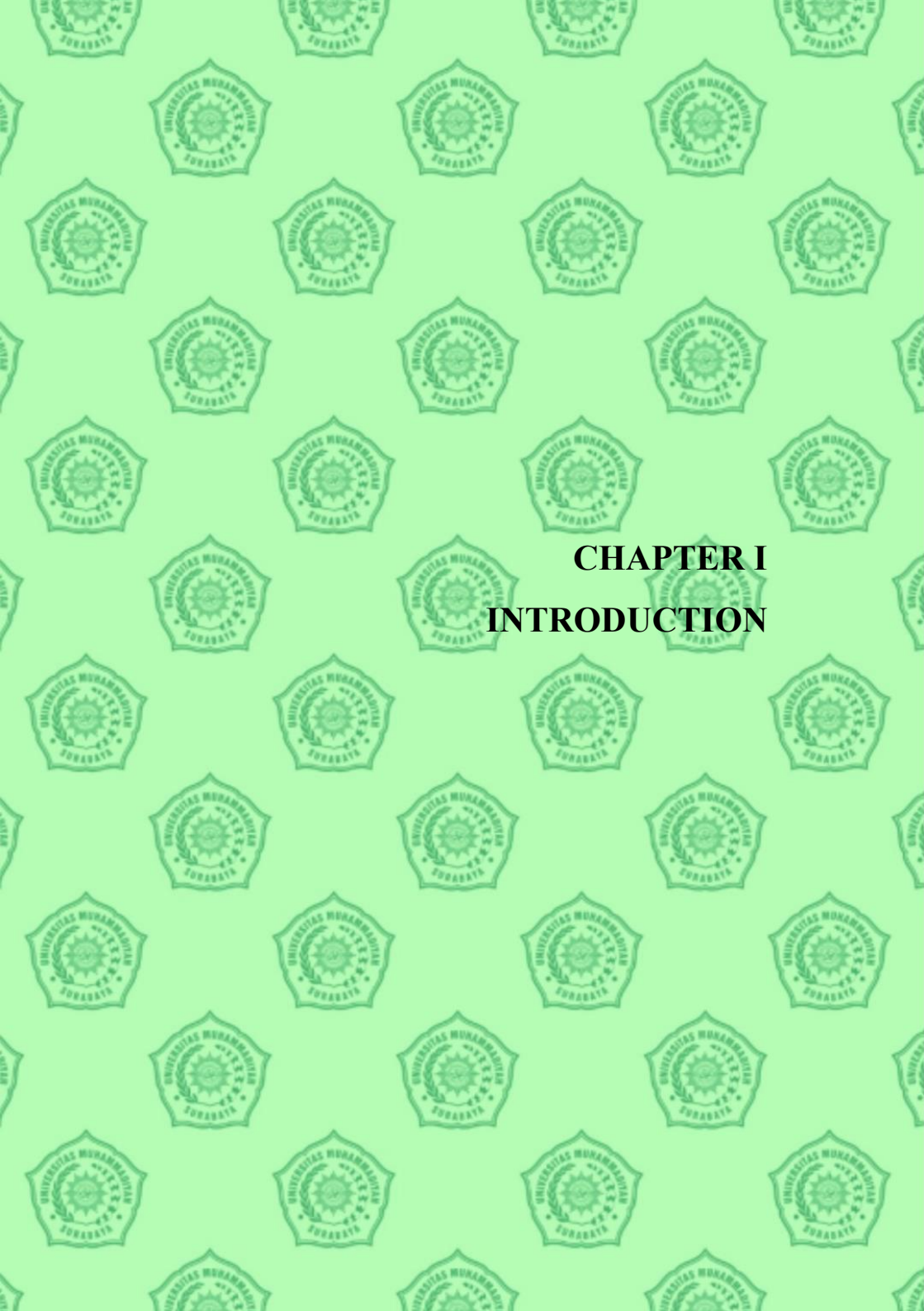




CHAPTER I

INTRODUCTION

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This chapter is the foundation of the research, articulates the specific questions the research aims to address, details the goals of the study, elucidates why the research is important, specifies the boundaries and constraints of the research, and clarifies the meaning of key concepts used.

1.1 Background of the Study

In the age of globalization, English has emerged as a crucial language for academic, professional, and international communication. According to research on EFL writing in higher education, junior high school students must be fluent in English in order to access academic materials, participate in scholarly conversations, and write academic Writing (Rezazadeh et al., 2018). Writing is regarded as the most complex of the four language skills. This complexity arises because learners must integrate grammar, vocabulary, and discourse organization simultaneously.

At junior high school level, writing training emphasizes not just grammatical perfection but also clarity and coherence of thought. According to studies on academic writing education, descriptive text is one of the core genres taught to EFL students as a basis for more advanced academic writing (Rezazadeh et al., 2018). Descriptive writing allows students to describe persons, places, or objects in a systematic manner; nonetheless, many EFL students continue to struggle with producing accurate and well-organized descriptive texts due to grammatical and lexical errors.

Errors in students' writing represent a normal aspect of learning a language. These errors might arise from limited language ability, influences from their first language, or inadequate exposure to the target language (Anggunsari & Mahmudah, 2023). Thus, constructive feedback is crucial for assisting students in recognizing their errors and enhancing their writing skills. Feedback has long been acknowledged as a significant

element in acquiring a second language, as it offers learners insight into the discrepancy between their current language use and the standards of the target language. In the context of writing instruction, feedback may be presented in several forms, such as written corrections and oral corrections (Ellis, 2024; Syarifah Rosana, 2020)

From the perspective of second language acquisition, learners' errors are viewed as a natural and unavoidable part of language development. According to mistake analysis research, such errors represent learners' interlanguage systems and provide valuable information about their current level of language competence (Tarigan et al., 2023). As a result, resolving students' faults using proper pedagogical tactics becomes an essential component of EFL writing training, especially in higher education settings (Sia & Cheung, 2017)

Corrective feedback has been widely acknowledged as a key component of form-focused instruction in second language learning, according to Ellis' focus on form approach (Ellis, 2024). feedback helps learners identify the gap between their current language use and target language norms, so supporting language development. One major type of corrective feedback is oral corrective feedback (OCF), which refers to teachers' spoken reactions to students' incorrect language use during classroom engagement (Arumugam et al., 2022)

Classroom interaction research show that OCF improves oral correctness and facilitates second language growth in EFL classrooms (Akidah et al., 2025). However, current research shows that oral corrective feedback can be used effectively in writing especially when teachers provide verbal explanations during writing exercises or feedback sessions (Solhi & Eğinli, 2020).

In writing classrooms, teachers often provide feedback both orally and in written form. Research on teachers' feedback practices in higher education shows that oral feedback allows teachers to explain writing errors directly, clarify assessment criteria, and ensure students' understanding of revisions (Ramadhani & Hafifah, 2022). This interactive process helps students better comprehend feedback that may be unclear when delivered only in written form. Moreover students tend to perceive

oral feedback as more engaging and supportive when it is accompanied by clear explanations. Studies on feedback in writing classes report that oral feedback can enhance students' motivation and engagement in the writing process, especially when it is delivered constructively and dialogically (Asilestari, 2023).

Despite its potential benefits, the implementation of oral corrective feedback in EFL writing classrooms remains challenging. Research on feedback practices indicates that teachers differ in their beliefs regarding the timing, frequency, and types of feedback provided, and inappropriate feedback practices may negatively affect students' motivation or limit improvement in writing accuracy (Alkhamash & Gulnaz, 2019). Moreover, previous studies have predominantly focused on oral corrective feedback in speaking activities or on written corrective feedback in writing instruction rather than examining oral corrective feedback in writing classrooms. Therefore, there is still limited research investigating how teachers implement Oral Corrective Feedback when teaching descriptive writing at the junior high school level in EFL contexts.

Although some recent studies have recognized the benefits of oral feedback in writing contexts, such as improving students' writing ability and helping students understand and revise their errors through additional explanations (Faniyanti, 2019; Yahya & Suhartono, 2016). They are often limited in terms of classroom environment, types of texts, or they focus only on specific feedback methods. In particular, there is not enough research that thoroughly examines the types and implementation of Oral Corrective Feedback in teaching descriptive writing at the junior high school level in EFL classrooms (Solhi & Eğinli, 2020). Therefore, this study aims to address this gap by examining how teachers use Oral Corrective Feedback when teaching descriptive writing, offering a better understanding of OCF practices in EFL junior high school settings.

Based on these considerations, this research focuses on the use of Oral Corrective Feedback (OCF) in EFL classrooms, specifically the teaching of descriptive writing at the junior high school level. The purpose of this research is to investigate the many sorts of oral corrective feedback

utilized by teachers, as well as to describe how OCF is implemented during the writing teaching process. This research, which examines oral corrective feedback in descriptive writing teaching, is intended to contribute to a deeper understanding of successful feedback techniques in EFL high school environments.

1.2 Research Questions

Based on the background of the study, the researcher formulates the problems as follows.

1. What types of Oral Corrective Feedback (OCF) are used by teachers in the EFL classroom during the teaching of writing descriptive texts?
2. How is Oral Corrective Feedback (OCF) implemented by teachers in the EFL classroom in teaching writing descriptive texts?
3. What aspect of writing appears in OCF?

1.3 Research Objectives

Based on the problem statement above, the researcher states the objectives of this research are:

1. To identify the types of Oral Corrective Feedback (OCF) used by teachers in the EFL classroom during the teaching of writing descriptive texts
2. To describe the implementation of Oral Corrective Feedback (OCF) in the EFL classroom in teaching writing descriptive texts
3. To identify the aspects of Oral Corrective Feedback (OCF) in writing descriptive texts.

1.4 Significance of Research

a. Theoretical Significance

Theoretically, this research is expected to contribute to the existing literature on Oral Corrective Feedback (OCF) by expanding its application beyond spoken instruction to the setting of EFL writing, particularly descriptive writings at the junior high school level. By distinguishing the forms of OCF utilized by teachers and detailing how OCF is implemented in writing sessions, this research contributes to a better understanding of corrective feedback practices in EFL writing pedagogy. The findings may also help to reinforce and strengthen existing hypotheses about corrective feedback and form-focused instruction in second language learning.

b. Practical Significance

Practically, the results of this research are expected to provide valuable insights for EFL teachers regarding effective oral corrective feedback practices in teaching writing descriptive texts. The findings could assist teachers choose appropriate types of OCF and execute them more successfully during writing instruction to help students develop their writing skills. Furthermore, this research may serve as a resource for future researchers interested in studying oral corrective feedback or writing instruction in similar EFL settings.

1.5 Scope and Limitation

The scope of this research is limited to the investigation of Oral Corrective Feedback (OCF) in an EFL classroom at the junior high school level, specifically in the teaching of writing descriptive texts. This study identifies the different types of Oral Corrective Feedback used by teachers and describes how OCF is used during the teaching and learning process of writing descriptive texts. Explicit correction, recasts, elicitation, clarification requests, repetition, and metalinguistic feedback are among the OCF types investigated. The study is carried out in a natural classroom

context, with one EFL lecturer and undergraduate students enrolled in a writing course. Qualitative methods are used to collect data from classroom interactions during writing activities such as pre-writing conversations, drafting sessions, and teacher-led feedback.

This research has several limitations. The study focuses just on one writing genre, descriptive text; thus, the findings may not be applicable to other genres such as narrative, argumentative, or expository writing. The study is also restricted to grade 7, which may limit the generalizability of the findings. Furthermore, this study only looks at spoken remedial feedback supplied by the instructor and does not consider written corrective feedback or peer feedback. Furthermore, the study's goal is to describe the many types of OCF and how they are implemented rather than to quantify their direct impact on students' writing growth.

1.6 Definition of Key Terms

a. Oral Corrective Feedback (OCF)

Oral Corrective Feedback includes spoken feedback to correct grammar, vocabulary, sentence structure, and content errors in students' descriptive writing.

b. EFL (English as a Foreign Language) Classroom

An EFL classroom is a learning environment in which English is taught as a foreign language and students use English primarily for academic purposes rather than everyday conversation. In this study, the EFL classroom represents a junior high school-level writing class.

c. Writing Descriptive Text

Descriptive text is a style of writing that attempts to describe a person, location, object, or phenomena in detail using appropriate language qualities such as descriptive adjectives, specific nouns, and proper grammatical structures.