

# SUCI

*by* Kepelatihan Kepelatihan

---

**Submission date:** 10-Feb-2025 09:26PM (UTC+0700)

**Submission ID:** 2584658940

**File name:** ARTIKEL\_SUCI.docx (37.19K)

**Word count:** 2942

**Character count:** 15862

# THE EFFECT OF GIVING FEEDBACK ON IMPROVING THE BASIC TECHNICAL ABILITY OF WEST SUMATRA JUNIOR TENNIS ATHLETES

Suci Nanda Sari, Hendri Irawadi, Eko Pumomo  
Faculty of Sports Sciences, Padang State University  
Email: [suci16@fik.unp.ac.id](mailto:suci16@fik.unp.ac.id)

## ABSTRACT

In Learning and Training, the element of feedback is very necessary and has a very good impact if done correctly. In this study, it aims to see the effect of providing direct and indirect feedback on the improvement of basic technical skills of West Sumatra junior tennis athletes. The sample in this study is 30 junior tennis athletes in the age category of 12-14 years. The results of the study show that 1) Providing direct feedback has a significant influence marked by the calculation of  $t_{count} 5.34 > t_{table} 2.13$ . 2) Giving indirect feedback has a significant influence on the ability of basic techniques of court tennis marked by the calculation of  $t_{count} 4.65 > t_{table} 2.13$ . 3) Providing direct feedback is not more effective than providing indirect feedback on the basic technical ability of tennis by obtaining  $t_{calculation} 1.87 < t_{table} 2.13$ .

Keywords: Feedback, basic tennis technical skills

## INTRODUCTION

Playing tennis is not just about hitting the ball to cross the net and knocking it down within the boundaries of the game of tennis. To hit the ball lightly, hit the ball rhythmically and maintain body balance. One of the goals of playing tennis is to hit the ball into the opponent's court with good and correct techniques. To be able to produce punches as expected, a player must master the basic techniques and punching techniques well. The basic technique of Stroke in the game of tennis according to the time or situation is classified into three groups, namely: *groundstroke*, volley, service (Brown, 2013).

*Groundstroke* is a type of stroke in tennis that is hit from the right side for those holding the racket with the right hand and from the left for the person holding the racket with the left hand. A volley is a blow that is made directly before the ball falls on the court first. This stroke is one of the basic strokes of the game of tennis. This stroke is done more when the player is in front near the net, and is very effective for attacking, especially when playing doubles. Therefore, this shot needs to be mastered well by the tennis player. Next, *Service* is a stroke that begins with bouncing the ball first before being hit. One hand holds the racket and the other bounces the ball to be hit. After being hit, the ball must enter the service box of the opponent's game area. The problem that is often questioned in training practice, both in the process of learning movement in schools and in achievement sports training, is the low quality of learning and training outcomes. This is actually closely related to the amount of active time spent studying or practicing available to children is less.

In a good training setting, the coach should allocate enough time for the children, so that the amount of practice meets the necessary requirements. The next issue that is also important is the coach's ability to provide feedback. Feedback is

recognized as directly related to the creation of exercise quality as mentioned in the section. Providing appropriate feedback acts as a reinforcing element, whose function is to provide accurate information about what has been done and what must be done. The amount of exercise and the quality of the exercises are central issues in creating effective exercises. Considering that the quantity and quality of training are largely determined by the ability to manage in the training process, the ability of the coach in this case is very necessary.

Feedback is the behavior of teachers to help every student who has difficulty learning individually by responding to the results of students' work so that they master the material provided, either directly or indirectly. Feedback is a correction to the answers or responses of students doing tests or exercises. Rink (2005:29) "*Motor learning theorists have often addressed the importance of the role of feedback in learning. feedback is information the learner receives on performance. Feedback has been characterized as knowledge of result and knowledge of performance*". Here Rink said that the Learning Theory of Motion has often discussed the importance of the role of feedback in learning. Feedback is the information that learners receive in performance. Feedback has been marked as knowledge of the outcome and performance of the knowledge. We give an example when someone tries to hit the forehand, when the effort is made to get feedback such as "swing the racket not too far back, the position of the body when doing the forehand is slightly leaning forward", with such feedback a person will be more appropriate to do this forehand technique well.

Feedback can come in many forms and from a variety of sources such as: athletes receive feedback from coaches, fellow athletes, and even themselves. Here, the coach plays an important role in the training process that occurs in order to maximize the ability of athletes to receive material from the training that is being carried out. (Hashemnezhad & Mohammadnejad, 2012) Feedback does have a significant effect on accuracy. The results of our investigation into the effects of different types of feedback on individual linguistic features suggest that this type of examination is more beneficial because it recognizes the fact that different linguistic categories represent separate domains of knowledge and that they are acquired through different stages and processes. From a different side (Moran et al., 2012) Feedback provides important information for the motor control process and therefore for the learning process. Feedback can relate to the technique used (knowledge of performance: for example, the number of internal rotations of the shoulder) or the goal of the outcome of the movement (knowledge of the result).

(Birky, 2014) The results showed increased self-efficacy, increased critical thinking, and improved participants' perception of their abilities in tennis. These findings suggest the use of counterfactual feedback as a way to improve self-efficacy, critical thinking, and personal perception for novice tennis players. The results of this study will assist educators and physical trainers in obtaining other options for delivering feedback when teaching beginner tennis players.

(García-González et al., 2014) had research to assess the impact of decision training programs, using a combination of video feedback and question tools, on decision-making skills and performance in tennis players. Our initial hypothesis is that tactical decision training, through a combination of video and question feedback, will result in significant improvements in decision-making skills and performance in young tennis players. In line with that, (Cutton & Landin, 2007) The strategy consists of students verbally signaling themselves to the relevant task stimulus, such as the

position of the incoming ball. Ziegler hypothesizes that this strategy, in an environment without instructor feedback, can improve skill acquisition. During the intervention, participants were asked to focus their attention on the right stimuli and utter cues related to stimuli that are important for performance *Groundstroke, Serve and Volley*.

(Syaiful et al., 2023) The teacher models the strategy on the selected text, and then the student practices the next section with the teacher's support and feedback. Direct feedback with written meta-linguistic explanations, direct feedback with oral meta-linguistic explanations, and direct feedback only. The T-test is conducted to identify the effectiveness of each type of direct feedback on errors that has helped more advanced students improve their writing. The results show that all types of direct feedback are effective but different types of feedback can be ranked in terms of importance.

(Farid & Samad, 2012) Other studies have compared direct and indirect feedback methods. For this kind of research, there is no general conclusion about the findings. Some of these findings suggest that direct feedback is more effective while other studies emphasize the effectiveness of indirect feedback rather than direct feedback. As for this study, the findings showed that students experienced improvements by improving their performance using appropriate verbs but this amount of improvement was not noteworthy. From the description above, 2 types of feedback will be used that will support the training process given to athletes, namely direct feedback and indirect feedback.

### RESEARCH METHODS

This research is a type of quasi-experimental research. The purpose is to find out whether there is an effect of the treatment between cause and effect which is comparable between the controlled variables. The design of this research is "*The Two Groups Pre Test Post Test Design*". The implementation of research in the form of tests, as well as the provision of treatment, was carried out in 2 clubs in West Sumatra, namely HITEC and SEMEN PADANG. This study was carried out as many as 18 meetings, the first meeting for *pre-test*, 16 meetings for treatment in the form of exercises and the last meeting for *post test*. So the sample in this study is the Semen Padang Tennis Club as many as 15 athletes, and 15 male athletes from the HITEC Tennis Kub. The basic technique ability test (*groundstroke, service and volley*) is measured by the *Hewitt Tennis Achievement test*.

### RESULTS AND DISCUSSION

After the analysis requirements test was carried out and it turned out that all the data of each research variable met the requirements for further statistical testing, then hypothesis testing was carried out. In this study, there are three research hypotheses, namely: (1) There is an effect of providing direct feedback on the ability of basic techniques of athletes. (2) There is an influence of providing indirect feedback on the ability of the Athlete's basic technique. (3) Providing direct feedback is more effective than providing indirect feedback on the ability of the Athlete's basic technique.

The following are the results of testing the three research hypotheses that have been submitted above.

#### 1. Providing direct feedback has a significant influence on the ability of basic techniques of tennis athletes in Padang City

The statistical test used was a t-test, which was to see the influence in the same group at a significant level of 0.05. The results of the initial test of the basic techniques of court tennis in the group of direct feedback with a sample number of 15 were obtained

Providing Live Feedback	Calculation	$\alpha$	ttable	Test results	Ket
Initial test	5,34	0,05	2,13	Signifikan	Ho rejected
Final test					Ha accepted

Based on the table above, it can be seen that  $t_{\text{calculates}} (5,34) > t_{\text{table}} (2,13)$ . This means that the research hypothesis is acceptable. Thus, it can be concluded that providing direct feedback has a significant influence on the ability of basic court tennis techniques.

## 2. Providing indirect feedback has a significant influence on the ability of basic techniques of tennis athletes in Padang City

The statistical test used was a t-test, which was to see the influence in the same group at a significant level of 0.05. The results of the initial test of the basic techniques of court tennis in the indirect feedback group with a sample of 15 were obtained

Giving Indirect Feedback	Calculation	$\alpha$	ttable	Test results	Ket
Initial test	4,65	0,05	2,13	Signifikan	Ho rejected
Final test					Ha accepted

Based on the table above, it can be seen that  $t_{\text{counts}} (4,65) > t_{\text{table}} (2,13)$ . This means that the research hypothesis is acceptable. Thus, it can be concluded that Indirect Feedback has a significant influence on the ability of basic court tennis techniques.

## 3. Providing direct feedback has a better and significant influence than indirect on the ability of basic techniques of tennis athletes in Padang City

The statistical test used was a t-test, which was to see the influence in the same group at a significant level of 0.05.

Giving feedback	Calculation	$\alpha$	ttable	Test results	Ket
Live Feedback	1,87	0,05	2,13	Insignifikan	Ho accepted
Indirect feedback					Ha rejected

Based on table 12, it can be seen that  $t_{\text{counts}} (1,87) < t_{\text{table}} (2,13)$ . This means that the research hypothesis is rejected. Thus, it can be concluded that there is no significant difference in influence between providing direct and indirect feedback in improving the ability of basic court tennis techniques.

In terms of problem solving and livelihood solutions to existing problems, in this case the two sample groups were given practice treatment using direct and indirect feedback. From the use of these two approaches, it will be seen whether there is an effect on the basic technique ability of tennis athletes.

Feedback (*feedback*) Direct is an effort made by the coach to improve his ability by providing corrections regarding the athlete's movement tasks directly. According to (Metszler 2005:135) feedback (*feedback*) Direct is feedback given directly after a skill attempt is completed or at least before the next skill attempt occurs. According

to Syahara (2011:154) coaches must think that feedback (*feedback*) intended not solely as a form of learning outcomes (*knowledge of result*) To obtain information during and after the task, it is even more important that the information must be able to provide reinforcement for the correct movement task and as far as possible be able to respond and correct the wrong movement task". With the feedback from the coach, it is hoped that the techniques carried out by the athletes will be more so that it becomes automated. Based on the opinion above, it is very important to give direct feedback. Moreover, this is an exercise whose movements continue to be repeated, so that when the athlete does the exercise, it is good *groundstroke*, *service*, and *Volley* repeatedly, the athlete's brain memory will store what has been done in the training process, which the movement is always corrected by the coach because of direct feedback (*feedback*) from individual trainers.

To improve the training of athletes' ability to master a technique in sports, a good training method and approach is needed. The necessary exercises are varied exercises that can improve and improve when performing movements in the game of tennis, especially in basic techniques, because the basic techniques in tennis are *Groundstroke*, *Serve and Volley* is a mandatory technique mastered by tennis players. The training that has been given by the coach may only focus on the coach so that it results in boredom for athletes to practice. By giving *feedback* Immediately when training can provide memory reinforcement to athletes, because athletes immediately know where they are making mistakes when performing movements or movement tasks that are performed, so that basic technique skills can be gradually improved according to their ability to reach the desired goal.

So it is concluded that the giving *feedback* it is very important in training because it is a way for a coach to help athletes improve their knowledge, *motor skill*, and attitudes that are carried out by observation and providing information and can be given individually or in groups. Especially by using the right feedback, the training goals will be achieved to the maximum. When the athlete has been able to perform the task of movement and has an understanding of what he has done, then at that time the coach does not have to give a challenge because the athlete has learned something that is in accordance with the expectations and goals of the coach. Instead, at that time, the coach can provide feedback, namely as an effort to observe the athlete related to how the athlete performs the activity and what the coach must do to improve the basic technique ability of the athlete.

11

## Conclusion

Based on the data analysis and discussion that has been presented earlier, several conclusions can be drawn as follows:

1. The provision of *direct feedback* has a significant influence marked by the calculation of  $t_{count} 5.34 > t_{table} 2.13$ .
2. The provision of *indirect feedback* has a significant influence on the ability of basic techniques of court tennis, marked by the calculation of  $t_{count} 4.65 > t_{table} 2.13$ .
3. Direct *feedback* is not more effective than indirect *feedback on the* basic technical skills of tennis by obtaining  $t_{calculation} 1.87 < t_{table} 2.13$ .

## Reference

Birky, G. B. (2014). *Counterfactual Feedback and Tennis*.  
<http://search.ebscohost.com/login.aspx?direct=true&db=ddu&AN=6AB21D76>

1C43474F&site=ehost-live&scope=site

- Brown, J. (2013). *Jim Brown, Camille Soulier - Tennis\_ Steps to Success-4th Edition (2013, Human Kinetics)*.
- Cutton, D. M., & Landin, D. (2007). The effects of self-talk and augmented feedback on learning the tennis forehand. *Journal of Applied Sport Psychology, 19*(3), 288–303. <https://doi.org/10.1080/10413200701328664>
- Farid, S., & Samad, A. A. (2012). Effects of Different Kind of Direct Feedback on Students' Writing. *Procedia - Social and Behavioral Sciences, 66*, 232–239. <https://doi.org/10.1016/j.sbspro.2012.11.265>
- García-González, L., Moreno, A., Gil, A., Moreno, M. P., & Villar, F. Del. (2014). Effects of Decision Training on Decision Making and Performance in Young Tennis Players: An Applied Research. *Journal of Applied Sport Psychology, 26*(4), 426–440. <https://doi.org/10.1080/10413200.2014.917441>
- Hashemnezhad, H., & Mohammadnejad, S. (2012). A case for direct and indirect feedback: The other side of coin. *English Language Teaching, 5*(3), 230–239. <https://doi.org/10.5539/elt.v5n3p230>
- Metzler, M. (2011). *Instructional Models For Physical Education-Second edition*. Holcomb Hathaway. Scottsdale Arizona.
- Moran, K. A., Murphy, C., & Marshall, B. (2012). The need and benefit of augmented feedback on service speed in tennis. *Medicine and Science in Sports and Exercise, 44*(4), 754–760. <https://doi.org/10.1249/MSS.0b013e3182376a13>
- Mosston, M. (2008). *Teaching Physical education*. Sara Ashworth Ed, D Stclub@bellsouth.net
- Rink, Judith. (2005). *Teaching Physical Education For Learning*. University Of South California
- Syaiful, A., Widyanto, Z., Hakim, N., & Muhaemin, I. A. (2023). *An Experimental Study of Reciprocal and Self-Check Teaching Methods to Improve Tennis Skills. 6*(1), 52–59. <https://doi.org/10.35724/mjpes.v6i1.5569>
- Schmidt, Richard A. (1988). *Motor control and Learning*, Champaign Human Kinetics Publishers, Inc.
- Siedentop, Daryl. (1991). *Developing teaching skills in physical education*. Ohio State University. California
- Syafruddin. (2011). *Sports Coaching Science. (Theory and Application in Sports Coaching)*. Padang: UNP Press.
- Syahara, Sayuti. (2011). *Motor physical growth and development*. FIK Press

## ORIGINALITY REPORT

23%

SIMILARITY INDEX

20%

INTERNET SOURCES

10%

PUBLICATIONS

11%

STUDENT PAPERS

## PRIMARY SOURCES

1	<a href="http://journal.unj.ac.id">journal.unj.ac.id</a> Internet Source	6%
2	Submitted to Bogazici University Student Paper	2%
3	<a href="http://core.ac.uk">core.ac.uk</a> Internet Source	2%
4	Submitted to Universitas Negeri Padang Student Paper	2%
5	<a href="http://www.ijmra.in">www.ijmra.in</a> Internet Source	2%
6	García-González, Luis, Alberto Moreno, Alexander Gil, M. Perla Moreno, and Fernando del Villar. "Effects of Decision Training on Decision-Making and Performance in Young Tennis Players: An Applied Research", Journal of Applied Sport Psychology, 2014. Publication	2%
7	Submitted to Hellenic Open University Student Paper	2%
8	<a href="http://jurnal.fkip.unmul.ac.id">jurnal.fkip.unmul.ac.id</a> Internet Source	1%
9	<a href="http://www.researchgate.net">www.researchgate.net</a> Internet Source	1%
10	Submitted to University of Wales Institute, Cardiff Student Paper	1%



11

jurnalnasional.ump.ac.id  
Internet Source

1%

---

Exclude quotes    On  
Exclude bibliography    On

Exclude matches    < 1%