

ABSTRACT

Surya Febrian. 2026. *Exploring Students' Strategies in Learning English Pronunciation: A Qualitative Study Among EFL Learners at Universitas Muhammadiyah Makassar*. Thesis. English Education Department. Faculty Of Training Education. Muhammadiyah University Of Makassar. Supervisor I Nunung Anugrawati. Supervisor II Maharida.

This study aims to identify the types of intonation learning strategies used by EFL learners at Universitas Muhammadiyah Makassar and to describe how these strategies are applied in their daily practice. This study employed a qualitative research design involving six students from the English Education Study Program across different academic semesters. Data were collected through a questionnaire administered using Google Forms and semi-structured interviews. The data were analyzed through data condensation, data display, and conclusion drawing. The findings show that the participants used four main categories of intonation learning strategies: cognitive, metacognitive, socio-affective, and resource-based strategies. Cognitive strategies included shadowing and imitation, listening and repetition, chunking, and visualization. Metacognitive strategies involved goal setting, self-recording and monitoring, and self-evaluation. Socio-affective strategies included practicing with peers, receiving feedback, managing anxiety, and role-playing. Resource-based strategies involved the use of digital applications, online resources, visual tools, dictionaries, and other reference materials. Although the participants used various strategies, their implementation was generally irregular and insufficiently structured. Intonation practice was mostly conducted when completing assignments, preparing for examinations, or having free time rather than as part of a consistent daily routine. Assignments, lecturer feedback, individual learning habits, and academic experiences influenced the use of these strategies. Therefore, consistent practice, clear learning goals, and systematic self-monitoring and evaluation are needed to improve EFL learners' intonation skills.

Keywords: EFL learners, intonation, learning strategies, pronunciation, self-regulated learning.