



INNOVATIVE: Journal Of Social Science Research

Volume 5 Nomor 1 Tahun 2025 Page 2282-2290

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

Integrating Technology in Education: Disney+ Hotstar as a Tool for Vocabulary Improvement

Aulia Agustiani^{1✉}, Nurul Masyithah Rery², Hikmah Zalifah Putri³

Universitas Riau

Email: aulia.agustiani@lecturer.unri.ac.id[✉]

Abstract

Enhancing vocabulary acquisition requires teachers to be innovative in the recent advancement of technology, particularly in the instructional process. Teachers can use many platforms to benefit from emerging technology in education. One of them is using Disney+ Hotstar that promotes its subtitled content. This paper explored the impacts of using Disney+ Hotstar on students' vocabulary mastery—the present study distributed a questionnaire to 35 sixth-semester students of one university in Riau. As a result of the research, it was discovered that Disney+ Hotstar could enhance students' vocabulary mastery. It allowed the students to discover new vocabularies while watching TV shows or movies on Disney+ Hotstar. For future studies, it is highly recommended that English teachers adopt Disney+ Hotstar content as an innovative teaching strategy for enhancing students' vocabulary mastery. In addition, it can be authentic, up-to-date, contextual and interesting learning material for students to gain more knowledge and enhance their vocabulary mastery. In summary, emerging technology in education can enhance students' knowledge and understanding. There are so many platforms and digital tools that teachers can use in teaching and learning processes to create interesting and engaging teaching and learning activities.

Keywords: *Improving Vocabulary, Language Learning, Subtitled Content, Technology in Education*

Abstrak

Bahasa Indonesia: Meningkatkan perolehan kosakata mengharuskan guru untuk menjadi inovatif dalam kemajuan teknologi terkini, khususnya dalam proses pembelajaran. Guru dapat menggunakan banyak platform untuk mendapatkan manfaat dari teknologi yang muncul dalam pendidikan. Salah satunya adalah menggunakan Disney+ Hotstar yang mempromosikan konten subtitle-nya. Makalah ini mengeksplorasi dampak penggunaan Disney+ Hotstar pada penguasaan kosakata siswa—studi saat ini mendistribusikan kuesioner kepada 35 mahasiswa semester enam dari satu universitas di Riau. Sebagai hasil dari penelitian, ditemukan bahwa Disney+ Hotstar dapat meningkatkan penguasaan kosakata siswa. Ini memungkinkan siswa untuk menemukan kosakata baru sambil menonton acara TV atau film di Disney+ Hotstar. Untuk penelitian selanjutnya, sangat disarankan agar guru bahasa Inggris mengadopsi konten Disney+ Hotstar sebagai strategi pengajaran yang inovatif untuk meningkatkan penguasaan kosakata siswa. Selain itu, ini dapat menjadi materi pembelajaran yang autentik, terkini, kontekstual, dan menarik bagi siswa untuk mendapatkan lebih banyak pengetahuan dan meningkatkan penguasaan kosakata mereka. Singkatnya, teknologi yang muncul dalam pendidikan dapat meningkatkan pengetahuan dan pemahaman siswa. Ada begitu banyak platform dan alat digital yang dapat digunakan guru dalam proses belajar mengajar untuk menciptakan kegiatan belajar mengajar yang menarik dan menarik.

Kata Kunci: *Meningkatkan Kosakata, Pembelajaran Bahasa, Konten Subtitel, Teknologi dalam Pendidikan*

INTRODUCTION

In today's digital era, technology offers many opportunities to improve our language skills. Technology now plays a vital role in education and learning and has become an integral part of modern human existence. According to Katemba (2021), technology has permeated both our daily lives and the educational system, that make it impossible for us to avoid it in the age of globalization. She stated that when students used technology in the classroom or during the learning process, their vocabulary grew dramatically.

Subtitled contents / films provide a rich language learning environment that facilitates learner adaptation to new language contexts by combining audio, video, and informational contexts. Based on Putra (2014) films using English subtitles can motivate students to learn vocabulary from the film. Additionally, research shows that watching films and television episodes with subtitles can help people learn a foreign language more quickly.

Disney+ Hotstar can be a valuable tool for vocabulary improvement in educational settings due to its diverse content, multimodal features, and accessibility (Wikipedia, 2024). The platform offers a wide range of genres and languages, from educational series and documentaries to animated movies and dramas, providing learners with contextual

exposure to new vocabulary. Language learners can improve listening comprehension skills, as well as general language insight and competence, by using English subtitles when watching films (Faqe, 2017). Watching *Disney+ Hotstar* movies with English subtitles can be very helpful for language learners to improve their vocabulary comprehension, and overall language abilities.

Subtitles play a crucial role in fostering cultural awareness, which gives students a firsthand introduction to foreign culture through reading translated subtitles. This exposure helps students comprehend, learn, and acquire the essential components of understanding the target language, including the acquisition of various idioms and expressions (Kruger, 2016).

Movies with subtitles are very beneficial, particularly for students' comprehension. People can expand their vocabulary and acquire new words by using visual aids and live translation to understand foreign language. In this way, technology can be utilized to increase learning and teaching resources in the digital era. Related to that point, this research aims to see how students use *Disney+ Hotstar* subtitled content as a digital learning tool to improve vocabulary.

METHOD

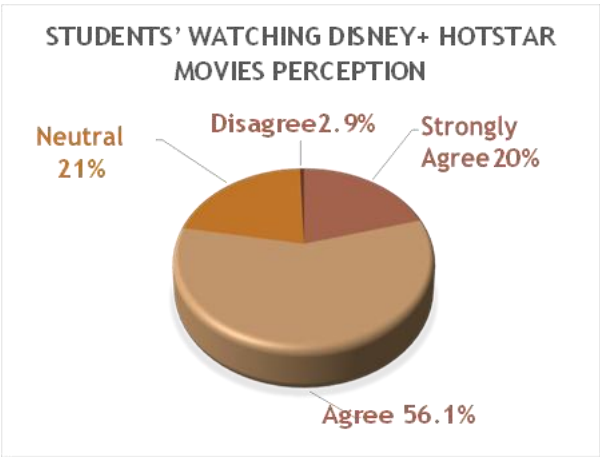
This study aimed to determine how *Disney+ Hotstar* with its subtitled content improves vocabulary skills of the students. This data was collected online through Google Forms. The samples of this study are 35 students of a university in Riau.

The research method employed a mixed-methods approach to capture both quantitative and qualitative data. The study began with a pre-test to assess the baseline vocabulary knowledge of participants, followed by an intervention phase where students engage with curated content from *Disney+ Hotstar*. The contents were selected based on their relevance to language learning, focusing on dialogue-rich scenes with subtitles in English. Participants were guided to actively engage with these materials through activities like identifying new words, analyzing contextual meanings, and applying them in sentence construction. Post-test was given to measure vocabulary acquisition to quantify the improvement. Simultaneously, qualitative data was collected through focus group discussions enabling students to share their experiences and perceived benefits of using the platform. Data analysis included statistical methods to evaluate vocabulary gains and thematic analysis to explore students' perception. This holistic method ensured a

comprehensive understanding of the effectiveness of *Disney+ Hotstar* in enhancing vocabulary skills within an educational context.

RESULTS AND DISCUSSION

The findings of this study demonstrate a strong consensus among students regarding the efficacy of watching *Disney+ Hotstar* movies with English subtitles as a tool for vocabulary improvement. The data indicate that a significant percentage of students perceive this activity as beneficial to their English learning experience.



Picture 1. Students' Watching Disney+ Hotstar Perception

The diagram depicting students' perceptions of watching movies on *Disney+ Hotstar* reveals a predominantly positive response. A significant portion, 56.1%, agree with the statement, indicating that most students have a favorable view of the platform. Additionally, 20% strongly agree, further suggesting a strong appreciation for *Disney+ Hotstar* among this group. On the other hand, 21% of students remain neutral, showing neither agreement nor disagreement with the statement. A smaller proportion, 2.9%, disagree, indicating that a very few students have a negative perception of the service. Overall, the results suggest that *Disney+ Hotstar* is generally well-received by students.

The majority of students expressed positive perceptions of the impact of English-subtitled *Disney+ Hotstar* movies on their vocabulary acquisition. Specifically, 31.4% of respondents strongly agreed with this notion, while 60% agreed. This combined 91.4% agreement underscores the widespread belief among students that this approach is effective. Notably, 8.6% of students were neutral, and no participants disagreed or strongly disagreed. The lack of any negative responses further highlights the universal acknowledgment of English-subtitled *Disney+ Hotstar* movies as a valuable and engaging tool for improving vocabulary, making it a promising addition to language learning

strategies.

In addition to vocabulary improvement, students also highlighted the broader educational benefits of watching *Disney+ Hotstar* movies. When asked about the effect of *Disney+ Hotstar* on their overall English learning, 22.9% of respondents strongly agreed, and 51.4% agreed, resulting in a combined agreement rate of 74.3%. While 17.1% remained neutral, a small percentage (8.6%) disagreed, and none strongly disagreed. These findings indicate that *Disney+ Hotstar* not only supports vocabulary development but also contributes positively to enhancing overall English language skills. This underscores the potential of integrating streaming platforms like *Disney+ Hotstar* into language learning strategies to provide students with an engaging and effective educational experience.

The notion of using *Disney+ Hotstar* as an alternative way to improve vocabulary received even higher positive feedback. Approximately 34.3% of students strongly agreed with this statement, and 54.3% agreed, culminating in an 88.6% agreement rate. Only 8.6% were neutral, 2.9% disagreed, and no students strongly disagreed. These findings indicate that the majority of students perceive *Disney+ Hotstar* as an effective and engaging tool for vocabulary learning. The minimal disagreement and absence of strong opposition further emphasize its potential as a supplementary resource in language education, offering students a practical and enjoyable method to enhance their English proficiency.

The results clearly demonstrated the positive impact of using subtitled media in language education, corroborating findings from prior studies. Katemba's (2018) research highlighted that English films with subtitles not only enhance vocabulary acquisition but also significantly contribute to overall English proficiency. The current findings reinforce these conclusions, providing further evidence that subtitled media is a powerful tool for improving language skills. This consistency with established research underscores the pedagogical value of incorporating subtitled media into language learning strategies. Moreover, it emphasizes the dual benefits of fostering comprehension and retention, making subtitled media an effective and engaging resource for learners at various proficiency levels. The alignment with Katemba's work validates the broader applicability of this approach, suggesting that integrating subtitled films and other media into educational practices can address diverse learner needs while boosting engagement and linguistic outcomes.

The diagram highlights the impact of using *Disney+ Hotstar* as a learning medium, emphasizing its ability to create an engaging platform for students. By integrating entertainment into the educational process, *Disney+ Hotstar* leverages the intrinsic appeal

of movies and series to motivate students to actively participate in language learning activities. This approach not only sustains learners' interest but also fosters a deeper connection with the material. The immersive nature of watching content in a target language allows students to acquire vocabulary in a context-rich environment, where words and phrases are embedded within authentic cultural and conversational settings. This contextual learning makes the process more intuitive, enjoyable, and memorable, as students can relate the language to real-life scenarios, improving retention and practical application. Moreover, the diverse genres and themes available on *Disney+ Hotstar* cater to various interests, ensuring a personalized and engaging experience that enhances both motivation and language proficiency.

The result showed the significant impact of subtitled movies on *Disney+ Hotstar* as an effective tool for vocabulary acquisition among students. This method provides a dynamic learning experience, allowing students to encounter words in context, which is crucial for understanding their proper usage, idiomatic expressions, and the subtle nuances embedded in the target culture. By combining visual elements, auditory input, and text, subtitled movies create a multimodal learning environment that enhances memory retention and word recall. Students are exposed to real-life scenarios where vocabulary is naturally integrated into dialogues and situations, making the learning process more practical and relatable. This immersive approach not only facilitates better comprehension of language structures but also encourages active engagement, enabling learners to internalize and confidently use new words in everyday communication. The diagram underscores the value of contextualized learning as a cornerstone for vocabulary mastery.

The visual and auditory integration provided by subtitled content allows learners to encounter words in context, enhancing their understanding of how vocabulary is used in real-life situations. This method facilitates the comprehension of word usage, idiomatic expressions, and cultural nuances, which are often challenging to grasp through traditional learning materials. By linking new words to specific scenes and dialogues, students create stronger associations, making it easier to remember and apply the vocabulary in practical scenarios. Furthermore, the combination of subtitles with engaging content keeps learners motivated, providing an immersive learning experience that supports both retention and active language application.

The findings of this study demonstrate a strong consensus among students regarding the efficacy of watching *Disney+ Hotstar* movies with English subtitles as a tool for vocabulary improvement. The data indicate that a significant percentage of students

perceive this activity as beneficial to their English learning experience.

The study demonstrated positive student perceptions of learning vocabulary using Disney+ Hotstar. Key indicators include the platform's accessibility, students' attitudes toward its use, and its perceived effectiveness for learning can be the next topics that can be discussed in further detailed research. These findings provided insights into how students view Disney+ Hotstar as a learning tool and highlight its potential to enhance vocabulary mastery through English-subtitled content.

Furthermore, the study suggests promising avenues for future exploration, such as examining the impact of specific genres on vocabulary retention, determining optimal frequency of usage for maximizing learning outcomes, or conducting comparative analyses with other streaming platforms to assess their educational potential. These directions could provide deeper insights into optimizing the integration of subtitled media into pedagogical practices, contributing to more innovative and effective approaches in language education.

CONCLUSION

The findings of the study emphasize the significant potential of utilizing *Disney+ Hotstar* with English subtitles as an effective supplementary tool for vocabulary acquisition in language learning. The results, reveals overwhelmingly positive perceptions from participants, affirming that the integration of subtitled content into language education can enhance learners' engagement and retention of new vocabulary. These insights resonate with prior research, which underscores the role of technology in enriching language-learning experiences. By providing a dynamic and context-rich medium, subtitled streaming platforms like *Disney+ Hotstar* offer an immersive environment that fosters incidental vocabulary learning.

REFERENCE

- Al-Ahdal, A. A. M. H., & Alharbi, M. A. (2021). *The impact of technology-based and non-technology-based vocabulary learning strategies on EFL learners' vocabulary retention*. *Frontiers in Education*, 6, 1392383. <https://doi.org/10.3389/feduc.2024.1392383>
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pengantar Praktik*, Jakarta: Aneka Cipta.
- Walgito, B. (2010). *Pengantar Psikologi Umum*. Andi Offset. Yogyakarta. p.102- 104
- Chiaye Khorshedd Faqe. (2017). The effectiveness of english movie subtitles in vocabulary learning among iraqi kurdistan efl learners: soran university efl learners as an

- example. *International Journal of Current Advanced Research*, 6(3), 2590–2594.
<https://doi.org/10.24327/ijcar.2017.2594.0053>
- Fage, C. K. (2017). *The effectiveness of English movie subtitles in vocabulary learning among Iraqi Kurdistan EFL learners: Soran University EFL learners as an example*. *International Journal of Current Advanced Research*, 6(3), 2590–2594.
<https://doi.org/10.24327/ijcar.2017.2594.0053>
- Gatcho, A. R. G. (2024). Streaming media for English language learners' vocabulary development: A systematic review. *International Journal of Learning, Teaching and Educational Research*, 23(3), 448–468. <https://doi.org/10.26803/ijlter.23.3.22>
- Ghobadi, S., & Taki, S. (2018). *The Effect of Using Technology on Learning Vocabulary by Iranian EFL learners*. *Journal of Language Teaching and Research*, 9(3), 618–625.
<https://doi.org/10.17507/jltr.0903.24>
- Iqbal Hasan. (2001) *Analisis Data Penelitian Dengan Statistik*. Jakarta: Bumi Aksara.
- Jenner, M. (2018), *Disney+ Hotstar and the Re-Invention of Television*, Basingstoke: Palgrave Macmillan
- Katamba, C. V. (2021). *Enhancing Vocabulary Performance through Mobile Assisted Language Learning at a Rural School in Indonesia*. *Acuity: Journal of English Language Pedagogy, Literature, and Culture*, 6(1), 1– 11.
<https://doi.org/10.35974/acuity.v6i1.2457>
- Kruger, J. L. (2016). Linguistic and cultural representation in audiovisual translation. In R. Baños Piñero & J. Díaz Cintas (Eds.), *Audiovisual translation in a global context: Mapping an ever-changing landscape* (pp. 75–96). Palgrave Macmillan.
- Kusumawati, E. (2020, April 9). *Visual novel game subtitles and the improvement of vocabulary comprehension ability: Does it help L2?*. Atlantis Press.
<https://doi.org/10.2991/assehr.k.200406.011>
- Lin, C. C., & Lin, H. W. (2019). *Mobile-assisted ESL/EFL vocabulary learning: A systematic review and meta-analysis*. *Computer Assisted Language Learning*, 32(8), 878–919.
<https://doi.org/10.1080/09588221.2018.1541359>
- Nur Islamia, A., & Rosmaidar. (2020). *The Correlation Between Watching Movie with Subtitles and Students' Vocabulary Mastery at Universitas Bina Darma*. *Jurnal Ilmiah Bina Bahasa*, 13(02), 1–10.
<https://journal.binadarma.ac.id/index.php/binabahasa/article/view/1169>

- Rahma, A. S. F., Qalbi, N., & Baso, F. A. (2021). *Students' perception on English teaching using a virtual system online learning*. *Journal of Computer Interaction in Education*. <https://jurnal.fkip.unismuh.ac.id/index.php/jcie/article/view/132>
- Research Gate. (2023). *An influence of user experience and brand experience on the customer satisfaction at Disney+ Hotstar digital streaming services*. Retrieved from https://www.researchgate.net/publication/376293990_AN_INFLUENCE_OF_USER_EXPERIENCE_AND_BRAND_EXPERIENCE_ON_THE_CUSTOMER_SATISFACTION_AT_DISNEY_HOTSTAR_DIGITAL_STREAMING_SERVICES
- Sari, S. N., & Aminatun, D. (2021). *Students' Perception on the Use of English Movies To Improve Vocabulary Mastery*. *Journal of English Language Teaching and Learning*, 2(1), 16–22. <https://doi.org/10.33365/jeltl.v2i1.757>
- Siddiqui, B., Khatoon, S., & Siddiqui, A. (2023). *Disney+ Hotstar as A Digital Tool For Language Learning: A Semi Systematic Review*. *Journal of Law & Social Studies 2023 Journal of Law & Social Studies (JLSS)*, 5(4), 674–689. <https://doi.org/10.52279/jlss.05.04>.
- Song, M. (2021). *A comparative study on over-the-tops, Disney+ Hotstar & Amazon Prime Video: Based on the success factors of Innovation*. *International Journal of Advanced Smart Convergence*. <https://doi.org/10.7236/IJASC.2021.10.1.62>
- Sugiyono. (2010). *Metode Penelitian Kuantitatif and Kualitatif*. Bandung: Alfabeta.
- Sugiyono (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Sun, Y. C., & Yang, F. Y. (2015). I help, therefore, I learn: Service learning on Web 2.0 in an EFL speaking class. *Computer Assisted Language Learning*, 28(3), 202–219. <https://doi.org/10.1080/09588221.2013.818555>
- Türkmen, B. (2020, October 30). *Utilising digital media as a second language (L2) support: A case study on Disney+ Hotstar with translation applications*. *Interdisciplinary Description of Complex Systems : INDECS*. <https://hrcak.srce.hr/255405>
- Wei Ning, C. V. K. &. (1970). Students` Responses in Enhancing New Vocabulary Through Subtitled English Movies. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 3(1), 45–72. <https://doi.org/10.35974/acuity.v3i1.62>
- Wikipedia contributors. (2024, December 19). *Disney+ Hotstar*. In *Wikipedia, The Free Encyclopedia*. Retrieved from https://en.wikipedia.org/wiki/Disney%2B_Hotstar