

## ABSTRACT

DIANA CAECILIA SINAGA. 2025. "TOPHONETICS WEBSITE IN LEARNING PRONUNCIATION TO SUPPORT THE STUDENTS' AUTONOMOUS LEARNING" English Education Department, Faculty of Educational Science and Teachers' Training, Universitas Siliwangi, Tasikmalaya.

*Pronunciation remains a significant challenge for students learning English, due to the need for consistent and reflective practice beyond classroom hours. Limited face-to-face time and the lack of immediate feedback often hinder the development of pronunciation. In response, digital media such as the ToPhonetics website have emerged as potential solutions for facilitating independent pronunciation learning through phonetic transcription and audio models. This study aims to investigate how the ToPhonetics website facilitates students' autonomous pronunciation learning within the English Education Study Program. The research employed a descriptive qualitative method using a case study approach grounded in Benson's (2011) framework of learner autonomy. Three participants with prior experience using ToPhonetics were selected and interviewed through semi-structured interviews. The data were then analyzed using thematic analysis. The findings reveal that ToPhonetics supports learner autonomy in three core aspects: learning management, self-regulation, and content selection. Students were able to schedule their learning, evaluate their progress through repeated practice and self-recordings, and choose words and pronunciation models based on personal relevance. These results suggest that ToPhonetics provides flexibility, accessibility, and reflective support, enabling students to engage in self-directed pronunciation practice. The implication of this study suggests that ToPhonetics can serve as an effective technology-based learning medium that enhances students' autonomous learning in mastering English pronunciation.*

**Keywords:** autonomous learning, pronunciation, technology-enhanced learning, ToPhonetics, web-based learning