

**ENGLISH TEACHERS' PERSPECTIVES, PRACTICES AND
PROBLEMS REGARDING THE CORRECTIVE FEEDBACK
IN STUDENTS SPEAKING SKILL**

**By
NATASYA YASMIN**



**ANTASARI STATE ISLAMIC UNIVERSITY
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**ENGLISH TEACHERS' PERSPECTIVES, PRACTICES AND
PROBLEMS REGARDING THE CORRECTIVE FEEDBACK
IN STUDENTS SPEAKING SKILL**

Undergraduate Thesis

Presented to Faculty of Tarbiyah and Teacher Training
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Sarjana Pendidikan

By

Natasya Yasmin

190101030304

**ANTASARI STATE ISLAMIC UNIVERSITY
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
BANJARMASIN
2026 A.D / 1448 A.H**

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Gambut, 04 Juli 2026

The writer,



Natasya Yasmin



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FAKULTAS TARBIYAH DAN KEGURUAN
PRODI TADRIS BAHASA INGGRIS**

Jalan Jenderal Ahmad Yani KM. 4,5 Banjarmasin Telepon (0511) 3253939 Faksimile (0511) 3274492
Web: www.ftk.iain-antasari.ac.id

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Program	: S-1
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APPROVAL

Title : ENGLISH TEACHERS' PERSPECTIVES PRACTICES, AND
PROBLEMS REGARDING THE CORRECTIVE FEEDBACK
- IN STUDENTS SPEAKING SKILLS

Name : Natasya Yasmin

SRN : 190101030304

Faculty : Tarbiyah and Teacher Training

Program : Undergraduate Study (S-1)

Department : English Education Department

Academic Year : 2025/2026

Place/Date of Birth : Gambut, 06 March 2002

Address : Jl. Pemajatan Komp. Dinar Mas 1 Blok B No. 115 Kec. Gambut

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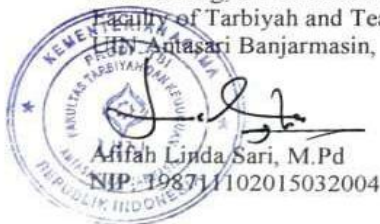
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Advisor



Afifah Linda Sari, M.Pd
NIP. 198711102015032004

Acknowledged by
Head of English Education Department
Faculty of Tarbiyah and Teacher Training
UIN Antasari Banjarmasin,



Afifah Linda Sari, M.Pd
NIP. 198711102015032004

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Title : English Teachers' Perspectives, Practices, and Problems
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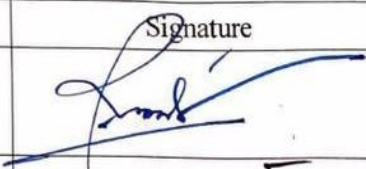
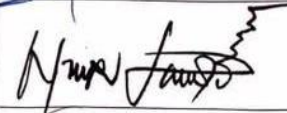
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ABSTRACT

Natasya Yasmin. 190101030304. English Teachers' Perspectives, Practices, and Problems Regarding The Corrective Feedback In Students Speaking Skills. Thesis. English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisor. Afifah Linda Sari, M. Pd. 2026

Keywords: Teachers' Perspectives, Teaching Practices, Teaching Problems, Corrective Feedback, Speaking Skills

This study investigates the teachers' perspectives, the implement and the problems regarding the corrective feedback on the speaking skills of students at SMKN 1 Kertak Hanyar. The research employed a descriptive qualitative method to gain an in-depth understanding of the phenomenon within its real – life context. The participant consisted of three English Teachers. Data were collected through observations and interviews. The findings reveal that teachers' perspectives of corrective feedback is important and crucial to develop students' quality of learning. Especially, in speaking skills. During the implementation of corrective feedback in speaking practice, teachers using some of types of corrective feedback to response the students' error. The result also indicates there are several problems faced by the teachers in providing corrective feedback. Furthermore, teachers have some ways to overcome the problems based on students' needs. Overall, the findings demonstrate that teachers' perspectives, implement of corrective feedback is an effective and problems faced by teachers is suistanable strategy for improving students' speaking skills while creating an innovative teachers in selecting teaching methods and deliver more engaging English class.

ABSTRAK

Natasya Yasmin. 190101030304. Perspektif, Praktik, dan Permasalahan Guru Bahasa Inggris Mengenai Umpan Balik Korektif Dalam Keterampilan Berbicara Siswa. Skripsi. Program Studi Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Antasari. Penasihat: Afifah Linda Sari, M. Pd. 2026

Kata Kunci: Perspektif Guru, Praktik Mengajar, Masalah Pembelajaran, Umpan Balik Korektif, Keterampilan Berbicara

Penelitian ini mengkaji perspektif guru, pelaksanaan, serta masalah mengenai pemberian umpan balik korektif terhadap keterampilan berbicara siswa di SMKN 1 Kertak Hanyar. Penelitian ini menggunakan penelitian kualitatif deskriptif untuk memperoleh pemahaman mendalam mengenai fenomena tersebut dalam konteks nyata. Subjek penelitian terdiri dari tiga orang guru bahasa Inggris. Data dikumpulkan melalui observasi dan wawancara. Hasil penelitian menunjukkan bahwa guru memandang umpan balik korektif sebagai hal yang penting dan krusial untuk meningkatkan kualitas pembelajaran siswa, khususnya dalam keterampilan berbicara. Dalam pelaksanaannya saat praktik berbicara, guru menggunakan berbagai jenis umpan balik korektif untuk menanggapi kesalahan siswa. Hasil penelitian juga mengidentifikasi beberapa kendala yang dihadapi guru dalam memberikan umpan balik korektif, serta cara-cara yang mereka tempuh untuk mengatasinya berdasarkan kebutuhan siswa. Secara keseluruhan, temuan ini menunjukkan bahwa penerapan umpan balik korektif merupakan strategi yang efektif untuk meningkatkan keterampilan berbicara siswa, sekaligus mendorong guru untuk lebih inovatif dalam memilih metode pengajaran dan menciptakan kelas bahasa Inggris yang lebih menarik.

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Finally, the writer hopes this research may be useful for future researchers, teachers, and readers. The writers realizes that this study is far from perfect; therefore, constructive suggestions are greatly appreciated for future improvement.

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Writer

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