

ABSTRACT

Yani, Nofitri. 2025. Efl Students' Perception Towards Duolingo Application as a Tool for Self-Directed Learning English Vocabulary. A Thesis. English Education Study Program. Faculty of Teacher Training and Education of *Universitas Jambi* in Academic Year 2024/2025. The first supervisor is Hidayati, S.Pd., M.Pd. The second supervisor is Dr. Noprival, S.Pd., M.A., TESL.

This study explores EFL students' perceptions of the Duolingo application as a tool for self-directed learning of English vocabulary at the B2 level. This study employs a descriptive qualitative method, with data collected through semi-structured interviews involving six English Education students who have used Duolingo for more than six months. Thematic analysis by Braun and Clarke was employed to analyze the data. The findings indicate that students perceive Duolingo as useful tool to enhance vocabulary learning at B2-level vocabulary, refreshing and recalling vocabulary, choosing and applying vocabulary for daily use, improving and recalling spelling, improving synonym, acquiring common collocation, enhancing pronunciation, strengthening grammar, helping in personalized learning and overall English language skills. In it effeteness Duolingo contribute in motivating learners, tracking vocabulary learning progress, and offering time-efficient learning. They also appreciate its good visualization, effective features, and relevant vocabulary exercises. However, students also highlighted some limitations. For upper-intermediate learners, Duolingo primarily serves as a tool for recalling vocabulary and improving pronunciation but does not significantly contribute to writing skills and reading for B2 level. Overall, Duolingo contributes to vocabulary improvement, but it should be supplemented with other learning resources for comprehensive language development.

Keywords: *EFL students, Duolingo, vocabulary learning, perceptions*