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

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
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THESIS

Presented to
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In partial fulfilment on the requirement for
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MOTTO

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

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I hereby solemly declare that this thesis that I have written, tittled: **"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.

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DEDICATION

My thesis is honorably dedicated to:

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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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