PREFACE

This thesis focuses on the role of the *ToPhonetics* website as a tool to support students in improving their pronunciation skills and fostering their autonomous learning. With today's technological advancements, students have access to various digital tools that support their autonomous learning. *ToPhonetics*, a website designed to convert text into phonetic transcription, offers students an opportunity to enhance their pronunciation skills independently.

The importance of this topic lies in its potential to contribute to the growing body of research on the use of technology in education, particularly for language learning. By encouraging students to take control of their learning processes, *ToPhonetics* may offer a practical solution to the challenges faced in mastering pronunciation, which is a common hurdle for English learners. This study aims to investigate the effectiveness of the website in enhancing pronunciation and its impact on promoting learner autonomy.

This thesis is structured as follows: First, the background of the study outlines the relevance of autonomous learning in language education and how *ToPhonetics* serves as a practical tool. The literature review discusses previous research on pronunciation learning and the integration of digital tools in language acquisition. The methodology section details the research design, participant selection, data collection methods, and analysis techniques used in this study.

I hope this thesis will inspire further inquiry into the use of digital tools for language learning and provide useful insights for educators, researchers, and students alike.

Tasikmalaya, July 2025

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