

ABSTRAK

DINDA RIZKINA ASSHAUMI. 2025. "USERS' EXPERIENCE WITH THE TOPHONETICS APP ON LEARNING PRONUNCIATION: A CASE STUDY OF INDONESIAN UNIVERSITY STUDENTS".

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Akurasi dan kefasihan pengucapan merupakan aspek penting pada pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Namun, pengembangan keterampilan ini sering kali terhambat oleh keterbatasan waktu, kurangnya bimbingan individual, dan akses terbatas ke alat bantu pengucapan. Penelitian ini bertujuan untuk mengeksplorasi manfaat penggunaan aplikasi ToPhonetics dalam mendukung pembelajaran pengucapan mahasiswa EFL. Penelitian ini menggunakan desain studi kasus deskriptif yang dimana pendekatan kualitatif menjadi dasar pendekatan penelitiannya serta melibatkan tiga mahasiswa dari Program Studi Pendidikan Bahasa Inggris di Universitas Siliwangi sebagai partisipan. Data dikumpulkan melalui wawancara semi-terstruktur dan dianalisis menggunakan analisis tematik. Temuan penelitian ini mengungkapkan tiga manfaat utama penggunaan ToPhonetics dalam pembelajaran pengucapan: (1) Accessibility and Flexibility in Using ToPhonetics, di mana mahasiswa dapat mengakses aplikasi kapan saja dan di mana saja sesuai kebutuhan; (2) Students' Learning Autonomy in Practicing Pronunciation, yang memungkinkan mahasiswa untuk melatih dan mengevaluasi pengucapan secara mandiri; dan (3) Meskipun pengembangan keterampilan merupakan bagian dari kerangka kerja Kasimi, elemen-elemennya seperti peningkatan pengucapan dan kelancaran tertanam dalam Tema 2 karena hubungannya yang kuat dengan perilaku belajar mandiri pelajar. Temuan ini memperkuat kerangka kerja Mobile Assisted Language Learning (MALL), khususnya dalam prinsip fleksibilitas, pengembangan keterampilan, dan kemandirian belajar. Penelitian ini mengusulkan pemanfaatan aplikasi fonetik berbasis digital sebagai pelengkap pada pembelajaran pengucapan di luar kelas.

Kata kunci: *Pengucapan, ToPhonetics, MALL, Kemandirian Belajar, Aksesibilitas*

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During learning English as a Foreign Language (EFL), it is basic to verbalize words precisely and fluidly. Be that as it may, time imperatives, deficiently personalized help, and limited get to to articulation assets in some cases ruin the improvement of these aptitudes. This consider points to distinguish the points of interest of the ToPhonetics app in helping EFL understudies with exact word elocution. This investigate utilizes a clear case consider plan and a subjective strategy as its foundational approach. Three understudies from the English Education Department at Siliwangi University taken part. We utilized semi-structured interviews to gather information and conducted subject examination for examination. The discoveries uncovered three primary benefits of utilizing the ToPhonetics app: (1) Accessibility and Flexibility in Using ToPhonetics, which allowed students to access the tool anytime and anywhere based on their personal needs; (2) Students' Learning Autonomy in Practicing Pronunciation, which encouraged students to practice and evaluate their pronunciation independently; and (3) Although skill development was part of Kasimi's framework, its elements such as pronunciation improvement and fluency were embedded within Theme 2 due to their strong connection with learners' autonomous learning behaviors. These findings support the Mobile Assisted Language Learning (MALL) approach, particularly regarding adaptability, expertise improvement, and learner autonomy. This research demonstrates that digital phonetic applications may assist in acquiring word pronunciation beyond the classroom.

Keywords: Pronunciation, ToPhonetics, MALL, Learner Autonomy, Accessibility