



# Effective strategies and practical implementation in teaching english to deaf students: Insights from a qualitative case study of communication approaches and learning media

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## ABSTRACT

**Background:** Deafness is a condition when a person cannot hear, either partially or completely. Deaf students have different ways of communicating with other people, including the way they learn things. Teachers need to use special methods in teaching deaf students so that the objectives of the teaching and learning process can be achieved. This research aims to identify the strategies used by teachers in teaching English to deaf students and find out how these strategies are implemented. **Methods:** This research uses a qualitative descriptive method and is based on a case study at SMPLB Karya Bakti Don Bosco Wonosobo (Special School for the Deaf). To find answers to these problems, this study interviewed an English teacher about the strategies implemented during the learning process in the classroom. To obtain more in-depth data, researchers also conducted classroom observations. **Findings:** This research shows that teachers use sign language strategies, read lips and use various media. As for the implementation of this strategy, the teacher focuses more on enriching students' vocabulary, the teacher speaks slowly and clearly when using sign language. teachers teach simple conversations; teachers use varied media. **Conclusion:** Teaching English to deaf students requires tailored strategies such as sign language, lip-reading, and media use, which must be implemented with patience and persistence to support effective learning. **Novelty/Originality of this article:** The findings in this study emphasize the fact that teaching deaf students requires excessive effort and great persistence, and the strategies presented in this study can be useful for other English teachers teaching deaf students.

**KEYWORDS:** deaf students; implementation of the strategies; teaching strategies.

## 1. Introduction

Teaching English for the students of hearing disorder seems difficult to English teachers. It is because deafness is a condition when a person unable to hear, partly or even completely. Hearing is the one of the tools to communicate each other, moreover that is a crucial tool that human being has. Students with hearing impairment might not be able to get into public school because of their special needs. So, they have to go to an inclusive school or special school (SLB) (Abidin, 2021). Many people believe that being deaf is a disability. However, it seems that these arguments are irrational because deaf kids possess the same potential as other students; they only learn in a different way and can only be taught by specially trained teachers. It is supported by (Douglas, 2000) statement on his research that deaf students' ability in learning could be optimized by the teachers who have

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capability in using appropriate teaching methods, materials and media. The students can overcome their lack in hearing by using hearing aids (Marschark et al., 2003). In order to communicate with one another, they may also lipread, use sign language, or utilize written or printed materials. Additionally, teachers typically employ sign language during the teaching and learning process to help students understand the material (Bishaw, 2012).

Deaf students must spend a long, arduous amount of time learning English. As a result, it is possible to draw the conclusion that the tactics employed had an effect on the students' success in accomplishing the goal of the English teaching and learning process (Hastuti, 2009). By conducting significant strategies for teachers, Shields & Lennox (2017) research on "Strategies to Address Educational Needs of Students Who are Deaf or Hard of Hearing" has identified the most effective educational approaches for examining and oscillating issues related to the physical, academic, social, and emotional health of deaf and hard students for language acquisition (Fatimah, 2019). They also discovered that there is still a lack of flexibility in how different tactics may be used to determine how well a management strategy works for educators (Hamzah, 2016).

Even though deaf students have different hearing abilities than normal students, they still require special attention in order to meet the learning objectives of the English lesson in the Special Junior High School. In her research, which focused on the comprehension of deaf students' literacy, Yanti (2016) explains that students' literacy skills could improve with intensive instruction that helped them understand the purpose of sentences and how they were used in everyday situations. Then, Hastuti (2009) used visual aids in her research to apply the "make a match" strategies in order to improve deaf students' proficiency in English. The strategies employed by Hastuti have the potential to improve students' English proficiency as well as encourage active student participation in the classroom. These strategies aligned with some of the strategies that (Ristiani, 2018) revealed during her research. According to her, teachers used to teach English to deaf students by creating material that was appropriate for them, using media that was appropriate for them, such as writing words on whiteboards, setting numerous examples for them, and fostering innovative and effective learning (Hornby, 1995).

Several studies have been conducted to investigate ways for teaching deaf students. Patricia (2010) studied the use of British Sign Language (BSL) in the classroom when teaching English to deaf students in Norway. Despite the teachers' proficiency in Norwegian Sign Language, it was unclear whether they could teach English as a foreign language (Kodiango & Syomwene, 2016). Pritchard also investigated deaf students' attitudes toward sign- bilingualism in English education as a means of improving their English literacy. Participants learned a large vocabulary and were able to read simple English phonetic books utilizing various communication modalities, according to the findings. This shows that deaf kids, like hearing students, can flourish in English (Ngalimun, 2016).

Even though deaf students have different hearing abilities than normal students, they still require special attention in order to meet the learning objectives of the English lesson in the Special Junior High School (Patricia, 2010). On the other hand, it can be difficult to teach English to deaf students. The difficulties that deaf students encounter when learning English were highlighted by Kodiango & Syomwene (2016). For example, deaf students struggle with handwriting, spelling, and comprehension as well as reading comprehension and memory (Omondi, 2016). Thus, rather than using the English language's structure, the students primarily sign language (Patricia, 2015).

This research was conducted to find out the strategies used by teachers and also how teachers implemented these strategies in teaching English to deaf students at SMPLB Karya Bakti Don Bosco. The Don Bosco Foundation is a foundation established for the education of deaf students. This foundation covers several school levels such as kindergarten, elementary school, middle school and also high school. Furthermore, the reasons why this research was conducted at this school are; A special school for deaf students, and The school often invites several people to interact with students. In preliminary research, researchers found that teachers at SMPLB Karya Bakti Don Bosco still had difficulty finding the right strategies to teach deaf students effectively. The teacher explains that teaching deaf

students requires a long time and lots of repetition so that students can understand the lesson well. Even students feel bored during the learning process. This is because teachers use more drilling mode to teach students. Then in the field of speaking, the problem that occurs is that students are less interested in speech therapy because students feel bored. So, students' ability to pronounce English words is lacking.

Therefore, the researcher took the title "Strategies in Teaching English for Deaf Students: A Case Study at SMPLB Karya Bakti Don Bosco Wonosobo" this study was conducted to determine the strategies used by teachers and how teachers implemented these strategies in teaching English to deaf students at SMPLB Karya Bakti Don Bosco. Which are students with special needs require special treatment by capable or professional teachers. There are still some challenges found in teaching English to deaf students. First, it takes a long time for extraordinary students to achieve the goals of a learning process because the right and effective method has not been found. Second, there is a huge shortage of teachers capable of teaching deaf students. There are many professional and expert teachers, but few qualified teachers have the knowledge of the needs of mute and deaf learners to provide the equipment needed to teach students. Further research is needed to find appropriate strategies to teach deaf students and minimize challenges during classroom practice to make education in the country equal across regions and for all types of students.

To give more understanding and to avoid misconception, the researcher explains the definition of the terms used in this research. Teaching strategies: According to Pratama (2016) Strategies are specific methods of approaching a problem or task, modes operation of operation for achieving a particular end, planned designed for controlling and manipulating certain information. According to Kemp (Ngalimun, 2016) defines that learning strategy is a learning activity that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Meanwhile, Kozna (Hamzah, 2016) explains that learning strategies can be interpreted as any selected activity, namely those that can provide facilities or assistance to students toward achieving certain learning objectives. Then, teaching strategies is how to make learning process to be easier, faster, enjoyable, more self-dreliant, more practical and more transferable to some specific situations. Teaching english: English language teaching is teaching that involves the use of various strategies and resources to help students learn the English language effectively. It encompasses a wide range of practices, including lesson planning, classroom management, and the use of teaching materials tailored to the needs of English language learners.

The strategies used by English teachers can vary depending on the specific context, such as teaching students with special needs like deaf or hard of hearing students. In other hand, teaching English is developing abilities speak English contextually and acceptable according to the context and conditions and daily situations of students. This is to produce a form of learning English that is more in touch with the language needs of students. Deaf students: Greenberg & Garfield (2012) stated that deafness is a general term that denotes difficulty hearing from mild to severe, classified into deaf and less hear. Deaf people are those who lose their ability to hear, thereby hindering the process language information through hearing, whether using or not using the Tool Hearing aids (ABD) that can help successfully process language information through hearing. Meanwhile, (Hornby, 1995) state deaf is unable to hear at all or to hear well. The students are groups of people who are in the classroom to gain the knowledge. So, based on the understanding above, it can be concluded that the teacher's strategy in teaching English to deaf students includes the use of various learning approaches and strategies that are tailored to the students' needs.

## 2. Methods

### 2.1 Types of research

This research a case study used to explore deep and detailed information by gathering data from a number of sources. Case studies, in accordance with Ary (2010), can respond to

descriptive queries about the reasons why something occurs by examining the study process. A case study is descriptive (providing a meaningful explanation), heuristic (focusing on a particular event, circumstance, or phenomena), and particularistic (focused on defining new result from a certain situation). Additionally, according to Creswell (2009), a case study is an approach in which the researcher thoroughly examines an occasion, a circumstance, or a procedure that arises from one or more research subjects. Therefore, the researcher believes that something new can be found in this certain case.

A case study is a useful research technique that allows for in-depth analysis of a problem in an actual setting (Arikunto, 2002). Furthermore, because case studies are directly observed in real-time and in the actual conditions of the field, they offer approaches to learning, comprehending, or interpreting a problem without any influences from the other side. Compared to other methods, this one is unique (Miles et al., 1994). Despite having fewer subjects than other methods, this approach has the capacity to analyze a given issue in greater depth and detail. Additionally, this approach necessitates interaction between the researcher and the field's social conditions. It might raise unexpected questions about the subjects' past and behavior (Moleong, 2007).

## 2.2 Research location, subject-object, and techniques

This study the researcher takes the location of the research at SMPLB Karya Bakti Don Bosco located at Jl. Sambek 33 West Wonosobo. The reason researcher chose a place at SMPLB Don Bosco because the teaching method at SMPLB Don Bosco that has been developed and maintained until now is the oral method. The oral method trains deaf children to speak verbally and speak purely without signs. This method prioritizes the way, the activity and the child's ability to express thoughts, feelings and desires with language. Through this oral method, deaf children who during their toddler years had no language at all, gradually mastered their mother tongue, until they finally mastered the language of science.

The subject of the research: The subject is an object or person to which the data for the variable is attached and attached questions (Arikunto, 2002). The subject of this research is the English teacher who teaches in SMPLB Karya Bakti Don Bosco Wonosobo is the class teacher and the only English teacher in this school. The object of the research: The object of this research only focuses on the teacher's strategy in teaching English to deaf students and what are the advantages and disadvantages of this strategy in class IX, VIII and VII SMPLB Karya Bakti Don Bosco Wonosobo.

According to Creswell (2009), there are different methods for gathering qualitative data, including observing, interviewing, documenting, and using audiovisual resources. The researcher in this study used observation to learn about the actual circumstances and interactions between the student and teacher in order to respond to the research question. An interview was required to learn about the difficulties English teachers have while trying to teach English to deaf students. In addition, documents are used for research materials as sources data because documents are a stable and compelling source of data as evidence for a test.

Table 1. Observations activity

| No | Data         | Activity      |
|----|--------------|---------------|
| 1. | 25 July 2023 | Observation 1 |
| 2. | 26 July 2023 | Observation 2 |
| 3. | 28 July 2023 | Observation 3 |

This study researcher used observation to find out data on teacher strategies in teaching English to deaf students in class IX, VIII, and VII SMPLB Karya Bakti Don Bosco. In this case, the teacher is the person who helps the researcher to find the data needed. The researcher observed the process of teaching English and the teacher strategy in teaching English to deaf students in class XI, VIII and VII of SMPLB Karya Bakti Don Bosco Wonosobo.

The researcher collected data about the teacher strategy in teaching English to deaf students by looking directly at the class.

According to Arikunto (2002) Interview is the process of obtain information for research purposes by means of question and answer, while face to face between the interviewers and informant or interviewer, with or without using interview guidelines, where the interviewer and informant are involved in social life for reality long time. Interview is very important for the researcher to get information about teaching processes and what the strategies faced by teacher. In this research, the researcher interview to the teacher at SMPLB Karya Bakti Don Bosco. Interviews were conducted on 25 and 26 July 2023. The interview is concerning with strategies to teaching English by teacher. In this research, the interviews used were semi-structured. So, this interview process uses an interview guide that comes from developing topics and asking questions, its use is more flexible than structured interviews. The aim of this type of interview is to find problems more openly, where the party being interviewed is asked for their opinions and ideas. The information regarding the data can be found in the table provided below:

Table 2. Interview activity

| No | Data         | Activity    |
|----|--------------|-------------|
| 1. | 25 July 2023 | Interview 1 |
| 2. | 26 July 2023 | Interview 2 |

Documents are study material in the form of writing, photographs, films or things that can be used as a source of study other than through interviews and observations in qualitative research. According to Arikunto (2002) documents are used for research materials as data sources because documents are stable, rich, and encouraging data sources. As evidence for a test. Documents are natural, according to context, born and in context. Documents are not difficult to obtain, but documents must be searched for and found. The results of the document review can be used to expand on the study being studied (Moleong, 2007). This study the research documents that the researchers chose were documents related to the implementation of the Curriculum at SMPLB, syllabus, Lesson Plan (RPP), programs implemented, descriptions of learning, and other documents that can be used as sources of reference and studies in SMPLB Karya Bakti Don Bosco Wonosobo.

### 2.3 Techniques of data analysis

According to Sugiyono (2007) data analysis is the process of searching and systematically compiling data obtained from interviews, field notes, and other materials, so that it can be easily understood, and the findings can be informed to others. Data analysis is done by organizing the data, breaking it down into units, synthesizing it, compiling it into patterns, choosing which ones are important and which ones will be studied, and making conclusions that can be told to others. According to Miles & Huberman (1984), qualitative data analysis should be a continuing, participatory process until data saturation is reached. According to Sugiyono (2007), the primary actions in data analysis include data reduction, data display, and drawing/verifying findings. In this research, the researcher employed three data collection techniques.

Miles & Huberman (1984) stated that "Data reduction is defined as the process of selecting, attention focusing, in simplifying, abstracting and transforming data which is gained from notes written in the field". Data reduction can be applied by summarizing, coding, selecting, classifying and writing memos. These activities were held until the final report is completed. The data that gained from observations and interview are selected that are appropriate with topic, in other word reduce parts of the data that not deal with topic. Select and reducing the data to organizes the appropriate data that has been get from teachers in order to know how the teacher strategies in teaching English for deaf students at SMPLB Karya Bakti Don Bosco Wonosobo.

After reducing the data, then the data were displayed. Miles & Huberman (1984) in qualitative research data presentation can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. They said "the most frequently used to present data in qualitative research is with narrative text" (Sugiyono, 2007). In this step data was displaying by describe clearly in order to easy to understand. The data from the subject related with theory before drawing conclusion.

After displaying the data, the next part is the process to draw a conclusion or data verification. The first part of conclusion are general and then become specific data. While verification is a review of field notes, discussion with others in order to make data validated. Therefore, data reduction, data display, and conclusion are connected before, during and after data collection. The steps in analyzing the data that were used in this research were: Observe the class in English learning carried out by the teacher. Ensure that all data from classroom observations and teacher interviews have been collected. Select and identify data related to the research problem. Analyze and correlate it with related theories. Verification or drawing conclusions. After reducing and displaying the data, a conclusion is made which is the final step in analyzing the data.

### 3. Result and Discussion

This chapter the researcher presents the research findings and research discussion. The findings are about how English teacher teach English to deaf students and how to implement teacher strategies encountered during the teaching and learning process. The sections in this chapter are organized around research questions. There are two research questions namely; The strategies used by the teacher in teaching English to deaf students How to implement teacher strategies encountered during the teaching and learning process. Detailed information about the problem is as follows:

#### 3.1 Teacher strategies in teaching english for deaf students

This section contains the research findings that the researcher found through observation and interviews. Other than that, researcher follow investigation of teacher strategies for teaching English. Then, some relevant information was obtained as follows.

Table 3. An overview of teacher strategies in teaching english to deaf students and several implementations along with the reasons why teachers use these strategies

| Strategies    | Implementation                                                                                                                          | Reason                                                                                   |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Sign language | Teacher doesn't require deaf students to acquire grammar skills. Speaks slowly and clearly to the students, and also use sign language. | Teacher focus more on vocabulary mastery. To provide clear instructions to the students. |
| Lip-reading   | Teaching very simple conversation.                                                                                                      | Limited ability of students to carry out oral conversations.                             |
| Media         | Using a variety of media.                                                                                                               | To make students interested in learning English.                                         |

First, the teacher did not force the students to master grammar. In the other hand, the teacher kept adding and enriching students' vocabularies on each meeting. It was proven by three times class observation which the researcher had taken.

Table 4. The quantity of students at SMPLB Karya Bakti Don Bosco

| Grade | Date observations | The number of students |
|-------|-------------------|------------------------|
| IX    | 25 July 2023      | 7                      |
| VIII  | 26 July 2023      | 10                     |
| VII   | 28 July 2023      | 11                     |

The observations in grade IX, the teacher did not really increase the vocabulary. This happens because many students in class IX have mastered English vocabulary. Then, the different when the teacher teaches in grades VIII and VII, the teacher writes down the vocabulary that will be created translated into Indonesian by students. This aims to increase the students vocabulary (Rofiandaru, 2013). In an interview, the teacher stated that vocabulary acquisition was the most important aspect of language learning. Furthermore, if students had a limited vocabulary to learn, how could they comprehend the material being taught? The teacher believed that what mattered most was that the students grasped vocabulary that was relevant to their everyday lives and that this helped them understand how to use English in everyday situations (Shields & Lennox, 2017). Because the material would become more difficult to understand if the students did not understand the meaning of the text, the teacher frequently instructed the students to translate the entire text item and all of the materials during the teaching and learning process.

*"When learning English, a question that we think is easy and simple will turn into a difficult question if we don't know the meaning of the question. If we can't master the vocabulary, how can we answer this question? Apart from that, if we don't master and don't understand vocabulary, how can we organize grammar well? And how can we have a conversation without knowing the vocabulary beforehand? Therefore, I focus more on students mastering vocabulary." (Teacher)*

Additionally, the teacher claimed that if the students did not comprehend the vocabulary used in the text item, they would find it difficult to respond to questions in English (Siregar, 2022). For this reason, the teacher frequently requested that the students translate. Second, the teacher speaks slowly and clearly to the students so that the students could lip-read what the teacher were saying to teachers' instruction and materials delivered by the teacher. At the same time, the teacher used sign language to give instruction and to deliver material to the students. The sign language that teacher used to give instruction to the students was SIBI (Sistem Isyarat Bahasa Indonesia). SIBI was one of sign languages that was used in Indonesia. SIBI created by adopting sign languages from British Sign Language (BSL), American Sign language (ASL) and traditional sign language (Somad et al., 1996). There were different way to sign using SIBI, BSL, and ASL but only few differences on how the language was signing.

*"Of course, to teach deaf students, I usually explain the material with speaks slowly, so that students can read lip movements and I use sign language, in this case I use SIBI. Sometimes there are differences in how to convey sign language. However, this is not a problem as long as there are no misunderstandings in communication, and also as long as both communicators capture the same meaning and create meaningful communication." (Teacher)*

Meanwhile, the teacher explained on the interview the reason why she still spoke when she taught the students even though the students could not hear to any sounds. The reason why the teacher spoke to the students who were deaf is to make students got used to do lip-reading to communicate with hearing-people because not all the people could be able to use or even understand the sign language (Sunanto & Hidayat, 2016). Third, the teacher also taught the students for having short and simple conversation.

*"When learning English, students can have oral conversations but are limited to very simple conversations such as introducing themselves or saying hello. I think that's all our students can do, they can't do more complex oral conversations and even students have limitations in their pronunciation." (Teacher)*

In an interview, the teacher claimed that the aforementioned strategies were the most difficult to implement since it required all of the students' skills, including speaking,

listening, and visual perception. Furthermore, since the majority of the deaf students were born deaf, they likely had trouble pronouncing words because they had never heard the sounds associated with any words (Tsuladze, 2015). This is a result of the students' poor pronunciation skills and deaf learning style (Winarsih, 2007). The teacher claimed that because of the students' word pronunciation skills, they were unable to engage in more complex conversations. Then, because each student has their own ability to understand the teacher's explanation during teaching and the learning process, the teacher also prepares several ranges of students' abilities and abilities in learning English. Each student has a different level of hearing in each ear, namely the hearing level of the left ear can be very different from the right ear and vice versa. The researchers made observations in classes IX, VIII and VII.

There were results that in class VIII, out of ten students, there was one student who had several complex problems, such as having low vision and also being included in the slow learner category. Meanwhile, in classes IX and VII each there is one student who has an IQ below the normal value. This means that teachers really pay attention to students' abilities and provide appropriate treatment based on students' abilities. In addition, the teacher used many kinds of media to teach English for deaf students. The teacher mostly used visual media as deaf students could only rely on visual information to understand something.

*"I usually use various kinds of media, namely modules, projectors, laptop, for example I use animation media, drawings, simulators, board games and handmade flashcards. There are also student textbooks that I create there will always be an increase in the level of material based on student learning outcomes" (Teacher)*

The teacher said during an interview that she always creates media that is as varied and harmonious as possible with the actual object. This is because students like to question whether the media does not match reality. The teacher said that one time when teaching, the teacher wanted to make the media more attractive to students based on the teacher's thoughts, so in the material describing people, the teacher gave gray to the pictures of human body parts. Then, some students kept asking the teacher why the limbs were gray because they knew that human limbs were brown or white. From the observation taken, the teacher always used different media on each meeting. The teacher used textbook which the teacher made based on curriculum merdeka for special school and based on his students' ability. In fact, there was English textbook published by government. Meanwhile, the teacher also used a textbook which was created and published by the teacher based on students' needs. For instance, the teacher used multiple textbook to teach English and combined the textbook to meet the students' need. Then, the teacher used short video about describing people. The teacher told that the students needed a concrete example, so that the students could apply the material into students' real-life situation. Furthermore, the teacher allowed students to read storybooks and also use computer which was connected to the internet as media.

### *3.1.1 The implementation of teaching english strategies for deaf students*

Based on observations and interviews, the implementation carried out by the teacher is the teacher used sign language strategies, the implementation implemented by the teacher is that the teacher does not encourage students to master grammar. Apart from that, when teaching the teacher speaks slowly and uses sign language. This is done so that students better understand what the teacher is saying. However, the reason why teachers do not encourage students to master grammar is that the teacher focuses on enriching students' vocabulary. Then strategy the teacher used lip-reading, the implementation that the teacher applies is that the teacher pronounces a word carefully and clearly so that students can imitate the way the teacher pronounces the word correctly and as perfectly as possible. Apart from that, in the learning process the teacher also teaches simple conversations. This is due to students' limited ability to carry out oral conversations.



Teachers used various media. The implementation that the teacher applies is that the teacher focuses on how to improve the English language skills of deaf students, she implements with used video and make a match using visual aids. The strategy used by this teacher can not only improve students' ability to speak English but can also make students participate actively during the learning process.

Teachers can also write transcripts of spoken words so students recognize the spelling of each word as it is expressed. The teacher stated that teachers usually teach English to deaf students by developing materials that are suitable for deaf students, using media that are suitable for deaf students such as writing words on the blackboard, giving lots of examples to students, and creating creative and interactive learning. effective. Another method used is to use sign language which is the most common way to teach deaf students. Students who learn vocabulary related to signs are able to recognize written words more quickly than students who are directed to connect written words with pictures. The combination of these strategies will produce more effective strategies used in teaching English. Sign language deficiencies can be overcome by using other signs, namely spelling words letter by letter. Thus, the word stress will be emphasized by lip reading. Apart from that, teachers can also use printed materials to distribute to students during the learning process.

### 3.1.2 Advantages and disadvantages of teaching english for deaf students

After conducting an interview with the teacher and taking classroom observations during the teaching and learning process, the teacher explains some of the advantages and disadvantages of this strategy. First, the teacher did not force the students to master grammar.

*"The advantages of this strategy are increase student confidence, improve communication skills. Apart from that, the disadvantages of this strategy are students have limitations in understanding the context, limitations in understanding English language structure and limitations in the development of English language skills" (Teacher)*

Second, the teacher also taught the students for having short and simple conversation.

*"The advantages of this strategy are active communication, speaking skill development, increased self confident, real world context. Then, the disadvantages are vocabulary limitations, lack of depth of content and extra time required" (Teacher)*

Third, the teacher used many kinds of media to teach English for deaf students.

*"The advantages of this strategy are sensory simulation, engaging learning experience and accuracy in communication, improve visualization skills. Then, in the strategy of using various media, I don't think there are any drawbacks, because by using various media, teaching and learning activities are easier for students to understand and are also more interesting". (Teacher)*

In addition, the teacher spoke slowly and clearly to the students.

*"The advantages of this strategy are improve understanding, improve communication skills, increase confidence and improve sign language skills. Then, the disadvantages of this strategy are limitation in understanding English language structures, limitation in understanding context and limitation in the development of English language skills" (Teacher)*

### 3.2 Teacher strategies in teaching english for deaf students

From the explanation in the findings, teaching English for Deaf students are not as easy as we imagine. It's hard and challenging for teachers to teach English to deaf students. There are many strategies that teachers use and there are several challenges teachers face in teaching English to deaf students. In this section, the researcher will reflect on the findings found several theories and several previous studies related to this problem.

There are several strategies used by teachers in teaching deaf students, namely: the teacher used sign language, where in this strategy the teacher does not encourage students to master grammar. apart from that, during the learning process the teacher speaks slowly and clearly and uses sign language the teacher used lip- reading in this strategy the teacher teaches with simple conversations, the teacher used a variety of teaching media. Explanation and discussion of each strategy in teaching English to deaf students as follows:

#### 3.2.1 The teacher used sign language

The first strategy is sign language where the teacher does not encourage students to master grammar. Since the teacher preferred to concentrate on vocabulary mastery, she did not push the students to become proficient in grammar. According to (Pratama, 2016), mastering vocabulary is the most important aspect of language learning. Due to their deafness, the students were likely to have difficulties with word processing. They actually struggled to learn vocabulary in both English and Bahasa Indonesia. According to Pratama's research (2016), hearing impairments were the reason deaf students had a limited vocabulary in both English and Bahasa Indonesia. Furthermore, in teaching the students to master vocabulary, the teacher needed to link the vocabularies taught into students' real life. The teacher mostly taught and added more vocabulary that would probably be applied in students' daily life. (Ary, 2010) stated that the teacher first needs to give definitions and examples of words before continuing the next materials. On observation which researcher had taken on three days of English teaching and learning process, when teacher gave a new vocabulary for the students, she wrote the vocabulary on blackboard then gave a real example of the vocabulary taught. In addition, the teacher would always increasing students' vocabulary mastery by kept adding new vocabularies related to students' real life which the students had not understood. It was standing on a same opinion as (Yanti, 2016) explained in her research that students' ability in literacy skill (including mastering vocabulary) could increase from intense teaching in understanding the function of a sentence and how the sentence were used in students' real life. It was also the way to give students a meaningful learning process by teaching material which they probably applied in their real life.

Then, the teacher spoke slowly and clearly to the students and used sign language in giving instructions. The teacher spoke slowly and clearly so that the students could read-lip what the teacher was saying both in giving instruction or delivering the material. Certain research findings and theories corroborated the statement (Marschark et al., 2003) According to Spencer, those who have partial or complete hearing loss must rely on their ability to see spoken words in order to replace their auditory sense. Furthermore, there was a study conducted by Pratama (2016). According to the study, oral speaking is the main form of communication used by teachers and students during the English teaching and learning process, with sign language serving as a supportive medium. The National Association of the Deaf reports that, in the meantime, very few deaf persons are able to read lips well enough to understand what is being said. Adi et al. also supported this claim in their study. He claimed that occasionally the students misinterpreted words because their lip movements resembled those of other words, and that it was challenging for them to guess the teacher's words because they were only lip-reading the explanations. Throughout the teaching and learning process, the students were able to understand the teacher's explanations with ease.

### 3.2.2 The teacher used lip-reading

Since teaching conversation required students to use all of their skills speaking, listening, and visual perception the teacher said that this was one of his hardest lessons. The teacher restricted her instruction to very basic conversation because the students were unable to participate in more complex spoken conversation due to issues with hearing and pronunciation (Pratama, 2016) found comfort in his research statement. He claimed that the speech and hearing impairments of deaf students are the reason behind their poor pronunciation. On the other hand, students can still have very simple conversations using very simple spoken English.

The teacher said in an interview that he once taught students to introduce themselves in very simple sentence structures such as “I am. (their name), I am from (their origin), my nick name (their nickname)”. Apart from that, in the second observation on the topic of describing people, the teacher explained the material and wrote it on the blackboard then the teacher asked the students to read the words. As a result, students were able to read the words well even though some of the words they read used sign language. This finding is in line with Patricia's research (2010, 2015). Based on his research, deaf students are able to read simple English and some use spoken English with signs.

### 3.2.3 The teacher used various media

Based on his research Ary (2010) claimed that teachers needed to modify the material and media, taking into account the right kind of media and material that is suitable for students who are deaf. In the course of teaching and learning, the English teacher at SMPLB Karya Bakti Don Bosco employed a variety of media, including animation, images, board games, simulators, handcrafted flashcards, and a textbook that she organized according to the skills of his students. The teacher affirmed that the textbook she wrote would constantly be updated in accordance with the students' study outcomes regarding the material's degree of difficulty. The teacher then focused mostly on visual media since, in his opinion, deaf students could only comprehend information by looking at it.

Researchers who support the use of visual aids in education for deaf students also concur. Hastuti (2009) was applying “make a match” by using visual aids to increase deaf students ability in English and to make students participate actively during the learning process. Furthermore, Stinson, MeathLang, and MacLeod deaf college students recalled more information when the material was presented in print rather than interpreted. Nevertheless, according to Hastuti (2009), educational institutions often fail to provide deaf learners with the essential technology, which could greatly enhance their educational and developmental experiences. In the meantime, SMPLB Karya Bakti Don Bosco supplied the students with the necessary technology and continued to offer support. The school provided a library with full internet access in addition to a vast collection of books as learning resources. They had an interactive a few internet-connected PCs, and a ton of colorful, instructional books that could be used to practice English.

## 3.3 Advantages and disadvantages of teaching english for deaf students

### 3.3.1 The teacher used sign language

The teacher did not push the students to master grammar. The advantages of this strategy are: Increase student confidence: The strategy of speaking slowly and not paying attention to grammar can help deaf students feel more confident in speaking English. This is because they don't have to worry about grammar mistakes or incorrect pronunciation, so they can focus more on the message they want to convey. Therefore, this is the main key in communicating. By speaking slowly and not worrying too much about grammatical errors, students can more easily communicate their ideas and messages. Then, it can reduce tension because deaf students may feel tense or afraid of making mistakes when speaking in English.

By reducing stress about perfect grammar, they can feel more relaxed and less anxious when speaking. Additionally, by giving students the opportunity to speak slowly and without paying too much attention to grammar, they can improve their speaking skills naturally. They can build their confidence over time. However, it is important to remember that while these strategies can increase students' self-confidence, grammar remains important in the development of good language skills. Teachers should plan appropriate time to provide adequate grammar lessons so that students can understand the basic rules. Apart from that, in the long term, they also need to be given the opportunity to understand and correct their grammar mistakes so they can speak English well and correctly.

**Improve communication skills:** By focusing on the message to be conveyed, deaf students can improve their communication skills in English (Hastuti, 2009). This strategy can help deaf students to communicate more easily with other people who also use English. Focusing attention on the message to be conveyed is a very effective strategy in improving deaf students' communication skills in English. Focusing on effective communication can provide a number of benefits, namely the ability to communicate well in English will help deaf students interact more effectively with classmates and the surrounding environment. This can improve their social integration and quality of life. Then, there is an increase in daily conversations because focusing on the message will help deaf students to speak more fluently in everyday situations, such as talking about hobbies, daily activities, or topics about daily life.

**Increase learning motivation:** By not focusing too much on grammar, deaf students can find it easier and more relaxed in learning English (Hastuti, 2009). This can increase their learning motivation and make them more interested in learning English. Therefore, students feel more relaxed and confident and tend to be more active in the learning process. They may be more motivated to participate in class activities, speak, and interact with English. Students also feel that learning English is more enjoyable. Students may enjoy learning more and feel more motivated to practice English in a variety of situations.

**The disadvantages of the strategy are:** Limitations in understanding English language structure: By not focusing too much on grammar, deaf students may have difficulty understanding English language structure. This can affect their ability to read and write English. This can have a negative impact on their reading and writing abilities. Therefore, there are several things that need to be considered, namely when students do not pay attention to grammar in detail, they may tend to make grammatical errors in their writing. This can affect the clarity of the message they want to convey in their writing. Additionally, understanding grammatical structures and rules of the English language is important in reading with comprehension. Students who focus less on grammar may have difficulty understanding more complex texts and identifying relationships between words in the text. Then, difficulty in formal communication. Although the focus on communication is important, students also need to master grammar to communicate in more formal situations, such as public speaking and so on. It is important to strike a balance in teaching, namely allowing students to practice speaking and communicating naturally while still providing a basic understanding of grammar. In this case, teachers can plan special sessions that explore certain aspects of grammar and provide constructive feedback to students. With a balanced approach, students will be able to develop more comprehensive language skills.

**Limitations in understanding context:** In English, context is very important in understanding the meaning of a sentence or conversation. By not focusing too much on grammar, deaf students may have difficulty understanding the context in which English is used. In addition, students have difficulty interpreting messages. Understanding the context helps students to interpret the message correctly. When students lack understanding of the context in which English is used, they may misunderstand or be unable to identify the true meaning of a sentence or conversation. Then, difficulty in capturing nuance; English often has nuances and meanings that are closely related to the context. Students who do not understand the context may miss these nuances and understand only the basic meaning. Therefore, considering the importance of understanding context in English, teachers should

look for ways to integrate understanding context into students' learning. This can be done through conversation, reading texts in real context, and understanding how language is used in various situations. A balance between a focus on effective communication and understanding context is key to the development of holistic language skills.

**Limitations in the development of English language skills:** By not focusing too much on grammar, deaf students may experience limitations in the development of their English language skills. This can affect their ability to master English as a whole. Without a basic understanding of grammar, students may make repeated mistakes in English pronunciation and sentence structure. This can affect their ability to speak English correctly. Examples of students having difficulty writing English well; good writing skills require a strong understanding of grammar. Students may have difficulty constructing good sentences and understanding the structure of writing in English. In addition, the teacher spoke slowly and clearly to the students and used sign language in giving instructions. **Advantages of this strategy are:** **Improve understanding:** By speaking slowly and clearly and using sign language, deaf students can more easily understand English vocabulary and grammar. This can help them in understanding and remembering English vocabulary and grammar better. **Improve communication skills:** By focusing on developing communication skills, deaf students can improve their ability to speak and understand English. This can help deaf students to communicate more easily with other people who also use English. **Increase confidence:** By practicing speaking English with a teacher who speaks slowly and clearly and uses sign language, deaf students can feel more confident in speaking English. This is because they don't have to worry about grammar mistakes or incorrect pronunciation, so they can focus more on the message they want to convey. **Improve sign language skills:** In this strategy, deaf students can learn sign language as an aid in communication. This can help them understand and express meaning without relying on grammar. This is because sign language is a powerful communication tool for deaf students. This allows them to communicate with others without relying on spoken or written grammar in English.

**The disadvantages of this strategy are:** **Limitations in understanding English language structures:** (Abidin, 2021) said that by not focusing too much on grammar, deaf students may have difficulty understanding more complex English structures. This can affect their ability to read and write in English. **Limitations in understanding context:** In English, context is very important in understanding the meaning of a sentence or conversation. By not focusing too much on context, deaf students may have difficulty understanding the context used in English (Fatimah, 2019). **Limitations in the development of English language skills:** By not focusing too much on grammar, deaf students may experience limitations in the development of their English language skills. This can affect their ability to master English as a whole (Hamzah, 2016).

### *3.3.2 The teacher used lip-reading*

Teaching English to deaf students with simple conversations has a number of advantages and disadvantages that need to be considered. **The advantages of this strategy are:** **Active Communication:** This strategy encourages students to engage in active communication in English, which can improve speaking skills and language comprehension. Therefore, by encouraging students to engage in active communication, they have more opportunities to speak and practice speaking in English. This can help increase fluency and confidence in speaking. Apart from that, students can understand the language more deeply. This is because by participating in conversations that focus on active communication, students can develop a deeper understanding of the English language, including the vocabulary, common phrases and social conventions associated with the language.

**Speaking Skill Development:** With a focus on conversation, deaf students can develop speaking skills in English, which is essential for daily communication. In addition, it can develop vocabulary; through conversation, students can expand their understanding and learn how words are used in different contexts. **Increased Self-Confidence:** Through simple conversations, students can feel more confident in using English in everyday situations. In

addition, through simple conversations, students gain practical experience in using English in everyday situations. This can help them feel better prepared to communicate in real life. Then, an opportunity to practice; by participating in conversations, students have the opportunity to practice their speaking skills. The more practice they get, the more confident they will be in speaking English. By having simple conversations students can feel that they can communicate successfully, which can give students positive results that can strengthen their self- confidence.

**Real World Context:** Learning English through simple conversations can provide a more relevant real-world context for students, helping them relate the lessons to their daily lives. Students can see that what they learn has direct relevance in their daily lives. This can increase their learning motivation because they know that the language skills they develop will be used in real situations. **Student Engagement:** Deaf students can feel more motivated to learn English when they feel engaged in meaningful conversations. Therefore, by actively participating in conversations, students have the opportunity to practice and improve their speaking skills. They can experience growth and development in their English-speaking skills.

The disadvantages of this strategy are: **Vocabulary Limitations:** This strategy may have limitations in the introduction of broader vocabulary or more complex phrases. **Lack of Depth of Content:** The focus on simple conversations may not allow students to go deeper into grammar or vocabulary. **Extra Time Required:** It may take more time to engage deaf students in conversation, especially if sign language or assistive communication technology needs to be used. To overcome this limitation, the approach to learning English should be balanced between learning vocabulary, grammar, and speaking practice in real contexts. This allows students to develop broader and more flexible speaking skills. In addition, the use of reading materials, meaningful conversations, and communicative situations in learning can help students understand and use English better in various everyday life situations.

### 3.3.3 The teacher used various media

Teaching English to deaf students using a various of learning media has a number of advantages and disadvantages that need to be considered. Here are some of them: The advantages of this strategy are: **Sensory Stimulation:** A variety of learning media, such as text, images, audio, video, and interactive software, provide richer sensory stimulation for deaf students, helping them understand and respond better to the material. Well- formatted images, graphics, and text can provide rich visual stimulation, helping deaf students to better understand concepts and information. Not only that, interactive software can provide a customized learning experience and actively involve students in learning. This allows students to participate in learning in a more interactive way. Apart from that, media that stimulates the sensory can also increase student motivation because the learning material becomes more interesting and relevant for them.

**Engaging Learning Experience:** The use of a variety of media can make learning more interesting and engaging for deaf students, increasing their motivation to learn English. Media provides access to a variety of learning resources, including textbooks, video, online texts, and more. This allows students to choose resources that suit their learning style. Apart from that, the use of interesting media can increase student involvement, which can increase their motivation to learn English. Therefore, it is important for teachers and curriculum designers to plan the use of media that is appropriate to the learning objectives and needs of deaf students. This may include selecting the most relevant media, arranging for translation or sign language if necessary, and ensuring that media is used effectively to support learning objectives. With the right approach, interesting learning experiences through media can motivate deaf students to learn English more enthusiastically.

**Accessibility:** By utilizing technology such as text to sign language translation software or speech synthesis, learning materials become more accessible to deaf students. **Accuracy in Communication:** Media can help teachers convey information in a clearer and more

precise way to deaf students, especially in the case of explaining complex concepts. Improve visualization skills: By using simple image media, deaf students can improve their visualization skills in understanding English vocabulary and grammar. This can help them in understanding and remembering English vocabulary and grammar better.

#### 4. Conclusion

In order to teach deaf students, the teacher employed some strategies: The teacher used sign language namely not pushing them to master grammar because she preferred to concentrate on helping them learn vocabulary; speaking slowly and clearly while simultaneously using sign language. (as the encouraging mode of communication) to give the pupils clear instructions. The teacher used lip-reading namely teaching with simple conversation because the students are unable to engage in spoken conversation. The teacher used a variety of teaching materials, such as textbooks, animation media, pictures, board games, simulators, and hand-made flashcards, to draw students in and pique their interest in learning English.

The implementation carried out by the teacher are; The teacher uses a sign language strategy the aim is to enrich students' vocabulary. The teacher will pronounce a word carefully and clearly so that students can imitate the way the teacher pronounces the word correctly and as perfectly as possible. The teacher used lip-reading, which is one of the strategies used to teach deaf students how to produce spoken language. The teacher used various media, the teacher focuses on how to improve the English language skills of deaf students, she applies "make a match" by using visual aids. Teachers can also write transcripts of spoken words so students recognize the spelling of each word as it is expressed. The teacher stated that teachers usually teach English to deaf students by developing materials that are suitable for deaf students, using media that are suitable for deaf students such as writing words on the blackboard, giving lots of examples to students, and making learning creative and effective. Another method used is to use sign language which is the most common way to teach deaf students.

There are advantages and disadvantages of strategies for teaching English to deaf students, namely: Do not push students to master grammar because the teacher tended to focus on teaching the deaf students to master vocabulary. The advantages of this strategy are; increase student confidence, improve communication skills, increase learning motivation. Then, the disadvantages of the strategy are; limitations in understanding English language structure, limitations in understanding context and limitations in the development of English language skills. Then, the teacher spoke slowly and clearly to the students and used sign language in giving instructions. The advantages of this strategy are; Improve understanding, improve communication skills, increase confidence, improve sign language skills. Then, the disadvantages of this strategy are; limitations in understanding English language structures, limitations in understanding context, limitations in the development of English language skills. Teaching very simple conversation. The advantages of this strategy are; active communication, speaking skill development, increased self-confidence, real world context, student engagement. Then, disadvantages of this strategy are; vocabulary limitations, lack of depth of content, extra time required. The teacher used various media. The advantages of this strategy are; sensory stimulation, engaging learning experience, accessibility, accuracy in communication and improve visualization skills.

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