RETAINING FOCUS THROUGH WORDWALL: A CASE STUDY ON YOUNG LEARNERS VOCABULARY CLASS

A THESIS

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Written By:

Nisrina Rizki Herusyahputri

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Retaining Focus Through Wordwall: A Case Study on Young Learners Vocabulary Class.

A Thesis By:

Nisrina Rizki Herusyahputri

2022710020

English Education Study Program

Faculty of Teacher Training and Education

University of Indo Global Mandiri Palembang

2026

Approved on 25th September, 2026

Advisor I	**Advisor II**
Dita Rizki Anggraini, S.Pd., M.Pd.	**Jaya Nur Iman, S.Pd., M.Pd.**
NIDN. 0221019101	**NIDN. 0223109303**

Certified by,

The head of English Education Study Program	**The Dean of Faculty of Teacher Training Education**
Dio Resta Permana, S.Pd., M.Pd.	**Dr. Doris Febriyanti, S.IP., M.Si.**
NIDN. 0223109303	**NIDN. 0222028203**

This is to certify that the thesis of Nisrina Rizki Herusyahputri has been approved by the board of examiner of Faculty of Teacher Training and Education, Indo Global Mandiri University on August, 25th 2026, as the requirement for Undergraduate Degree in English Education.

BOARD OF EXAMINERS

Head of Examiner : Dita Rizki Anggraini, S.Pd., M.Pd. ( )

1st Examiner : Jaya Nur Iman, S.Pd., M.Pd. ( )

2nd Examiner : Rudi Hartono, S.Pd., M.A., Ph.D. ( )

Acknowledged by,

The Dean of The Faculty of Teacher Training and Education

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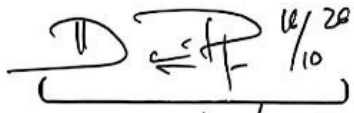
Dr. Doris Febriyanti, S.IP., M.Si.
NIDN. 0222028203

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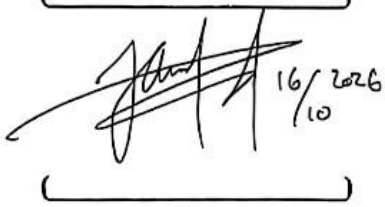
The title of thesis	: Retaining Focus Through Wordwall: A Case Study on Young Learners Vocabulary Class
Name	: Nisrina Rizki Herusyahputri
Student Number	: 2022710020
Study Program	: English Education
Date of test	: August 12th, 2026

Approve by the Examination Committee **Signature/date,**

Dita Rizki Anggraini, S.Pd., M.Pd.
(Head of Examiner)



Jaya Nur Iman, S.Pd., M.Pd.
(1st Examiner)



Rudi Hartono, S.Pd., M.A., Ph.D,
(2nd Examiner)



Certified by,

The Head of English Education Study Program	The Dean of The Faculty of Teacher Training and Education
	
Dio Resta Permana, S.Pd., M.Pd	**Dr. Doris Febriyanti, S.IP., M.Si.**
NIDN. 0223109303	**NIDN. 0222028203**

STATEMENT PAGE

I hereby,

Name	: Nisrina Rizki Herusyahputri
Place and Date of Birth	: Batam, March, 10th 2004
Study Program	: English Education
Student Number	: 2022710020

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The Writer,



Nisrina Rizki Herusyahputri

NPM. 2022710020

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Palembang, 25th of September 2026

The Researcher,



Nisrina Rizki Herusyahputri

NPM: 2022710020

MOTTO AND DEDICATION

MOTTO

"Ada hari ketika aku melangkah maju, ada hari ketika aku hanya berusaha bertahan. Keduanya tetap membawaku sampai di titik ini."

سَعْيٌ مَا اِلَّا لِلْاِنْسَانِ لَّيْسَ وَاَنْ

"And that there is not for man except that [good] for which he strives."

(QS. An-Najm: 39)

DEDICATION

This thesis is lovingly dedicated to:

My beloved mother, ***Rustinah, S.Pd.****, for her endless prayers, unconditional love, patience, and sacrifices that have always been my source of strength.*

My beloved late father, ***Heri Aprisal, S.E.****, whose love, guidance, sacrifices, and values will always remain with me. Although you are no longer here to witness this moment, this achievement is also yours. May Allah SWT grant you the highest place in Jannah. Aamiin.*

My supervisors, family, friends, and everyone who has supported, encouraged, and believed in me throughout this journey.

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Finally, the researcher realizes that this thesis still has limitations. Therefore, constructive criticism and suggestions are sincerely welcomed for future improvement. It is hoped that this study will contribute to English language teaching, particularly to the use of interactive digital media in supporting young learners' attention during vocabulary learning.

Palembang, 25th of September 2026

The Researcher



Nisrina Rizki Herusyahputri

ABSTRACT

This study aimed to investigate how Wordwall supports young learners in retaining attention during vocabulary learning at PAUD Al-Muhajirin, Palembang. This study employed a qualitative case study design involving 16 registered students from two groups: seven students aged 4–5 years and nine students aged 5–6 years. Data were collected through observation checklists, semi-structured interviews, and video documentation conducted during eight classroom meetings. Three students were purposively selected for interviews based on their different participation patterns. The data were analyzed using Miles, Huberman, and Saldaña's qualitative data analysis framework, consisting of data condensation, data display, and conclusion drawing. The findings indicated that Wordwall supported students' attention through visually appealing, interactive, and game-based vocabulary activities. Students demonstrated attention by looking at the screen, following the teacher's instructions, answering questions, and actively participating in the activities. The interview results also showed that students felt happy, enthusiastic, and interested in using Wordwall again. Some students were able to recall vocabulary introduced during the activities, although this finding represented immediate recall rather than measurable long-term vocabulary mastery. However, students' attention tended to decrease when they had to wait too long for their turns. Teacher guidance, activity duration, turn-taking management, and opportunities for whole-class participation were also found to influence students' attention. In conclusion, Wordwall can support young learners' attention retention in vocabulary learning when implemented with appropriate teaching strategies, teacher guidance, and well-organized classroom activities.

Keywords: ***wordwall, young learners, attention, vocabulary learning, qualitative case study***

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