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## **The Effects of Three Types of Verbal Feedback on the Form and Accuracy of a Tennis Volley**

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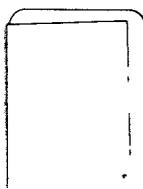
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THE EFFECTS OF THREE TYPES OF VERBAL FEEDBACK ON THE FORM AND  
ACCURACY OF A TENNIS VOLLEY

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THE EFFECTS OF THREE TYPES OF VERBAL FEEDBACK ON THE FORM AND  
ACCURACY OF A TENNIS VOLLEY

by

SYLVIA GOETHAL

RESEARCH PROJECT REPORT

Presented to the Faculty of Physical Education and Health

The University of Texas of the Permian Basin

in Partial Fulfillment

for the Degree of

MASTER OF ARTS

THE UNIVERSITY OF TEXAS OF THE PERMIAN BASIN

September 8, 1978

## ABSTRACT

This study was designed to test the effects of three kinds of verbal feedback on the form and accuracy of a tennis forehand volley. Four groups (corrective, positive, positive-corrective, and control), each composed of ten eighth-grade female students, were given a pre-test, an appropriate treatment, and a post-test. During the pre- and post-tests, subjects were tested simultaneously for form and accuracy. Accuracy was measured by placement of the volleys into court sections marked with different point values. Form was determined by a panel of trained judges who compared the subjects' tennis volley with a form criterion sheet prepared by the experimenter. No significant differences were found among the accuracy scores of the four treatment groups; however, the form scores of the three feedback groups were significantly higher ( $p < .01$ ) than the form scores of the control group. The corrective and the positive-corrective feedback groups scored higher ( $p < .01$ ) than the positive group on the form of the tennis volley, but there was no significant difference between the scores of the corrective and the positive-corrective groups. The results indicated that feedback had a greater effect on form improvement in the tennis volley than no feedback, although the effects of feedback did not generalize to the accuracy of the volley. It was concluded also that corrective, or a combination of corrective and positive feedback resulted in higher form scores than positive feedback alone.