

ABSTRACT

Nurhasanah, Amalia (2021): Teacher Oral Corrective Feedback on Student's Writing Procedural Text (A Case Study at SMP Plus Bandung Timur, Cileunyi Bandung).

Feedback is an essential pedagogical tool in the English learning process. Oral Corrective feedback (OCF) plays an important role for a teacher and his/her students. OCF can be used as a strategy for the teacher to highlight students' mistakes and help them to notice their mistakes in English writing.

This research is aimed to find out types of OCF commonly used by the teacher, students' perception toward teacher's oral corrective feedback, and OCF in sociocultural and cognitive-interactionist perspectives; which are called dynamic feedback. The types of OCF and the dynamic feedback are galvanized by the work of Lyster & Ratna (1997) and Rasseai (2019).

This study employed a case study with purposeful sampling technique. The participants were an English teacher and 14 students. The data were obtained by using observation, questionnaire, and interview.

The findings led to the common type of oral corrective feedback given by the teacher, which operated in explicit correction. In conclusion, the teacher needs to use OCF in various ways. This study offers an important basis for describing the importance of sociocultural and cognitive-interactionist perspectives to engage the students to do self-correction.

Key words: Oral Corrective Feedback, EFL, writing