

TEACHER'S STRATEGIES IN TEACHING ENGLISH TO DEAF STUDENTS IN A SPECIAL SCHOOL SORONG

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Abstract

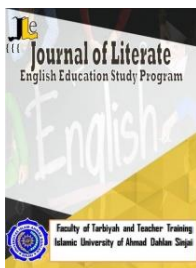
The researcher investigated the teacher's strategies for teaching English at SMPLB Kota Sorong. This research aimed to discover teaching strategies English teachers apply in teaching English to deaf students. The researcher used descriptive qualitative research. The subject of this research was an English teacher teaching English to 8 deaf students. A total sampling was used to select the participants by conducting observation and interviews to gather data. Data analysis techniques were data reduction, data analysis, and conclusion. The researcher discovered two main strategies as the teaching strategies used in teaching English to deaf students, repetition, and visualization strategy. They were acquired to optimize the learning process in the deaf students' classroom. In addition, if the deaf students were not yet capable of learning independently, the teacher would tolerate their conditions and abilities. This strategy benefited the teacher in guiding and controlling the material learned to improve the students' understanding. Because deaf students learn through their eyes first, using visual media or natural objects can assist them in learning English effectively.

Key Words: Strategies, Teaching English, EFL Teachers, Deaf Students.

Abstrak

Peneliti menyelidiki strategi guru dalam mengajar bahasa Inggris di SMPLB Kota Sorong. Penelitian ini bertujuan untuk mengetahui strategi pengajaran yang diterapkan guru bahasa Inggris dalam mengajar bahasa Inggris kepada siswa tunarungu. Peneliti menggunakan penelitian deskriptif kualitatif. Seorang guru bahasa Inggris yang mengajar bahasa Inggris kepada 8 siswa tunarungu menjadi partisipan dalam penelitian ini. Total sampling digunakan untuk memilih peserta dengan melakukan observasi dan wawancara untuk mengumpulkan data. Teknik analisis data yang dilakukan adalah reduksi data, analisis data, dan penarikan kesimpulan. Peneliti menemukan dua strategi utama sebagai strategi pengajaran yang digunakan dalam pengajaran bahasa Inggris kepada siswa tunarungu, strategi pengulangan dan visualisasi. Hal ini dilakukan untuk mengoptimalkan proses pembelajaran di kelas siswa tunarungu. Selain itu, jika siswa tunarungu belum mampu belajar mandiri, guru akan memaklumi kondisi dan kemampuannya. Strategi ini bermanfaat bagi guru dalam membimbing dan mengendalikan materi yang dipelajari untuk meningkatkan pemahaman siswa. Karena siswa tunarungu belajar melalui matanya terlebih dahulu, maka penggunaan media visual atau benda-benda alam dapat membantu mereka dalam belajar bahasa Inggris secara efektif.

Kata Kunci: Strategi, Pengajaran Bahasa Inggris, Guru, Siswa Tunarungu.



1. Introduction

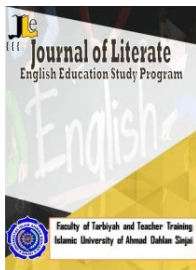
English is the world's language. English is a linguistic strength that is becoming increasingly important in the globe since it allows for social, economic, and intellectual advancement. This is also regarded as an international language. The importance of English as a foreign language is now formally recognized by the Indonesian government by deciding that English lesson have to be learned by all students (Takriyanti et al., 2022). It indicates that there are no exceptions for pupils even with special needs in learning English as a second language (Aristiawan & Herman, 2021). So, that teachers are required to choose appropriate techniques for presenting English learning materials for students with special needs. In addition, teacher expertise in implementing teaching methods is critical not just in presenting the material but also in leading students through the strategy used, especially for students with hearing problem. Since, it is difficult for deaf pupils to learn English. The teacher should select the most appropriate method that may be used in a class with diverse student characteristics suited the curriculum provided for the special needs.

The child with special needs, deaf, experiences obstacles in the speech process and language caused by abnormalities in their hearing. As a result of delayed speech development and language, deaf children experience delays and difficulties in related to communication matters. They need coaching to communicate with other people. Even with limitations, such as being unable to speak and hear well, they also have the right to be treated in a social environment equally, especially in education. This matter is supported by guidance and remarkable services in a particular school, namely Special Schools (Zahro et al., 2023).

Some people perceived that Special Schools (*Sekolah Luar Biasa - SLB*) and Inclusive Schools are similar. Inclusive schools are where general children and children with special needs, such as blind, deaf, physically disabled, autistic, or other specialties, study in one class. In inclusive schools, apart from general teachers, there are also exceptional tutors with a background majoring in Special Education. Where the special teacher focuses on children with special needs to follow the learning well, not all children with special needs can enter inclusive schools. In short, Inclusive schools treat children with special needs the same as regular children with the same learning and environment. Meanwhile, SLB is set up in such a way for children with special needs, starting from teachers, warehouse construction, and how to communicate.

Special education schools are for children with moderate to severe disabilities. These schools are classified as kindergarten, elementary, junior high, and senior high. Children in a special need's education school follow a set curriculum while surrounded by many teachers and a variety of facilities and equipment that meet the needs of those children. This institution's mission is to give individuals with special needs with the chance to pursue higher education. Article 15 of Sisdiknas (National System of Education) Act No.22 (2003) states that special education is education for children with exceptional needs. According to Article 32 (1) no.20 (2003), special education is defined as an education for pupils who have difficulties following the learning process due to physical, mental, emotional, and/or intellect and particular skills (Republik Indonesia, 2003).

Special School Sorong City, called as *Sekolah Menengah Pertama Luar Biasa Kota Sorong* is a school committed to delivering outstanding education to kids with special needs, including the blind, deaf, mentally challenged, physically disabled, autistic, and others. A learning process necessitates an educational component that serves to attain educational objectives, especially English learning objectives. The correct learning approach is one component of education. Many issues occur in this school, beginning with the varied features of kids, handling models that must adhere to students' limits, and academic growth that will be provided to children. One of these issues is connected to the classroom learning process, in which some students comprehend and require assistance in grasping the English learning content because each student has unique features and



skills. As a result, English teacher must select suitable learning techniques for all students in order for pupils to grasp the content and, ultimately, attain the learning objectives.

Teaching English to children with special needs is a challenge that requires the cooperation and participation of all parties in the school. Although it may be that the idea of teaching English to students with special needs sounds strange or even impossible, it is part of the responsibility in education to remain accepted as part of the challenges of the world of education. Moreover, Domagała-Zyśk & Podlewska (2019) stated that deaf students with advance language proficiency would potentially increase the deaf student's employability.

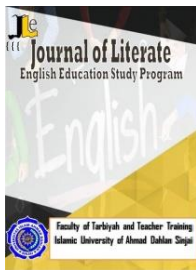
Teaching English to deaf students is different from teaching English to other hearing students. Because more emotional and motivated teachers were required. Teachers must have a specific method for teaching deaf students in class. When educating children with hearing difficulties, teachers need to confront unique obstacles. Teachers must be able to interact with children in order for kids to understand the subject offered. As Kontra (2017) stated that a lack of teaching methodology and a scarcity of learning resources designed expressly for language learners with special needs place these persons at a significant disadvantage.

Special schools use different strategies and approaches than schools in general. The existence of SLB is intended. So, students with disabilities also get access to education with facilities that support the needs of students with disabilities. The design of English language learning for children with severe disabilities is based on a study of their learning requirements and barriers. Learning directions and techniques that support the child's modalities may be found by defining the appropriate learning strategy.

Teachers continue to face difficulties while teaching English as a foreign language (EFL) to children with hearing problems. In terms of language, children with hearing impairments have worse linguistic competence than their hearing classmates. As a result, children with hearing loss require a different approach to language development than children who can hear. Teachers must push pupils with hearing problems to accomplish their academic goals despite their restrictions. In addition, Xu (2018) stated that Hearing-impaired pupils learn English in a different way than regular hearing students.

Some researchers did research on the researcher's topic. The first is Yuliani (2017), who conducted research to explain the teacher's technique for teaching English vocabulary to deaf pupils at SLBN Palangka Raya. The issue statements discussed the instructor's tactics for teaching English vocabulary to deaf students at SLBN one Palangka Raya, as well as how the teacher applied the strategy. The qualitative research design was adopted. The English instructor was the subject of the investigation. According to the findings of this study, the teacher's tactics for teaching English vocabulary at SLBN 1 Palangka Raya included presentation, personal delivery, studio and lab work, placements and fieldwork, timetabling, room selection, and the method maternal reflection (MMR). Most teachers employed these tactics to help students comprehend throughout teaching and learning activities. Students received great marks and had a better understanding of the content because of the tactics used. The teacher inspired the kids and made them passionate about the learning process. They were motivated by the teacher; therefore, they enjoyed studying English since the teacher was so friendly and excited about teaching them.

The second study comes from Pratiwi (2017). The goal of this study was to discover teachers' teaching English tactics for deaf students according to Santrock, and teachers' concerns for employing teaching strategies for deaf students. It was a descriptive qualitative case study with a teacher from SLB Putra Harapan Sumber pucung in Malang. Data was gathered through observation and interviews. This research provided the observation checklist and interview. The information was examined qualitatively. The result showed that The English instructor implemented all the general ideas, 4 out of 12 tactics in the physical environment, 10 out of 12 strategies in teacher instructions,



and 4 out of 6 techniques in the teacher's assignment completion. In essence, the teacher's tactics for teaching deaf students included the use of media and real things. According to the researcher, teachers picked those tactics because they were helpful for deaf children. Deaf pupils might readily grasp and recall the contents provided by adopting these tactics.

Third, Rahmatunnisa et al. (2019) did a study to determine the application of teaching techniques for deaf students by English instructors and the problems that English teachers experience while utilizing teaching strategies for deaf students. Observation, interviews, and documentation were utilized to collect data. The study's findings revealed and concluded that direct teaching and cooperative tactics were often used by instructors while teaching English to deaf pupils. The study also found that the difficulties faced by the instructor when teaching English to deaf pupils were caused by communication issues. Students occasionally made difficulties in interpreting words because of similar lip motions to other words; they required assistance distinguishing similar words, had a restricted vocabulary, and needed additional prior knowledge. This resulted in the need to capture more students' attention, change the information and medium, and present the material again.

Fourth, Hadi et al. (2019) also researched to investigate the teacher's strategies in teaching English to hard-of-hearing students, to find out the teacher's problems in teaching English to hard-of-hearing students and to find out how the teaching strategies that the teacher uses help the students understand English. This research was conducted with a qualitative approach with a case study method. The subjects are the English teacher and three students who are hard of hearing. The result of the research revealed that the teacher's strategies in teaching English to hard-of-hearing students were Drilling and Visual Scaffolding. The use of a drilling method helps pupils recall new language that they have learned from the teacher. To help pupils grasp the content, the teacher employed visual scaffolding. The teacher employed visual scaffolding techniques such as graphics or images, video, gestures, and realia.

Fifth, Megawati (2020) conducted a case study in SMP Karya Mulia (a specific school for deaf students) to investigate teachers' tactics in teaching English to deaf children and the obstacles the instructors experienced in classroom activities. This study questioned an English instructor about his teaching tactics and discovered the difficulties encountered during classroom practices. This research also conducted classroom observations in order to get thorough data. The study discovered that when teaching, teachers tended to focus on vocabulary rather than other skills, teach simple conversation, give appropriate treatment based on student ability, give students freedom in developing their English ability, use phonetic transcriptions as guidance in pronouncing the words, use different media, and speak slowly and clearly when using sign language. The teacher's difficulties in educating deaf kids stemmed from the students' intrinsic talents, such as short memory, unpredictable emotions, and varying hearing levels. The deficiencies of these kids may drive teachers to create solutions to help students grasp the materials.

The recent research was done in different location which was SMPLB Sorong City. An English teacher taught English for 8 deaf students. This research should be done to enhance the information related to teaching English for the deaf students because no researcher has investigated the English teaching and learning process in deaf students' classroom in Sorong. In hence, this research was done to find out the teaching strategies applied by the English teacher in teaching English in the classroom in SMPLB Sorong City.

2. Method

In this research, the researcher used qualitative research with a descriptive design. The research was conducted at SMPLB Sorong City as the setting of place to do the research. It is located at Jl. Pendidikan, Malaingkeci, Kec. Sorong Utara, Kota Sorong. The research participant

was the only English teacher at SMPLB Kota Sorong that taught English for Class IXB. The non-observation and interview were used as the instruments in this research.

2.1 Research Procedure

The researcher employed non-participant observation to collect data on teacher's teaching practices in teaching English to deaf students at SMPLB Kota Sorong. During the observation stage, the researcher observed how the instructor taught English to their student and what strategy the teacher utilized from beginning to end of the class. The researcher also interviewed the teacher at SMPLB Kota Sorong to have a more understanding of the instructor's teaching practices in teaching English to deaf students at SMPLB Kota Sorong.

2.2 Data Analysis

To analyze the data gathered from non-participant observation and interviews, Miles and Huberman's methodologies for data reduction, data presentation, and conclusion drawing were used.

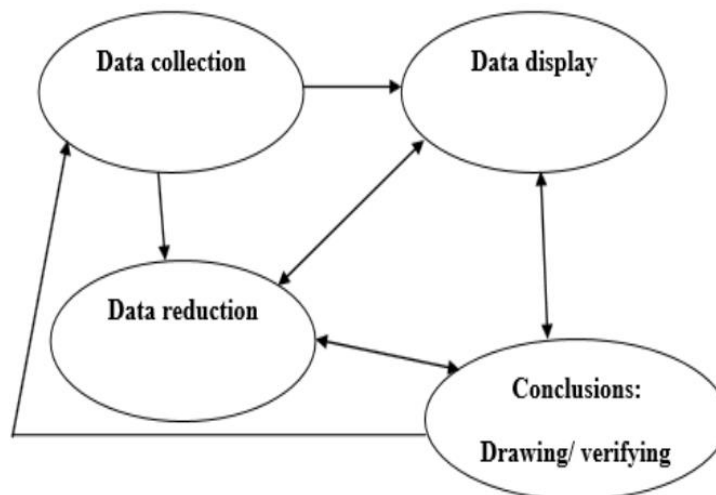


Figure 1. Data Analysis Components

3. Result and Discussion

Based on the result of the observation and interview data, the researcher observed the teaching-learning process applied by English teachers to teach English to deaf students at SMPLB Kota Sorong. There are two main strategies that the teacher mostly applied.

3.1 Repetition

Based on the observation, it was seen that the teacher mostly combine Indonesian and English and applying sign language to help the students understand the vocabulary and then gave the students some pictures or natural objects. In the teaching and learning process, the English teacher also used sign language also lip language, so the children knew what the teacher meant. The teacher always repeated the vocabulary learnt until the students could pronounce them.

Because those students were deaf, their capacity to pronounce words was limited. The teacher stated that the kids taught were unable to engage in more complicated conversations due to their

ability to pronounce words. As a result, only two of the eight students that were able to pronounce properly.

The teacher in interview also said that, teaching deaf students needed some unique strategies, instead of choosing the appropriate strategy to enhance the students' understanding, keeping students' mood while teaching also necessary to do. The teacher statement can be seen in Extract 1 below:

Extract 1

"Sebisa mungkin, saya harus menyipakan materi pembe;ajaran yang sangat mudah bagi mereka. Sehingga bisa menyesuaikan dengan kemampuan mereka. Memaksa mereka itu tidak bisa, karena jika mereka merasa tidak nyaman, mereka tidak akan mau masuk di kelas belajar Bahasa Inggris".

"As much as possible, I need to provide the easiest material that can adapt with their ability. Forcing them is not the way, because if they feel uncomfortable, they will skip the English class".

(November 12, 2021)

Furthermore, if the students still did not understand, what they have learnt, the teacher also tried to divide them into some groups or repeat explaining the material individually as stated in Eextract 2.

Extract 2

"Baik, kadang saya membagi menjadi beberapa kelompok, kadang secara individu. Tapi saya lebih individual karena saya fokus satu per satu".

"Well, sometimes I divide them into groups, sometimes individually. But I prefer individual more because I can focus on one by one".

(November 12, 2021)

Continuously, the teacher emphasized that repeating English teaching material individual could be the best way to apply when teaching deaf students.

Extract 3

"Bagi saya, untuk anak berkebutuhan khusus yang tunarungu dan kemudian IQ rendah, saya mendekati mereka secara individu, saya akan menjelaskan ulang materi secara rinci secara perlahan".

"For me, for children with special needs who are deaf and then have a low IQ, I approach them individually; I will repeat the explanation in detail slowly".

(November 12, 2021)

Based on the interview extract above, it can be described that the teacher still addressing that teaching the student individually by giving a reexplanation slowly regarding things that the student has not understand yet in detail still became the most effective one to apply in teaching English for deaf students. The result from Alasim (2018) also suggested that teachers must recognize that deaf and hard of hearing pupils require more time than hearing students to raise their hands and respond

to queries. This necessitates teachers employing tactics such as speaking slowly so that deaf and hard of hearing students may follow up with them and explaining to hearing students to be more patient in order to allow deaf and hard of hearing students to participate. This strategy was also found by (Suryanti et al., 2023; Zahro et al., 2023) that teacher need not to force the students to understand the grammar, only teach them a simple conversation, the phonetic transcription of the vocabulary should be written, using various media were requires, and speaking slowly and clearly should be acted in teaching deaf students.

So, based on the result of the observation and interview, the researcher concluded that in this study, especially for teaching strategies used by teachers in teaching English to deaf students, the strategies applied by the teacher were repetition strategy by reexplaining the material using sing or lip language, visual aids, and by reexplaining the material in dividually. It is aligned with the research done by Prasetya et al. (2023) to get the deaf student's attention when learning English vocabulary, teacher needed to use picture as a media, using sign language to communicate, as well as using drilling in learning process.

3.2 Visualization

The other strategies commonly applied by the teacher was using visual aids to support the way teacher explain the material provided. As seen in the observation that, the teacher showed the short massage directly from a phone to acknowledge the context to the students. It was also supported by a farther explanation by teacher in the extract 4 below:

Extract 4

"Kalau saya mengajar kepada anak tunarungu, saya biasanya lebih suka realita atau visual. Jadi saya memberikan hal itu untuk dilihat segera. Kemarin ketika saya sedang mengajar tentang pesan singkat, saya memegang ponsel saya, jadi saya menunjukkan objek secara langsung agar anak-anak lebih mengerti karena jika sulit bagi mereka untuk membayangkannya, mereka harus melihat objeknya terlebih dahulu".

"When teaching deaf children, I prefer the reality or the visual media to use. So, I gave the thing to see right away. Yesterday, when I was teaching about short messages, I held my cell phone and showed the object directly so the children would understand better. If it is difficult for them to imagine it, they must look at the object first".

(November 12, 2021)

Based on the interview above, it can be inferred that the teacher refers to the use of visual media or natural objects to support the teaching and learning process. The English teacher showed the object directly so the students would understand better. Visual media or natural objects also supported learning success because deaf students learned things through their eyes first. With the help of learning media, especially visual media, it helped deaf students understand the material well (Rahmiati, 2022).

The teacher also added that it was hard to apply students centered for deaf students, so the teacher combined the teacher-students involvement in teaching and learning process, 50% must be done by teacher involvement. Here is the statement:

Extract 4

"... karena mengajar anak berkebutuhan khusus itu susah kalau strateginya student-centered. Saya tahu bahwa K13 berpusat pada siswa, tapi kalau semua berpusat pada siswa tidak mungkin mencarinya, jadi saya piker, di kelas saya minimal lima puluh lima puluh. Jadi tidak semuanya ada di saya tapi saya juga memberikan kesempatan kepada anak-anak untuk mengerjakan tugasnya sendiri".

"... Because teaching children with special needs is difficult if the strategy is student-centered. I know that K13 is student-centered, but if it is all centered-on students, it is not possible for them to search for the answer independently. So, I think it is like fifty-fifty. So, not all the things is on me, but I also allow children to work on their assignments by themselves".

(November 19, 2021)

the students were still major concerns in the teaching process (Adi et al., 2017; Khasawneh, 2021; Rahmatunnisa et al., 2019; Ristiani, 2018). It was vital that instructors keep aware of Deaf children's different requirements, including their varying language choices, modalities, and strengths and limitations (Greene-Woods & Delgado, 2020).

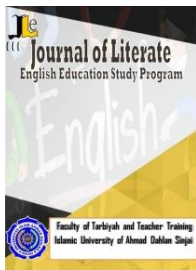
Based on the observations in class and interviews, the data concluded that the teacher's strategies were repetition and visualization. This research was consistent with previous research by Rahmatunnisa et al. (2019), which discovered that one of the most common teaching strategies used by teachers in teaching English to deaf students was direct strategy where a teacher delivered content orally using an authentic teaching media to a group of students in order to maximize student's knowledge of the subject matter. Then Hadi et al. (2019) also has shown the same findings, the teacher's tactics for teaching English to hard-of-hearing children were Drilling and Visual Scaffolding. Media use is also significant for English teachers because you need to use it to convey material (Jose et al., 2017).

Furthermore, some researchers have proven that the visualization technique was successful for deaf students in teaching English vocabulary (Pratiwi, 2017; Susanto & Risky, 2019). Deaf pupils may easily learn and recall the content presented by the teacher by employing this method. Then, according to Hadi et al. (2019) in the research findings that one of the tactics utilized by teachers to teach deaf pupils was drilling and visual scaffolding. Drilling was utilized by the English teacher to assist pupils who were still puzzled about the content. The teacher was used visual scaffolding to help deaf pupils grasping and recalling the content presented.

Most teachers employed tactics in their teaching and learning activities to assist deaf students' comprehension. Pratiwi (2017) as well as Birinci and Sariçoban (2021) stated that the instructor picked the tactics used to teach deaf students utilizing media and tangible things because she believed the strategies were successful for deaf students. Deaf pupils who applied these tactics might readily grasp and recalled the contents presented by the teacher. Rahmatunnisa et al. (2019) discovered that direct teaching and cooperative tactics were the most often used teaching strategies by instructors while teaching English to deaf pupils. Then Nisak et al. (2019) found that memory strategy was one of the appropriate strategies that can aid students to memorize vocabulary or obtaining information.

Because of the deaf students' differences, teacher also needed English teaching training to practice selecting the appropriate method that could help teacher to counter the challenge faced in teaching and learning process. It was also suggested by Bedoin (2011) that teacher training should be

improved to accommodate the students' needs in learning English. Farther, Palma and Steyer (2013) also suggested that language teachers should be aware of the immense potential that Information and Communication Tools (ICT) provide for developing learning projects to promote deaf education.



While Herring and Woolsey (2020) also added that teachers are also advised to use three teaching strategies in teaching deaf students, they are: choral responding, response cards, and peer tutoring.

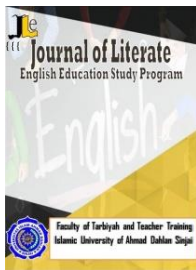
According to Megawati (2020)'s research, the teacher's EFL classroom activities in teaching deaf students were contextual, centered on teaching new English vocabulary, and appropriate for children with hearing impairment limits, characteristics, skills, and needs. As a consequence, the teacher's efforts in the classroom aided pupils in acquiring the target language. Then, Yuliani (2017) discovered that the teacher's tactics in teaching English vocabulary used at SLBN 1 Palangka Raya included personal delivery, presentation, lab and studio work, fieldwork and placements, timetabling, room selection, and the maternal reflective method (MMR). In addition, Megawati (2020) discovered that teaching deaf students requires more work and enthusiasm to engage them in learning, and other EFL instructors might apply the tactics discovered in this study to educate deaf students.

3 Conclusion

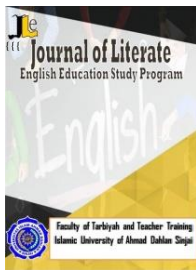
A conclusion was described at the end of the research process. The researcher concluded that the teacher's teaching strategies in teaching English to deaf students in SMPL Sorong City were repetition and visualization technique to optimize the English learning process in the classroom. Furthermore, the teacher's strategies for teaching English to deaf students were tailored to the conditions and abilities of deaf students, where deaf students were not yet capable of learning independently. As a result, this strategy is quite helpful for the teacher in guiding and controlling the material aspects and students' understanding by applying both strategies to guide the students into achieving the English learning objective.

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