

**THE USE OF DIYA FEATURE IN READ ALONG BY GOOGLE
APPLICATION IN IMPROVING THE SEVENTH-GRADE STUDENTS'
VOCABULARY ACHIEVEMENT AT SMPN 5 MENDO BARAT**



A THESIS

**Submitted to the Undergraduate School in Partial Fulfillment of the
Requirements for Degree of Bachelor of Education (S.Pd.) in English
Education**

By

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MOTTO

“Jika bukan karena Allah yang memampukan, mungkin aku sudah menyerah.

Sesungguhnya beserta kesulitan ada kemudahan “

(QS. Al-Insyirah : 5-6)

It's fine it until you make it, until you do, until it's true

(Taylor Swift)

DEDICATION

Alhamdulliahi rabbil 'alamin

In the name of Allah SWT, the Most Great and Most Merciful, who has given me health and the opportunity to study and complete the writing of this thesis. May peace and blessings always be upon the Prophet Muhammad SAW.

This thesis is not merely an academic achievement, but also the result of prayers, struggles, support, and love from the people who have been part of my journey. With heartfelt gratitude, I dedicate this thesis to those who have always given me encouragement, support, and strength throughout every step of the process. I would like to express my thanks to:

- To my beloved parents, Dad and Mom, who are the greatest reasons behind every step I have taken and every achievement I have accomplished up to this point. Thank you for your endless love, affection, and prayers. This bachelor's degree is not the end of the journey, but rather a reflection of my devotion and gratitude for every tear, prayer, hard work, and love that have brought me to where I am today. May this achievement be the beginning of my journey to make you happy and repay, although it will never be enough to match, all the sacrifices that Dad and Mom have made for me.
- To my beloved younger siblings, who have always been a source of happiness, encouragement, and motivation throughout my journey. Thank you for being a part of this journey and for always bringing joy and color into my life. May this achievement inspire you to keep dreaming, striving, and pursuing whatever you aspire to achieve. Grow into amazing individuals and never be afraid to chase your dreams.
- To the honorable advisor of my thesis, Supiah, M.Pd., as advisor I, and Juriana, M.Pd., as advisor II. Perhaps, to you, I am simply a student completing a thesis, but to me, your guidance has been a meaningful part of my journey. Thank you for every piece of advice, patience, and kindness you have given me. May God bless you both with good health, happiness, and endless blessings.
- To the honorable Ihda Husnayaini, M.Pd., as the Head of the English Education Study Program, I would like to express my deepest gratitude for all the help, time, attention, and

effort that you have given throughout my university studies until I reached this point. Thank you for always being willing to help and support me throughout my academic journey. Perhaps without your assistance and guidance, my journey to reach this point would have taken much longer. I truly appreciate every moment, effort, and support that you have given me. May you always be blessed with good health, happiness, and countless blessings in every step of your life.

- To all my lecturers in the English Education Study Program, thank you for every lesson, guidance, and kindness you have given me throughout my studies. Every piece of knowledge you shared has become a valuable part of my journey. May God bless you with good health, happiness, and endless blessings. I will always be grateful for everything you have taught me.
- To Hartati,S.Pd.I, as the English teacher, and to all the teachers and staff of SMPN 5 Mendo Barat, Thank you for all the help, support, and kindness you have given me throughout my research. Your guidance, assistance, and warm welcome have been a meaningful part of my journey in completing this thesis. May God bless you all with good health, happiness, and endless blessings.
- To all the teachers and staff of MTsN 1 Pangkalpinang, Thank you for allowing me to conduct a try-out to test the validity of my research instrument at MTsN 1 Pangkalpinang. Your permission and support were truly meaningful and helped me complete this research. May God bless you all with good health, happiness, and endless blessings.
- To my partner, whom I call Payid. Thank you for all your support, help, and encouragement throughout this journey. Your presence, motivation, and willingness to be there for me made every difficult moment feel a little easier. I may not always say it, but I truly appreciate everything you have done for me. Thank you for being part of this journey and for helping me reach this point.
- To my fellow journey companions, J'Buls (Juli, Bunga, and Shelvia), Thank you for being my friends and companions throughout this journey, from the very beginning of college until now. Thank you for every laugh, story, helping hand, encouragement, and beautiful moment we have shared. Things would have felt different without you. Wherever life takes us after this, I hope our friendship and the memories we created during college will always remain a beautiful part of our lives.

- To my best friend, Annisa Nurul Izza, Thank you for being one of the wonderful people I met through KKN. At first, we were simply brought together by one activity, but somehow, it turned into a meaningful friendship. Thank you for all the stories, laughter, support, and little moments that may seem simple but will always stay in my memory. I'm grateful that our paths crossed, and I hope this friendship will always remain, even as we take different paths in the future. I love you, and I'm truly grateful to have you as my best friend.
- To my lovely friends, Shelvia, Annisa, Anisak and Nurhalizah, Thank you for always saying, "Come on, let's go for our thesis supervision," especially when I was tired and wanted to give up. Thank you for always believing that I could do it, even when I was the one saying that I couldn't. You never gave up on me; instead, you kept giving me endless encouragement, support, and strength throughout this journey. Perhaps without you, this journey would not have felt the same. Thank you for being an important part of this journey. I love you all, and I will always be grateful that we made it this far together.
- To all my TBI 9A classmates, thank you for being part of my university journey. Thank you for every moment of togetherness, laughter, stories, help, and support that we shared. Although we may take different paths after this, the memories we shared together will always be a beautiful part of my life. I am grateful to have known and struggled alongside all of you. May we all find success and happiness in our own paths. Thank you for being part of my story.
- *Last but not least*, to the first daughter and the hope of her parents, Nabila Oktasyavila. Yes, to myself. I am deeply grateful to myself for quietly fighting without ever giving up. Thank you for working hard and holding on until this far. For every night spent in exhaustion, and every morning greeted with worry, yet still faced and successfully overcome. Thank you to the heart that remains sincere, even though many things have happened beyond expectation. Thank you to the soul that stays strong, even though it has almost given up many times because of the circumstances. Thank you to the body that keeps moving forward, even though it is tired and has faced so much pressure, yet continues to fight. Keep learning and be grateful for every blessing God has given. Keep your spirit alive and continue striving. Be happy wherever you are. I pray that your small steps will always be strengthened, surrounded by good and wonderful people, and that your dreams will come true one by one. Aamiin.

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Abstract

This study was aimed at investigating the implementation of the Diya feature in the Read Along by Google application and whether there was a significant difference in vocabulary achievement between students who were taught using the Diya feature and those who were taught without using the feature at SMPN 5 Mendo Barat. This study employed a quantitative method with a quasi-experimental design involving an experimental group and a control group, with 27 seventh-grade students in each group. The data were collected through pre-tests, post-tests, and observation sheets. The results showed that the implementation of the Diya feature gradually increased students' participation and understanding during the learning process. The students became more active in reading activities, listening to pronunciation, repeating vocabulary, responding to instructions, and practicing new words. In addition, the experimental group's mean score increased from 33.90 in the pre-test to 79.91 in the post-test, while the control group's mean score increased from 39.46 to 67.66. The independent samples t-test showed a t-value of 6.567 with a significance value of 0.000, which was lower than 0.05. Therefore, there was a significant difference in vocabulary achievement between the experimental and control groups. The alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. It was concluded that the implementation of the Diya feature positively supported the learning process and improved the vocabulary achievement of seventh-grade students at SMPN 5 Mendo Barat.

Keywords: Diya Feature, Read Along by Google, Vocabulary Achievement, Descriptive Text.

ACKNOWLEDGMENT

Firstly, the researcher wishes to express deep gratitude to Almighty Allah SWT for providing the opportunity to complete this thesis, entitled “The Use of Diya Feature in Read Along by Google Application to Improve Seventh-Grade Students’ Vocabulary Achievement at SMPN 5 Mendo Barat.” This thesis fulfills the academic requirements for a Bachelor's degree (S.Pd) in English Language Studies at the State Islamic Institute Syaikh Abdurrahman Siddik Bangka Belitung for the 2026/2027 academic years. The research was conducted by the researcher in August 2026 at SMPN 5 Mendo Barat. Additionally, the researcher would like to extend heartfelt thanks to:

1. Rector of IAIN SAS Bangka Belitung, Prof. Dr. H. Janawi, M.Ag.
2. The Dean of Tarbiyah Faculty, Dr. Subri, S.Pd.I., M.S.I.
3. The Head of English Education Study Program, Ihda Husnayaini, M.Pd.
4. The Academic Advisor, Supiah, M.Pd.
5. The First Advisor, Supiah, M.Pd
6. The Second Advisor, Juriana, M.Pd
7. The First Examiner, Zulfikri Betyar Rasuan, M.Pd.
8. The Second Examiner, Dr. Yohan, M.Pd
9. All lecturers of English Education Study Program.
10. The Principle and All the teachers of SMPN 5 Mendo Barat
11. All the Seventh grade Students in of SMPN 5 Mendo Barat

Bangka, 1 September 2026



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