

**INDONESIAN EFL LEARNERS' PERCEPTIONS OF DUOLINGO IN
ENHANCING THEIR ENGLISH-SPEAKING CONFIDENCE**

THESIS

By
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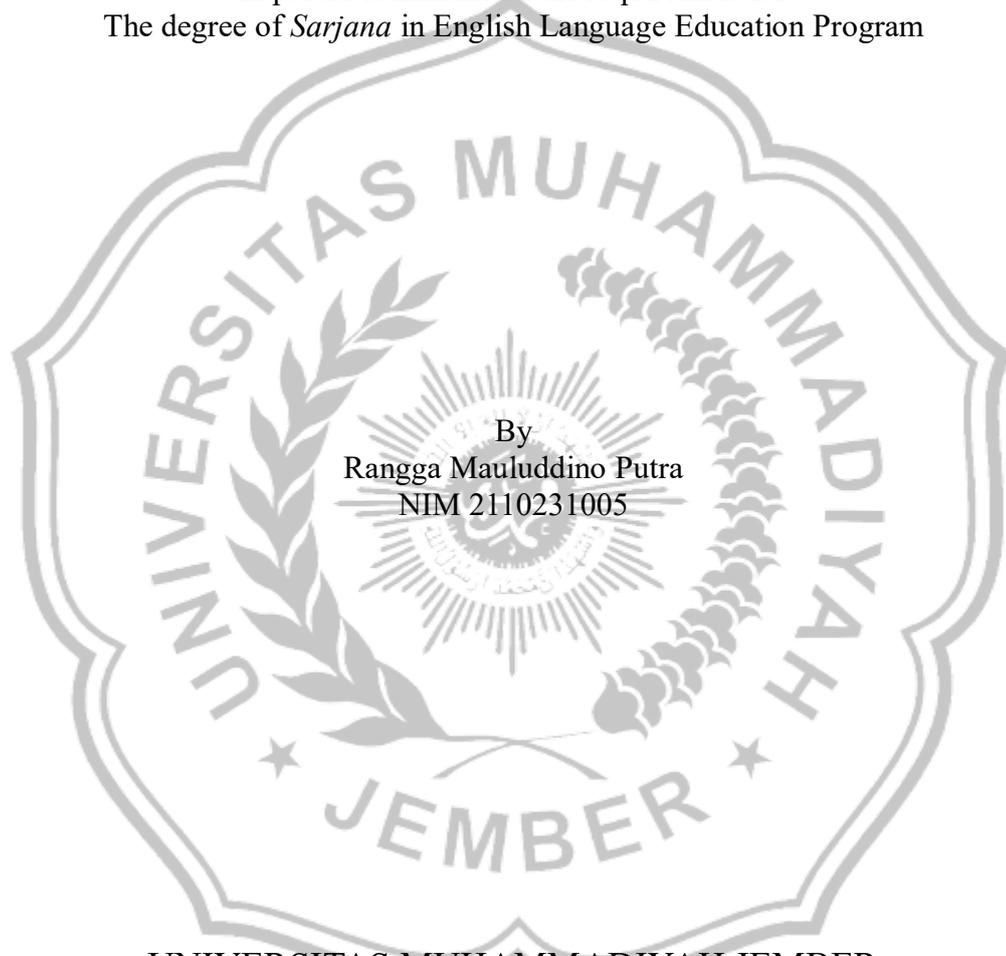


UNIVERSITAS MUHAMMADIYAH JEMBER
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM
2026

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ENHANCING THEIR ENGLISH-SPEAKING CONFIDENCE**

THESIS

Presented to
Muhammadiyah University of Jember
In partial fulfilment on the requirement for
The degree of *Sarjana* in English Language Education Program



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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM
2026

MOTTO

“Technology alone does not transform learning. It is how technology is used that makes the difference.” - Mark Warschauer.



STATEMENT OF ORIGINALITY OF SARJANA THESIS

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I hereby solemnly declare that this thesis that I have written, titled: **“INDONESIAN EFL LEARNERS’ PERCEPTIONS OF DUOLINGO IN ENHANCING THEIR ENGLISH-SPEAKING CONFIDENCE”** is entirely my own work and it is not as appropriation, plagiarism, or the writing or ideas of others that I claim as my own.

If, at any time in the future, it is proven or can be proven that my statement is untrue, I am willing to accept the applicable academic sanctions.

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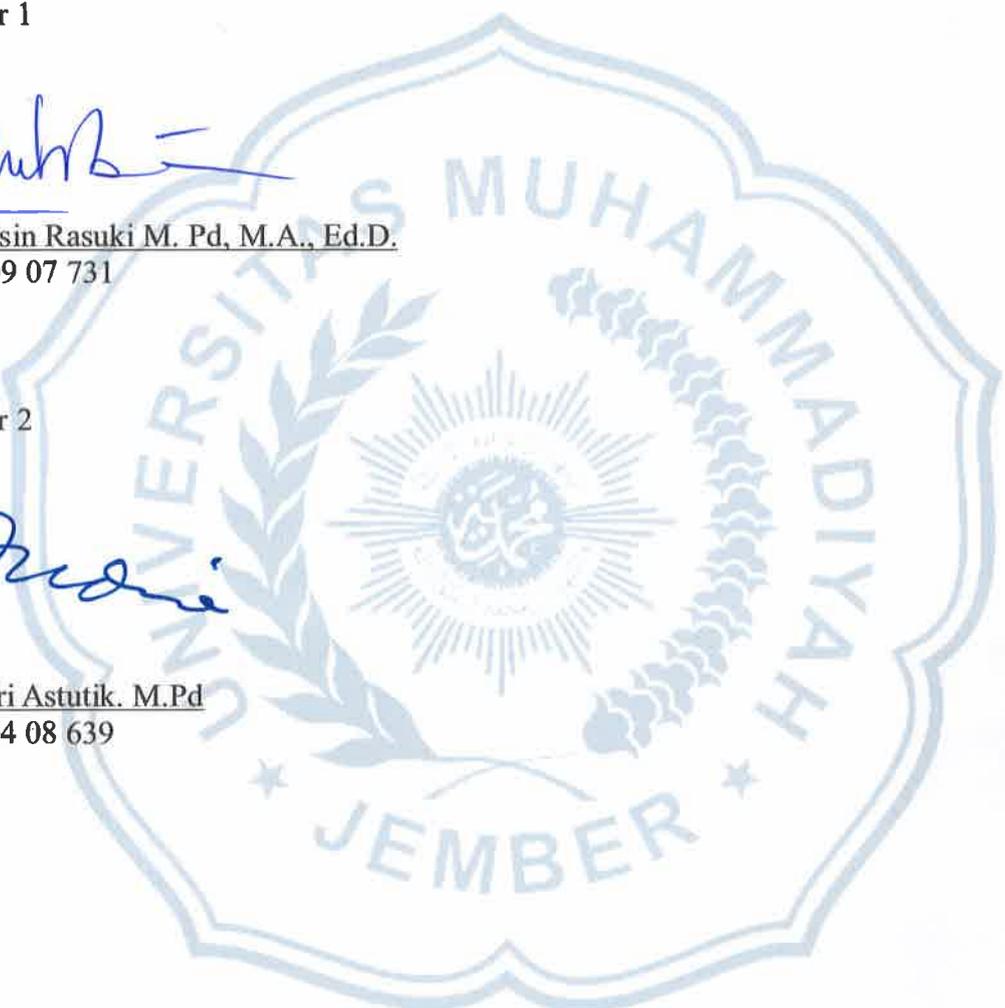


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ACKNOWLEDGMENT

Praise be to Allah, the Lord of the Worlds, for His abundant mercy, guidance, and blessings, which have enabled the author to complete this thesis entitled 'Indonesian EFL Learners' Perceptions of Duolingo in Improving Their Confidence in Speaking English.' This thesis was written as one of the requirements for obtaining a bachelor's degree in the English Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Jember.

The completion of this research would not have been possible without the help, support, and guidance of various parties. Therefore, with the utmost respect, the author would like to express his gratitude to:

1. Dr. Fitri Amilia, M.Pd., Dean of the Faculty of Teacher Training and Education, Muhammadiyah University of Jember.
2. Dr. Indri Astutik, M.Pd., as the Head of English Language Education Program and second supervisor who has provided valuable input, guidance, and advice for the improvement of this thesis.
3. Mukhlisin Rasuki, M.Pd., M.A., Ed.D., as the first supervisor who has provided guidance, direction, corrections, and motivation with great patience throughout the process of writing this thesis.
4. All lecturers of the English Education Study Programme who have provided valuable knowledge, insights, and experiences throughout the author's study period.
5. The Head Master of SMAN 4 Jember who granted permission to conduct this research.
6. The school and learners who were willing to participate as respondents in this research.
7. Also, for those who cannot be mentioned one by one from the report.

DEDICATION

My thesis is honorably dedicated to:

1. My parents, Arif Rahman and Ika Desiarti S. Pd, who gave me all their loves and supported me to completed this thesis. Your encouragement has guided me throughout these toughest times, and for that I am forever grateful.
2. My friends, Adriana, Vicky, Novianto and all of them who supported me and heard my stories during the process of making this thesis.
3. Myself for all of the hard work and ability past all of the challenges and obstacle to complete this thesis.



PREFACE

Alhamdulillahirabbil ‘alamin, all praises be to Allah SWT, the Most Gracious and the Most Merciful, for His endless mercy, guidance, and strength, which enabled the writer to complete this thesis entitled “*Indonesian EFL Learners’ Perceptions of Duolingo in Enhancing Their English-Speaking Confidence.*” This research was conducted to explore how Duolingo, as an AI-powered gamified language-learning application, supports learners in developing their confidence to speak English. Through descriptive quantitative analysis, this study reveals learners’ perceptions regarding Duolingo’s speaking exercises, feedback features, and motivational gamification elements, and how these aspects contribute to their speaking confidence in EFL contexts. The findings provide meaningful insight into the opportunities and limitations of integrating mobile-assisted, AI-supported tools in fostering oral communication skills.

This thesis is the result of sincere effort, strengthened by the guidance and support of many individuals. The writer extends profound appreciation to all lecturers, advisors, classmates, friends, and family members who have contributed their time, knowledge, encouragement, and prayers throughout the academic journey. May this work be beneficial for readers and future researchers interested in technology-enhanced language learning, especially in the domain of speaking confidence development.

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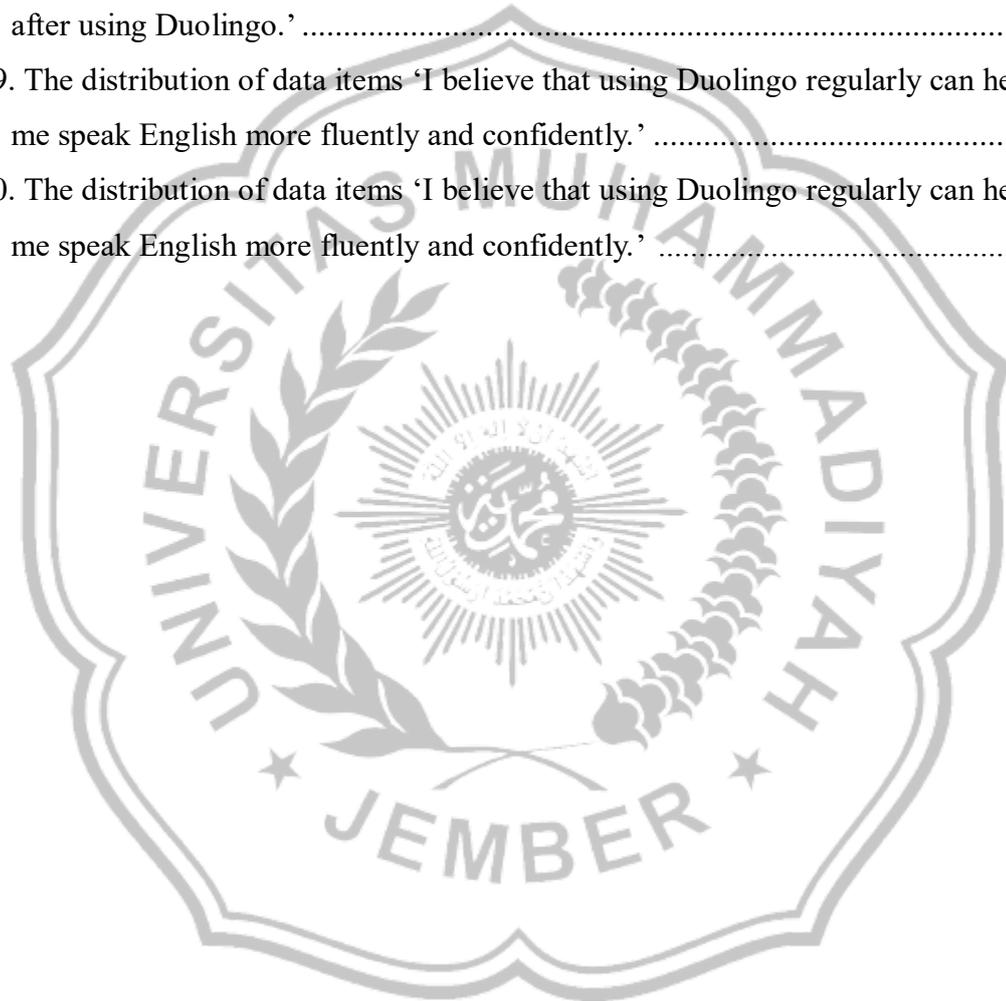
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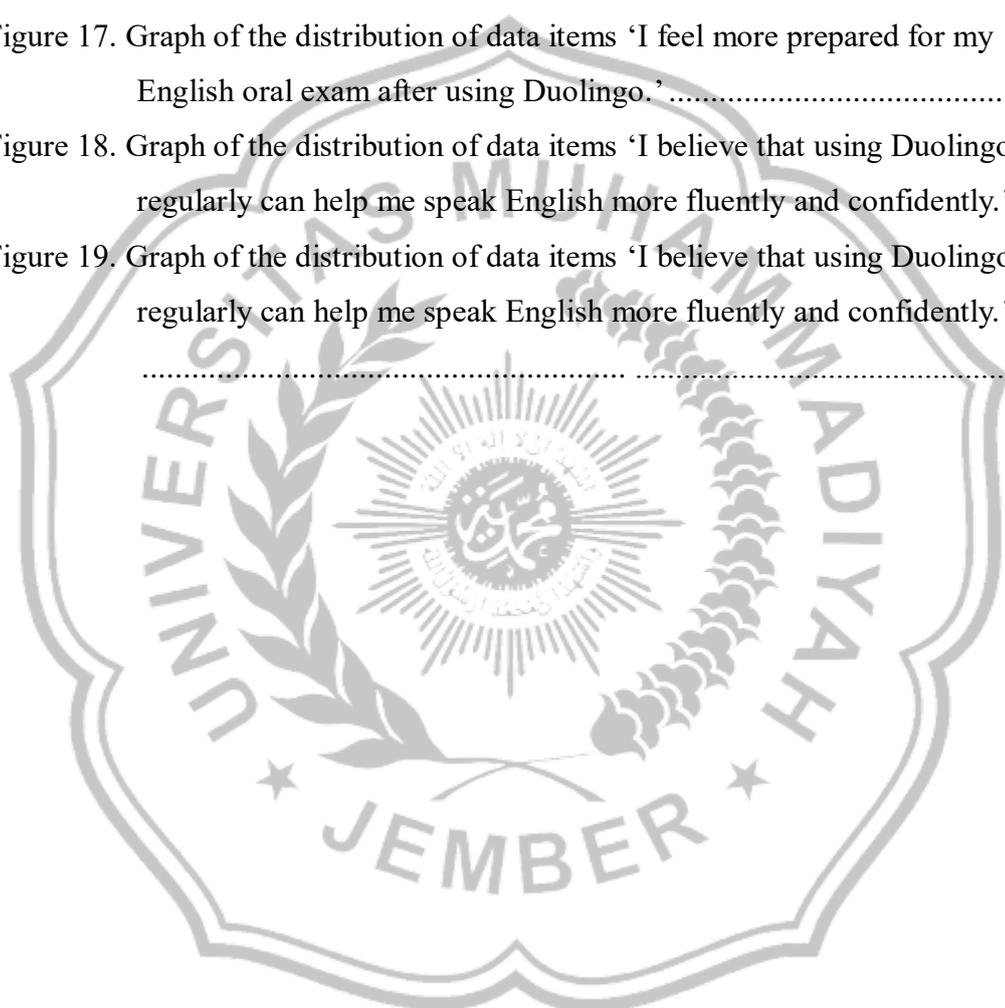
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