

**THE USE OF DISNEY HOTSTAR
AS A DIGITAL ENGLISH LEARNING AID
FOR STUDENTS' AUTONOMOUS VOCABULARY
LEARNING**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English



**UIN SUNAN AMPEL
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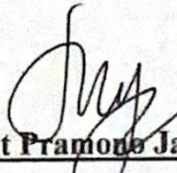
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ABSTRACT

Jossei, F Mauraia. *The Use of Disney Hotstar as Digital English Learning Aids for Students' Autonomous Vocabulary Learning*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya, Advisor I: Dr. Irma Soraya, M.Pd., Advisor II: Sigit Pramono Jati, M.Pd., Ph.D.

Key Words: Students' Perception, Vocabulary, English Movies, Autonomous Learning.

English vocabulary is one of the most fundamental aspects in the development of English language skills. This study explores how Disney Hotstar, as a digital platform, supports students in autonomous vocabulary learning, particularly among low-motivation learners in the 2020 cohort of the English Education Department at UIN Sunan Ampel Surabaya. A qualitative case study approach was employed, with data collected through two sessions of focus group discussions (FGD) involving five participants each. This research instrument used was focused group discussion guidelines in the form of semi-structured interview and the data were analyzed using coding techniques to identify themes related to students' perceptions, strategies, and experiences. Students expressed that watching English movies on Disney Hotstar helped them discover new vocabulary in an enjoyable and natural context. The platform's features, such as high-quality subtitles and native speaker dialogues, allowed learners to study independently and repeatedly review content. As a result, students were more engaged and motivated in their vocabulary acquisition. Moreover, participants reported that the flexibility of watching at their own pace increased their confidence and learning satisfaction. They also found that exposure to real-life language use helped improve pronunciation, comprehension, and contextual understanding of new words. This learning method supported different learning styles and was especially effective for visual and auditory learners. The findings suggest that English movies can serve as an effective medium for enhancing vocabulary through autonomous learning, and that digital tools like Disney Hotstar offer valuable opportunities for self-directed language development. This study contributes insights for educators and institutions in integrating digital media into English language instruction to foster learner independence and motivation.

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ABSTRAK

Jossei, F Mauraia. *The Use of Disney Hotstar as Digital English Learning Aids for Students' Autonomous Vocabulary Learning*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel, Surabaya, Advisor I: Dr. Irma Soraya, M.Pd., Advisor II: Sigit Pramono Jati, Ph. D.

Kata Kunci: Persepsi Mahasiswa, Kosakata, Film Berbahasa Inggris, Pembelajaran Mandiri.

Kosakata bahasa Inggris merupakan salah satu aspek yang paling mendasar dalam pengembangan kemampuan bahasa Inggris. Penelitian ini mengeksplorasi bagaimana Disney Hotstar, sebagai *platform* digital, mendukung siswa dalam pembelajaran kosakata secara mandiri, terutama di antara siswa dengan motivasi belajar rendah di angkatan 2020 Jurusan Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya. Pendekatan studi kasus kualitatif digunakan, dengan data yang dikumpulkan melalui dua sesi *Focus Group Discussions* (FGD) yang melibatkan lima peserta. Data dianalisis dengan menggunakan teknik *coding* untuk mengidentifikasi tema-tema yang berkaitan dengan persepsi, strategi, dan pengalaman siswa. Para siswa mengatakan bahwa menonton film berbahasa Inggris di Disney Hotstar membantu mereka menemukan kosakata baru dalam konteks yang menyenangkan dan alami. Fitur-fitur *platform* ini, seperti subtitle berkualitas tinggi dan dialog penutur asli, memungkinkan para siswa untuk belajar secara mandiri dan berulang kali meninjau konten. Hasilnya, para siswa lebih terlibat dan termotivasi dalam penguasaan kosakata. Selain itu, para peserta melaporkan bahwa fleksibilitas menonton dengan kecepatan mereka sendiri meningkatkan kepercayaan diri dan kepuasan belajar mereka. Mereka juga menemukan bahwa paparan terhadap penggunaan bahasa dalam kehidupan nyata membantu meningkatkan pengucapan, pemahaman, dan pemahaman kontekstual kata-kata baru. Metode pembelajaran ini mendukung gaya belajar yang berbeda dan sangat efektif untuk pelajar visual dan auditori. Hasil penelitian ini menunjukkan bahwa film berbahasa Inggris dapat menjadi media yang efektif untuk meningkatkan kosakata melalui pembelajaran mandiri, dan bahwa alat digital seperti Disney Hotstar menawarkan peluang berharga untuk pengembangan bahasa yang diarahkan sendiri. Penelitian ini memberikan kontribusi wawasan bagi para pendidik dan institusi dalam mengintegrasikan media digital ke dalam pengajaran bahasa Inggris untuk menumbuhkan kemandirian dan motivasi pelajar.

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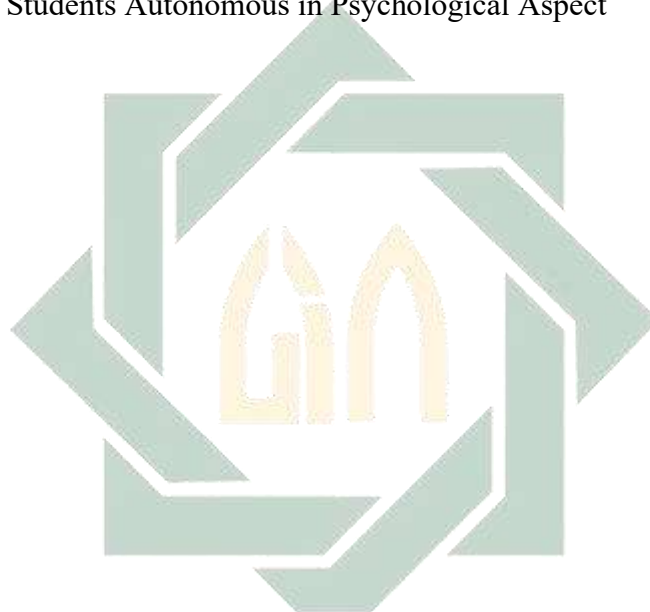
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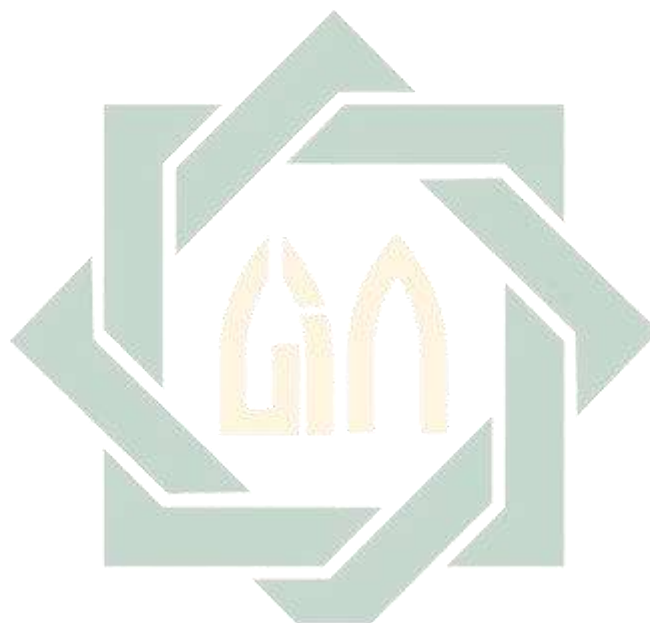
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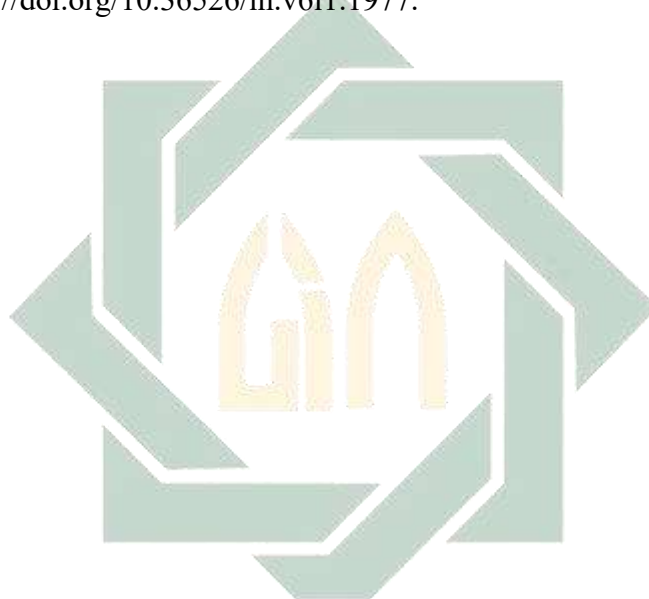
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