

ABSTRACT

This study examines the efficacy of using the artificial intelligence (AI) program Duolingo in writing teaching for English as a Foreign Language (EFL), with a focus on enhancing students' descriptive text writing skills. The study addresses students' poor writing skills and limited vocabulary, which often make it difficult for them to articulate concepts effectively in writing. This study's primary goal is to investigate how using Duolingo can improve students' writing abilities, their educational experiences, and teachers' opinions of its use. This study uses a Classroom Action Research (CAR) design and a mixed methods approach with a qualitative predominance. While qualitative data were collected through teacher interviews and classroom observations, quantitative data were collected through writing assessments (descriptive texts). The study's findings demonstrate that utilising Duolingo greatly enhances students' performance, especially in vocabulary, sentence structure, and text usage. After using Duolingo to write, students are more driven, eager, and self-aware, according to a qualitative study, while teachers report higher class involvement and learning efficacy. This study also found that optimising learning outcomes requires adhering to Cycle II learning tactics, such as providing writing assistance and matching vocabulary exercises to writing assignments. In conclusion, Duolingo is a useful tool that helps students build their vocabulary and improve their writing skills when it is methodically incorporated into writing instruction. By offering a workable methodology for incorporating AI-based apps into classroom learning, this study advances the field of EFL teaching. To further corroborate these findings, future studies should investigate other text genres and employ various research designs.

Keywords: Artificial Intelligence, Duolingo, Vocabulary Learning, Basic Writing Skills, EFL Classroom, Mixed Method, Classroom Action Research.