ABSTRACT

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Corrective feedback (CF) is a practice which commonly happens in education field, where the learner elicits the comment from the teacher. One of the most interesting feedbacks in this era to be applied in teaching English is "Computer-Mediated Corrective Feedback" by using computer (MS.Word). The first is the "track changes" feature of Microsoft Word 2010 which double strikes through deletions and marks insertions in a different color. The second is recast feedback while the third is metalinguistic feedback which is a comment or information to the learners or students regarding linguistic errors they make in students' work based on writing aspects. This research focused on analyzing the implementation of CMC feedback from the writing task of 30 grade X students from tourism and accounting class in SMK Swasta Tunas Karya Batang Kuis. This research involved interview of 2 English teachers. The researcher used qualitative method to conduct this research. There were two kinds of instruments used in this research. There were documentation and interview. From the result, it shows that Track changes feedback type outperform Metalingustic and Recast Feedback types. Track changes feedback may narrow the gap between explicit or implicit feedback because it can be provided in both ways. It is also found that the implementation of CMC feedback has significant role as strategy to help enhance students narrative writing abiliy and was really effective for the students' writing skills improvement.

Keywords: Computer-mediated corrective (CMC) feedback, writing aspects, writing ability.