



## **Effect of Immediate Feedback and Delayed Feedback on Freestyle Swimming Skills Mastery**

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### **Abstract**

This study aimed to determine the effect of immediate feedback and delayed feedback on the front crawl swimming skill mastery. This study used a Two Group Pre-test Post-test research design. The results of this study showed that there was a significant effect of providing immediate feedback and delayed feedback on the front crawl swimming skill mastery. This study concludes that there is a significant effect of providing an immediate feedback and delayed feedback on front crawl swimming skill mastery, where immediate feedback is better for helping acquire front crawl swimming skills. For this reason, it should be a concern for educators, both Physical Education teachers and sport coaches, so that the learning process becomes effective and learning objectives can be achieved.

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## INTRODUCTION

Swimming is a sport done in water and takes a long time to adapt. For a beginner, swimming is a water activity whose implementation is not easy and takes a long time to master. The first thing a beginner should learn is the introduction to water (Abdulladev, 2020). The introduction of water aims to adjust body temperature to body temperature, avoiding trauma and fear of water. For a beginner, the style that is suitable to learn is freestyle. Freestyle swimming is easy, but there will be many obstacles for a beginner. These obstacles include difficulty gliding, difficulty regulating rhythm in regulating breathing, difficulty in coordinating movement, and difficulty in maintaining body position to float. (Susanto, 2017).

While learning to swim, of course, there will be obstacles. For example, in freestyle swimming, floating is the principal capital that must be mastered. However, many beginners find it challenging to maintain the body's position so that it can still float on the surface of the water (Susanto, 2017). Furthermore, the obstacle for a beginner is the gliding technique. Gliding is an initial technique that affects body position (Saputra & Maidarman, 2021). To overcome the obstacles, it must be necessary to provide feedback.

This feedback is information, assessment, input, or criticism given by the trainer to students. It aims to provide corrections to students and assist students in overcoming these obstacles (Harjasuganda, 2008). In addition, feedback is a form of an invitation to students to improve, receive input, and discuss things they do not understand (Sofyatingrum *et al.*, 2019). By providing feedback, a beginner will find it easy to correct mistakes made. Giving feedback con-

sists of instantaneous feedback and delayed feedback. Instantaneous feedback is given as soon as each student makes a mistake. Meanwhile, feedback is delayed at the end of the meeting. (Seruni & Wisdom, 2015). Based on previous research conducted by Yudhaprawira (in 2018), There is a void in the study, namely the absence of a detailed evaluation related to movement techniques. Therefore, the author will add to the research repertoire by examining the effect of instantaneous and delayed feedback in detail on technical movements. Authors are interested in conducting research to overcome obstacles with the title "The Effect of Instantaneous Feedback and Delayed Feedback on Mastery of Freestyle Swimming Skills."

## METHOD

The research method used in this research is experimental. Experimental research consists of various designs. The design used in this study is the Two Group Pre-test Post-test Design. The data collection tool or research instrument in this study used a swimming skill grid which was adopted from Rahima *et al.* (2013). The instrument consists of 4 basic motion indicators in freestyle swimming and six aspects that are assessed in freestyle swimming skills. The following instruments are used in this research:

## Population

The participants involved in this study were students at the Club Swimming Star Population of 20 people. In a study, not all population members are used as research sources, so the researcher uses a sample. The sample in this study amounted to 20 people. The sampling technique was carried out using total sampling. Next, the re-

searchers divided into two experimental groups, each consisting of 10 people. The first group is the group that will be given treatment in the form of providing instant feedback, and the second group will be given treatment in the form of giving delayed feedback. A random sampling technique makes the selection of each group member.

### Data collection technique

The data collection technique carried out by the author is through assessment. The assessment in question is to carry out basic motion practice movements in freestyle swimming to the subject to be studied. Review in data collection in this study is to do a preliminary test, then the subject is given treatment, after being given treatment, then take the data back by doing a final test. The following is the treatment for each experimental group

### Data analysis

This study uses data analysis of normality tests, paired t-test, and independent t-test. Data analysis used the SPSS version 22 application. Analysis of the paired T-test was used to test whether there was a significant effect of providing instantaneous and delayed feedback on the mastery of freestyle swimming skills. Furthermore, the independent T-test menu was carried out to determine which one was better given between the provision of delayed feedback and instantaneous feedback on the mastery of freestyle swimming skills.

## RESULTS AND DISCUSSION

The results of the data analysis that have been carried out show that there is an average increase in the two experimental groups. The following are the results of the data analysis obtained shows on Table 1.

Table 1. Skill Assignment Score

	Feedback group	N	Average
Skill Assignment	Instant feedback pre-test	10	7.10
	Instant feedback post-test	10	24.00
	Delayed feedback pre-test	10	7.00
	Delayed feedback post-test	10	21.70

Based on the results of the data analysis, it can be concluded that the average of the instantaneous feedback groups increased after being given the treatment. This increase occurred due to the provision of instantaneous feedback. Because of this, students quickly make corrections on every wrong move. This also happened in the delayed feedback group, which experienced an average increase after being given the treatment. Looking back at the average results, it shows that the group that was given the treatment in the form of providing instant feedback had a higher average than the average result of the group that was given the treatment in the form of delayed feedback. Therefore, it is better to provide momentary feedback in mastering freestyle swimming skills.

These results are in line with research that says that giving feedback to children will be effective if it is conveyed well and delivered continuously until the child remembers the habit of the movement. If the child is not given continuous instructions, it will allow the child to forget the movement skills that have been done (Goodway, *et al.*, 2019). In addition, in providing instantaneous feedback, students will always try to repeat the movement. This is because in providing instantaneous feedback, the teacher pays more attention to every movement made by students. Furthermore, when students do good things, the teacher will

give praise, so students are encouraged to keep trying to get praise (Magdalena, 2018).

In addition to the differences in the provision of stimulus and feedback, this effect is due to differences in the basic movement skills of children. The age students (3-6 years) will be more active in using large muscles to move the limbs, especially in the hands and feet, so that students will be more active in making movements. The movements performed on these students are simple, not complicated (Rismayanthi, 2013). In addition, students at this age will find it easier to master skills, especially motor skills. This is caused by 1) the body of students at that age is more flexible, so it is easier to master skills; 2) mastery of simple movement skills will make it easier for children to make new movements; 3) students are more daring to try new things so that learning motivation is higher; 4) children like a continuous repetition of movements; 5) have more time to learn skills (Wijaya, 2009)

Giving feedback will certainly have an influence on everyone, especially children who are still in the developmental period, both in mastering skills and in their growth period. The provision of instantaneous feedback has a better effect, this is due to differences in the provision of stimulus in the form of teacher motivation to students who are given continuously each student carries out activities (Endah, 2009). In this case, the child will get a stimulus in optimizing gross motor development according to its development. The stimulus given to children will stimulate motor development, especially in physical activities that involve basic movement skills. Stimulation of the right stimulus will make children develop quickly in achieving success (Komaini, 2017)

The stimulus received by students in the instantaneous feedback group was more than that of students who were given delayed feedback. This results in the instantaneous feedback group students developing faster in mastering movement skills. The stimulus provided through feedback will encourage the child always to try, try and try because the child feels that they are being cared for by the teacher. The feedback given by the teacher is a form of correction and motivation to students so that students feel the enthusiasm to show their abilities. (Silverman et al., 1992). In addition, in providing instantaneous feedback, students will always try to get the teacher's attention. This is because the teacher will provide feedback in the form of praise every time the child moves, so students are encouraged to keep trying always to get praise. (Magdalena, 2018)

Giving feedback affects the learning outcomes of children's motor skills. This is due to changes in movements that are getting more complicated and diverse. Therefore, to help children make movements, it is necessary to provide feedback in the form of guidance, guidance, and direction given directly so that children can easily achieve learning outcomes. (Windarsih, 2016). In motor learning, children will go through several phases, including; 1) cognitive stage. At this stage, the child will think to understand the tasks that must be completed 2) the associative stage; 3) the autonomous stage. For children to go through these phases, children must always be given quantitative and qualitative feedback (Bahridah & Neviyarni, 2021).

Giving feedback will also affect the child's interest in the activities to be carried out. Interest will produce perseverance which causes the child to be serious about

doing exercises. Children who are given instantaneous feedback will be highly interested in achieving satisfaction. Satisfaction with the child's interests will be encouraged if given a lot of praise or given a reward (Simbolon, 2014). Furthermore, giving instantaneous feedback will affect children's enthusiasm for mastering skills. In this case, many students feel lazy to do activities. However, given the input in the form of direct encouragement and an approach that makes students motivated to achieve success. In addition, students who are given instantaneous feedback will be more open to expressing their complaints (Pertiwi, 2020).

Giving instant feedback is better in influencing the child's self-confidence because the child finds out the weaknesses and strengths that exist in him faster. For example, when children believe in their muscles, they will be more confident to show their strengths, but when they are not sure about their weaknesses, they will ask questions and believe in themselves again. (Haryoko, 2015).

## CONCLUSION

Based on the results of data processing and data analysis that the researchers did, it can be concluded that giving instantaneous feedback and delayed feedback effects freestyle swimming skills. In addition, it is better to provide instant feedback than to give delayed feedback. This is because in giving feedback, students are faster in finding out mistakes and can also be faster in correcting errors. Furthermore, in providing instantaneous feedback, the learning atmosphere takes place effectively because the learning process occurs in two directions. Finally, in providing instantaneous feedback, students will be more active

than students who are given delayed feedback because students who are given instantaneous feedback will tell all the complaints or perceived obstacles.

The provision of momentary feedback will positively affect the mastery of the child's motor skills because the child will master the skills more quickly. This is because every time the child moves, the child is given direct and continuous supervision, attention, and guidance. In addition, in providing instantaneous feedback, the child does not have to accumulate mistakes made. In contrast to the provision of delayed feedback, the child will store these mistakes, which will cause the child to forget what mistakes he has made. Furthermore, in providing delayed feedback, students are required to repeat the material they have learned at home with the help of their parents. Children who have busy parents will have less time to repeat the lessons that have been done previously. This is what causes delayed feedback to be less effective to give.

In providing feedback related to skills, it should be given not only in audio form. It would be better if it were given in the audio and visual form. This will help the child remember the movements and remember the instructions provided. This research is expected to be a source of reference for educators and parents. It can open their horizons to apply that giving feedback is the most critical thing in supporting children to achieve success.

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