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**Sport Education Master Program of Universitas Negeri Surabaya
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Preface

Praise be to Allah the merciful and grateful, we have finished the Proceeding book of International Conference of Sport Science. This book was a draft of an international seminar which is the final project of seminar subjects.

This activity is expected to be a learning tool in particular, as well as a platform to introduce the state university of Surabaya to the academic community. Thus, the future State University of Surabaya can be more open, and more advanced in the application of information and technology as well as the latest sport science.

We are thanks to all of keynote speaker Dr. Greg Eilson (Australian Strength and Conditioning Association), Gunter Lange (Germany), Dr. Nining Widya K., M.Appl.Sc. (Universitas Negeri Surabaya, Indonesia), Serkan Berber (Anadoulu University, Turkey), Dr. Soumendra Saha (University of Sains Malaysia) and Dr. Yusuf Fuad, M.Sc. (Universitas Negeri Surabaya, Indonesia).

We are thanks to the lecturer as well chief of department of Postgraduate Sports Education of Pascasarjana Unesa, Dr. Edy Mintarto, M.Kes. for support and guidance during we started the process of this conference.

Thanks also to all friends who have worked hard to succeed whole process of international conference. Hopefully in the future, everything we do today can be useful and be equipped very useful in sport studies and other activities of postgraduate of Sport Education of Unesa.

Surabaya, June 1st, 2016

Greetings
Editor,

Fattahilah



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FEEDBACK AND SPORT PERFORMANCE: STUDY AT PPLD ATHLETES OF EAST NUSA TENGGARA PROVINCE

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ABSTRACT

This study reports the implementation feedback on sport performance of athlete at the PPLD East Nusa Tenggara (ENT) Province. This study used a qualitative approach with type of phenomenology. The research subjects were two athletes who had have international achievements which determined by using purpose sampling technique. The data was collected by participation observation, interview, and documentation. The result of the study found that the extrinsic feedback is still dominates in improving sport performance of PPLD athletes. Coaches and athletes used verbal and non-verbal feedback which are positive, affirmative, and constructive this enhancing self-esteem, self-confidence, and self-efficacy of the athletes. Moreover, with the feedback make the athlete more eager and diligent in practice to improve their sport performance.

Keywords: Feedback, sport, performance, athlete.

INTRODUCTION

Feedback is a generic term that describes a person receives sensory information about motor skills performance during or after performing a task (Magill, 2001:236; Perez, et al., 2009:30). When giving feedback, the information must bein accordance with authentic data on athletes performance to motivate athletes to practice diligently. Landin convey that give feedback in the form of verbal cues show the important characteristics that facilitate the performance of the task (Tzetzis, et al., 2008:371). Junior, et al. (2012:456) added during practice, feedback that inconsistent and incorrect gradually reduced by negative feedback so that athletes can achieve functional stabilization. Furthermore, Orbach and colleagues found people who receive feedback controlled and unstable about the performance experienced more positive emotions (full of hope and more motivated) than those who received feedback is not controlled and stable (Foll, et al., 2008:77).

The idea Feltz and colleagues that is adopted by Short & Ross-Stewart (2009:227), explaining although feedback is considered the best, communications strategy based to build more self-confidence associated with the source of verbal persuasion. When the process of training, the trainer can implementate verbal and non-verbal feedback to improve the sport performance of athletes. This can be done simultaneously with the process of training and an end. According to Bandura, feedback given to the athlete can damage self-efficacy, or vice versa (Short & Ross-Stewart, 2009:248), even for beginners athletes, providing feedback in the form of error correction, praise, or criticism implicated to self-confidence him (Smith, et al. in Tzetzis, et al., 2008:372), forming a self adjustment and the ability of the athlete (Boen, et al., 2008:621). Athletes begin to form an impression about himself basis on the its experience and the nature of the feedback obtained on performance (Tzetzis, et al., 2008:371), Hal and Kerr found the feedback and commitments associated with goal setting and sport performance (Kingston & Wilson, 2009:114), as well as playing an important role in the study of motion (Markland & Martinek, 1988: 290; Weng, 2014:130).

The advantage of focusing on the results of the individual movements is not only important with regard to the instructions provided, but the implications for the feedback given to athletes (Wulf, et al., 2002:172). During exercise, the athlete always pay attention to listen to and follow the coaches instructions. The attention is used by coaches to foster self-esteem, self-confidence, and self-efficacy athletes. During the passage of the

training process, coaches are paying attention and special notes on the skills that have not been up to expectations and aims of the exercise, so that a feedback on the constraints that are still being felt athletes during training or competition. Thereby, when giving feedback, coaches need to consider the right time to keep the emotional stability of the athletes for the sport performance.

METHOD

This study used a qualitative approach as a method to show feedback phenomenon and sport performance of athletes. The subject is determined by three criteria, including: 1) Athlete athletics in the rarely run; 2) Athletes who are members of the ENT provincial regional training center; and 3) Athletes who have had international achievement. Referring to the three criteria, it was determined Oliva Sadi and AfrianaPaijo as a research subject. In addition to these two subjects, researchers also explore and enrich the information from different sources, for example, coaches together during practice and everyday life. Data collected by participation observation, interview, and documentation. Analysis of data includes, data presentation, data reduction, set up a theme, and conclusion or meaning.

RESULT AND DISCUSSION

Time Record as Effective Feedback

Record the time used athletes as effective feedback for sport performance during the competition. For example, senior championships April 2014, number followed by 1,500 meters he a record time 4:45:20, while in 2015 the same number, he was only able to record time of 5:02:33, with the time of automatic performance declined. These results were used as evaluation materials for coaches and athletes to do repairs during exercise process to improve performance further ahead of the competition. When compete, athletes record time to limit the energy used in each track so that the effective and efficient and the wait time is right to explore the largest capacity. Time and steps that have been set up during exercise, such as, at 1,500 meters in the first 300 meters athlete had to be in 53 seconds. Looking at the results of the study, the more dominant athlete using extrinsic feedback to sport performance. It is marked with this feedback comes from a time during or after the act or process so that matching with the idea Fischman&Oxendine (2001:22) and Weng (2014:131).

Feedback Verbal and Non-Verbal Improve the Spirit Athletes

The presence of coaches during the competition give a positive impact on the mood of the athlete. Standing next to the field, while looking at the stopwatch, the expression of bodily gestures “edgy” and symbol to the rhythm of athlete’s foot is able to improve the expectations of success, and passion of the athlete’s performance. Verbal feedback used by coaches in encourage athletes was: “*Remember to stay focused and keep the steps you must champion*” there are also: “*Prove that we (ENT province) can also get achievements*”. This (verbal feedback) according to the athlete is very affects the psychological, he felt happy, excited, and motivated to win the competition by attempting to outperform other competitors. The results of this study support the study of Foll, et al. (2008:77) that the feedback can increase expectations of success, mental reactions, and persistence of behavior and result Fishbach (2010:528); Minoo, et al. (2014:532) that positive feedback of trainers encourage attribution of mood improve the motivation of athletes.



Self Introspection with Feedback from Coach and Colleague

Outside the arena of competition, coaches and colleagues also always give attention, passion, and motivation to athletes thus enhancing self-esteem, self-confidence, and self-efficacy. This method motivates athletes to improve concentration and improve themselves to sport performance. For example, a colleague who always gives feedback by saying: “*My sister arm must be swung total (while providing an example of the movement)*”. With such feedback, the athletes are always open, happy, and feel cared so he was always correct weaknesses and improve strengths for sport performance. The results of this study support investigation of Kamal and colleagues that feedback is important to prove a self-esteem athletes (Kamal, et al., 1992:955), increasing the self-confidence of athletes (McCarty, 1986:840), forming the adjustment yourself and the ability of the athlete (Boen, et al., 2008:621). Moreover, it also supports research Karl, et al. (1993:379); Escarti& Guzman (1999:83); Mahoney, et al. (2008:39) that the feedback can improve self efficacy athletes.

CONCLUSION

Giving feedback to the athlete should pay attention to the characteristics of the sport, mood, time, and place of the implementation. If these aspects are not addressed, then giving feedback will only damage the self-esteem, self-confidence, and self-efficacy athletes to leads to the poor sport performance. Extrinsic feedback is still dominate the sport performance. Verbal and non-verbal feedback equally give effect to the spirit and passion of sport performance. Athletes’ openness to feedback from coaches and colleagues must be used to improve sport performance athletes, but it need be noted that the athletes have been more pleased with the feedback that is positive, affirmative, and constructive.

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