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THE EFFECT OF USING FLUENTU ON STUDENT' READING COMPREHENSION AT GRADE ELEVEN

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Abstract

This research aims to investigate the effect of the FluentU application on the reading comprehension of eleventh-grade students. FluentU is an AI-assisted language learning application that uses authentic video content, such as movie clips, music videos, and interviews, integrated with interactive subtitles and vocabulary tools to improve learners' listening, reading, and comprehension skills in a real-world context. This study employed a quantitative research design with a quasi-experimental approach. The population of this research consisted of eleventh-grade students of SMK Negeri 1 Siantar in the academic year 2024/2025. Two classes were taken as the sample: XIBS-1 as the experimental group (36 students) and XIBS-2 as the control group (36 students). The samples were selected using purposive sampling. The experimental group was taught using the FluentU application, while the control group was taught using conventional methods. Data were collected through pre-tests and post-tests administered to both groups. The findings showed that the mean pre-test score of the experimental group was 67.78, while the control group obtained 62.78. Furthermore, the mean post-test score of the experimental group was 81.94, compared to 75.14 in the control group. The standard deviations were 8.475 for the experimental group and 7.791 for the control group. Data analysis using the t-test revealed a Sig. (2-tailed) value of 0.000 < 0.05, indicating that the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. Therefore, it can be concluded that the use of the FluentU application has a significant effect on the reading comprehension of eleventh-grade students at SMK Negeri 1 Siantar.

Keywords: Reading comprehension; Teaching media; AI-based teaching media; FluentU

INTRODUCTION

The rapid development of technology in the digital era has brought significant changes in various aspects of human life, including education. Various types of technology have been widely applied, such as information technology, communication, food, construction, medical, agriculture, and education. In general, technology is the application of science to solve practical problems, making it easier for human activities to be more efficient and effective. According to Mesran et al., (Mo, 2025) technology is the application or development of various types of objects or equipment used by humans, or it can also be a system that is ultimately able to solve all existing problems or issues. Technology plays an important role in improving the quality of life and abilities of individuals in various sectors, including education.

In the field of education, technology provides extensive and varied learning resources. Students are no longer limited to textbooks, but can access learning videos, scientific simulations, online journals, and various other materials via the internet. This makes the learning process more interesting and helps students understand abstract concepts. The use of

technology also trains students to search, analyze, and use information productively important skills to face the challenges of the digital era. In addition, technology enables learning to be more interactive through applications, educational games, and online platforms, there by encouraging active student participation and creating a fun learning atmosphere (Mehmood, Shahid, & Khan, 2023).

Technology also increases learning efficiency. Teachers can share materials and assignments online, saving time and effort. Digital materials can be accessed anytime and anywhere, giving students flexibility in learning. In addition, technology can accommodate various learning styles. Kinesthetic students can learn through video simulations, while auditory students can use audio books. In fact, certain technologies can help students with special needs in following the learning process. According to Agustian and Salsabila (Timurovna, 2025) educational technology is a theory and practice that includes the design, development, utilization, management, and evaluation of learning resources and processes. Technology has developed in the form of computer-based learning, e-learning, blended learning, digital libraries, and other teaching aids.

Technological developments continue to produce innovations, including in the field of education. The COVID-19 pandemic situation is evidence of the urgent need for digital solutions: when the virus spread and the face-to-face teaching and learning process was hampered, teachers and students turned to online learning through various platforms as Zoom, Google Meet, and Google Classroom. From this experience, hybrid learning is created, which is a combination of online and offline classes that make learning more flexible. According to Gultom et al. (Altynbekova & Zhussupova, 2020) Hybrid Learning is a combined learning pattern between face-to-face learning and online learning that forms a learning approach based on learning technology with the help of electronic media. This approach is in line with the concept of deep learning (Тураева, 2023), namely learning that requires students to think critically, actively, and build understanding independently through a process that is attentive, meaningful, and enjoyable. With the support of technology, learning activities can now take place anytime and anywhere, providing convenience for teachers and students.

Along with technological advances, the curriculum continues to adapt. As emphasized by Soemadinata (Eka Surya Fitriani, Sisi Rosida, Rizky Vita Losi, & Lestari Sylvana, 2025) the curriculum functions as a design that serves as a guideline for what is learned, how to teach it, and how to assess learning. Currently, schools in Indonesia are implementing the Merdeka Curriculum, a flexible and student-centered curriculum. This curriculum provides greater autonomy to schools and teachers to adapt learning to the needs and character of students, while emphasizing character and competency development. The Merdeka Curriculum supports the use of digital technology, including a hybrid learning model that combines face-to-face and online classes. Its focus on student independence allows the learning process to take place both at school and at home,through interactive media and methods. Thus, the integration of the Merdeka Curriculum and hybrid learning presents learning that is more inclusive, active, efficient, and in line with the times (Kurniaman & Zufriady, 2019).

The implementation of the English curriculum in Vocational High Schools continues to face several challenges. English is often not a priority for students, especially those from non-

language majors such as Computer and Network Engineering (*Teknik Jaringan Komputer dan Telekomunikasi*), Visual Communication Design (*Desain Komunikasi Visual*), Fashion Design (*Busana*), and Cosmetology (*Kecantikan dan Spa*). These students tend to focus more on vocational subjects, which leads to the neglect of essential English skills, particularly reading comprehension. There are many students who struggle with reading comprehension. Westwood (Kamil, 2021) highlights that a major reason students face difficulties in reading comprehension is due to their lack of effective strategies for understanding text meaning. Alderson also asserts that inappropriate reading strategies, lengthy passages, and limited vocabulary negatively affect students' reading performance. In line with this, Saraswati et al., (Lestari & Heryatun, 2025)emphasize that students often encounter problems in identifying references and inferences, comprehending sentence structures, determining main ideas, and interpreting vocabulary.

The researcher has conducted a preliminary observation in SMK Negeri 1 Siantar before writing this proposal. The researcher found several specific issues have been identified in students' reading comprehension. First, when students are given a text and asked to identify the main idea of the text, many find it difficult to understand the core message. Second, students struggle to locate supporting details. Third, they have difficulty identifying the social function of a text. Fourth, they are unable to analyze the linguistic features. Lastly, many students demonstrate poor vocabulary mastery. When encountering unfamiliar words, they are often unwilling to seek the meanings, making it harder for them to understand the overall content (Isoqulovna & Norqulovna, 2025).

These issues are evident at SMK Negeri 1 Siantar. There are many students who are still struggling with interpreting meanings, identifying main ideas, and understanding vocabulary in English texts. Based on the Minimum Completion Criteria, students are expected to obtain an average score of 76 for English subjects in the 2024/2025 academic year. However, many students' scores are below standard, which is below 67, indicating that their reading comprehension skills are still lacking and need to be significantly improved.

Based on the researcher's experience during a teaching internship at SMK Negeri 1 Siantar in 2024, several reading comprehension problems were observed. First, when students were given time to read a narrative text and asked to identify the main idea of the first paragraph, they struggled to provide accurate answers, indicating a lack of understanding of the paragraph's meaning. Second, when asked to translate a sentence from the story *Malin Kundang* "He felt guilty about his behavior towards her" one student incorrectly interpreted it as "he is angry with his mother because of her behavior". Furthermore, when asked to provide a synonym for the word *guilty*, students were unable to respond, partly because they did not know the translation and had not brought dictionaries. This shows a significant lack of vocabulary knowledge. Third, when asked to identify an adverb from the text, students gave incorrect answers. Fourth, when asked to draw a conclusion from the text, they found it difficult because they expected the meaning to be explicitly written rather than inferred. These problems stem from students' low interest in texts, limited vocabulary, and lack of motivation to read (Hariyono, 2020).

Several contributing factors were also identified in the learning environment. Teachers often leave students to research independently and focus mainly on translating texts and

answering comprehension questions, which results in monotonous and disengaging lessons. Moreover, some teachers rely heavily on traditional teaching methods and do not incorporate multimedia or engaging instructional media. Additionally, a teacher-centered approach dominates the classroom, limiting students' active participation and making it difficult for them to fully understand the material. As a result of these factors, students exhibit low reading motivation and sometimes guess the meanings of words without proper comprehension (Fatimah, Santiana, & Saputra, 2019). These issues highlight the need for more interactive, strategy-based, and media-supported English instruction in Vocational High Schools to improve students' reading comprehension outcomes.

In teaching reading, various media, strategies, and methods can be utilized to overcome the challenges identified by the researcher. One promising solution is the integration of digital learning media, particularly those based on Artificial Intelligence (AI). AI refers to the ability of computer systems to imitate human intelligence, including learning, problem-solving, and decision-making. Its goal is to create machines capable of performing tasks that usually require human intelligence.

The application of AI technology has significantly enhanced the effectiveness of language learning. AI can provide automated feedback, summarize and explain texts, generate conclusions, analyze students' reading difficulties, and offer context- based adaptive exercises. This technology supports student-centered learning and aligns with the principles of the Merdeka Curriculum, which promotes dynamic, personalized, and technology-integrated learning experiences.

One media tool that shows great potential in improving students' reading comprehension is FluentU. This application offers an interactive and engaging approach to language learning through the use of authentic video content, such as movie clips, music videos, and news, which are accompanied by interactive subtitles and definitions (Berndt, 2018).

FluentU proves to be an effective solution in enhancing students' vocabulary comprehension because of its repetitive, multimedia-based learning features. With gamified learning tools, listening, reading, writing, and speaking practices, students are not only exposed to new vocabulary but also learn how these words are used in real-life contexts. Moreover, the application provides instant feedback and positive reinforcement, which can boost students' motivation and memory retention. Accessibility of online platforms that can be used anytime and anywhere makes it easier for students globally.

Figure 1. FuentU Home Screen

This is supported by previous research conducted by Irwanto et al., (2025) entitled The Influence of Digital Texts on Eighth Graders' Reading Comprehension. This research was conducted at SMP Negeri 20 Palu. Which concluded that digital text is effective in improving students' reading comprehension. The research findings show that students are more enthusiastic about reading, thanks to the various features offered by digital media. Furthermore, the practicality of digital texts allows students to access a variety of reading materials with minimal paper usage, thus contributing to an environmentally friendly learning process.

Similar to the research of Ajisoko (Korinek & Stiglitz, 2021)entitled Using Duolingo Apps To Improve English Reading Comprehension of Engineering Student in Universitas Borneo Tarakan. This research was conducted on fifteen engineering students in the third semester of the 2021/2022 academic year at Borneo Tarakan University. The research found that reading is one of the most challenging skills in mastering English, which requires various techniques and applications. He emphasized that technological advancements have greatly influenced the transformation of English language learning. One such application, Duolingo, plays a significant role in this transformation by providing accessible English learning through smartphones. His research showed that students felt more motivated and skilled, as the app increased their interest in learning. Students also found Duolingo easy to use, allowing them to learn independently and reduce boredom (Burley et al., 2023). The application not only supports vocabulary acquisition but also enhances other aspects of English proficiency.

These findings suggest that the use of media applications such as FluentU, Duolingo, Rosetta Stone, Beelinguapp, Babbel, BBC Learning English**,** e-books, digital libraries, audio books, and academic journals can offer meaningful and innovative solutions to overcome students' reading difficulties. Integrating such tools into classroom instruction can make the learning process more enjoyable, efficient, and aligned with modern educational demands (Sufriyana, Wu, & Su, 2020).

Based on the explanation above, it can be concluded that the use of FluentU supported by AI technology holds great potential as an effective learning innovation for improving students' reading comprehension, particularly in understanding English texts. Therefore, this research aims to determine the effect of using FluentU on the reading comprehension skills at grade eleven students of SMK Negeri 1 Siantar. The title of this research is: The Effect of Using FluentU on Students' Reading Comprehension of the Grade Eleven of SMK Negeri 1 Siantar

METHOD

Research Design

This research uses a quantitative approach. According to Ary et al (Hentzen, Hoffmann, Dolan, & Pala, 2022) quantitative research is a method of collecting and analyzing numerical data statistically to answer questions related to relationships, causes, effects, or current status. The research design used is a quasi-experimental design. This design involves two groups of subjects who will receive treatment, with measurements taken before (pre-test) and after (post-test) treatment to determine the changes that occur. In this research, the subjects consisted of two classes, namely the experimental class and the control class. The experimental class is a group that receives treatment in the form of using the media FluentU in reading comprehension learning (Soori, Arezoo, & Dastres, 2023). Meanwhile, the control class does not

receive any treatment. Both classes will be given a pre-test and post-test to measure the improvement in reading comprehension skills after the treatment is given.The researcher will conduct at the grade eleven in SMK Negeri 1 Siantar located on Jl. Sangnawaluh Km 3, RW 5, Marihat Baris Siantar District, Simalungun Regency, North Sumatra. The research will be conducted in the 2024/2025 academic year.

Population and Sample of the Research

Population is defined as a group that is targeted by researcher to generalize the results of their research, while sampling is the process of selecting a number of individuals for research in such a way that they represent the larger group from which they are selected. According to ary et al (2018:144), population is defined as all members of a well-defined group of people, events, or objects. The population of this research consisted of grade eleven students at SMK Negeri 1 Siantar, which includes ten classes: XI TJKT (*Teknik Jaringan Komputer dan Telekomunikasi*) 1– 3, DKV(*Desain Komunikasi Visual*) 1–3, BS (*Busana*) 1–2, and KS (*Kecantikan dan Spa*) 1–2. The total number of students is 360 students (Woschank, Rauch, & Zsifkovits, 2020).

Sample is part of the population. According to Ary et al (2018:146), sample is defined as a group selected from a population to be observed in a research. The researcher chooses two classes from the population, namely XI BS-1 and XI BS-2, each class consisting of 36 students, so the total sample size is 72 students. Class XI BS-1 is designated as the experimental group, while XI BS-2 is designated as the control group. This research uses purposive sampling. According to Creswell (Chen, Chen, & Lin, 2020)purposive sampling is used when individuals are selected because they have experienced the central phenomenon.

The researcher uses the purposive sampling method because it considers the balanced composition of the two classes, where the number of students in each class is the same. In addition, based on the results of previous teaching practices and re- observations, the researcher obtained direction and opportunity to further explore the two classes. These two classes are chosen because they have relatively the same level of student ability and show a positive response to the learning process. Therefore, the researcher views these two classes as representative and relevant samples for future research purposes.

Instrument of the Research

A research instrument is a tool or method that researchers use to collect data for research. According to Creswell (Jakhar & Kaur, 2020) instrument is a tool for measuring, observing and documenting quantitative data. The researcher used test as the research instrument. The test was in multiple choice form and was divided into two sections: The pre-test and the post-test. The pre-test was administered to students before the treatment, while the post-test was conducted after the treatment. By comparing the results of the pre-test and post-test, researcher could determine whether the treatment enhanced the students' reading comprehension skills. The aspects of the research instrument used in this research were taken from theory by Nuttal cited by Safitri (Riyanti, 2023) in order for students to read properly, they need to understand the aspects of reading comprehension, as: Determining main idea, locating reference, understanding vocabulary, making inference, and finding information.

Technique of Data Collection

The researcher gives the test to the grade eleven students of SMK treatment, the post- test will be conducted. Both groups are pre-tested to Negeri 1 Siantar. The pre-test is conducted before the treatment. After the ensure that the results of the two groups are similar. A post-test will be given to the experimental group after being taught using the FluentU media.

Technique of data Analysis

The data in this research are analyzed using statistical analysis techniques. The researchers compare the pre-test and post-test scores of students in the experimental and control groups. In analyzing the collected data, the researchers use the t-test formula to determine the effect of FluentU media on students' reading comprehension after treatment. Before analyzing the data using the t-test, the normality and homogeneity of the data are tested. The data are calculated using IBM SPSS version 24 for Windows.

RESULT AND DISCUSSION

Data Analysis

The research data was collected from grade eleven students of SMK Negeri 1 Siantar during the 2024/2025 academic year, with a total population of 360 students divided into 10 classes. For this research, the researcher selected two classes (XI BS-1 and XII BS-2). Totalling 72 student 36 assigned to the control group using conventional media and 36 to the experimental group utilizing FluentU Application. The sampling method employed was purpositive sampling when individuals are selected because they have experienced the central phenomenon.

Data of Experimental class

The experimental class for this research consisted of 36 students from XI BS-1 at SMK Negeri 1 Siantar. The researcher utilized FluentU as a media for teaching reading comprehension in the experimental class. The table below displays the results of the pre-test and post-test conducted to evaluate the impact of this teaching method on students' reading skills (Mehmood et al., 2023).

In the experimental class, the researcher implemented the FluentU Application as a treatment for the students. The experimental procedure included administering a pre-test, applying the treatment, and conducting a post-test. The test consisted of 20 multiple choice questions, with students awarded 5 points for each correct answer. In the pre-test of the experimental class (XI BS-1), the scores ranging from 55 to 80. After the pre-test, the researcher conducted the treatment using the FluentU Application as media. In the post-test of the experimental class (XI BS-2), the scores ranging from 60 to 95. The findings indicated a significant increase between the pre-test and post-test scores.

Data of Control Class

The control class for this research consisted of 36 students from XI BS-2 at SMK Negeri 1 Siantar. In this class, the researcher employed conventional media for teaching Reading Comprehension. The table below presents the results of the pre-test and post-test conducted to assess the effectiveness of this traditional teaching method in improving students' reading skills compared to the experimental group that utilized FluentU Application (Wood, Moxley, Tighe, & Wagner, 2018).

In the control class, the researcher gave the same pre-test and post-test to the control class but not give the treatment, the researcher just gave the lesson with the textbooks as ordinary learning media. Same with experimental class, the test give consists of 20 questions and students receive 5 points for each question if they answer correctly. In the pre-test of the control class (XI BS-2), the scores ranging from 50 to 80. In the post-test of the control class (XI BS-2), the scores ranging from 55 to 90. The findings indicated a significant increase between the pre-test and post-test scores.

Descriptive Analysis

Descriptive statistics play a crucial role in summarizing and interpreting data collected during research. In this research, the researcher analyzed the Reading Comprehension of eleven grade students at SMK Negeri 1 Siantar, focusing on the effectiveness of different teaching methods. The data collected from pre-tests and post-tests for both the experimental and control classes provide valuable insights into the students' performance (Wexler et al., 2018).

Descriptive statistics allow us to present a clear overview of the data by calculating key measures such as the mean, minimum, maximum, and standard deviation. These statistics help in understanding the central tendency and variability of the students' scores, enabling us to assess the impact of the teaching methods employed (Fogarty et al., 2017).

In this research, the resecercher have gathered data from two groups: the experimental class, which utilized FluentU Application, and the control class, which used conventional media. By analyzing the pre-test and post-test scores, the researcher can evaluate the effectiveness of the innovative teaching approach compared to traditional methods. The following table summarizes the descriptive statistics for both classes, providing a foundation for further analysis and interpretation of the results.

Table 1. Table of Descriptive Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental	36	55	85	67.78	7.968
Post-Test Experimental	36	60	95	81.94	8.475
Pre-Test Control	36	50	80	62.78	7.968
Post-Test Control	36	55	90	75.14	7.791
Valid N (listwise)	36				

From the table above it can be concluded as follows

1. There were 31 students in each class, denoted by the letter N.
2. The experimental class pre-test scores ranged from 55 to 85, with an average of 67.78 and a standard deviation of 7.968. The experimental class post-test had a minimum value of 60, a maximum value of 95, an average of 81.94, and a standard deviation of 8.475.
3. The control class pre-test had a minimum value of 50 and a maximum value of 80. The standard deviation was 7.968, while the mean was 62.78. While the lowest post-test

value of the control class was 55 and the highest value was 90, with an average value of 75.14 and a standard deviation of 7.791

Normality Test

Normal data was required when performing paired-sample t-tests and independent-sample t-tests in parametric statistical analysis. The significance value was a metric used in the normality test. Both the Kolmogorov-Smirnov test and the Shapiro-Wilk test indicate that the data are normal when the significance level is 0.05 (Fuchs, Gilbert, Fuchs, Seethaler, & N. Martin, 2018). The difference between using the two tests is in the number of samples used. If the number of samples is less than 50, Shapiro-Wilk is more appropriate to use in the normality test, but if the number of samples is more than 50, use Kolmogorov-Smirnov so that the results are more accurate. Statistics, df, and sig, for the Shapiro-Wilk and Kolmogorov-Smirnov tests can be seen in the table above. If the significant value (Sig) in the Kolmogrov-Smirnov test and Shapiro-Wilk test is greater than 0.05, then the research data is considered normal. The data in this study no more than 50 data, so the focus is on the significant value (Sig.) in the Shapiro-Wilk test. All significant values in the Shapiro-wilk test are normally distributed because the significance value is greater than 0.05.

Homogeneity Test

The homogeneity test is used to determine whether a set of data from two or more groups is homogeneous (the same) or heterogeneous (not the same). For the Paired Sample t-test, homogeneity is an important assumption. If the significance value (Sig.) based on the mean is greater than 0.05, the data are considered homogeneous; if it is less than 0.05, the data are considered heterogeneous. However, that homogeneity is not a requirement for the Mann-Whitney test because it is a nonparametric test that does not assume normal distribution or homogeneity of variance (Khasawneh & Al-Rub, 2020). Since the significance value (Sig.) based on the mean is **0.837** , which is greater than **0.05**, the researcher can conclude from the homogeneity test output in the table that the variances of the data are homogeneous. This indicates that the changes in the post-test data of the experimental class and the post-test data of the control class are identical or homogeneous. Therefore, one of the non-absolute conditions for the t-test is met. While the data are homogeneous and can be analyzed using the Paired Sample t-test, it is important to note that such data can also be subjected to the Mann-Whitney test, if necessary, even though this test does not require homogeneity of variances (Guo, Zhang, Wright, & McTigue, 2020).

Paired Samples Test

The paired samples t-test is a statistical method used to determine whether there is a significant difference between the means of two related groups. In the context of this research, the paired samples t-test is employed to analyze the pre-test and post-test scores of the experimental class, which utilized FluentU Application for Reading Comprehension. This test is particularly useful when the same subjects are measured twice, allowing researchers to assess the impact of an intervention in this case, the teaching method on the same group of students. By comparing the pre-test scores, which reflect the students' reading comprehension knowledge before the intervention, to the post-test scores, which indicate their knowledge after the intervention, the researcher can evaluate the effectiveness of the teaching media.

Table 2. Table of Paired Samples Test

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig.(2-tailed)
Pair 1	PreTest_ Experimental - PostTest_ Experimental	-14.167	8.324	1.387	-16.983	-11.350	-10.212	35	.000

The calculation of valid data to answer the hypothesis that there is a significant effect of treatment can be seen in the Sig. (2-tailed) value. In this case, Ho is rejected and Ha is accepted because Sig. (2-tailed) = 0.000, which is less than 0.05. This indicates a statistically significant effect of the treatment used.

Hypothesis Testing

Hypothesis testing to be carried out:

1. Null Hypothesis (H0): FluentU Application does not significantly affect Reading Comprehension At Eleven Grade Students of SMK Negeri 1 Siantar.
2. Alternative Hypothesis (Ha): FluentU Application significantly affect Reading Comprehension At Eleven Grade Hypothesis of SMK Negeri 1 Siantar

If the value of Sig. (2-tailed) on Paired Samples Test < 0.05 then Ha is accepted for the test condition. From the table above, it can be shown that Ha are accepted if the Sig (2-tailed) = 0.000 < 0.05.

Findings

After conducting the data analysis process, several findings were obtained that could answer the research problems:

1. The analysis indicated that the use of FluentU Application significantly affects Reading Comprehension among eleven grade students at SMK Negeri 1 Siantar. The value of Sig. (2-tailed) on the Paired Samples Test was 0.000, which is less than 0.05, thus meeting the condition for accepting Ha. This result suggests a significant effect of the intervention.
2. In the experimental class, the pre-test scores ranged from 55 to 85, with an average of 67.78 and a standard deviation of 7.968. The post-test scores showed a minimum value of 60, a maximum value of 95, an average of 81.94, and a standard deviation of 8.475. This indicates a notable improvement in Reading Comprehension after the intervention.
3. The control class had pre-test scores ranging from 50 to 80 with a mean of 62.78 and a standard deviation of 7.968. The post-test scores for the control class ranged from 55 to 90, with an average of 75.14 and a standard deviation of 7.791. The improvement in the control class was less pronounced compared to the experimental class.

4. The hypothesis testing results support the conclusion that the use of FluentU Application has a significant impact on students' Reading Comprehension. Since the Sig. (2-tailed) value was 0.000, which is less than 0.05, the researcher accept Ha, indicating that the intervention was effective in enhancing vocabulary learning among the students.

In summary, the findings demonstrate that the implementation of FluentU Application positively influences Reading Comprehension, with the experimental group showing a significant improvement compared to the control group.

Discussions

The similarity between this research and the previous research is the result of the research conducted that the FluentU application is effective as a learning media. The difference with the relevant studies is that the average results are different.

This research aimed to evaluate the impact of using FluentU Application on Reading Comprehension among eleven grade students at SMK Negeri 1 Siantar. The analysis indicated a significant effect of the intervention, as evidenced by the Sig. (2-tailed) value of 0.000, which is less than 0.05. This result supports the acceptance of the alternative hypothesis (Ha), demonstrating that the treatment positively influenced students' Reading Comprehension. In the experimental class, the pre-test scores ranged from 55 to 85, with an average of 67.78 and a standard deviation of 7.968. Following the intervention, the post-test scores showed a minimum value of 60, a maximum of 95, an average of 81.94, and a standard deviation of 8.475 (Badawi, 2019). This significant improvement highlights the effectiveness of the FluentU Application in enhancing students' reading skills. Conversely, the control class exhibited pre-test scores ranging from 50 to 80, with a mean of 62.78 and a standard deviation of 7.968. The post-test scores for this group ranged from 55 to 90, with an average of 75.14 and a standard deviation of 7.791. The improvement in the control class was difficult to identify types of word class compared to the experimental class, underscoring the advantages of implementing the intervention. Overall, the findings support the conclusion that utilizing FluentU Application significantly enhances Reading Comprehension among students (Leung, 2022).

In this research, the researcher found that students who learned using FluentU Application got better grades than students who learned using conventional media. Students who learned with FluentU obtained better scores because the application provided a more interactive learning experience, namely by presenting materials in the form of videos, subtitles, and audio that supported students' comprehension. In addition, the use of FluentU made students more motivated to study independently without any pressure, so their learning frequency increased (Gunawan, 2019).

However, there were some limitations in using the FluentU Application. The available materials or topics were still limited, and to access more features students had to use the paid version. Therefore, although FluentU offered significant benefits in improving students' comprehension, its use needed to be considered by taking into account the limitations of access and cost.

CONCLUSION

Based on the findings of the reseacrh, the researcher could be concluded that the use of FluentU Application was proven effective in helping student master reading comprehension. The data processing and analysis showed that FluentU had a significant influence on students' reading ability, particularly in vocabulary mastery. After the implementation of FluentU in the experimental class, students were able to understand the main idea, inference, reference, vocabulary, and specific information more easily compared to using conventional media. Thus, the FluentU Application could be considered an effective alternative learning medium in teaching English, especially in reading comprehension skills. This application was able to minimize students' difficulties in understanding reading texts while at the same time increasing their learning motivation. However, there were some limitations in its use. Teachers still needed to provide supervision to ensure that students did not misuse the application, as well as to consider the limitations of features that were only accessible through the paid version. Therefore, the use of FluentU as a learning medium should have been carried out in a directed manner and balanced with other learning media

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