

Challenges and Strategies of Teachers in Teaching English to Hearing-Impaired Students: An Inclusive Education Perspective

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ABSTRACT

Teaching English to hearing-impaired students poses a pedagogical challenge for teachers due to the dominant auditory learning orientation. Thus, this research aims to study the challenges faced by teacher when teaching English to hearing-impaired students at SLB Negeri 1 Makassar, and the strategies used to address these issues from the perspective of inclusive education. The objective of this research is achieved through the application of a qualitative approach designed as a case study. A teacher was selected purposively as the research subject, and her teaching data was collected thru classroom observations, interviews, and documentation. The research findings identified five challenges faced by the teacher, namely communication, student differences in ability, a lack of learning resources, student distractions, and the students' limited vocabulary. To address these issues, teacher used adaptive approaches, that is visual teaching materials, in-person instruction, sign language, mobile-phones as learning aids, and intensive material repetition. These strategies are examples of inclusive pedagogical practices that emphasize adaptation, responsiveness, and flexibility in learning for hearing-impaired students. This research concludes that the pedagogical skills

and teaching adaptations of teachers are important components that enable deaf students to learn English effectively in the classroom.

Key words: Hearing-Impaired Students; Pedagogical Challenges; Teaching Strategies; Inclusive Education

INTRODUCTION

Education is universally affirmed as a fundamental human right, necessitating systemic frameworks that guarantee equitable access and meaningful learning outcomes for all individuals, including those with disabilities. Driven by the global *Education 2030* agenda and a rights-based paradigm, inclusive education is no longer viewed merely as the physical integration of students with special needs into mainstream classrooms, but rather as a profound structural transformation. According to the social model of disability, learning barriers stem primarily from rigid educational systems rather than the individual impairments of the students. In Indonesia, this global mandate is legally enshrined in Law No. 20 of 2003 and Law No. 8 of 2016, which obligate educational institutions to provide quality, accessible learning environments across all educational pathways. Consequently, true inclusion demands that schools execute dynamic pedagogical adaptations across three core dimensions: curriculum, instructional methodologies, and the ecological learning environment.

To operationalize these inclusive principles, pedagogical paradigms such as the Universal Design for Learning (UDL) have emerged as highly recommended frameworks. UDL emphasizes the necessity of providing multiple means of representation, engagement, and expression to effectively accommodate the diverse profiles of modern learners. Empirical evidence consistently demonstrates that the application of such adaptive frameworks significantly enhances the engagement and academic outcomes of students with special needs (Ok et al., 2023; Rao et al., 2022). However, the successful execution of personalized learning requires immense pedagogical agility; teachers must possess a profound understanding of individual student needs and the capacity to uniquely tailor instructional delivery (Sari, 2021; Sari & Ningsih, 2022). Ultimately, the success of inclusive education relies heavily on the pedagogical competence of teachers to adapt their instructional strategies to diverse classroom realities (Florian & Black-Hawkins, 2021; UNESCO, 2023).

These pedagogical challenges become acutely pronounced in the context of teaching English as a Foreign Language (EFL) to deaf students. English instruction is inherently auditory-centric, relying heavily on receptive and productive skills rooted in spoken language. Deafness, defined clinically as a critical impairment of auditory sensory function, does not inherently signify an intellectual deficit (Wasito et al., 2010). Rather, it primarily causes a severe "language poverty" due to the disruption of natural auditory information acquisition. Because of this restricted early linguistic exposure, deaf students frequently suffer from profound secondary

language acquisition gaps, exhibiting significant deficits in phonological awareness, vocabulary acquisition, and grammatical structuring (Hall et.al, 2021).

Teaching EFL to this demographic is not merely a matter of literal translation, but an urgent pedagogical challenge that necessitates radical instructional substitutions and modifications. For instance, listening comprehension tasks must often be replaced with equivalent activities such as writing or composing stories, supported by the intensive use of total communication and visual media. The heavy burden of navigating these complex linguistic barriers falls directly onto the teachers, as their effectiveness dictates whether these students will achieve academic success or face future marginalization in their careers and social inclusion. Crucially, the discourse on inclusive education frequently falls into the trap of narrowly defining inclusion as an occurrence limited strictly to regular mainstream schools, thereby marginalizing the vital role of specialized educational institutions (Sekolah Luar Biasa/SLB), which are actually integral components of the national inclusive ecosystem.

Although teacher competency plays a crucial role in this particular context, substantial argumentative and empirical gaps remain in the current literature. Recent studies in Indonesia have largely focused on instructional differentiation in regular inclusive schools (Pratama et al., 2024; Sari & Munandar, 2023), significantly underrepresenting the unique pedagogical dynamics of special education schools. Furthermore, existing research on EFL instruction for special needs is often fragmented or overly generalized. For example, Dewi (2019) broadly explores English language teaching strategies for children with special needs, without delving into the specific linguistic interventions needed specifically for deaf students. Similarly, Suharsih (2022) focuses their research on pedagogical challenges associated with slow learners and Down syndrome, while Kurniawati and Kalimah (2022) focus their research on deaf students but strictly limit their scope to evaluating classroom interaction patterns. These investigations have explored English language instruction for students facing particular challenges; however, this study uncovers significant differences. The learning environment within special schools, particularly for students with hearing impairments, has received insufficient consideration, as most research focuses on inclusive schools or special needs populations broadly. Moreover, there remains a scarcity of extensive research concerning educators' pedagogical strategies and instructional designs for teaching English to students with hearing impairments.

Addressing these prominent scholarly gaps, this research proposes a novel, targeted investigation into the specific pedagogical challenges encountered by English teachers and instructing deaf students within the specialized ecosystem of SLB Negeri 1 Makassar. By deliberately contextualizing this research within a local special education school, this research challenges the prevailing narrative that inclusive practices are exclusive to mainstream environments. Ultimately, this research also aims to systematically dissect how teachers construct and adapt EFL instruction to combat challenging language poverty, providing both critical

theoretical advancements to the field of inclusive English Language Teaching (ELT) and actionable, practical insights to empower special education providers in delivering genuinely equitable language programs.

LITERATURE REVIEW

The Concept and Principles of Inclusive Education

Inclusive education is an educational approach that has an orientation and guaranty of equality and justice, ensuring that all learners have equal and fair rights and access to quality education without differences regarding the profiles of learners in many aspects such as physical, intellectual, social, emotional, linguistic, background, and others. According to UNESCO (2023), inclusive education is a systematic process to identify and eliminate barriers to the participation and learning success of all students, including those with special needs, within an education system creating an adaptive and responsive learning environment to their needs. Furthermore, UNICEF (2021) emphasizes that inclusive education is an educational program that uses a rights-based approach, meaning that every child has the right to receive equal and meaningful education. Thus, inclusion is not only a pedagogical strategy but also a moral and social commitment to ensuring educational justice.

The description above clearly shows that there are three main principles in inclusive education including teaching English to hearing-impaired students (Badan Standar, Kurikulum, dan Asesmen Pendidikan, 2022). The three principles are (a) access, which means that all students must have equal, fair, and non-discriminatory access to the entire learning process; (b) participation, which indicates that learners must be physically present and actively involved in the learning process; and (c) achievement, which guaranties that each learner must experience academic development according to their potential to achieve success in the educational process they undergo. Based on these three principles, the analysis of inclusive education is situated within a framework that focuses on three main dimensions, namely inclusive culture, inclusive policies, and inclusive practices. In relation to the context of this research, inclusive practice is the main dimension that investigates how teachers adapt English language learning strategies based on the challenges encountered to meet the needs of hearing-impaired students.

Challenges Faced by Teachers in Teaching English to Hearing-Impaired Students

Based on the literature review conducted, several challenges faced by teachers in teaching English to hearing-impaired students have been identified as follows:

1. Adi et al. (2018), teaching English to students with hearing impairments presents seven challenges: (a) teachers struggle to create media that is appropriate for these students; (b) students occasionally misunderstand words because the teacher's lip movements mimic other words, making it difficult for hearing-

- impaired students to guess the teacher's words; (c) teachers struggle to get students to pay attention so they can hear what the teacher is saying; (d) Students' vocabulary is limited; teachers must give definitions and examples of words before moving on to the next topic; (e) students' lack of prior knowledge hinders their ability to learn the material; (f) Students struggle to differentiate between similar words; and (g) the students need a lot of repetition in delivering the material.
2. Domagala-Zysk (2016), hearing-impaired students frequently struggle to acquire vocabulary in foreign languages, which is mostly caused by their inability to grasp spoken language. The constraints of vocabulary-related memory operations are the source of this challenge. Regarding this, Takahashi et al. (2017) emphasized that hearing-impaired students fall behind hearing children due to their vocabulary and grammar deficiencies. This suggests that one of the major obstacles to helping hearing-impaired students develop their language skills is vocabulary, which calls for extra care.
 3. Salsabila (2022), hearing-impaired students may find it more difficult to comprehend the subject matter if visual aids like projectors are limited. To increase the efficacy of learning, it is crucial to look for more inclusive and interactive media options.
 4. Ayu (2017), external distractions that readily divert their attention are the main source of learning difficulties for students with hearing impairments. According to Anwar and Noormiyanto (2024), this is because hearing-impaired students are sensitive and readily swayed by the behavior of their peers, which may cause them to lose focus while learning. In order to keep hearing-impaired students focused throughout class, it is crucial to create a conducive learning environment and pay attention to their social interactions.
 5. Miftah (2019), teachers must use sign language effectively in order to facilitate communication with children who are hard of hearing. However, there are still educators who instruct students with hearing impairments who are unable to use sign language. Nuzuli (2023) asserts that teachers' ignorance of sign language can impede their ability to communicate with children who are hard of hearing. Students find it challenging to understand the messages being delivered when teachers lack a thorough understanding of sign language. The learning process may be hampered as a result of the teacher and hearing-impaired students having less interaction and communication.

It is clear from the several justifications given above that teaching English to students who are hard of hearing presents a number of difficulties for educators. The creation of suitable learning materials is one of the biggest obstacles, which is made worse by the limitations of visual aids like projectors and LCDs, which can lower learning efficacy. Vocabulary becomes a major obstacle as well since hearing-impaired children often struggle to learn foreign language vocabulary because of memory problems and poor oral language skills. A supportive and accommodating learning environment is necessary since students' attention is readily distracted by outside distractions or social interactions with peers. On the other hand, communication between teachers and students is often disrupted by the

teachers' lack of proficiency in using sign language, which plays a crucial role in ensuring that messages are conveyed clearly.

Strategies for Teaching English for the Hearing-Impaired students

Based on the literature review that has been conducted, several solutions have been found that teachers can apply in teaching English to hearing-impaired students as follows:

1. Megawati (2020) grouped instructional strategies into six categories: (a) teachers shouldn't make their students learn grammar; (b) they should teach extremely basic talks; and (c) they shouldn't make their students follow instructions to the letter. The teacher employs a variety of instructional resources, (c) writes the phonetic transcription of every word taught, (d) speaks slowly and clearly to the students, and (e) gives directions in sign language.
2. Ridzky et al. (2019) using visual learning resources, like picture dictionaries, can help hearing-impaired students learn English. According to Birinci & Saricoban (2021), teaching hearing-impaired students English vocabulary through visual media is more successful than only using sign language.
3. Suprihatiningrum (2013), a behaviour will improve the more frequently it is employed, done, or repeated. According to these thought-provoking methods, Dunlosky et al. (2013) found that spaced repetition is the best method for long-term memory retention.
4. Donne (2013), students with impairments can improve their language skills, reading comprehension, and writing ability by using sign language. In this situation, using sign language makes it easier for students to comprehend the teacher's explanations, particularly when they are learning new English terminology or concepts that are not frequently used in daily conversation.
5. Prabawati et al. (2014), one strategy for instructing students with hearing impairments is the face-to-face learning method. According to Amka (2021), students with hearing impairments typically rely on their vision because of their poor hearing.

Based on the aforementioned solutions, it is believed that hearing-impaired students can learn English more successfully by integrating technology, visual media, and personal approaches.

METHOD

Design and Sample

To have a thorough and in-depth qualitative approach that focuses on the topic under investigation that is, the difficulties and methods of instruction English teachers employ with students who are hard of hearing students, this research used exclusively qualitative research with a case research model (Rahardjo, 2017). This method allows the researchers to examine the case holistically, explore its context, and understand the various aspects involved in the case. Since the research itself is

based on the existence of an issue that needs to be solved and the primary goal of the research is to solve that problem and describe the existing phenomena, it is impossible to conduct research without any research subjects. To gain the oriented goals of this research, one English teacher instructing English to hearing-impaired students at SLB Negeri 1 Makassar, which is situated at Jl. Dg. Tata Hartaco Indah residence in Makassar, South Sulawesi was purposely taken as the subject of the research. Provided that qualitative case studies obviously use in-depth case analysis over a huge number of research respondents, a teacher was selected as the main point of this investigation. By selecting a single teacher, the researchers are able to obtain richer, more detailed, and contextually specific data concerning the pedagogical challenges and instructional approaches employed in teaching English to students with hearing impairments. This study employs purposive sampling to identify a single teacher, predicated on their willingness to share pertinent information, their relevant teaching experiences, and the degree to which their profile aligns with the study's objectives (Yin, 2018; Creswell & Poth, 2018).

Instruments and Procedures

Three tools were used in this study: documentation, interviews, and observations. The research objectives, which are the teaching performance of English teachers to hearing-impaired students with an emphasis on the achievement of problems encountered and instructional strategies implemented, were accurately and consistently observed in classrooms. In order to achieve these two goals, interviews that included questions about the difficulties teachers encounter while teaching English to students with hearing impairments as well as strategies for resolving these difficulties were conducted, recorded, and documented via a handphone.

Data Analysis

The following procedures can be used to implement data analysis methodologies, using Miles and Huberman in Sugiyono (2018):

1. The process of simplifying, choosing, and classifying the most crucial information while concentrating on key elements in order to identify pertinent themes and patterns is known as data reduction.
2. Data presentation is the process of organizing data, which entails putting relevant data in groups and presenting them in a systematic way using visual aids like tables, graphs, and diagrams. Researchers or readers can more readily comprehend the information contained in data when it is presented methodically. Data presentation enhances the understanding of findings, helps explain what is happening in the research, and makes it simpler to plan the next steps based on the findings.
3. Drawing conclusions: This is the last stage of data analysis, during which the researchers work to make sure that the inferences made from the information gathered are genuinely reliable and consistent with the goals of the study. At this point, the researchers compare the conclusion to reassess the analytic results.

To ensure more reliable study findings, the procedure of data triangulation gathered through observation, interviews, and recording is carried out. Through observations and documentation data in the form of notes, pictures, and other supporting documents, behavioral data, activities, and situations that occur with respondents particularly the difficulties encountered and their preventive solutions during the English teaching and learning process for hearing-impaired students were gathered. Interviews are then utilized to gather factual information about the tactics used to foresee the challenges faced and to confirm the information gathered, especially from observations. As a result, the triangulation procedure helps researchers reduce bias and improve the reliability and validity of this study's findings (Sugiyono, 2018).

RESULT AND DISCUSSION

The Challenges Faced by Teachers in Teaching English to Hearing-Impaired Students

The results of observations, interviews, and documentation show that teachers at SLB Negeri 1 Makassar who instruct hearing-impaired students in English face five challenges: (a) communication; (b) student differences in ability; (c) a lack of learning resources; (d) student distractions; and (e) the students' limited vocabulary. These five findings are described as follows.

a. Communication

The largest obstacle teacher encounter while teaching English to students with hearing impairments is communication. This is because, in contrast to traditional teaching methods that typically rely on verbal communication, as seen in the following extracts, sign language is used as the primary form of communication:

Extract 1

“So, in the beginning, the challenge was definitely communication. So, at first, I only wrote on the board. So, we used what you might call conventional learning, that is writing on the board, using books because when I communicated with them, I was still in the learning stage”.

Extract 2

“If the challenge while teaching here is perhaps communication, especially with hearing-impaired children”.

The informant in the two extracts above claims that the largest challenge in the teaching process is communication, especially when working with pupils who have hearing difficulties. The informant revealed that he first relied more on conventional teaching methods like writing on the whiteboard and utilizing books because he was still learning how to change his communication style with the students. This work becomes much more challenging when dealing with students that have

hearing difficulties. Teachers must adapt to their students' needs in order to successfully convey the learning material.

b. Student differences in abilities

Every student is unique in their skills. There are students with high, medium, and low abilities in the classroom. The teacher has also occasionally come across students who have both intellectual limitations and hearing impairments. Because of these constraints, the teacher needs to interact with the students in order for them to fully comprehend the subject matter. The interview extract states this description as follows:

Extract 3

“I once had a student who was deaf and had below-average intellectual abilities. Well, he was placed in class C, so he is in a double class. If it's very difficult for him to understand the material, then we have to get closer to him”.

The conversation extract above demonstrates that the informant finds it difficult to manage the disparities in student skills in the classroom, particularly when working with students who have two or more special needs. In order to comprehend the course material, deaf students in category C need additional individualized attention and care due to their cerebral impairments. This demonstrates how the informant facilitates learning and makes an effort to comprehend each student's needs. This method also emphasizes the significance of inclusive education, which guarantees that every student, irrespective of their condition, obtains an education that fulfills their needs.

c. A lack of learning resources

To support the learning processes, the facilities are inadequate. In the world of education, supporting facilities such as projectors have become one of the important tools in creating an interactive and engaging learning atmosphere. Projectors allow teachers to present material visually, making it easier for students to understand complex concepts. Unfortunately, not all educational institutions have adequate access to these facilities, which often becomes an obstacle in creating effective learning. A similar condition is experienced by English teachers at SLB Negeri 1 Makassar, who have to adapt to the limitations of learning support facilities. This can be seen in the following interview extract:

Extract 4

“...that's becoming an issue again. Well, there are many students here, and the school only has 3 projectors. We have to take turns, right? So, I usually just make more use of the internet”.

The aforementioned extract demonstrates how inadequate facilities, such the school's small number of projectors, make learning difficult. Teaching must be

modified to fit the current circumstances because there are only three projectors that many students must utilize alternately. The informant decided to use the internet as an extra learning aid as a remedy. This difficulty serves as an example of how the informant must adjust and come up with innovative solutions to get over facility constraints so that students may continue to learn effectively. This also emphasizes how crucial it is to be able to innovate and use technology to maximize the learning process in spite of infrastructure and facility shortcomings.

d. Student distraction

Students are frequently easily distracted. Without regular monitoring, students can quickly lose focus, therefore teacher must always keep an eye on them and keep them focused to prevent internal distractions as seen in the following extracts:

Extract 5

“Their concentration is easily distracted, so we really have to pay attention to them; they can't be ignored because if they are ignored, they will definitely seek attention elsewhere. Also, if a friend passes by the class and starts chatting, make sure the friend doesn't enter the class because their focus will definitely shift there”.

Extract 6

“They generally pay attention to the blackboard, but I still have to monitor them periodically. If not, they will easily get distracted”.

The extracts above demonstrate how students' attention is quickly diverted, which makes learning difficult. According to the informant, students will turn to their buddies or other people for attention if they feel ignored. The informant also stressed that although while students often pay attention to the information displayed on the whiteboard, they still need to be routinely observed to make sure that friends or other outside influences aren't distracting them.

e. The students' limited vocabulary

The small vocabulary that students with hearing impairments possess may result from difficulties comprehending the context of specific word usage as well as a lack of access to suitable learning resources. This restriction may have an impact on how well the learning content is understood as seen in the following extract:

Extract 7

“In English, words are usually many, maybe because they are familiar with them, for example, daily activities like eating and sleeping, it is easier for them to remember. But for words like "discussing" or "identifying," they might not understand as well”.

According to the extract above, students have an easier time remembering everyday words like "eating" and "sleeping." This is due to the fact that when presented with

a familiar context, students are more likely to comprehend and retain words. The opposite is also true for more abstract or complicated terms, like "discuss" or "identify," which may be difficult for students to understand because they are not commonly employed in everyday speech.

Strategies Used by Teachers in Teaching English to Hearing-Impaired

The findings from observations, interviews, and documentation show how the teacher at SLB Negeri 1 Makassar who taught English to hearing-impaired students deployed a variety of creative strategies to get beyond the obstacles that were in place. They include: (a) visual teaching materials, (b) in-person instruction, (c) sign language, (d) mobile-phones as learning aids; and (e) intensive material repetition as described in the following lines.

a. Visual teaching media

Students with hearing impairments benefit greatly from the use of visual media in their education. This is due to the fact that visual media can give students who are hard of hearing a clear picture of the concepts being taught. It is simpler to grab students' attention and assist them in concentrating on the course topic when visual resources, like pictures or videos, are used. The teacher then goes over the content once more in sign language to improve learning. To increase the effectiveness of the learning process, the teacher at SLB 1 Makassar uses printed materials, the internet, and devices like projectors and iPads when teaching English to hearing-impaired students as figured out in the following extracts:

Extract 8

"Teaching media usually consists of images, because they like visuals, so they understand images more quickly".

Extract 9

"I usually prefer to use a projector, then create images or videos; they are more interested in that".

Extract 10

*"The materials are searched for on the internet and then printed to be worked on."
"If it's for videos, sometimes just thru a tablet."*

According to some of the aforementioned extracts, the informants stress the value of utilizing visual-based instructional materials, including pictures, films, and technology like projectors or tablets, to enhance the learning of students with hearing impairments. Because they are simpler to comprehend and might pique students' interest, visual media are selected. Informants also show flexibility in tailoring learning media to students' requirements by using the internet to find instructional resources that may be printed or viewed on digital devices.

b. In-person instruction

When educating students with hearing impairments, it can be difficult for teachers to ensure that the students have a thorough understanding of the information being taught. To address this issue, the teacher uses a face-to-face method to aid students in comprehending the subject matter. This approach enables the teacher to offer each student individualized attention, give clear explanations of the subject matter, and explain ideas that are challenging to grasp as demonstrated in the following extract.

Extract 11

"I usually take a face-to-face approach until he understands what I'm teaching".

The aforementioned extract highlights how crucial face-to-face communication, or direct interaction, is to the learning process. This method makes it easier for teachers to assess students' comprehension levels and modify their teaching strategies to suit their requirements. They can ask questions and teachers can give direct comments through direct engagement, which facilitates more efficient two-way communication. This statement demonstrates the informant's strong commitment to making sure that students comprehend the material being taught.

c. Sign Language

Teaching hearing-impaired students in sign language is a crucial and successful strategy. It is noticeable that sign language serves as the primary medium of communication for hearing-impaired students and can help them understand the lesson material better, as seen in the following interview extracts:

Extract 12

"...use sign language so they can easily understand."

Extract 13

"...for the hearing impaired, we have to go slowly. So, we give the material and then we signal".

The significance of utilizing sign language to aid hearing-impaired students in comprehending what is being said is emphasized in both of the aforementioned extracts. The teacher can better communicate with hearing-impaired children by utilizing sign language, which will improve learning results. Additionally, the learning process needs to be carried out slowly while instructing deaf students. This is due to the fact that the given material needs to be completed in a methodical and gradual manner, with the teacher presenting it before signing it.

d. Mobile-Phones as Learning Aids

One of the creative ways that teachers at SLB Negeri 1 Makassar are teaching English to hearing-impaired students is by using mobile phones. Without the need for a dictionary, students may translate words more quickly and interestingly by utilizing their phones as figured out in the following extracts:

Extract 14

“Students today don't want to use dictionaries; therefore, they use cell phones instead. Since they claimed not to have brought the dictionary when I initially requested them to learn how to read it, I first taught them how to utilize Google. Thankfully, they are now able to translate and decipher meaning. We would be in serious trouble if we didn't have a phone. because without using a mobile phone as a media tool, individuals are unable to determine the exact meaning of a word”.

Extract 15

“... I saw, oh, all the phones are there, so they use the phone as a substitute for a dictionary”.

The two quotes from the aforementioned interviews demonstrate how hesitant students are to utilize dictionaries these days. This is due to the fact that students feel more at ease utilizing their phones as translation devices. According to the informant, they rapidly gave up on teaching students how to use traditional dictionaries and instead turned to more user-friendly technology, including Google Translate. Additionally, the informant stressed that students' cell phones are now a crucial tool that can take the place of dictionaries. If students have access to the internet via their mobile devices, they can quickly seek up the definitions of words or translate terms they are unsure of. They would find it challenging to comprehend English words and phrases without mobile phones, demonstrating how crucial these gadgets have become to their education.

e. Intensive Material Repetition

Making sure that the students retain the course information is one of the difficulties that the English teacher at SLB Negeri 1 Makassar frequently faces. Despite the best efforts to examine the content at home, hearing-impaired students frequently struggle to recall what was taught in class. This challenge may make it more difficult for them to comprehend increasingly difficult ideas, which may ultimately have an impact on their overall academic achievement. In order to overcome this obstacle and help hearing-impaired students better understand the course content, the teacher implement the technique of material repetition as revealed in the following extracts.

Extract 16

“...so, when we teach the hearing-impaired, we often have to repeat the material continuously. Because it's not certain that they will review the lesson we gave earlier. So how can we remind them again? Repeated over and over”.

Extract 17

“...because it's not certain that he will write it down at home, or study the material given, that's why it is always repeated”.

The aforementioned extracts both stress that teaching hearing-impaired students through repetition is a crucial tactic. The informants acknowledge that students might not have the chance to examine the content at home, thus they must constantly do so while learning in class. This demonstrates that in order to arrive at sure that students comprehend and retain the information being taught, repetition is not just a strategy but also required.

The teacher's capacity to interact with hearing-impaired students is one of the challenges in teaching and learning English. Due to the teacher's incomplete command of sign language, there is a linguistic access gap that lowers student's active participation in their education. Teachers' preparedness to instruct students with special needs depends on their ability to communicate inclusively, according to a number of research findings (Sharma & Sokal, 2015; Florian & Beaton, 2020). According to research, teachers are now using visual and sign language methods instead of traditional text-based instruction. This suggests that the inclusive education paradigm, which calls for responsive teaching and learning that takes into account each student's needs and circumstances, is in line with this reflection process (Florian, 2021). Thus, there is no technical obstacle to the communication problem. Conversely, it emphasizes how crucial it is for teachers to cultivate and improve sign language literacy (Donne, 2013). In short, this is a component of inclusive education reform that relies on three main pillars: access, participation, and achievement of all students.

Furthermore, it turns out that the limitations in teacher communication are not the only thing hindering English teaching. The availability of inadequate learning support facilities is also another factor. However, the teachers' efforts to use the internet and simple devices demonstrate the principle of resources in inclusive education. Recent studies (Rao et al., 2022) show that if used correctly, digital technology can aid inclusive education. That is the reason why Universal Design for Learning (UDL) paradigm recommends the usage of tablets, videos, and altered printed materials to inclusively establish several forms of representation in teaching and learning. Students with hearing impairments can be drawn in and actively involved in social and cognitive learning activities by using the aforementioned learning resources. Teachers struggle to keep students focused because they are easily distracted, which lowers their engagement and activity levels. Thus, in accordance with active engagement methods, the teacher's approach, which includes using communication through face-to-face visual contact or in-person

interaction, is the best way to run the class that makes it possible for them to receive feedback right away and starts to influence how well they learn (Prabawati et al., 2014; and Hattie, 2020). In this sense, Soodak & McCarthy (2021) stress that the engagement of students with special needs can be improved by a clear classroom management framework and regular, flexible, and responsive classroom activity routines. Therefore, the teacher's role as a manager, regulator, and facilitator creates a favourable and essential learning environment.

Regarding the role's performance, the teacher can employ the aforementioned learning technologies to help students who have a relatively restricted vocabulary in order to create a pleasant learning environment that bridges the exceptional students' linguistic capacity. Mobile phones and other technology applications frequently show educational content. This demonstrates the teacher's efforts to facilitate language access and give students visual-contextual experiences to help them grasp words. Teachers that instruct deaf students should employ explicit strategies and visual-contextual approaches instead of traditional methods (Ridzky et al. 2019; Birinci & Saricoban, 2021; Marshark & Knoors, 2020; and Hall et al., 2023). As a result, teaching strategies that prioritize visuals, videos, and repetition are always consistent with the most recent scientific advice. To help hearing-impaired students with their particular needs and circumstances, teachers must ensure that technology use does not replace their role and responsibilities, but rather serves as an aid rather than the primary substitute. It is obvious that teachers must use additional teaching strategies that can entail going over the content again utilizing the scaffolding approach, particularly in inclusive settings. Repetition is one of the strongest strategies to enhance long-term memory and start the growth and reinforcement of self-confidence. In short, organized repetition helps lessen cognitive burden, particularly for students with special needs (Suprihatiningrum, 2013; Dunlosky et al., 2013; and Sweller et al., 2021).

All things considered above, the teacher in this study has demonstrated the teaching commitment to students with hearing impairments, beginning with basic techniques and progressing to the use of adaptive, responsive, and sustainable learning technology. From the standpoint of inclusive education, the teacher has shown a very good understanding that the success of learning for students with hearing impairments should be determined by their comprehension of the presented material, which is tailored to their needs and conditions, rather than by the degree of material completion.

CONCLUSION

The following conclusions can be made in light of the findings and discussion presented in the preceding parts:

1. Teaching English to students with hearing impairments presents five major obstacles for teacher. They are (a) communication hurdles become one of the challenges, particularly as teachers who are not proficient in sign language frequently find it challenging to use it as the major means of communication; (b)

a more individualized and adaptable learning approach is necessary due to the diverse abilities of students, including those with dual conditions (deaf-blind); (c) the limitations of supporting facilities, such as the absence of projectors, also impede the visualization of learning materials, which is crucial for hearing-impaired students; (d) students' attention can easily be diverted by distractions from the surrounding environment, which can reduce the effectiveness of learning; and (e) the limited vocabulary due to minimal exposure to spoken language makes hearing-impaired students struggle.

2. To address the challenges of teaching English to students with hearing impairments, the teacher uses a variety of strategies. These strategies include: (a) using visual teaching materials, such as pictures, videos, and printed materials, which make the material easier for students to understand; (b) using face-to-face approaches to provide individual attention, ensuring each student understands the material well; (c) using sign language as the primary method to bridge communication barriers, making the delivery of material more effective; (d) using mobile phones as learning tools, enabling students to independently look up word meanings; and (e) repeating the material extensively to improve comprehension.

The findings of this study have a number of important pedagogical implications for teaching English to students who are hard of hearing. Firstly, teachers must improve their communication skills, particularly in studying sign language, in order to make learning exchanges more successful and inclusive. Secondly, in order to accommodate the demands of various students, education should be adaptable and varied including students with dual needs, such as those who are hard of hearing. Thirdly, visual media plays a major role in helping students with hearing impairments comprehend the subject matter. In order to provide sufficient facilities, schools must also offer assistance employing classroom management techniques that reduce outside distractions if we want students to remain focused on their studies. Finally, by using technology like cell phones, visual context, and repetition, students can progressively increase their independence and language comprehension.

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