

UNIVERSITI TEKNOLOGI MARA

**THE EFFECT OF DIFFERENT
FEEDBACK FREQUENCY ON
THROWING PERFORMANCE AMONG
CHILDREN**

**MUHAMMAD ANWAR BIN AHMAD
2014733431**

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requirements for the degree of
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AUTHOR'S DECLARATION

I declare that the work in this research project was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledge as referenced work. This research project has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that have been supplied with the Academic Rules and Regulations for Under Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Muhammad Anwar Bin Ahmad

Student I. D. No : 2014733431

Programme : Bachelor of Sports Science (Hons)

Faculty : Faculty of Sports Science and Recreation

Dissertation Tittle : The Effect of Different Feedback on Motor Skill among Children

Signature of Student : 

Date : January 2017

ABSTRACT

Feedback has been one of the most important factors that affect motor performance. The implementation of feedback frequency has been proven to enhance the acquisition and retention phase of motor performance in individuals. A lot of studies that had been performed showed significant different with the application of this medium. However, there is still lack of studies that conducted in children to prove the effectiveness and efficiency of this medium among children. Thus, the purpose of this study was to determine the effects of different feedback frequency on throwing performance among children. Forty-five children were recruited in this study. Participants were divided into three different frequency of feedback group (0%, 50% and 100%). Each participant was given task to throw beanbags to a target placed on the floor by using their non-dominant arm while the eye sight was limit by wearing an opaque goggle and feedback frequency was given to the participants according to the specific feedback group and then the tasks performance was measured through throwing test. Significant different were found on acquisition phase ($p < 0.05$) in which the results showed the performance in 100% of feedback frequency group were better than the other groups. Thus, this finding revealed that 100% of feedback frequency can significant enhance the throwing performance among children on acquisition phase. Continuous feedback led to a better performance within the acquisition phase compared to the non-continuous form because extra frequently feedback allows individuals to exploit the acquired information to well learn the task's key strategies and to mend their performance.

TABLE OF CONTENT

	Page
LETTER OF TRANSMITTAL	i
AUTHOR'S DECLARATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
TABLE OF CONTENT	v
LIST OF TABLE	vii
LIST OF APPENDICES	viii
CHAPTER 1: INTRODUCTION	
1.1 Background of Study	1
1.2 Problem Statement	2
1.3 Purpose of Study	3
1.4 Objective of Study	3
1.5 Hypotheses of Study	4
1.6 Significance of Study	4
1.7 Delimitation of Study	4
1.8 Limitation of Study	4
1.9 Assumption of Study	5
1.10 Operational Terms	5
CHAPTER 2: LITERATURE REVIEW	
2.1 Motor Learning and Performance	7
2.2 Feedback on Motor Performance	10
2.3 Feedback Frequency on Motor Performance	12

CHAPTER 3: METHODOLOGY

3.1	Research Design	16
3.2	Description of Sample	16
3.3	Threats to Internal Validity	17
3.4	Outcome Measure	
	3.4.1 Throwing Performance	17
3.5	Scoring Procedures	
	3.5.1 Throwing Test	18
3.6	Data Collection Procedures	18
3.6	Data Analysis	19

CHAPTER 4: RESULTS

4.1	Normal Distribution	20
4.2	Demographic Data	21
4.3	Comparison Between Different Feedback Frequency On Throwing Performance Among Children	22

CHAPTER 5: DISCUSSIONS, CONCLUSION, AND RECOMMENDATIONS

5.1	Discussion	24
5.2	Conclusion	28
5.3	Recommendation	
	5.3.1 Effect on Different Development Ages	28
	5.3.2 Enlarge The Size of Sample	28
	5.3.3 Further Studies on Effect of Feedback on Fine Motor Skill	29

REFERENCES	30
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APPENDICES	34
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