product paradigm in instructional communication. Practically, some research showed this paradigm, e.g., Kerssen-Griep et al. (2003); Titsworth et al. (2013); Setyo et al., (2021); Rosalia et al., (2020). In the research area, studies on the position of teachers as determinants and controllers of the learning process often showed strong wedges and even overlaps between the study area of communication education and instructional communication (Morreale et al., 2014).

Concerning this research, the research result showed that in football coaching at ASIFA, the coach was still divided into two types, i.e., 'source-instructor' and 'source-facilitator.' A coach as a 'source-instructor' refers to the role of the coach who fully controls the instructional communication process. The coach as a source-instructor tends to occur in coaching based on practicum, such as the context of training and matches – especially in the setting of practice and the ongoing match.

A coach as a source-facilitator refers to the role of the coach who does not fully control the instructional communication process. The coach as a source-facilitator tends to exchange information and ideas with students, but the coach remains the actor who makes decisions in the instructional communication process. The coach as a source-facilitator is reflected in non-practicum-based coaching or understanding of playing football theory, such as the context of class analysis, pre-after-practice settings, and settings before and half/full time matches.

Although there are two classifications of the coach's role as a source-instructor and source-facilitator, the coach at ASIFA has an objective, namely maximizing the ability of students to play football to become

professional players in the future. Referring to Vick's concept (West, 2016), the role of the coach at ASIFA is classified as a coach is a leader, i.e., a coach who prioritizes what happens or is experienced by his athletes rather than what is the result of the scoreboard (pursuing victory) in the match.

However, there is a uniqueness between the data findings at ASIFA and the concept offered by Vick (In West, 2016). This uniqueness occurs in practice and the goals to be achieved. In practice, coaches as source-instructors at ASIFA use their authority to get students to implement their content, similar to the coach as an instructor from Vick (In West, 2016), where coaches use their authority to get their wishes fulfilled.

Although in terms of practice the same, there are differences in terms of goals between the coach as a source-instructor at ASIFA and the concept of the coach as an instructor from Vick (In West, 2016). A coach as a source-instructor at ASIFA has a long-term goal of preparing students to become professional football players. Meanwhile, the coach is an instructor emphasizing every match's current result or victory.

Switch to students as senders, which is a concept to separate the role of students from the role of coaches in the instructional communication process. In this case, students are no longer extended objects that always receive and consume content from the coach but subjects who send messages to the coach in the instructional communication process. However, not all students act as senders in the instructional communication process. According to SP and HN ASIFA coaches, several factors encourage students to become senders in the instructional communication process. These factors include:

First is students' mentality, i.e., the courage to convey their ideas to the coach. Second, the age of students, i.e., the tendency of 16-18 years old students to be more active in sending messages than 12-15 years-old students. Third, students' experience, i.e., students who have experience playing football and have received intensive training, are more active as messengers. Fourth, the position/role factor in the team, i.e., students who become captains/leaders, have a greater preference for being the sender of messages in the instructional communication process.

In addition, the role of students as senders is also influenced by the characteristics of the coaches. As explained by GCW and NEN, ASIFA students say that the courage of students to convey their ideas or communicate with coaches was due to the characteristics of the coaches. A coach with more authoritarian characteristics in training (speaking) will make students more silent. In contrast, coaches with more open characteristics in training will make students more daring in conveying their ideas or opinions.

Content–Messages in the Instructional Communication Process at ASIFA

Content terminology is a concept that explains what is 'delivered and taught' by coaches in the process of instructional communication at ASIFA; meanwhile, message terminology is a concept that explains what students are 'delivered' in instructional communication at ASIFA. The term content – message refers to Richmond et al., (2009), which explain that content refers to something that is conveyed and taught by the teacher to his students in the instructional communication process.

The coach's content in the instructional communication process includes physical-technical content, tactical content, motivational content, and attitude content. Each content from the coach has different goals, but it is a unity that students must master to become professional football players.

First, physical-technical content aims to improve students' skills in playing football and improve students' physical endurance during football matches. The technical content includes passing, control, dribbling, shooting, cutting the ball, heading, crossing, shooting, freekick, finishing, and other skills related to the touch of the ball. Then, the content of the physical aspect includes speed endurance, speed coordination, strength, marathon, and materials related to VO2Max, which increase students' endurance in football (Danurwindo et al., 2017).

Physical-technical content aims to improve students' skills personally, in contrast to the second content, namely tactical content, which aims to improve students' skills in playing football collectively/in teams. The tactical content of this game includes how to attack, how to defend, how to transition from defense to attack, how to transition from attack to defense, how to play collective football, how to play ball possession football, and other materials related to team combinations (Danurwindo et al., 2017).

Moreover, technical-physical and tactical content requires students' good understanding and implementation. Students must understand the technical-physical content and good game tactics - called game vision. Students must be able to practice the physical-technical content and game tactics. In this case, the content seeks to improve cognitive and psychomotor aspects (McCroskey et al., 2004).

Third, motivational content aims to improve students' psychological and mental conditions in playing football. SP, HN, and TP ASIFA coaches believe that the motivation conveyed by the coaches can have an impact on the psychology of the students, namely forming the students' spirit and mentality in undergoing training and matches (Molyn et al., 2021).

The research findings supported the PACE (Performance – Anxiety – Context – Enhancement) model (Yust, 2008), which placed the communication function in two aspects. First is the external aspect that placed the function of communication on improving physical/playing skills. Second, the internal aspect placed the function of communication on improving psychological conditions such as mental and motivation (Yust, 2008).

Fourth is attitude content, which aims to foster students' commendable attitudes through attitude content, both on and off the field. The attitude content of the coaches includes responsibility, discipline, sportsmanship, respect, honesty, and togetherness. DAP as an expert on youth football development, explains the importance of the attitude aspect being taught to football players since they are in the football academy so that when they become professional players, they can maintain a good attitude on and off the field.

The coach's attitude content and motivational content aim to improve students' affective aspects in playing football. The attitude content of the coach is aimed at shaping attitudes and values such as responsibility, discipline, sportsmanship, respect, honesty, and togetherness. Meanwhile, the

motivational content of the coach is aimed at improving the psychological condition (emotional mastery) and mentality of students in playing football. As explained by Bloom, the affective aspect is related to the ability to master emotions, attitudes, values, interests, and adjustment to social roles in the instructional field he is studying (McCroskey et al., 2004).

Turn to the messages conveyed by students in the instructional communication process at ASIFA. Messages from students were more directed to the delivery of their weaknesses in playing football and their desire to play football. ASIFA's GCW and NEN students explained that students' weaknesses were conveyed to the coach to get feedback from the coach in the form of solutions. Likewise, when students conveyed messages in the form of their desire to play football, such as trying new playing positions to actualize their abilities in playing football.

According to all informants (coaches, students, and youth football coaching experts), having messages from students was quite positive in football coaching. It could improve the close relationship between coaches and students in youth football coaching. These findings supported the concept of the communication function offered by West (2016), namely the communication function as a 'bridge' to exchange information and ideas, as well as to increase the closeness of feelings between coaches and athletes during the interaction, thereby providing a positive psychological influenced on athletes.

Instructional Strategy in the Instructional Communication Process at ASIFA

In the instructional communication process, instructional strategy is understood as means of how the coach conveys and teaches the content to students. The instructional strategy also includes the channel or communication channels used by the coach in the instructional communication process (Richmond et al., 2009). In this research, various instructional strategies were found from the coaches. In addition, it was also found how students conveyed their message to the coach. The following is the instructional strategy of the coach as follows:

The first is explaining and exemplifying the content. Coaches use this strategy to convey and teach physical-technical content and game tactical content. The coach first explains the physical-technical content and tactical content of the game. Furthermore, the coach gives examples of content that students will practice. The coach exemplifies the content directly (himself) and uses students he deems to have competencies who can implement the content that has been explained.

The coach uses the strategy of explaining and exemplifying content in the context of training (training practice setting); unlike the case when the context of the match, the coach only explains without giving examples of the content that has been explained. It relates to the context of the match, which is bound by the rules/law of the game in the match. Likewise, when the context of the analysis class, the coach only explains the content delivered without giving examples because the context of the analysis class is not practice-based.

Second, evaluation and solutions. The coach uses this strategy to evaluate students' mistakes in playing football. Then, the coach provides solutions to

students to correct their mistakes. The coach uses this strategy to convey technical-physical content, game tactical content, and attitude content to students. The purpose of the evaluation and solution strategy is to make students know their mistakes -after being evaluated- and correct their mistakes -after being given a solution.

Then, evaluation strategies and solutions are supported by providing support/appreciation from the coach. After the coach evaluates and provides solutions for students' mistakes, he provides support/appreciation to students. In this case, the coach plays the role of supportive coach-behavior toward his students (Haugen et al., 2020).

Third, person to the team. The coach uses this strategy to convey the content to the whole student or team. In practice, the person to team strategy tends to be used by coaches in training and matches, especially when setting before practice and matches and setting after practice and full-time matches. The coach carries out the person-to-team strategy to collectively convey the content to students to improve student performance.

Fourth, person to person. The coach uses this strategy to deliver the content personally to students. In practice, he uses a person-to-person strategy because the content is intended for personal students. According to a DAP football coaching expert, the person-to-person strategy will be more effective if it is carried out to convey content related to students' psychology. It is easier to convey feelings from person to person than in front of a team.

The fifth is message encoding. The coach uses this strategy to encode messages on the content delivered to students. The content coded by the coach includes physical-technical content, game tactical content, and motivational content. He carried out the message coding strategy through hand movements accompanied by verbal shouts to the students addressed by the coach.

According to HN and TP, ASIFA coaches, most coaches do message coding when the context of training and matches is practice-based because situations and conditions such as distance and noise from outside of the field require coaches to encode messages to convey content to the students. According to West (2016), message coding strategy is one of the conditions for effective communication between coaches and athletes in sports. The sender of the message must be able to encode the message (encode the message) and translate it to the person he chooses.

Sixth, direct instructions. The coach uses this strategy to direct students in practicing the delivered content. The direct instruction strategy from the coach is more often used in the context of training and the context of the match, precisely when the practice and match settings are taking place. In this case, the coach practices the training-instruction leadership style, namely the behavior of the coach who provides direct training and instructions in coaching his athletes (Turman, 2003a; 2003b; Turman & Schrodt, 2004)

Seventh, the coach asks questions and discusses. He uses this strategy to convey the content through questions given to students. He asks questions about the mistakes made by students in playing football. Then students answer questions from the coach. In addition, he also asked how students should correct the mistakes they had made. The questions asked by the coach to the students were transformed into a discussion, where the coach and students

exchanged information, opinions, and ideas related to the problems in the football game (Percy & Dow, 2021).

The coach uses his strategy of asking questions and discussing in the context of training and matches, especially in non-practice-based settings such as after training and match briefings, and is used in the context of an analysis class – the coach and students analyze football videos together. In this case, he uses a democratic leadership model, i.e., coach behavior that encourages the participation of athletes to actively participate in discussions during the communication process (Khan et al., 2021; Turman, 2003a; 2003b; Turman & Schrodt, 2004).

The eighth is the use of instructional media. The coach uses several media to help convey the content to students. These media include:

1) The coach uses the *strategy board* as a medium to explain the tactical content of the game to students in the context of training and matches. Through the strategy board, the coach explains how to attack, defend, the transition from defense to attack, the transition from attack to defense, and play football with a collective and ball possession.
2) The coach uses the *whistle* as a communication medium that signals students when the exercise is taking place, starting with the start of the training program, pausing for a moment, until ending the training program.
3) Coaches use *LCD Projector* to display football videos which students will analyze in the context of analysis class.

Switch ways of delivering student messages to the coach. Students have two ways of conveying their message to the coach, i.e., questions and statements. First, students convey messages through questions; as explained earlier that the message from students is about their weaknesses in playing football. They convey the message by asking the coach.

According to HN and TP, ASIFA coaches, students who dare to ask questions about their weaknesses in playing football have a more significant potential to develop their abilities than passive students. The coach will provide solutions to the students' weaknesses in playing football. Therefore, they can immediately correct their weaknesses in playing football.

Second, students convey messages through statements. Through this strategy, they convey their message through statements to the coach. They use this strategy to convey messages about their desire to play football, used in training and the context of the match. Students convey messages through statements when certain situations and conditions, such as when they express their desire to play more attacking or change positions. Likewise, this strategy is used by students when they convey their opinions to the coach regarding the understanding/ideas of the football video they analyzed in the context of the analysis class.

Receivers in the Instructional Communication Process at ASIFA

The receiver is an actor who gets the content message sent by the source-sender in the instructional communication process (Richmond et al., 2009). This research divided receivers into two types, i.e., team and personal receivers. The two types of receivers were a consequence of the coach's instructional strategy, as explained below:

First, team receivers occur because the coach conveys content to all students\teams. In other words, the coach uses a person to team strategy. The type of team receiver is represented in the context of training, the context of the match, and the context of the analysis class. It occurs when the coach delivers technical-physical content and tactical content to be practiced by the whole student/team in the context of training and matches. Then, when the team experiences a score behind in the match, motivational content from the coach is conveyed to all students/teams.

Second, personal receivers are divided into two types, i.e., students as personal receivers and coaches as personal receivers. Students as personal receivers occur when the coach intentionally conveys content to students personally – delivered through a person-to-person strategy. For instance, the coach will deliver technical-physical content when students make individual mistakes. Therefore, students who make mistakes can immediately correct their mistakes.

Likewise, when a psychological student falls due to a fatal mistake in a match, the coach provides motivational content to raise the student mentally in the match. Furthermore, for students who misbehave in the context of training and matches, the coach conveys the content of attitudes to these students so that they can correct their bad attitudes.

Meanwhile, the coach as a personal receiver occurs when he receives the message conveyed by the students. When students convey messages (weaknesses and desire to play football) to the coach, the consequence is that the coach becomes a personal receiver. Coaches as personal receivers benefit by knowing the students' weaknesses and desires in playing football, thus facilitating their task in compiling or preparing coaching content for students.

The coach as a personal receiver makes communication in football coaching more interactive. There will be an exchange of ideas between students and coaches because the coach will provide feedback on the messages conveyed by the students. In this case, the process of instructional communication between the coaches and students runs more interactively.

Feedback in the Instructional Communication Process at ASIFA

Feedback in the instructional communication process at ASIFA is formed due to the coach's instructional strategies in direct instructions or asking questions and the way students convey their messages. In this research, two types of feedback were found, i.e., behavior feedback and verbal feedback. This finding supported two types of feedback Richmond et al. (2009), distinguished feedback into two forms, i.e., verbal feedback and non-verbal feedback.

Behavior feedback is a form of feedback from students who implement the content from the coach delivered through direct instruction strategies. It occurs when students understand the content instructed directly by the coach. When practicing exercises, students carry out instructions from the coach by implementing physical-technical content. Likewise, when the match takes place, students implement the tactical content of the game that is implemented directly by the coach.

The explanation above showed that the feedback given by students in the form of behavior occurred when they understood the content instructed by the coach. On the other hand, if they did not

understand the content directly instructed by the coach, they will provide verbal feedback in the form of questioning the content from the coach.

Verbal feedback is the feedback that comes from students and the coach. Verbal feedback is in the form of questions about the content from the coach that is conveyed to him. It happens because students do not understand the content delivered by the coach. In addition, verbal feedback from students is also in statements or answers to questions posed by the coach. Then, they will practice the content from the coach, be it physical-technical content, game tactical content, motivational and attitude content.

Then, verbal feedback from the coach is in the form of answers and responses to messages conveyed by students, both through questions and statements. Verbal feedback from the coach can be solutions and comments on the student's desire to play football -such as students wanting to change their playing position-. Verbal feedback from the coach is given in response to messages from students, which objective from the coach is for the students' development in playing football.

Instructional Communication Approach at ASIFA

Based on the results and previous discussions, two approaches to the instructional communication process between coaches and students were obtained in football coaching at ASIFA. The first is a one-way communication approach. The coach acted as a source instructor who controlled the instructional communication process in this case. He used his authority to get direct fulfillment of the content delivered, and students became passive receivers who tended only to implement the content from the coach. A one-way communication approach occurs when he uses an instructional strategy in the form of direct instruction – and students provide behavioral feedback in the form of implementing content from the coach.

One-way communication tends to occur in coaching based on practicum, i.e., the context of training (practice settings) and the context of the match (setting the match in progress). In this case, the coach uses a rhetorical approach by placing the coach/teacher as the primary source in the learning process. Communication runs linearly and is controlled by the coach/teacher (McCroskey et al., 2004; Myers et al., 2018).

The second is a two-way communication approach. In this case, the coach acts as a source-facilitator, and students act as senders in the instructional communication process. In a two-way communication approach, the coaches and students share information, insights, or ideas. The two-way communication approach occurs when the coach uses a strategy of asking questions, then students provide verbal feedback, resulting in a discussion between the coach and students. Two-way communication also occurs when students become senders of their messages, and the coaches then provide verbal feedback in the form of solutions, input, or comments.

Two-way communication occurs in non-practice-based coaching or understanding of playing football, such as analytical classes, training contexts (pre-practice settings), and match contexts (pre-setting, half-time, and full-time settings). In the relational approach, coaches and students exchange ideas, insights, and information to make joint

decisions in the learning process (Myers et al., 2018). However, in two-way communication at ASIFA, the coach remains the leading actor who makes decisions on discussions or transactions of ideas and information with students.

A Coaching Communication Quadrant was prepared by referring to the entire discussion as a research contribution to instructional communication in sports (sport communication). The Coaching Communication Quadrant compiled was helpful to see the coach's instructional communication practices in training students or athletes. The following is the quadrant model of coaching communication and its explanation:

Figure 1. Quadrant Model of Coaching Communication
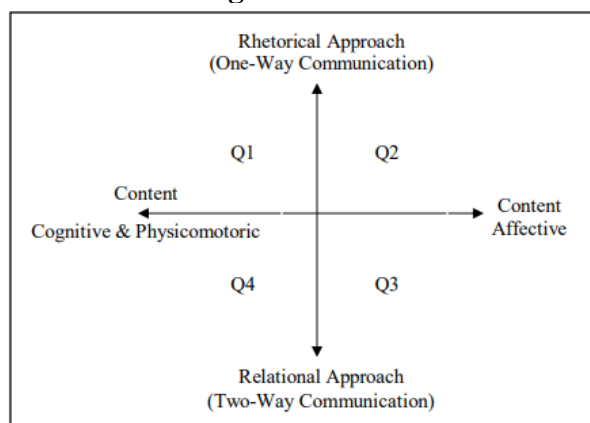
Source: Processed by the author

The vertical lines are instructional communication approaches coaches use in the coaching process. The vertical lineup showed a one-way/rhetoric communication approach, namely linear communication from the coach in students' coaching. Meanwhile, the downward vertical line showed a two-way/relational communication approach, namely communication from coaches who shared ideas, insights, and information with students in the coaching process.

The horizontal line was the content that the coach conveyed and taught to students in the coaching process. The horizontal line to the left showed the coach's content, which aimed to improve students' cognitive abilities (thinking and understanding) and psychomotor abilities (skills) in the sports they were studying. Meanwhile, the horizontal line to the right showed the coach's content, which aimed to improve students' affective abilities (attitudes, beliefs, and values) towards the sport they were studying.

$Q_{1,2,3,4}$ were the situations and conditions that underlay the coaches delivering or teaching their content to students in the instructional communication/sports coaching process.

CONCLUSION

Based on the results of the discussion that has been described, this research concluded that the process of instructional communication between coaches and students in football coaching at ASIFA had dependent on the context of its coaching. Practice-based practice and match contexts tended to use a rhetorical approach or one-way communication. Meanwhile, based on the understanding of playing football, the analysis class context tended to use a relational approach or two-way communication.

Then, there was a separation between the coach's role as a 'source-instructor' and 'source-facilitator' and the student as sender. Content from the coach included technical-physical content, game tactical, motivation, and attitudes.

Meanwhile, delivering messages from students was in two ways, i.e., questions and statements. Receivers were

divided into two, i.e., personal and team receivers. Likewise, feedback was divided into verbal feedback and behavior feedback.

This research had limitations that have not reviewed the effectiveness of the instructional communication process in football coaching. Hopefully, further research will conduct quantitative-based research to determine the effectiveness of the instructional communication process in football coaching.

Credit Authorship Contribution Statement

Dicky Wahyudi: Writing-Conceptual Draft, Methodology, Data curation. **Yun Fitrahyati Laturrakhmi**: Data curation, Supervisions, Reviewing and Editing.

Declaration of Competing Interest

The authors declare that they have no financial interests or personal relationships that could affect the quality of this study.

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