EFL STUDENTS' PERCEPTIONS TOWARD INSTAGRAM TV FOR ONLINE LEARNING MEDIA TO INCREASE ENGLISH VOCABULARY DURING COVID-19 PANDEMIC

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Abstrak

Penelitian ini bertujuan untuk persepsi siswa tentang Instagram sebagai platform pendidikan untuk meningkatkan pembelajaran kosakata menggunakan Instagram dan berfokus pada fitur Instagram TV sebagai media untuk pembelajaran dan pengajaran online menggunakan desain eksperimental. Pertanyaan pilihan ganda pra-tes dan pasca-tes diberikan kepada 50 peserta dari SMPN 15 Gresik dengan durasi, media, dan topik yang sama untuk mengukur pengembangan kosakata peserta didik EFL menggunakan desain eksperimental dan dianalisis menggunakan tes kuantitatif dan kualitatif. Ada 20 item instrumen yang digunakan yang diuji untuk pengembangan kosakata sebagai pra-tes dan pasca-tes untuk data kuantitatif. Siswa juga mengisi kuesioner menggunakan bahasa Inggris dengan total 12 item yang terkait dengan penggunaan Instagram TV. Untuk kualitatif, wawancara diperoleh mengenai persepsi siswa. Hasilnya menunjukkan bahwa para siswa menunjukkan hasil positif dan umpan balik yang baik. Kesimpulannya, penelitian ini merekomendasikan penggunaan Instagram TV sebagai media pembelajaran online yang efektif untuk meningkatkan motivasi belajar siswa bagi peserta didik EFL untuk melakukan pembelajaran daring selama pandemi covid-19.
Katakunci: *persepsi siswa; Tv Instagram; pembelajaran online; meningkatkan kosakata; pandemi covid-19*

Abstract

The purpose This study aimed at students' perceptions of Instagram as an educational platform to increase vocabulary learning using Instagram and focused on features Instagram TV as a media for online learning and teaching using experimental design. Pre-test and post-test multiple-choice questions were given to 50 participants from SMPN 15 Gresik with the same duration, media, and topic to measure EFL learners' vocabulary development using experimental design and analyzed using quantitative and qualitative tests. There are 20 items of instruments used that were tested for vocabulary development as pre-test and post-test for quantitative data. Students also filled in the questionnaire using the English language with a total of 12 items related to the use of Instagram TV. For qualitative, interviews are obtained regarding student's perceptions. The results showed that the students showed positive results and good feedback. In conclusion, the study recommends the use of Instagram TV as a media online learning that is effective to increase students' learning motivation for EFL learners to do online learning during the covid-19 pandemic.
Keywords: *students perceptions; Instagram tv; online learning; increase vocabulary; pandemic covid-19*

INTRODUCTION

The Ministry of Education and Culture, colloquially known as Kemendikbud of Indonesia, has published a Circular Letter on Number 15 of 2020 concerning Guidelines for Organizing Learning from Home in an Emergency for the Spread of Covid-19. Minister of Education and Culture's Expert Staff for Regulation, Chatarina conveyed that learning services are still following the Minister of Education and Culture Circular Letter from Number 4 of 2020, through SE Secretary-General on Number 15 of 2020 concerning guidelines for the implementation of BDR (Belajar Dari Rumah) during the covid-19 pandemic.

Based on Minister of Education regulation, the Ministry of Education and Culture also have announced "Pedoman Pelaksanaan Belajar Dari Rumah Selama Darurat Bencana Covid-19 di Indonesia" to respond to this immediately issued. There are guidelines and methods for implementing learning from home which distance learning in the network or online. Online learning can use mobile phones or laptops and online learning applications. Therefore, teachers can choose appropriate platforms as the media to do online learning during the Covid-19 pandemic.

In this announcement, the purpose of implementing Learning From Home or usually called BDR is to justify the fulfilment of students' rights to obtain learning services during a covid-19 pandemic emergency, protect the learning unit community from the unfavourable consequences of covid-19, and avoid its spread. As well as the transmission of covid-19 learning units and ensuring the fulfilment of the psychosocial support of educators, students, and parents. So that the Ministry of Education and Culture enforces distance learning, teachers can use the sophistication of ICT technology such as communication tools to carry out online learning. Teachers can also take advantage of existing media, including social media as a platform or tools that are often used by students.

However, during the Covid-19 pandemic, distance learning does not allow schools and teachers to do an important role in the socialization of learners, (Bazimaziki, 2020). So that the teachers can't teach offline learning in the classroom as usual because the school must close for a while to stop the

spread of the coronavirus. This has an impact on learning face to face at school changed into home places using technology as a media learning platform to do online learning.

According to Erarslan (2019), a total of 4 billion people are internet active users, while 42% of the world population are social media users. Based on this data, the active users of both the internet and social media platforms, the use of such social media platforms for educational purposes or as an educational environment allows the users to create content education, share and comment or give any feedback on a definite content (Erarslan, 2019). The teachers can make a content education with creative, innovative, based on the student's skills.

Instagram is one of the biggest popular platforms of technology that can be used for teaching and online learning. One of the features in Instagram that very rarely used for teaching and learning is Instagram TV or usually called IG TV. Instagram TV is a live streaming video with a maximum duration of one hour. It provides information about the Instagram user account that joins live streaming on Instagram TV. There is also a notification feature when doing live streaming to Instagram user

accounts who have followed that account. Other Instagram user accounts can also give comments and responses during the live streaming of Instagram TV. The live streaming Instagram TV's video can be recorded and shared on the Instagram homepage and can be seen by anyone anytime and anywhere. Therefore, this study only focuses on how students perceive using Instagram TV as their online learning medium.

The use of Instagram TV is quite different from Instagram videos. Instagram videos are videos that have been recorded first and then edited according to what we want. After that, we can add a caption and uploaded it to the Instagram account homepage. However, what Instagram TV means here is to do a live streaming video without editing and directly engage in active interactions with viewers. Teachers can explain related to the material and get responses from students directly during the live streaming. Teachers can also provide examples directly related to the material that has been discussed and actively communicate with students. For example, the teacher gives examples of incorrect sentences related to the material. Then the teacher asks students to give the correct answer from the sentence that has been given in the

comments column. As long as students send comments, the teacher can directly provide feedback. The more active students answer with correct answers, the teacher can give appreciation in the form of additional values. Instagram TV is the live interaction between the teacher and the students.

This research was conducted at SMPN 15 Gresik, Kecamatan Duduk Sampeyan, Kabupaten Gresik, Provinsi Jawa Timur, Indonesia. On the other hand, learning vocabulary may not be easy as people thought. Many students in SMPN 15 Gresik still have difficulties while learning vocabulary. This is the reason this school was chosen to do the research. One week before the research was conducted, the researcher observed whether the media to be used was suitable for the student's learning needs and discussed it with the teacher. Students do not have satisfying progress in achieving the goals. However, a lack of adequate information and sufficient learning media regarding vocabulary makes students unknown to predict the meaning of the words. This was mainly because the student usually only memorizing and directly looking up new word definitions of bilingual dictionaries. In this case, using memorizing strategies in learning vocabulary can cause problems when the students have limited working memory capacity which has difficulty remembering words for a long time that lead them to lose information that has occurred (Sholihah, 2021).

Besides, it will be so complicated to guess the meaning of the word or foreign language vocabulary without any clues or understanding the context. According to Sholihah (2021), it would be necessary to find solutions to help students learn vocabulary more easily and correctly based on the context. Learning vocabulary needs proper media to be used to engage in ICT-assisted vocabulary learning programs that can encourage the learners to acquire word meanings effectively and efficiently. This could involve various exercises, repeated questions, and students would have access to an easy online learning system (Bazimaziki, 2020).

Success in students' learning can also be seen from the method or model applied by the teacher to make learning more effective. The use of innovative and creative media such as Instagram TV is expected to stimulate students to be more enthusiastic in the language learning process. The advantage of the Instagram TV application as a learning medium is that it is very easy to use

anywhere and anytime. at SMPN 15 Gresik, almost all students have used this application. The research contribution focuses on the novelty of research that has been carried out using media which many previous articles have discussed regarding the use of Instagram in general as an online learning medium. But in this case the researcher only focuses on using Instagram TV live streaming without editing, communicating directly with students to see the impact on improving students' vocabulary. So far, Instagram is commonly used to share stories, photos, and videos that are not related to learning education. There are already several articles that discuss using this application in general for learning educational media while this article will focus on the Instagram TV feature to be a new solution to increase students' vocabulary and knowledge.

Much previous research showed that Instagram as a media or platform can be used to enhance online learning improving their vocabulary and increasing their motivation. (Pujiati et al., 2019) explored in their study "The Use of Instagram to Increase Student's Motivation and Student's Competence in Learning English" that Instagram aided students in encouraging them to study English and improve their

knowledge and skills is one of the examples.

Bahasoan et al. (2020) conducted a study "Effectiveness of Online Learning in Covid-19 Pandemic" that the online learning system during the Covid-19 pandemic is effective and inefficient. The implementation is effective because of the conditions that require students and teachers to do online learning. However, it is inefficient because the costs may incur more when compared with offline learning in school as usual. Costs incur mainly to buy internet quota.

Adnan et al. (2020) emphasized that with WHO instructions, we are currently required to familiarize daily activities with Covid-19 at least part of the time, which means learning institutions are obliged to design appropriate and efficient content, control efficient delivery systems, and share digital literacy training with their current faculty so that better educational outcomes can be achieved. In this case, the teacher is required to be creative and create interesting learning, one of which is by using media that does not make students bored and feel comfortable.

Zedadra et al. (2019) was aimed in their study about utilizing social

media as learning media for foreign language students in higher education that students assume that the use of social media can improve their skills in the process of learning foreign languages. Using social media makes it easier to access because it can do anytime and anywhere. Using social media makes students able to access whatever they want in supporting language learning. Social media also influences increasing the understanding of student vocabulary.

Handayani (2016) also explored that Instagram shares a beneficial impact in improving students' language skills. It is a useful learning tool for distributing students and teachers of the easy-to-speak method that transcends work hours and classrooms. Using Instagram allows students to create inspiration with contextually relevant content and offers them learning experiences they enjoy. Therefore, teachers can use Instagram to develop activities in interestingly teaching English. It can be emphasized that using Instagram in foreign language education can be an efficient and innovative tool when it is used by students and teachers for appropriate learning purposes.

Instagram hasn't been studied extensively in detail in terms of its use for language learning purposes in junior high schools, despite its social popularity media platform among students. Also, the previous study has proven that teachers who have applied Instagram in general as an English learning media has been successful. Meanwhile, no previous research has focused on using the Instagram TV feature to carry out online learning such as explaining material to students. (Erarslan, 2019) investigated a study that Instagram was previously unknown for educational purposes especially in language learning. The result showed that students performed better in the post-test following the Instagram intervention. Similarly, support the study, it is stated in their study that Instagram provided educational opportunities to students for language learning purposes since students felt relaxed and enjoy while doing online learning.

Therefore, the gaps in this research the researcher would try to reveal student's perceptions about Instagram as an educational platform that focuses on using one of the features in Instagram which is features live streaming video Instagram TV, whether it has influence or impact on student achievement in the learning process, vocabulary development, and how their

experience was after using IG TV's media features.

METHOD

The study utilized an experimental design. This research has used a mixed-method with validated findings using quantitative and qualitative data sources. An ideal technique to assess complex interventions supported by mixed methods of quantitative and qualitative sources of information. Assessors can use a convergent design to equate findings from qualitative and quantitative sources of information. It links both types of information at roughly the same time, data computation uses parallel constructs for both types of information, analyzes the two types of information separately. As well as equalizing results through procedures such as side-by-side comparison of information in dialogue, changing the qualitative information set to a quantitative score, or simultaneously showing both forms of information. The teacher implemented online learning by virtual learning system using Instagram TV's media due to the Covid-19 pandemic.

This study aimed at EFL student's perceptions about Instagram TV as an educational platform to increase English vocabulary learning using Instagram social media application focused on Instagram TV as a media for online learning teaching. There are 3 methods used in this article. Quantitative research uses 20 items of pre-post test to get data whether there is an increase in students vocabulary and 12 items of quistionnaire were distributed to students to see the impact that students feel after using Instagram TV. Meanwile Qualitative research using Interviews to get students' perceptions.

The technique is data collection using 20 items of pre-test and post-test to check EFL learners vocabulary improvement with the same item and form of multiple-choice questions were given to one group of SMPN 15 Gresik with 50 participants from eight classes of the 2020/2021 academic year or second semester with the same duration of time, media, and topic. 10 items about Simple present tense and 10 items about Simple past tense were distributed directly using paper in the classroom. These items are taken from their material regarding the vocabulary development. The pre-test is given in the first week of February before doing the lesson. While the post-test was given in the last week of May after students learn using Instagram TV.

These students are selected based on who actively participates in the class. 12 items of instruments for the questionnaire used were tested based on using Instagram TV as their media platform to do online learning. The questionnaire using English Language was filled in by students using Google form. And for qualitative data, interviews were used to explore student's perceptions regarding Instagram TV use for educational and language learning purposes, student achievement scores in the experimental study. The Interviews were conducted one by one to students while doing extra classes at school directly.

Figures 1 & 2: Online learning teaching using IG TV
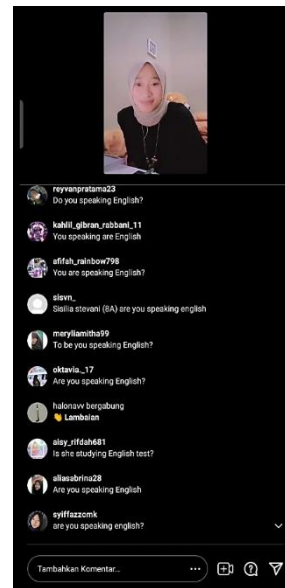
Figures 3 & 4: Students actively responding to the teacher's explanations during the online learning via IG TV

Table 1. Student's Satisfaction toward using Instagram TV (N= 50)

NO	STATEMENT
1.	I learn new vocabulary when I interact in English with teachers and friends during online learning using Instagram TV.
2.	I see that my English has improved since I started interacting with teachers and friends through online learning using Instagram TV.
3.	I believe using online learning using Instagram TV helps me learn English language structures.
4.	I prefer online learning using Instagram TV media because I can communicate with the teacher easily during the lessons.
5.	I don't feel any pressure when I make a mistake on Instagram TV.
6.	I feel discouraged and hopeless thinking of my friends seeing my mistakes in English on Instagram TV for educational purposes.
7.	I feel that Instagram is an encouraging place to practice English because no one will judge my mistakes.
8.	I follow my teacher account so that I don't miss notifications and information when my teacher does live streaming Instagram TV to explain the material.
9.	Using Instagram TV offers a new way for me to practice English.
10.	I feel good and have fun when I practice English on Instagram TV.
11.	I am more connected internationally when I interact in English on Instagram TV.
12.	I am more comfortable communicating in English when doing online learning with media Instagram TV.

The researcher also obtained references from (Erarslan, 2019)   as the main reference in making this research because it is considered very relevant to this research and improving the interview based on the topic related to this study for qualitative data. The part of the study comprises of the following question:

1.	What is your opinion regarding Instagram TV use

a) for educational purposes?

b) for language learning purposes?

2.	What is the impact of Instagram TV on your language learning process regarding vocabulary development context?

3.	What is your opinion regarding their experiences of Instagram TV use for language learning purposes during the covid-19 pandemic?

Both quantitative and qualitative data can be matched based on the result to show whether there are significant differences or whether the results are the same as a positive impact on the use of Instagram TV media for vocabulary development.

FINDING AND DISCUSSIONS

Instagram is a social media platform that emphasizes photos and videos that can be used for online learning education. One of the features in Instagram is Instagram TV which can upload up to one hour. Social media may not have complete functions specifically aimed for educational purposes, is utilized as a powerful tool

to drive role and communication in educational contexts (Erarslan, 2019).

In the quantitative study, a pre-test is given at the beginning before doing learning using Instagram TV. The question used is taken from their material which has been adapted to the development of their vocabulary. The total of the questions is 20 questions were distributed through a google form. The duration to answer the questions is one hour. However, the results of the pre-test showed the student's scores were 95% below 50 (the minimum standard) and only 5% of the children scored above 50. Then post-test was carried out at the end. The results showed that all the students scored better than before. There 100% of the students scored above 50, some of the students got all the correct answers. This result shows a significant change in the effect of using Instagram TV as an online learning platform media to increase their vocabulary. The increase in the student's scores from the pre-test and post-test results showed that the children had a good improvement and vocabulary development. The following is the result data obtained based on the questionnaire given to the students.

NO	STATEMENT	1 = Totally Disagree		2 = Disagree		3 = Agree		4 = Totally Agree	
		F	%	F	%	F	%	F	%
1	I learn new vocabulary when I interact in English with teachers and friends during online learning using Instagram TV.					23	46	27	54
2	I see that my English has improved since I started interacting with teachers and friends through online learning using Instagram TV.					46	92	4	8
3	I believe using online learning using Instagram TV helps me learn English language structures.					5	10	45	90
4	I prefer online learning using Instagram TV media because I can communicate with the teacher easily during the lessons.							50	100
5	I don't feel any pressure when I make a mistake on Instagram TV.					42	84	8	16
6	I feel discouraged and hopeless thinking of my friends seeing my mistakes in English on Instagram TV for educational purposes.	20	40	30	60				
7	I feel that Instagram is an encouraging place to practice English because no one will judge my mistakes.					39	78	11	22
8	I follow my teacher account so that I don't miss notifications and information when my teacher does live streaming Instagram TV to explain the material.					50	100		
9	Using Instagram TV offers a new way for me to practice English.					50	100		
10	I feel good and have fun when I practice English on Instagram TV.					5	10	45	90
11	I am more connected internationally when I interact in English on Instagram TV.			8	16	30	60	12	24
12	I am more comfortable communicating in English when doing online learning with media Instagram TV					10	20	40	80

Table 2. Student's Satisfaction toward using Instagram TV (N= 50)

Based on table 2. For question number 1, I learn new vocabulary when I interact in English with teachers and friends during online learning using Instagram TV, some students choose strongly agree is 54% and agree is 46%. For this question, we can conclude that all students learn new vocabulary when they interact in english with teachers and friends during online learning using Instagram TV. Then for question 2, I see that my English has improved since I started interacting with teachers and friends since online learning using Instagram TV, there is only 8% choose strongly agree while those who agree reached 92%. In this question, all students have learned and improve their vocabulary since they interact with teachers and friends during online learning using Instagram TV.

Furthermore, for question number 3, I believe using online learning using Instagram TV helps me learn English language structures, the students who choose strongly agree is 90% and choose to agree 10%. For this question, all students have learned the language structures and increase their vocabulary during online learning using Instagram TV. Question number 4, I prefer online learning using Instagram TV media because I can communicate with the teacher easily during the lessons, some students choose strongly agree with a total of 100% and no one disagrees. In this question, all students agree that online learning using Instagram TV is easy way to learn English.

Next, question number 5, I don't feel any pressure when I make a mistake on Instagram TV, the students agreed 84% and 16% strongly agree. Then for question number 6, I feel discouraged and hopeless thinking of my friends seeing my mistakes in English on Instagram TV for educational purposes, there are 40% of students disagree and 60% of students disagreed. For question number 7, I feel that Instagram is an encouraging place to practice English because no one will judge my mistakes, the students that agree were 78% and students who choose strongly disagree were 22%. And then for questions, number 8, I follow my teacher account so that I don't miss notifications and information when my teacher does live streaming Instagram TV to explain the material, and number 9, Using Instagram TV offers a new way for me to practice English, all of the students choose to agree. For question number 10, I feel good and have fun when I practice English on Instagram TV, 90% of students strongly agreed and 10% of the students agreed. For question

number 11, am more connected internationally when I interact in English on Instagram TV, there were 16% of students choose to disagree, 60% choose to agree, and 24% choose strongly agree. In the last question number 12, I am more comfortable communicating in English when doing online learning with media Instagram TV, there are 80% of students strongly agree with the statement and 20% agree with the statement.

Questions number 4 until number 12 is to get what students feel, what is students perceptions and students opinion regarding the used of Instagram TV as their online learning media to learn English.

The qualitative study is done by interviewing students regarding the student's perceptions toward online learning using Instagram TV during pandemic covid-19 and its effect on students' language learning. Based on this description, it is shown that online learning using Instagram TV is a new way to learning English during pandemic covid-19. Most of the students usually use Instagram for social media only. Such as viewing photos and videos on the homepage, scrolling news on the feed, and watched an Instagram story that only views 24 hours. Now students can use the Instagram TV features to study. Students can follow the teacher's account and join live streaming Instagram TV and listening to the explanations of the material from the teacher. Students can actively ask questions and give responses to the teacher during the lesson by typing in the comments.

Meanwhile, the problem usually faced by students is an unstable signal. So that sometimes the video or audio gets stuck and unclear. But this can be solved because students can open the Instagram TV replay video on the homepage of the teacher's Instagram account. So that students will not miss the information and material explanation from the teacher. Furthermore, students feel happy after doing online learning using Instagram TV. This is a new experience for them using social media to study. Students can use the media easier to understand the material, students also easier to interact and communicate with teachers and other friends using Instagram TV during the lesson.

Besides, students feel more comfortable and don't feel bored because they get new things by learning using Instagram TV. Students feel that this new way can increase their vocabulary in learning English using Instagram TV. The

Students have become accustomed to listening to the teacher's explanation using the English language. If students do not understand the meaning of the words spoken, students can ask questions in the comments column. Students get new vocabulary for every chapter taught and every online learning meeting and feel a good impact after learning using Instagram TV.

When learning with IG TV, students first write their full name, absent number, and class so that the teacher can check which students have joined the live streaming of learning using IG TV. The teacher then starts learning when the number of students meets the standards so that students do not wait too long and learning can run effectively. Students who join late will remain absent first and then follow the ongoing learning.

During learning, the teacher would remind students to be absent first and provide an introduction to topics that are following the material to be discussed at that time. After that, the teacher will explain the material to students. To ensure that students listen to the material carefully. In the end, the teacher will give the assignment to summarize the material that has been discussed on IG TV, so that students will note some important things when taking lessons. Besides, the teacher is also active in giving several questions about the material being explained and providing opportunities for students to respond and answer these questions.

The teacher will give more marks to students who dare to answer and give more marks to students whose answers are correct. With this, all students will be active in providing responses and trying to answer questions correctly. Also, the teacher pays attention to student comments if someone has signal problems, or is the explanation too fast, and so on. So that the teacher can immediately respond to control the situation to improve the situation.

At the end of the lesson, the teacher would ask if there are students who want to ask questions related to the material or ask if there are students who do not understand the material that has been discussed together. After that, the teacher reminds the students of the assignments that must be done and the deadlines when they must be submitted. Then the teacher would motivate students to keep their enthusiasm for learning even though in the coronavirus pandemic conditions which make students have to do online learning at their respective homes. Not to forget, teachers also always remind students to take care of their health and educate

students to adhere to health protocols by doing washing their hands, wearing masks and maintaining distance.

The teacher also provides information that needs to be conveyed to students regarding lessons, collection of assignments, and others. Students admit that they are happy to learn using Instagram TV live streaming because they can interact with classmates. So that students can still establish friendships with friends who have not met for a long time because of the coronavirus pandemic. Students can respond to each other's answers from friends and answer questions from the teacher. Students also often give symbols of love during live streaming of Instagram TV learning so that teachers are more eager to teach. This can also be used as a symbol or sign that students can access videos well or their internet signal is in good condition.

Students share their experiences who feel very happy doing live learning using live streaming of Instagram TV videos. Students find the explanation very easy and clear to understand. The medium is also not difficult to operate. Some claim that Instagram is usually only used for social media to do business. But this time the teacher using the Instagram TV feature for learning media is a very good step. Students are

easy to adapt to these media and learning can run effectively.

Students can watch Instagram TV live stream replay videos at any time, students find this very useful and provide benefits to them. For example, if students forget the formula that has been explained by the teacher, students can open the live streaming video replay of Instagram TV learning according to the chapter that has been taught and record it in a notebook. Students admitted that initially, they thought English lessons were very difficult, especially when they had to do it with online learning. But after students do online learning with live streaming Instagram TV, students feel very excited about learning and can more easily understand English lessons during this pandemic covid-19.

The student learns a lot of new vocabulary in English because during explanations of online learning using live streaming Instagram TV, 90% of the time the teachers use English so that students are familiar with English vocabulary that is often used by the teacher. The teacher also provides directions for students to record new vocabulary in English that they have just heard in notebooks so that students can read them often. If the teacher says the word again, students can read in

their notes so that they remember the vocabulary better.

Sari et al. (2020) state that Instagram increases students' motivation to learn and their participation in classroom activities. Among the studies that have been conducted on Instagram regarding the purpose of using for language learning, (Mansor & Rahim, 2017) found that it is an effective media platform that can encourage students to be brave to interact with the teacher and friends. However, during pandemic covid-19, students start to do online learning from their home places. The results of quantitative data and qualitative data showed that the development of students' vocabulary increased. Concerning student learning motivation, for the findings some markers can formulate if a person's motivation has grown, such as students want to learn and quickly complete assignments, want to achieve great grades, and be the best among others such as (Pujiati et al., 2019). When compared, both have the same and significant results. The use of Instagram TV as a media platform to do online learning eventually has much good feedback from students especially in developing their motivation to study.

CONCLUSION

Based on the result of the study, it is evident that using Instagram TV has an important role to help students to improve their motivation and eventually increase their vocabulary in learning English. Based on the quantitative data analysis, it is found that almost all of the students agreed and even strongly agree that online learning using Instagram TV as a platform can increase their vocabulary. Meanwhile, in qualitative analysis, it is found that online learning using Instagram TV is very fun and comfortable. They can use it easier and they are not afraid to miss lessons because they can still watch the replayed live streaming video of Instagram TV if their internet connection is not good.

Therefore, online learning using Instagram TV has many advantages that very helpful for teachers to achieve their goals. Overall, this research contributes to the effectiveness of online learning using Instagram TV to increases student interest and helps students to increase their vocabulary learning. With this research, it is hoped that online learning using Instagram TV is the new solution to make learning English more fun, easy to understand, easy to use the application, interesting,

and not monotonous for students learning teaching.

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