

”ABSTRACT

Ahmad Muflih, Umami Khaerati Syam, Yassir Mallapiang, 2025. The purpose of this research was to find out kinds of Metalinguistic Correction used by the lecturer in teaching speaking skill in teaching speaking and to find out how the students’ responses regarding to their speaking grammatical accuracy performance improvement of non-English background students after the implementing of this Metalinguistic Correction. Using a qualitative descriptive method and thematic analysis, data were collected through classroom observations and semi-structured interviews with 15 third-semester Faculty of Social and Political Science students at Universitas Muhammadiyah Makassar. The findings reveal that the lecturer utilized three types of Metalinguistic Correction: Repetition, Metalinguistic Clues, and Recast, with Repetition being the most frequently used. Students generally responded positively to these feedback types, showing improved grammatical awareness, increased speaking confidence, and greater self-correction over time. However, some students indicated a need for clearer or more explicit explanations, especially when dealing with unfamiliar grammar concepts. Overall, the study concludes that Metalinguistic Correction can significantly enhance speaking accuracy and learner autonomy, particularly when applied consistently in a supportive learning environment.

Keywords: Metalinguistic Correction, Speaking Skill, Corrective Feedback, Grammatical Accuracy