

ABSTRACT

Rangga Mauluddino Putra, 2026. *Indonesian Efl Learners' Perceptions of Duolingo in Enhancing Their English-Speaking Confidence*. Thesis. English Language Education Program. Faculty of Teacher Training and Education, Muhammadiyah University Jember. Advisors: (1) Muhlisin Rasuki, M.Pd., MA, Tesol, Ed. D (2) Dr. Indri Astutik M.Pd.

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The present study investigates Indonesian EFL learners' perceptions of Duolingo as an AI-supported language-learning platform for enhancing English-speaking confidence. Employing a quantitative descriptive design, data were collected through a validated Likert-scale questionnaire administered to twelfth-grade learners of SMAN 4 Jember. A descriptive statistical analysis was conducted using Microsoft Excel, which revealed that the majority of participants held predominantly positive perceptions of Duolingo's speaking exercises, pronunciation feedback, adaptive features, and gamification elements where its had been proven increased learners' speaking confidence. In terms of usability, almost all respondents (99.1%) perceived Duolingo as easy to use for learning English. This positive perception extended to speaking comfort and readiness, with 86.0% of learners reporting increased comfort when speaking English in front of others and 91.3% indicating improved readiness to speak at any time after practising with Duolingo. Regarding self-efficacy, a majority of respondents felt more confident in their speaking ability, as reflected by 93.0% who believed Duolingo helped them trust their ability to speak English, 91.3% who felt proud of their speaking progress, and 91.3% who perceived that the application provided sufficient opportunities to practice speaking confidently. The effectiveness Duolingo's speaking-related features was also strongly acknowledged, with 93.9% of respondents agreeing that feedback features helped them correct speaking mistakes, 95.6% stating that speaking exercises strengthened their speaking skills, and 97.4% reporting improvements in pronunciation practice. 85.2% of respondents felt more confident expressing ideas in English, while 91.3% reported increased confidence in speaking English in general after using Duolingo. Although speaking anxiety was perceived to decrease, the effect was moderate, as 87.9% of respondents felt that Duolingo helped reduce their fear of making mistakes, while 12.2% still experienced anxiety. From a motivational perspective, 94.7% of respondents indicated that microphone-based tasks motivated them to practice speaking more regularly, and 96.5% agreed that interactive reminders enabled them to practise anytime and anywhere. Finally, 91.3% of respondents believed that regular use of Duolingo could improve their fluency and confidence in the long term although only 81.7% felt that Duolingo sufficiently supported preparation for speaking in class. These findings conclude that Duolingo, integrated with proper it can significantly increase EFL learners' speaking, especially speaking task in class, and future research may explore their use in other various Artificial Intelligence outcomes based on Mobile Assisted Language Learning (Mall).