

TEACHER'S STRATEGIES IN TEACHING VOCABULARY FOR DEAF STUDENTS AT UPT SLB NEGERI 1 BULUKUMBA

STRATEGI GURU DALAM MENGAJARKAN KOSA KATA BAGI SISWA TULI DI UPT SLB NEGERI 1 BULUKUMBA

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ABSTRACT

This research aimed to identify the strategies used by teacher in teaching vocabulary for deaf students and to find out the problems faced by English teacher in teaching vocabulary for deaf students at UPT SLB Negeri 1 Bulukumba. The subjects of this research were one English teacher and three students of seventh grade SMPLB at UPT SLB Negeri 1 Bulukumba, which were selected using a purposive sampling technique. This research used the qualitative method. The data of this research were collected through Observations, interviews and documentation. The data obtained were analyzed in four stages: data collection, data condensation, data display, and drawing conclusion. The findings of this research showed that there were four strategies used by teacher in teaching vocabulary to deaf students, namely: sign language, visualization, gesture, and repetition. These strategies helped students understand and memorize the vocabulary taught. The result of this research also showed that the teacher faced two problems in teaching vocabulary to deaf students: students with limited vocabulary and limited time in teaching.

Keywords: *Deaf Students, Vocabulary, Teacher's Strategies, Teacher's Problems*

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi strategi yang digunakan guru dalam mengajar kosakata bagi siswa tunarungu dan untuk mengetahui permasalahan yang dihadapi guru bahasa Inggris dalam mengajar kosakata bagi siswa tunarungu di UPT SLB Negeri 1 Bulukumba. Subjek penelitian ini adalah satu orang guru bahasa Inggris dan tiga siswa kelas tujuh SMPLB di UPT SLB Negeri 1 Bulukumba yang dipilih dengan menggunakan teknik purposive sampling. Penelitian ini menggunakan metode kualitatif. Data penelitian ini dikumpulkan melalui observasi, wawancara, dan dokumentasi. Data yang diperoleh dianalisis melalui empat tahap: pengumpulan data, kondensasi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian ini menunjukkan bahwa ada empat strategi yang digunakan guru dalam mengajar kosakata bagi siswa tunarungu, yaitu: bahasa isyarat, visualisasi, gerak tubuh, dan pengulangan. Strategi ini membantu siswa memahami dan menghafal kosakata yang diajarkan. Hasil penelitian ini juga menunjukkan bahwa guru menghadapi dua masalah dalam mengajar kosakata kepada siswa tunarungu: siswa dengan kosakata terbatas dan waktu mengajar yang terbatas.

Kata Kunci: *Siswa Tunarungu, Kosakata, Strategi, Permasalahan Guru*

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INTRODUCTION

Students with disabilities require special attention that suitable with their conditions. Chinh (2013) emphasized that English teacher should consider the reality of the student's realistic

condition. Therefore, students with disabilities require special education services and other special services and support. Smith et al (2001, p. 5) states students with disabilities as those who exhibit one of several specific conditions resulting in their need for special education and related services. Ministry of Education and Culture No. 060/UU/1993, English has been established as one of the subjects in regular schools in Indonesia since junior high school level including special junior high schools. Everyone has the right to get an appropriate education. This means that it is not only normal students who are encouraged to learn English, but also disabilities students also have the same right to get the equal education. The Government of the Republic of Indonesia shows its firm support in encouraging inclusiveness and equal opportunities for all its citizens, as confirmed in UU RI No. 2 1989 in chapter 3 article 8. This legal framework emphasizes individual rights with physical and mental disabilities to obtain special education.

In UU RI No. 8 of 2016, there are various disabilities consisting of 5 categories. The five categories include physical disability, intellectual disability, mental disability, sensory disability, and multiple or multiple disabilities. One category of disability is deafness. According to The World Health Organization (WHO), deaf is a term used to describe someone who has significant hearing loss. Those classed as deaf may have very limited hearing or no hearing at all. According to Gallaudet (1917), deafness is a term that refers to individuals who experience significant hearing loss. This includes individuals who are unable to communicate effectively through hearing and often rely on sign language as their primary language or one of their primary methods of communication. It means that a deaf person is someone who has lost the ability to hear. Deaf people will show the difficulty to hear sound from mild level until very loud or profound hard of voice. The dysfunction of hearing is usually caused by accidental damage, illness, or other reasons.

Education for deaf people has significant differences compared to education for individuals who have normal hearing. These differences include a number of factors, such as communication methods, teaching methods, customized curriculum and the accessibility of the teaching environment. These differences reflect the importance of an inclusive approach and understanding individual needs when designing education for the deaf. Therefore, their education must suit their needs and preferences. Teaching English to deaf students is different from normal students, they use sign language as their language to communicate and to interact with other people and there will be more challenges in teaching students with deafness. Cawthon (2001) state that for deaf students, it's a little bit difficult for them to learn English because deaf students often show significant delays in phenome production, vocabulary, syntax. Teachers must be able to communicate well so that the material presented can be understood by students and also teacher must have special ways to teaching students in the class.

One thing that may not be ignored in teaching and learning English both normal and disable students is teaching vocabulary. Vocabulary is an important part of learning a language. Lack of vocabulary makes it difficult for students to master the language, because vocabulary is important for them to understand every word written or spoken in their new foreign language. Jordan (1990) said that teaching vocabulary is an important task in teaching English because vocabulary achievement is related to all language learning and this concerns the four language skills. Dogmala (2009) said "Deaf students usually have some problems in learning foreign language vocabulary and this is connected with their difficulties in mastering their native language, because they having a restricted repertoire of words in their own and other languages". It explains that these difficulties are often rooted in their struggles with their native spoken language, because many deaf students have limited vocabulary in their native language, they encounter significant obstacles when trying to learn new words in both their own language and foreign languages. Due to their limited access

to spoken language, this can lead to a less extensive vocabulary and errors in understanding the full meanings of words. Learning vocabulary for disabilities students is an important part of their education and development.

When teaching vocabulary for disabilities students, it is important to consider their needs and preferences. The learning methods and strategies used may vary depending on the students' individual conditions and characteristics. Teacher should know what strategies will use by teacher in teaching process. Therefore, the most important factor depending on the basic procedure being used by English teacher. Teaching English vocabulary to students with disabilities is more complex than teaching English vocabulary to students without disabilities, and requires special strategy in teaching. Kurshid (2012) stated that teacher's strategies are to make it easier to apply various teaching methods and technique, to help students to take more responsibility for their own learning and improve the process of teaching to learn. Therefore, teachers' strategies in teaching English vocabulary to students are very important so that the learning process goes according to expectations and then using appropriate strategies can also help teachers face the problems of learning English vocabulary for students with special needs.

LITERATURE REVIEW

Vocabulary

Vocabulary is component that connect the four abilities of listening, speaking, reading, and writing. It's difficult for students to master English without knowing the meaning of the words both written and oral. Adger (2002) states that vocabulary is not only limited to the meaning of words but also includes how the vocabulary in a language is structured. In essence, vocabulary isn't just a list of words and their meanings. It also includes how these words are interconnected and structured in a language. Nation (2001) point out that vocabulary is all the words that a person knows in a particular language and contributes to their understanding of the text they are reading or hearing.

Vocabulary has been considered as one of the most important factors in language learning as can be seen from David Wilkins's strong claim cited in Thornbury (2002:13) said "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". It means that despite having less knowledge of grammar, someone can still speak English while keeping key words easy to understand. On the other hand, if someone doesn't know the vocabulary, they can't say anything, which means they can't communicate well Vocabulary comprises the words and phrases that convey specific meanings.

Deafness

Seng (2001) said that deaf is defined as a genetic term encompassing a hearing disability, ranging from mild to profound, including the subset of deaf and hard of hearing. The severity of hearing loss can vary greatly among individuals, and the best communication strategies and interventions may differ based on an individual's specific needs and circumstances. Salim (2006, pp. 93-94) concluded that a deaf child is a child who experiences a lack or loss of hearing ability caused by damage or malfunction of part or all of hearing, so that it can experience obstacles in language development. Deaf person is someone who has lost the ability to hear to a certain degree, which hinders the processing of language information through hearing. Some deaf people may use hearing aids to improve their hearing abilities, while others may rely on sign language or another alternative method of communication.

According to Salim and Yusuf (2009:11) defines deaf and hard hearing students are students who have lost whole parts of their hearing, so they usually have a problem in verbal communication. Thus, making it difficult for them to engage in conversations or fully participate in verbal interactions. It underscores the important duty of a teacher in providing appropriate support and learning strategies in the classroom to assist those students who have hearing impairment in overcoming communication problems and succeeding academically and socially. According to an Interactional Theory, deaf students or students with hearing impairment can adapt the material from the teacher by using signs or other communication method than spoken language. In other word, if there is a good interaction between teachers and students, it may help both of them to share and understanding educational material easier.

The deafness is also classified according to the degrees of deafness and according to World Health Organization (2008) divide the degree of deafness into mild deafness (26-40 dB), moderate deafness (31-60 dB) in children and (41-60 dB) in adults, severe deafness (61-80 dB), and profound deafness (>81 dB).

Teaching Strategy

Muslaini (2017) points out that “teaching strategy is the teacher's plan in teaching and learning process to achieve planned learning objectives”. A teaching strategy is a plan or approach that educators use to facilitate the learning process in a classroom or educational environment. Teaching strategies are designed to assist teacher in conveying information effectively, engaging students, and improving understanding and retention of the material taught.

Mejila, Calero, and Salgado (2014) state that a teaching strategy typically require some planning. It can be described as a strategy to achieve an overall goal. Shinn (1997) confirmed that teaching strategies are complex educational behaviours in which teachers use methods, techniques, tools, discipline, and communication to accomplish a goals or objective. Therefore, it is clear that teaching strategies are plan and diverse actions that educators undertake to facilitate learning and achieve desire educational outcomes.

Teaching strategies are the methods, approaches, and techniques used by teachers to facilitate learning and teaching in the classroom or educational environment. Mothe (2002) said that teacher can use the innovative strategies to teach vocabulary in the classroom, such as: teaching words in the context, showing picture, synonyms and antonyms, crossword puzzle, showing video, role-play and reading words aloud. On other hand, Anuthama (2010) stated that teachers can use innovative strategies to teach vocabulary using use of colour, ripple effect, and world wall approach.

Teacher's Strategies in Teaching Disable Students

Bencze et al (2006) state in language teaching, there are several important things that need to be considered such as language, participant and classroom management, teaching method or strategy in making the teaching and learning process successful. However, teachers must also consider special types of students such as students with special needs. This type of learner requires special skills from the teacher as well. Strategies for teaching students with disabilities can vary depending on the specific disability and individual needs. Teaching strategy are used to help students achieve the goals prepared by the teacher in learning planning stage. Chamont (2005) states that strategies in teaching disable students are different from normal students, therefore there are several strategies teachers can use in teaching students with disabilities, such as Total Physical Response (TPR), gesture, the visual approach, and sign language.

Teacher's Problems in Teaching Disable Students

Teaching students with disability may be more difficult and challenging because many aspects need to be considered and paid attention in teaching English vocabulary. Zurrahmah (2019) stated that there are several difficulties in teaching students with special needs they are: teachers' difficulty to explain the subject matter, limited time, different treatment for each student, and difficult to control students' behaviour. Meanwhile, Maulani (2018) also found several problems faced by teacher in teaching English vocabulary to students with disability, they are: Teachers had difficulty in managing time, teachers had difficulty in giving instruction, teachers had difficulty in attracting students' attention, and teacher had difficulty in asking students to remember vocabulary. This is underscoring the multifaceted nature of teaching students with disabilities, emphasizing the need for tailored strategies, time management skills, and effective instructional techniques to create an inclusive and supportive learning environment. According to Hadi et al (2019) there were some problems that the teacher faced while teaching English vocabulary to disability students, such as: Limited Facilities, Students Restricted Vocabulary, Difficult in Managing Time.

RESEARCH METHOD

This research used Qualitative research. According to Sauret (2015) "Qualitative research refers to a set of procedures for the systematic collection, analysis, interpretation, and description of non-numerical data to understand, interpret, and/or describe a phenomenon". The purpose of this research was focused on finding the problems faced by teacher in teaching vocabulary for deaf students.

This qualitative research took place at UPT SLB Negeri 1 Bulukumba and started in November 2023, odd semester of the 2023/2024 academic year. In this research the researcher used purposive sampling. The participants of this research were one English teacher and three students of VII grade SMP-LB at UPT SLB Negeri 1 Bulukumba. The teacher was categorized as an English teacher who taught deaf students in the seventh grade, while the students were categorized into groups of students who had a degree of deafness between severe hearing loses and profound hearing loses.

In order to collect the data, the researcher used two instruments. The first Observation sheet, the researcher used observation sheet to collect data related to the researcher focuses. The researcher wrote field notes based on the observation. The researcher observed for third meetings, and it was a non-participants observation. The second was Interview guide, the researcher conducted interview using semi-structured interviews with specific questions that were asked and developed based on the needs of the researcher. Furthermore, the interview was conducted in Indonesian language. In analyzing the data, the researcher used Miles, Hubberman, and Saldana (2014) state there are four stages that must be carried out in analyzing qualitative research data, namely: data collection, data condensation, data display, and conclusion drawing.

FINDINGS

Teacher's Strategies in Teaching Vocabulary for Deaf Students at UPT SLB Negeri 1 Bulukumba

This research investigated the strategies used by teacher in teaching deaf students at UPT SLB Negeri 1 Bulukumba. One English teacher was interviewed and classroom observation were conducted to know the teacher's strategies in teaching vocabulary for deaf students. The data obtained indicated that there were four strategies used by teacher namely: sign language, visualization, gesture, and repetition. Furthermore, the required data will be presented below:

Sign language

Sign language is generally used by people who have special needs such as hearing impairment or deafness in communicating. In teaching and learning process sign language can be used as a strategy in teach students with deafness. The teacher can use this strategy as an effective communication tool in supporting their learning, such as in explaining learning material and providing instruction to the students. It's proven by teacher's interview below:

"Okay, from the first strategy that I used, sign language, I find it very beneficial. Sign language is a primary communication tool that can be used to interact effectively with deaf students. It facilitates good interaction between me and the students, and among their classmates. Moreover, when presenting learning material, we will definitely use sign language and when using this strategy, Alhamdulillah they quickly understand". (Source: Teacher's Interview)

The statement above shows that sign language enabled effective communication between teachers and deaf students, thus overcoming communication barriers among them. The use of sign language also enabled students to comprehend instructions and learning materials more quickly, because they had accustomed to it. Therefore, sign language provided opportunities for deaf students to actively participate in the learning process. In addition to communicating with the teacher, the ability to use sign language also allowed deaf students to communicate with their classmates. Thus, this can create an inclusive, supportive, and effective learning environment.

Visualization

The other strategy commonly applied by teacher was visual aids to support the way teacher explains the material provided. As the researcher observed, the teacher presented a picture to the students and the picture was about related to the material that would be taught. The use of visual media is considered as one of the supporting factors for the success of learning in the classroom, as deaf students tend to learn thing through their eyes first. This was also supported by further explanation by the teacher below:

"...because deaf students generally have good vision and they also receive information through their eyes, this also can capture their attention because students usually like it when we use picture. Especially when they are having difficulty focusing and often get distracted. So, in the implementation of learning, I show pictures related to the vocabulary being taught". (Source: Teacher's Interview)

Based on the interview above, the teacher stated that because of deaf students had good vision, another reason for using visual media was that deaf students tended to be more easily distracted by other things in the classroom, deaf students sometimes preferred to ignore her in class and pay attention to something else. Therefore, to keep students' attention, the teacher needed something engaging and entertaining such as the use of visual media. Visualization could help students with disabilities understand the lesson that might have been difficult to understand through verbal or text method.

Gesture

Gesture was often used by teachers in teaching process during the observation. Based on the observation, the researcher found there are various kinds of gesture used by teacher in teaching such as using body movements, facial expressions, or body language. And these were part of their communication during the learning processes. These gestures could be utilized to convey additional messages, or emphasize key points.

"...so, this strategy can help students understand what the teacher is saying orally just by looking at their gestures. When I teach, I mostly use sign language, but sometimes, for certain words or situations in the class, I use gestures. In my opinion, there are also some words that my students seem to understand more quickly when using gestures rather than sign language". (Source: Teacher's Interview)

Based on the extract of interview above, it can be concluded that gesture was used to emphasize the meaning of verbal communication by teachers. The teacher stated that using gesture facilitated students understanding of instructional learning. Although sign language remained the primary strategy, the teacher acknowledged that in certain situations or for specific words, the use of gesture could be more effective in facilitating students' comprehension. This demonstrates flexibility in teaching, where a combination of sign language and gestures can enhance students' understanding, thereby creating an inclusive learning environment.

Repetition

Repetition is a strategy that used by teacher in teaching deaf students. Based on the researcher's observation, it was found that the teacher consistently repeats the vocabulary taught to the students, whether in the context of sign language, orally, or in writing. Teacher provided correct pronunciation examples and consistently repeated the pronunciation of words slowly and clearly to make it easier for deaf students to follow and practice even they could not pronounce it perfectly. Until the students can remember, memorize, or even pronounce the words, however the student's ability to pronounce the words is limited.

"As I mentioned before, deaf students generally face challenges in their memory. So, why I use this strategy is to help strengthen their memory, building long-term memory for the material I have taught". (Source: Teacher's Interview)

Based on the previous extract, it can be described that deaf students require more time in the process of understanding the material because they face challenging in their memory, resulting in difficulties in retaining learning materials. The students would understand the material or memorize a vocabulary quickly if the teacher mentioned or explained it for many times. Through frequent repetition, the teacher gives students the chance to practice and enhance their skills and abilities, such as improving their proficiency in using their sign language and refining their pronunciation skills.

Teacher's Problems in teaching vocabulary for deaf students at UPT SLB Negeri 1 Bulukumba

Based on the results of the observations and interview, the researcher found that there were two problems faced by teacher in teaching vocabulary for deaf students. Furthermore, the needed data would be presented below:

Students' limitation on vocabulary

Difficulty in speaking and hearing became a major issue for deaf students, impacting their daily lives. For instance, they have a limited vocabulary that they could recall in their everyday life, as discovered by researcher during the observation process. The results of the observation

indicated that not only was the English vocabulary of the students limited, but their Indonesian vocabulary was also limited. This is further supported by teacher's statement in the interview below:

"The first problem is the lack of vocabulary among the students. You may notice that their vocabulary is limited, and it's not just their English vocabulary that is lacking but also their Indonesian vocabulary is also limited, so we are still learning vocabulary)". (Source: Teacher's Interview)

Based on the interview results, it can be concluded that one of the main challenges faced by teacher in teaching deaf students was the limited vocabulary of the students, both in English and Indonesian. Therefore, the teacher not only faced communication barrier arising from the students' hearing limitations but also faced challenges in building a strong vocabulary foundation in English, considering the students' limited vocabulary in Indonesian. This required the implementation of appropriate teaching strategies and extra patience from the teacher in designing effective learning to address these challenges, one of the strategies was through intensive repetition.

Limited time in teaching

In teaching deaf students it's not always easy, this is because it will need more time to explain the material. The teacher should give the clear explanation and instruction to make students understand. Deaf students require more require more repetition so that it affected the time allocation of English lesson in each meeting.

"The second is, the teaching time is limited. Like this, each subject has a specific duration, and the teacher has a learning objective to achieve in each meeting. Sometimes, I cannot achieve it on time because there is a delay that become an obstacle. Usually, I only repeat it 4-5 times, and they will understand. But there are some materials that require more time for me to explain so that they can understand, and this will definitely take a long time, causing other materials not be delivered because the time is already up". (Source: Teacher's Interview)

Based on the extract above it can be concluded that deaf students require more time to process information due to their limitations in hearing messages conveyed by the teacher. Therefore, the teacher also needed more time to explain the material because deaf students required re-explanations about the material being taught. However, the allocated time in the syllabus or lesson plan was limited, making it challenging to achieve all the learning objectives set for each meeting.

DISCUSSIONS

Teacher's Strategies in teaching vocabulary for deaf students at UPT SLB Negeri 1 Bulukumba

The description of the data collected through observations and interview has been explained in the previous section and its shows that there are four strategies used by teacher in teaching vocabulary for deaf students in UPT SLB Negeri 1 Bulukumba namely: sign language, visualization, gesture, and repetition.

The first strategy used by teacher in teaching vocabulary for deaf students was sign language. Sign language is a language that heavily relies on visual communication, including hand movements. This language is typically used by students with hearing impairments or deafness as way to convey and receive information. Moreover, lip gesture and voice could complement sign

language, especially in situations where communication involves students who can use sign language and hear partially, the previous research conducted by Elbaurhamy & Mohammadi (2021) found that sign language is primarily used by the deaf community for communication and is often supplemented with voice. Based on the research findings, the researcher found that sign language is the most frequently used learning strategy by teacher in teaching. The use of sign language is also considered the most effective strategy in teaching vocabulary for deaf students. This strategy helped convey information more clearly, ensuring optimal understanding of the learning material for deaf students. According to Bintoro et al. (2023) stated “in special school sign language plays a crucial role in ensuring full participation and involvement of deaf students in the educational environment”. By utilizing sign language, teachers were able to create an inclusive learning environment that supported active participation and understanding for deaf students in learning English. The findings emphasize that the use of sign language is not only an effective communication tool but also supports efforts to create an inclusive learning experience for students with hearing impairment.

Visualization as the second strategy used by teacher in teaching vocabulary for deaf students, one of them is through the use of visual media, such as pictures. Prasetya et al. (2022) to get the deaf student's attention when learning English vocabulary, teacher needed to use picture as a media. Visualizations is one of the teacher's strategies that assisted deaf students in learning vocabulary by presenting images. Visual media helped teacher in teaching vocabulary for deaf students, this is because visual media provide learning that can be seen by the eye. According to Ashadi et al. (2020) said that visual media are very helpful for teacher in teaching new vocabulary because it provides various kinds of images, and vision are the primary tool for deaf students to receive information.

The third strategy used by teacher in teaching vocabulary for deaf students in UPT SLB Negeri 1 Bulukumba was gesture. The teachers used hand gestures when giving instruction or explanation. They also used hand gestures to get respond from the students about the information or instruction which had been explained by moving their hand. Yuanyuan (2014) explained that in the classroom, teacher can do some gestures to clear his explanation. Using gestures in teaching students with special need, including those who are deaf, is indeed beneficial. Gesture served as a visual aid to complement verbal instruction, making the information more accessible and understandable. It enhanced communication, engagement, and participation in the learning process. Teacher could use various hand gesture, facial expressions, and body language to convey instruction, emotions, feelings, or directions effectively. Therefore, by using gestures in teaching students with special needs was very beneficial in helping them understand instructions, communicate, and participate in learning. It's line with Chamont (2005) said that gesture can help teachers give or explain instruction more clearly.

The last strategy used by teacher in teaching vocabulary for deaf students at UPT SLB Negeri 1 Bulukumba was Repetition. Repetition helps strengthen students' memory. Through frequent repetition, students have more opportunities to process and store that information in long term memory. When a student is introduced to specific material to be learned, such as a vocabulary list, they will attempt to memorize it by repeating it over and over. After introducing the vocabulary, the teacher employed the repetition strategy in the middle of the teaching and learning process. While repeating those words, the teacher also explained how to pronounced them correctly in English. The teacher pronounced the word slowly and the asked the students to follow, however the student's ability to pronounce the words is limited. Tahang et al. (2023) found that teaching students by providing a slow reexplanation of things that students have not understand

yet in detail is one of the effective strategies to be applied in teaching English to deaf students. The implementation of the repetition strategy by teachers often involved repeating exercises or questions in various ways to ensure that students mastered material deeply. The teacher not only provided verbal repetition but also offered written repetitions of those words on the whiteboard. Sometimes the teacher used pictures to train the students before asking them to repeat practice the sign or spell the vocabulary, or even asking students practice pronouncing the word. In this way, deaf students will easily understand in learning new vocabulary in English. Then Nisak et al. (2019) found that repetition strategy as one of the effective strategies that can aid students to memorize vocabulary and obtaining information.

Teacher's Problems in teaching vocabulary for deaf students at UPT SLB Negeri 1 Bulukumba

Based on the findings, it was determined that the problems faced by teacher in teaching English vocabulary for deaf students at seventh grade of UPT SLB Negeri 1 Bulukumba in academic year 2023/2024. This research revealed two main issues faced by teacher: the limitation of students' vocabulary and teacher's limited time in teaching.

The first problem faced by teacher was the limitation of students' vocabulary. Deaf students faced a major challenge in their limited of vocabulary, both in English and Indonesian. This challenge significantly impacted their daily lives, especially in the learning process. National Deaf Children (2003) state "acquiring English is difficult for many deaf children, so their vocabulary may be limited than their hearing peers". Teacher as learning facilitators, encountered two main challenges. First, there were communication barriers due to the students' hearing limitations. Second, there were challenges in building a strong vocabulary foundation in English, along with the students limited vocabulary in Indonesian. As mentioned by Dogmala (2009) said "that deaf students generally faced several challenges in learning foreign language, these difficulties are related to their struggles in mastering their native language because they have a limited vocabulary in both their own language and other languages". These difficulties might have arisen due to limitations in communication experiences and restricted access to spoken language.

The second problem faced by teacher in teaching vocabulary for deaf students was that the teacher had difficulty managing time. Sometimes teacher felt challenged when trying to achieve the learning objective within a single session. Teaching students with learning disabilities required time because disabled students had different intellectual abilities from normal students. As mentioned by Kalora et al. (2022) deaf students cannot catch the material easily like normal students. The teacher often repeated the material 4-5 times to ensure that all students remembered the English vocabulary that had been taught. However, certain learning materials required more time to be explained by teacher to ensure students comprehension. As mentioned by Alasim (2018) said that teacher must recognize that deaf and hard of hearing pupils require more time than hearing students in learning.

CONCLUSIONS

There were several strategies used by teacher in teaching vocabulary for deaf students at UPT SLB Negeri 1 Bulukumba, there were: sign language; visualization; gesture; and repetition. First, sign language emerged as the primary and most frequently employed strategy, considered the most effective in conveying information to deaf students. Second, visualization in teaching

deaf students was used to provide visual representation of the learning material. Third, gesture was used to emphasize the meaning of verbal communication by teacher. And the last, repetition was used to ensure that students had many opportunities to remain, review and reinforce their understanding. Meanwhile, there were several problems faced by teacher in teaching English vocabulary for deaf students in the seventh grade at UPT SLB Negeri 1 Bulukumba. First, related to the limitation of vocabulary among deaf students both in English and Indonesian, which significantly impacted their daily lives and learning processes. Second, the teacher encountered difficulties in time management, particularly in achieving the learning objectives within a single session. Therefore, the importance of paying special attention to the need for additional time and implementing appropriate teaching strategies in teaching vocabulary for deaf students.

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