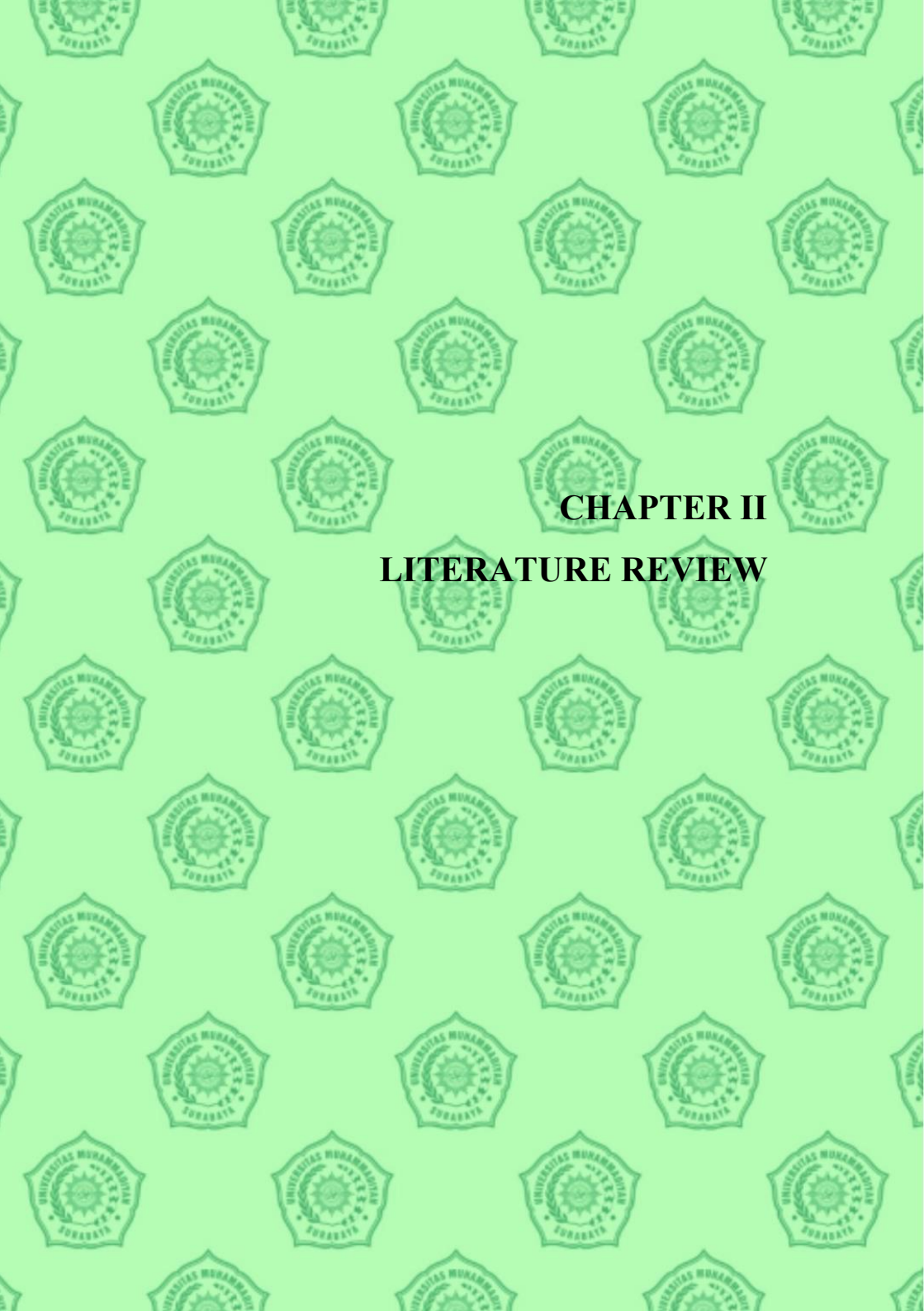




CHAPTER II

LITERATURE REVIEW

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This chapter presents a comprehensive review of relevant concepts and previous research, which serve as a theoretical basis for analyzing and understanding the use of Oral Corrective Feedback (OCF) in EFL classrooms, particularly in the teaching of writing descriptive texts.

2.1 Feedback

Feedback is considered an essential component in the teaching and learning of writing in EFL classrooms. In writing instruction, feedback functions as a pedagogical tool that helps learners recognize errors, understand language rules, and improve the quality of their written texts (Sia & Cheung, 2017). Feedback in writing provides guidance for learners to revise their work and develop greater accuracy and clarity in expressing ideas. Moreover, effective feedback encourages learners to engage more actively in the writing process by reflecting on their errors and applying revisions meaningfully.

In the context of second language acquisition, feedback is closely related to form focused instruction, where learners' attention is drawn to linguistic forms during meaningful communication. Corrective feedback enables learners to notice the gap between their interlanguage and the target language norms, which is crucial for language development (Liu & Feng, 2023). This process of noticing allows learners to modify their output and gradually improve their language accuracy, including in writing tasks. Through continuous exposure to corrective feedback, learners can internalize linguistic rules and apply them more effectively in subsequent writing activities.

Feedback in writing classrooms can be delivered in different modes, such as written corrective feedback and oral corrective feedback. Written feedback is commonly used to mark errors directly on students' texts, while oral feedback is usually provided through verbal explanations

during classroom interaction or teacher–student conferences (Solhi & Eğinli, 2020)). The research indicates that oral feedback can complement written feedback by offering immediate clarification and ensuring students’ understanding of corrections. his combination allows learners to engage more actively in the revision process and reduces the possibility of misinterpreting written comments.

Recent studies suggest that oral corrective feedback can be effectively applied in writing instruction, not only in speaking activities. Teachers frequently use oral feedback to explain writing errors, clarify revision instructions, and guide students during the writing process (Asilestari, 2023) . Similarly, oral feedback allows teachers to provide more detailed explanations that may not be fully conveyed through written comments alone (Liu & Feng, 2023) .As a result, students are more likely to understand the feedback provided and apply the necessary revisions more accurately in their writing.

Moreover, oral corrective feedback in writing classes encourages interaction between teachers and students (Motbaynor et al., 2025). Through oral feedback, students can ask questions, seek clarification, and actively engage in revising their writing (Liu & Feng, 2023) This interactive feedback process is believed to enhance students’ motivation and understanding of writing conventions, particularly in genres such as descriptive text that require accuracy in grammar and vocabulary use. Consequently, oral corrective feedback supports learners in producing more coherent and linguistically accurate descriptive texts.

2.1.1 Types of Feedback

In EFL writing classrooms, feedback can be categorized based on the mode through which it is delivered. Generally, feedback is divided into written corrective feedback and oral corrective feedback. Written corrective feedback is provided directly on students’ written texts in the form of comments, symbols, or corrections, whereas oral corrective feedback is delivered verbally during classroom interaction or writing-related discussions. Both types of feedback aim to help learners identify

errors, understand correct language forms, and improve their writing accuracy (Mao, 2024).

A. Written Corrective Feedback

Written Corrective Feedback (WCF) refers to feedback provided by teachers in written form on students' written work to indicate linguistic errors and guide revision. In writing instruction, WCF is commonly used to correct grammatical errors, vocabulary misuse, and sentence structure problems (Masrul et al., 2024). Teachers may provide direct correction by supplying the correct form or indirect feedback by indicating the location of errors without giving explicit answers (Mao, 2024). This type of feedback allows students to review corrections carefully and reflect on their writing outside classroom interaction.

Furthermore, written corrective feedback plays an important role in developing learners' accuracy and awareness of language forms. Research indicates that WCF helps learners notice the gap between their current interlanguage and target language norms, which is essential for language development. When students are encouraged to revise their writing based on written feedback, they engage in deeper cognitive processing that supports long-term learning (Mao, 2024). However, the effectiveness of WCF depends on how clearly the feedback is delivered and how actively students respond to it during the revision process.

Despite its benefits, written corrective feedback also has limitations, particularly when feedback is unclear or overly extensive. Some students may have difficulty interpreting written comments without additional explanation, which can reduce the effectiveness of feedback. Therefore, several studies suggest that written corrective feedback becomes more effective when it is combined with interaction or explanation, such as peer discussion or oral clarification provided by the teacher (Chong, 2022). This indicates that while WCF is essential in writing instruction, it is often strengthened when supported by oral feedback.

B. Oral Corrective Feedback

Oral Corrective Feedback (OCF) is defined as verbal feedback provided by teachers in response to learners' erroneous language use during classroom interaction (Nikouee & Ranta, 2020). Corrective feedback refers to teacher reactions that signal learners' errors in linguistic forms and provide opportunities for repair. Corrective feedback plays a crucial role in second language acquisition by helping learners notice the gap between their interlanguage and the target language (Ellis, 2024). In writing instruction, this noticing process assists learners in revising their written output and producing more accurate and meaningful texts.

In EFL classrooms, Oral Corrective Feedback is commonly associated with speaking activities; however, it is also relevant in writing instruction (Buchari et al., 2023). During writing lessons, teachers may provide oral feedback while discussing students' drafts, explaining common writing errors, or guiding students through revision activities (Alfalag, 2020). In this study, OCF refers specifically to oral feedback given by the lecturer during the teaching of writing descriptive texts. This form of feedback is expected to help students better understand their writing errors and apply appropriate revisions to improve the quality of their descriptive texts.

Moreover, research conducted in EFL contexts supports the view that oral feedback, including oral corrective feedback, is relevant and beneficial in writing instruction in addition to its traditional application in speaking activities (Buchari et al., 2023). Studies have shown that oral feedback can improve various aspects of students' writing performance, such as grammar, organization, and clarity, by enabling more interactive and personalized explanation compared to written feedback alone. For example, oral feedback has been found to allow teachers to focus directly on specific errors and provide immediate clarification, thereby helping students understand teacher comments more effectively and engage actively in revision processes (Ilyas, 2019). This suggests that integrating oral feedback into writing lessons can enhance students' opportunities to negotiate meaning and internalize corrective information during the writing process.

Among the two types of feedback, this study focuses on oral corrective feedback (OCF). The decision is based on preliminary research findings obtained through an interview with an English teacher participating in this study, who reported that she frequently prefers using OCF in her English classroom.

Oral Corrective Feedback can be classified into six main types. These types serve as the analytical categories in this study (Ellis, 2024)

a) Explicit Correction

Explicit correction occurs when the teacher clearly indicates that a student's language use is incorrect and provides the correct form. This type of feedback leaves no ambiguity about the error and is considered highly explicit. In writing classes, explicit correction may be used when teachers orally explain grammatical errors found in students' descriptive texts.

b) Recasts

Recasts involve the reformulation of a learner's incorrect language use without directly indicating that an error has occurred. The teacher implicitly provides the correct form while maintaining the flow of interaction. Although recasts are frequently used, previous studies suggest that learners may not always recognize them as corrective feedback.

c) Elicitation

Elicitation refers to feedback that prompts learners to self-correct their errors. Teachers may ask questions, pause intentionally, or request students to complete or reformulate their sentences. This type of feedback encourages active learner involvement and deeper cognitive processing.

d) Clarification Requests

Clarification requests are used when teachers indicate that a learner's language use is unclear or incorrect and ask for repetition or reformulation. This feedback signals a communication breakdown and pushes learners to modify their language output.

e) Repetition

Repetition occurs when teachers repeat the learner's erroneous utterance with a change in intonation to draw attention to the error. This type of feedback helps learners notice the incorrect form and attempt self-correction.

f) Metalinguistic Feedback

Metalinguistic feedback involves comments, explanations, or questions related to grammatical rules without directly providing the correct form. This feedback type helps learners develop explicit knowledge of language structures, which is particularly useful in writing instruction.

2.1.2 Implementation of Oral Corrective Feedback in EFL Writing Classrooms

The implementation of Oral Corrective Feedback refers to how feedback is applied in terms of timing, context, and instructional purpose. OCF is commonly implemented during pre-writing discussions, drafting sessions, and teacher-led feedback activities to (Ellis, 2024). Through this process, learners are encouraged to modify their output and gradually improve their language accuracy in both spoken and written production.

Feedback in writing instruction should be clear, consistent, and focused to avoid overwhelming learners. Oral feedback allows teachers to clarify written comments and address recurring errors found in students' descriptive texts. By explaining errors orally, teachers can ensure that students understand the feedback and apply it effectively during revision (Akidah et al., 2025). This approach also supports students in developing greater confidence and independence in revising their written work.

2.1.3 Writing Descriptive Text

Descriptive text is a genre of writing that aims to describe a person, place, object, or phenomenon in detail. Descriptive texts focus on

specific participants and commonly use present tense, descriptive adjectives, and relational processes. In EFL writing instruction, descriptive text is often introduced at the early stages of academic writing to develop students' basic writing competence (Hasni et al., 2025). Oral Corrective Feedback plays an important role in helping students correct grammatical and lexical errors commonly found in descriptive writing (Laeli & Setiawan, 2019; Tarigan et al., 2023; Zhang et al., 2025) through immediate verbal explanation during the writing process.

Despite its simple structure, EFL students often encounter difficulties in writing descriptive texts, such as grammatical inaccuracies, limited vocabulary, and weak organization. These difficulties make descriptive writing an appropriate context for examining the use of Oral Corrective Feedback to (Zhang et al., 2025). Through oral corrective feedback, teachers can directly address recurring errors and provide immediate explanations that support students' understanding of correct language forms. Moreover, the use of OCF during writing activities enables students to revise their texts more effectively and develop greater accuracy in descriptive writing.

2.1.4 Aspects of Writing

Writing is not only about producing correct sentences, but also about combining several aspects together to make a good piece of writing. According to Jacobs et al. (1981), writing consists of five main aspects, namely content, organization, vocabulary, language use, and mechanics.

Content refers to the ideas that the writer wants to deliver, including how clear and how relevant the ideas are to the topic. Organization refers to how the ideas are arranged, such as the order of paragraphs and the connection between one idea and another. Vocabulary refers to the choice and range of words used by the writer to express meaning accurately. Language use refers to the grammatical accuracy of the writing, such as correct verb forms, subject-verb agreement, and sentence structure. Mechanics refers to the technical part of writing, such as spelling, punctuation, and capitalization (Jacobs et al., 1981). These

five aspects are commonly used by teachers and researchers to check the quality of students' writing, and they also help identify which part of a text needs more feedback.

2.2 Previous Studies

Several previous studies have explored corrective feedback in English as a Foreign Language (EFL) setting. Most of these studies use descriptive qualitative methods to identify types of feedback and examine classroom interactions. The research shows that different types of oral corrective feedback (OCF) lead to varying levels of student uptake and correction. Studies that focus on writing instruction stress the importance of clear and targeted feedback in enhancing students' writing abilities.

Table 2.1 Previous Study 1

Title	A Study of Students' Perception on Teacher's Oral Corrective Feedback in Speaking Class at SMPN 17 Banda Aceh, Indonesia
Author (Year)	Nury Anzila et al. (2024)
Method & Participants	Quantitative study; 133 students of SMPN 17 Banda Aceh
Focus	Students' perception of teacher's oral corrective feedback in a speaking class
Findings	Most students had a positive perception of OCF, showing that it was seen as helpful and supportive in improving their English learning

Table 2.2 Previous Study 2

Title	Teachers' Feedback in Writing Class through Online Platforms in Higher Education
Author (Year)	Ramadhani & Hafifah (2022)
Method & Participants	Qualitative study; fourth-semester university students in an online writing class (WhatsApp Group, Zoom, and Moodle)
Focus	Types and use of teachers' feedback in an online writing class
Findings	Teachers used both oral and written feedback together, showing that oral feedback was often combined with written feedback to support students' writing in an online setting

Table 2.3 Previous Study 3

Title	Written Corrective Feedback in Writing Instruction: A Qualitative Synthesis of Recent Research
Author (Year)	Sia & Cheung (2017)
Method & Participants	Qualitative synthesis of 68 empirical articles published between 2006 and 2016

Focus	The current state of research on written corrective feedback in writing instruction
Findings	Written corrective feedback is more effective when it is used together with collaborative tasks

Table 2.4 Previous Study 4

Title	Teacher Corrective Feedback in Teaching Descriptive Text Writing of English for Specific Purposes: A Case Study
Author (Year)	Hamdani & Singosari (2024)
Method & Participants	Qualitative case study; one English teacher in a vocational school (ESP) who taught descriptive product texts, using interviews, classroom observation, and documentation
Focus	How a teacher practiced corrective feedback in teaching descriptive text writing
Findings	The teacher mainly used oral corrective feedback (explicit correction, metalinguistic feedback, and recast); her choice was influenced by teaching experience and personal beliefs

All previous studies share several common themes. First, they all stress the importance of feedback in enhancing learners' language

development, whether in speaking or writing contexts. The study on students' perceptions of teacher's oral corrective feedback in speaking class shows that feedback helps students improve their speaking skill and identify their weaknesses (Nury Anzila et al., 2024). Similarly, the qualitative synthesis on written corrective feedback explains that feedback plays a central role in writing instruction across secondary high school and university levels (Sia & Cheung, 2017). Second, the findings of all four studies show that both oral and written corrective feedback are beneficial for learners, as they help students recognize errors and improve their language performance.

Oral corrective feedback supports pronunciation, grammar, and fluency in speaking, while written corrective feedback assists students in revising and improving the accuracy and quality of their writing. Third, all studies highlight the value of interaction in the feedback process. They show that feedback becomes more effective when it involves explanation, dialogue, clarification, or collaboration. For example, collaborative tasks and discussion enhance the impact of written corrective feedback, while oral corrective feedback allows immediate clarification and student response. Finally, although the studies differ in research design, educational level, and skill focus ranging from junior high school speaking classes to university writing contexts and research synthesis they collectively support the idea that corrective feedback is a crucial teaching tool in EFL classrooms. The findings demonstrate that feedback remains relevant and effective across different language skills, instructional settings, and learning environments (Hamdani & Singosari, 2024; Ramadhani & Hafifah, 2022).

Despite their shared focus on feedback in EFL learning, the four studies differ in several ways. First, they focus on different language skills: one study examines students' perceptions of teacher's oral corrective feedback in a junior high school speaking class, emphasizing how oral correction supports pronunciation, grammar, and fluency development (Nury Anzila et al., 2024), while another study analyzes written corrective feedback in writing instruction across secondary and university levels through a qualitative meta synthesis of 68 empirical studies (Sia & Cheung, 2017). The remaining studies also vary

in skill emphasis, as some concentrate on speaking performance and others on improving students' writing accuracy and organization.

Second, the research purposes are different, ranging from investigating students' perceptions, examining the effectiveness of feedback implementation in classroom practice, to synthesizing previous research in order to identify broader patterns and influencing factors (Ramadhani & Hafifah, 2022).

Third, the methodologies vary significantly: the first study applies a quantitative survey design using questionnaires and statistical analysis (Nury Anzila et al., 2024), the fourth research employs qualitative classroom-based research (Hamdani & Singosari, 2024), and the third study adopts a qualitative meta-synthesis approach (Sia & Cheung, 2017). In addition, the educational contexts and participants differ, including junior high school students, secondary school learners, and university students, with some studies conducted in traditional face to face classrooms and others considering technology-mediated environments. Finally, the types of corrective feedback examined are not the same; oral corrective feedback studies discuss explicit correction, recast, elicitation, metalinguistic feedback, and clarification request, whereas written corrective feedback research explores direct, indirect, focused, unfocused, and electronic feedback. Therefore, although all four studies address corrective feedback as an essential instructional strategy, they differ in terms of skill focus, objectives, research design, educational setting, and feedback types.

Most existing research has focused on speaking classrooms or written corrective feedback. There is limited research specifically examining the types and use of oral corrective feedback in teaching descriptive writing at the junior high school level.

Based on the four previous studies above, this study has some clear differences and offers a new contribution. First, in terms of level and setting, none of the four previous studies specifically examined OCF in a junior high school writing class using descriptive text; they were conducted in a junior high school speaking class (Nury Anzila et al., 2024), an online university writing class (Ramadhani & Hafifah, 2022), a

synthesis of writing research across secondary and university levels (Sia & Cheung, 2017), and an ESP writing class in a vocational school (Hamdani & Singosari, 2024). This study fills that gap by focusing on OCF in a junior high school EFL writing class.

Second, in terms of focus, the first study only examined students' perception, not the actual practice of OCF in the classroom, while the second and third studies focused more on written or combined feedback rather than the types and use of oral corrective feedback alone. The fourth study is the closest to this research because it also studies OCF in descriptive text writing, but it was conducted in an ESP vocational context with older students, while this study focuses on regular junior high school EFL students.

Third, this study offers a more direct explanation supported by real classroom evidence. Unlike the previous studies, this research does not only classify the types of OCF used, but also explains, with direct evidence from classroom observation and interview data, why only three out of six types of OCF (Elicitation, Explicit Correction, and Metalinguistic Feedback) were used by the teacher, why the other three types (Recast, Clarification Request, and Repetition) did not appear, and why the teacher's feedback focused mainly on the grammar aspect of writing rather than on content, organization, vocabulary, or mechanics.

Therefore, the novelty of this study lies in its specific focus on the types, implementation, and targeted aspect of Oral Corrective Feedback in a junior high school EFL writing classroom, supported by direct evidence from classroom interaction and teacher interview, which has not been clearly addressed in the four previous studies.