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Universitas Muhammadiyah Surabaya

SKRIPSI

**ORAL CORRECTIVE FEEDBACK (OCF) IN EFL
CLASSROOM IN WRITING DESCRIPTIVE TEXT**

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**ORAL CORRECTIVE FEEDBACK (OCF) IN EFL
CLASSROOM IN WRITING DESCRIPTIVE TEXT**

UNDERGRADUATE THESIS

**Presented for Partial Fulfillment of the Requirements for
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MUHAMMADIYAH UNIVERSITY OF SURABAYA

2026

MOTTO AND DEDICATION

Motto :

“Dalam proses belajar dan meraih cita-cita, aku percaya bahwa Allah selalu kebersamai langkah hamba-Nya yang bersungguh-sungguh dan tidak berputus asa.”

“Dan orang-orang yang bersungguh-sungguh di jalan Kami, pasti Kami tunjukkan kepada mereka jalan-jalan Kami.”

(QS. Al-‘Ankabūt: 69)

Dedication

I dedicate this thesis as an expression of my deepest gratitude and thanks.

1. Allah SWT, for all the mercy, strength, and opportunities granted, enabling me to complete this journey.
2. Umi and Abi: thank you for your ceaseless prayers, unwavering love, and sacrifices I can never truly repay; I also ask for forgiveness for my personal shortcomings.
3. Jiddah Aminah Attamimi, the "Queen of the House" who always offered prayers and served as a daily reminder and source of guidance.
4. Ati Fer, Ami Havri, Ati Fir, Ami Anton, Ati Yuz, Ami Eko, and Ati Novi. for their constant support throughout this journey and the prayers that always accompanied me.
5. Om Yanto and Amati Luth, and their families: thank you for the material support and prayers that accompanied my university journey.
6. Aminah P.A.: thank you to my partner for the constant support in every aspect throughout this long and smooth journey.

7. Hana, Vir, and Van: thank you to my best friends who never stopped offering support and help with my studies, the best classmates who never tired of helping me complete assignments.
8. PBI '22: thank you to the friends who made this four-year journey a shared experience we walked together.
9. IMM: thank you to the organization and everyone involved, too many to name individually, for the experiences and knowledge I gained outside the classroom.
10. Komsat (Komisariat) Period 25: thank you for a journey that wasn't always smooth sailing; Alhamdulillah, we successfully navigated it together through all the ups and downs. 22.
11. Communication Coordinator (Koorkom), 2025–2026 Term. I want to express my gratitude for this final chapter of my campus organization journey. Thank you to my fellow coordinators, whom I certainly cannot name individually, for being the concluding part of this beautiful university experience.
12. To the friends and companions who have been part of this story, this struggle, and this long journey.
13. And to myself: thank you for persevering, for growing through the process, and for never giving up.
14. This thesis is not merely the result of an academic journey; it stands as a testament that every struggle, no matter how small, is worth seeing through to the end.

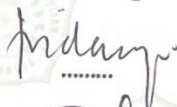
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Skripsi yang ditulis oleh **Muhammad Uwais Jubair** NIM 20221111002 dengan judul **“ORAL CORRECTIVE FEEDBACK (OCF) IN EFL CLASSROOM IN WRITING DESCRIPTIVE TEXT”** ini telah disetujui oleh dosen pembimbing untuk diujikan dalam UJIAN SKRIPSI pada tanggal 27 Juli 2026.

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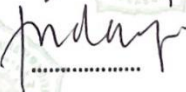
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Program Studi : Pendidikan Bahasa Inggris

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Surabaya, 25 Juli 2026

Yang membuat pernyataan



Muhammad Uwais Jubair

NIM. 20221111002

ABSTRACT

Jubair, Muhammad Uwais. 2026. Oral Corrective Feedback (OCF) in EFL Classroom in Writing Descriptive Text. Undergraduate Thesis. English Education Department. Faculty of Education, Communication, and Science, Universitas Muhammadiyah Surabaya. Supervisor I: Linda Mayasari, S. Pd., M. Pd., Supervisor II: Ro'ifah, S. Pd., M. Pd.

Oral Corrective Feedback (OCF) is an important strategy in EFL classrooms because it helps students identify and correct language errors during the learning process. However, studies on the implementation of OCF in teaching descriptive writing at the junior high school level remain limited. Therefore, this study aimed to identify the types of OCF used by the teacher, describe its implementation in teaching descriptive texts, and examine the writing aspects addressed through OCF. This study employed a qualitative case study design conducted in a junior high school in Surabaya. The participants were one English teacher and Grade VII students. Data were collected through classroom observations, field notes, audio recordings, and semi-structured interviews. The data were analyzed using qualitative descriptive analysis. The findings showed that the teacher used three types of OCF: Elicitation, Explicit Correction, and Metalinguistic Feedback. Elicitation was the most frequently used type. OCF was implemented during classroom discussions and feedback sessions, where the teacher encouraged students to identify and correct their own errors, provided direct corrections, and explained grammatical rules. The feedback mainly focused on grammar, particularly subject-verb agreement and irregular plural nouns. No OCF was directed toward content, organization, vocabulary, or mechanics during the observed lesson. In conclusion, OCF played an important role in improving students' grammatical accuracy and supporting their understanding of descriptive writing through immediate verbal interaction. The study suggests that OCF can be effectively implemented in junior high school EFL writing classrooms to facilitate students' writing development.

Keywords: *descriptive writing; efl classroom; oral corrective feedback.*

ABSTRAK

Jubair, Muhammad Uwais. 2026. Oral Corrective Feedback (OCF) in EFL Classroom in Writing Descriptive Text. Skripsi, Fakultas Pendidikan, Komunikasi, dan Sains. Universitas Muhammadiyah Surabaya. Pembimbing: (1) Linda Mayasari, S.Pd., M.Pd., (2) Ro'ifah, S.Pd., M.Pd..

Umpan balik korektif lisan (Oral Corrective Feedback atau OCF) merupakan strategi penting dalam kelas EFL (English as a Foreign Language) karena membantu siswa mengidentifikasi dan memperbaiki kesalahan berbahasa selama proses pembelajaran. Namun, penelitian mengenai penerapan OCF dalam pengajaran menulis teks deskriptif di tingkat sekolah menengah pertama masih terbatas. Oleh karena itu, penelitian ini bertujuan untuk mengidentifikasi jenis-jenis OCF yang digunakan guru, mendeskripsikan penerapannya dalam pengajaran teks deskriptif, serta menelaah aspek-aspek penulisan yang ditangani melalui OCF. Penelitian ini menggunakan desain studi kasus kualitatif yang dilaksanakan di sebuah sekolah menengah pertama di Surabaya. Partisipan penelitian terdiri dari seorang guru bahasa Inggris dan siswa kelas VII. Data dikumpulkan melalui observasi kelas, catatan lapangan, rekaman audio, dan wawancara semi-terstruktur. Data dianalisis menggunakan teknik analisis deskriptif kualitatif. Hasil penelitian menunjukkan bahwa guru menggunakan tiga jenis OCF: Elicitation, Explicit Correction, dan Metalinguistic Feedback. Elicitation merupakan jenis yang paling sering digunakan. OCF diterapkan selama diskusi kelas dan sesi pemberian umpan balik, di mana guru mendorong siswa untuk mengidentifikasi dan memperbaiki kesalahan mereka sendiri, memberikan koreksi langsung, serta menjelaskan aturan tata bahasa. Umpan balik tersebut terutama berfokus pada tata bahasa, khususnya kesesuaian subjek-predikat (subject-verb agreement) dan kata benda jamak tak beraturan (irregular plural nouns). Tidak ada OCF yang ditujukan pada aspek isi, organisasi, kosakata, ataupun mekanika penulisan selama pembelajaran yang diamati. Sebagai kesimpulan, OCF berperan penting dalam meningkatkan akurasi tata bahasa siswa dan mendukung pemahaman mereka mengenai penulisan teks deskriptif melalui interaksi verbal secara langsung. Penelitian ini menyarankan bahwa OCF dapat diterapkan secara efektif di kelas menulis EFL tingkat sekolah menengah pertama untuk mendukung perkembangan kemampuan menulis siswa.

Kata Kunci: *penulisan deskriptif; kelas esl; umpan balik korektif lisan.*

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Peace and blessings to our Prophet Muhammad SAW, who has granted us passage from the era of ignorance to the age of enlightenment. Furthermore, the researcher has a lot of individuals by his side who help and inspire him to accomplish this thesis by offering advice, information, and motivation. The researcher so wishes to express gratitude to the following individuals:

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3. Armeria Wijaya, S.S., M.Pd., Head of the English Education Study Program
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7. Jiddah Aminah Attamimi, the "Queen of the House" who always offered prayers and served as a daily reminder and source of guidance.
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17. And to myself: thank you for persevering, for growing through the process, and for never giving up.

This thesis is not merely the result of an academic journey; it stands as a testament that every struggle, no matter how small, is worth seeing through to the end. The researcher acknowledges that this thesis is still far from flawless. Consequently, the researcher will be thrilled to embrace any helpful critiques and recommendations. Besides that, the researcher also hopes that this thesis will be useful for upcoming studies

Surabaya, July 25th 2026

Sincerely,



Muhammad Uwais Jubair
NIM. 20221111002

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