

## **ABSTRACT**

This research discusses the use of Instagram English videos in teaching vocabulary. This research provides insights into enhancing students' vocabulary achievement through Instagram videos. The objective of this research was to investigate how Instagram English videos are utilised in vocabulary achievement among 10th-grade students at a vocational high school in Ciamis and to find out the students' perception of the use of Instagram English videos in vocabulary achievement. This research employed a qualitative approach, using a descriptive analysis to collect data from participants. The participants included an English teacher and all 10th-grade students at the vocational high school. The writer used three instruments in conducting this research: observation, interviews, and questionnaires. In five steps of data analysis: organizing and preparing data, reading or viewing all data, coding all data, generating descriptions and themes, and interpreting the findings. The findings revealed that the teacher implemented Instagram English videos effectively in vocabulary achievement. Based on the observations and interviews, the writer concluded that Instagram English videos positively influenced students' vocabulary acquisition. The students found the videos engaging, and they believed that the visual and contextual elements of the videos enhanced their retention and understanding of new vocabulary. This research concludes that Instagram can be effectively used as a supplementary tool in teaching vocabulary, offering numerous benefits such as increasing student motivation, providing contextual learning, and aligning with students' digital literacy. Finally, the writer suggests that Instagram English videos could also be integrated into teaching other language skills, such as listening, speaking, and writing.