

REFERENCES

- Adnyani, N. L. P. S., Wisudariani, N. M. R., Pradnyana, G. A., Pradnyana, I. M. A., & Suwastini, N. K. A. (2021). Multimedia English Learning Materials for Deaf or Hard of Hearing (DHH) Children. *Journal of Education Technology*, 5(4), 571. <https://doi.org/10.23887/jet.v5i4.38829>
- Al-rawi, I. (2013). *Teaching Methodology and its Effects on Quality Learning*. 4(6), 100–106.
- Al-Rowaily, M. A., AlFayez, A. I., AlJomiey, M. S., AlBadr, A. M., & Abolfotouh, M. A. (2012). Hearing impairments among Saudi preschool children. *International Journal of Pediatric Otorhinolaryngology*, 76(11), 1674–1677. <https://doi.org/10.1016/j.ijporl.2012.08.004>
- Ali, M. (2022). *Introduction to Special Education (Education for Special Children) Introduction to Special Education. Semester V*.
- Andriani, Kiki, Ardiana, F. (2022). Teaching MediaA EFL Clasroom: what are they and why select them. *Journal of Language Testing and Assessment*, 2(1), 87–97. <https://ojs.fkip.unismuh.ac.id/index.php/jlta>
- Arlita, V. (2023). AN ANALYSIS OF TEACHERS' CHALLENGES IN TEACHING ENGLISH TO DEAF STUDENTS AT SLB N BOYOLALI OF ACADEMIC YEAR 2022/2023. *RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA*.
- Arribas, L. B., del Río, M. A. B., Peñalver, E. A., & Sigona, C. M. (2020). Teaching english to adults with disabilities: A digital solution through en- abilities. *Teaching English with Technology*, 20(1), 80–103.
- Ayulianti, B., Hudin, R., & Nardi, M. (2021). Metode Pembelajaran Dalam Mengembangkan Interaksi Sosial Anak Tunarungu (Learning Methods in Developing the Social Interaction of Children With Hearing Impairment). *Jurnal Literasi Pendidikan Dasar*, 2(1), 21–32.
- Bahrami, N., Soleimani, A. M., Yaghoobzadeh, A., & Ranjbar, H. (2016). Researcher As an Instrument in Qualitative Research: Challenges and Opportunities. *Advances in Nursing & Midwifery*, 25(90), 27–37.
- Bishaw, K. S., & Jayaprada. (2012). *INCLUSIVE TEACHING IN THE CONTEXT*

- OF ENGLISH LANGUAGE TEACHING (ELT).* 2(11), 214–228.
- Brown, H. D. (2000). PRINCIPLE of LANGUAGE LEARNING AND TEACHING. In *Encyclopedia of the Sciences of Learning* (pp. 1743–1745).
- Calderon, R. (2000). Parental Involvement in Deaf Children's Education Programs as a Predictor of Child's Language, Early Reading, and Social-Emotional Development. *Journal of Deaf Studies and Deaf Education*, 5(2), 140–155. <https://doi.org/10.1093/deafed/5.2.140>
- Cawthon, S. W. (2001). Teaching Strategies in Inclusive Classrooms With Deaf Students. *Journal of Deaf Studies and Deaf Education*, 6(3), 212–225. <https://doi.org/10.1093/deafed/6.3.212>
- Chauhan, K. K. (2023). *TEACHING MEANING , DEFINITION , CHARACTERISTICS.*
- Chong, T. W., & Lee, B. G. (2018). American sign language recognition using leap motion controller with machine learning approach. *Sensors (Switzerland)*, 18(10). <https://doi.org/10.3390/s18103554>
- Connelly, L. M. B. T.-M. N. (2016). *Trustworthiness in qualitative research.* 25(6), 435+. <https://link.gale.com/apps/doc/A476729520/AONE?u=googlescholar&sid=b ookmark-AONE&xid=d5cf03d0>
- Cook, B. G., & Schirmer, B. R. (2003). What Is Special About Special Education?: Overview and Analysis. *The Journal of Special Education*, 37(3), 200–205. <https://doi.org/10.1177/00224669030370031001>
- Crawford, G. B. (2008). *Differentiation for the adolescent learner : accommodating brain development, language, literacy, and special needs / Glenda Beamon Crawford.* Corwin Press, a SAGE Company.
- Cree, R. A., Bitsko, R., Grimm, C., Nash, A., Cahill, E. S., Dunham, E., Logan, N., McKay, S. L., Martinez, D. R., & Gaffney, M. (2022). Provider Perspectives: Identification and Follow-up of Infants who Are Deaf or Hard of Hearing. *American Journal of Perinatology*. <https://doi.org/10.1055/a-1932-9985>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (Issue 1).

- Deaf Children Australia. (2012). *Language Development and Deaf*.
- Dewi, A. A., Yawisah, U., & Siregar, S. (2019). Teaching English to Children With Hearing Impairment: A Case Study in Special School. *Pedagogy : Journal of English Language Teaching*, 7(1), 10.
<https://doi.org/10.32332/pedagogy.v7i1.1430>
- Easwaramoorthy, M., & Zarinpoosh, F. (2006). Interviewing for Research. *Imagine Canada*, 1. <https://doi.org/10.1109/APAP.2011.6180454>
- Ferrare, J. J., & Hora, M. T. (2013). *A Review of Classroom Observation Techniques in Postsecondary Settings*. April.
- Francisco, M. P. B., Hartman, M., & Wang, Y. (2020). Inclusion and special education. *Education Sciences*, 10(9), 1–17.
<https://doi.org/10.3390/educsci10090238>
- Fransiska, R., & Jurianto. (2016). the use of drilling technique in teaching English vocabulary. *Anglicist*, 5(2), 125–131.
- Hadi, F. N., Wahyuni, D. S., & Sulistyawati, H. (2019). *TEACHER'S STRATEGIES IN TEACHING ENGLISH FOR THE HEARING-IMPAIRED STUDENTS*. 264–271.
- Hebb, A. L. O., Mackenzie, L., & Wade, H. (2017). Hearing loss in children. *Otolaryngology - Head and Neck Surgery (Japan)*, 89(2), 102–107.
<https://doi.org/10.32474/lojnhc.2018.02.000126>
- Hoffmeister, R., Henner, J., & Caldwell-harris, C. (2022). *Deaf Children ' s ASL Vocabulary and ASL Syntax Knowledge Supports English Knowledge*. November 2021, 37–47.
- Holmer, E., Heimann, M., & Rudner, M. (2016). Theory of mind and reading comprehension in deaf and hard-of-hearing signing children. *Frontiers in Psychology*, 7(JUN), 1–11. <https://doi.org/10.3389/fpsyg.2016.00854>
- Iskandar, R., & Supena, A. (2021). The Role of Parents in Training Deaf Children. *IJDS: Indonesian Journal of Disability Studies*, 8(02), 331–345.
<https://doi.org/10.21776/ub.ijds.2021.008.02.03>
- Kahlenberg, R. D., Potter, H., & Quick, K. (2019). School Integration: How It Can Promote Social Cohesion and Combat Racism. *American Educator*, 43(3), 26.

- Khadijah. (2020). *an Analysis of Students ' Problems in Academic Writing At English Department Students in 2019 Academic Year of Unismuh.*
- Khasawneh, M. A. S. (2023). The use of video as media in distance learning for deaf students. *Contemporary Educational Technology, 15*(2).
- <https://doi.org/10.30935/cedtech/13012>
- Kurniawa, D.-, & Kalimah, S. (2022). Classroom Interaction In English Class For Hearing Impairment Students In Smp-Lb (B) Negeri Tuban. *Inovasi-Jurnal Diklat Keagamaan, 16*(1), 81–90. <https://doi.org/10.52048/inovasi.v16i1.300>
- Kusters, A. (2021). International sign and American sign language as different types of global deaf lingua franca. *Sign Language Studies, 21*(4), 391–426.
- <https://doi.org/10.1353/sls.2021.0005>
- Legowo, R. S. (2017). *Klasifikasi gerakan tangan SIBI (sistem isyarat bahasa indonesia) menggunakan leap motion dengan metode klasifikasi naive bayes.* https://repository.its.ac.id/46150/0Ahttps://repository.its.ac.id/46150/1/2913100028-Undergraduate_Thesis.pdf
- Lestari, N. F. (2016). *Using Visual Scaffolding Strategy for Teaching Reading in.* 4(September), 131–138.
- Lieberman, L. J., Volding, L., & Winnick, J. P. (2004). Comparing motor development of deaf children of deaf parents and deaf children of hearing parents. *American Annals of the Deaf, 149*(3), 281–289.
- <https://doi.org/10.1353/aad.2004.0027>
- Lincoln, & Guba. (1985). Competing paradigms in qualitative research. *Handbook of Qualitative Research.*
- Lodico, M. . S. D. & V. K. (2010). Methods in Educational Research: From Theory to Practice, 2nd Edition. In *The Canadian Journal of Action Research* (Issue 3).
- Malika, O. (2016). Adult education and development: Skills and competencies. *DVV International, 83*, 1–124.
- Marschark, M., Lang, H., & Albertini, J. (2006). *Educating Deaf Students: From Research to Practice.* <https://doi.org/10.1093/oso/9780195310702.001.0001>
- Maryanti, R., Nandiyanto, A. B. D., Hufad, A., & Sunardi, S. (2021). Science Education for Students with Special Needs in Indonesia: From Definition,

- Systematic Review, Education System, to Curriculum. *Indonesian Journal of Community and Special Needs Education*, 1(1), 1–8.
<https://doi.org/10.17509/ijcsne.v1i1.32653>
- Marzal, J. (2014). Desain Media Pembelajaran Bahasa Inggris Untuk Siswa Komunikasi. *Tekno-Pedagogi*, 4(2), 32–44. <https://online-journal.unja.ac.id/pedagogi/article/download/2291/1627>
- Maulida, D. K. (2017). Bahasa Isyarat Indonesia Di Komunitas Gerakan Untuk Kesejahteraan Tunarungu Indonesia. *Universitas Islam Negeri Syarif Hidayatullah*, 1–2.
https://repository.uinjkt.ac.id/dspace/bitstream/123456789/48732/1/DIYAH_KARDINI_MAULIDA - FDK.pdf
- Menhusen, B. (1980). The Hearing Impaired Learner. *Journal of Special Education Technology*, 3(4), 77–80.
<https://doi.org/10.1177/016264348000300413>
- Miles, M., Huberman, M., & Saldaña, J. (2014). Qualitative Data Analysis: A Methods Sourcebook. In *Zeitschrift fur Personalforschung* (Vol. 28).
- Musyoka, M. M., Gentry, M. A., & Meek, D. R. (2017). Perceptions of Teachers' Preparedness to Teach Deaf and Hard of Hearing Students with Additional Disabilities: A Qualitative Case Study. *Journal of Developmental and Physical Disabilities*, 29, 827–848.
- NASIR, N. N. M. (2022). Implementasi bisindo dalam berkomunikasi pada sesama anak tunarungu. *Pinisi Journal of Education*, 1–10.
http://eprints.unm.ac.id/25584/1/Jurnal_Nisria_Nurul_Magfirah_Nasir.pdf
- Nihr, T. (2009). Using Interviews in a Research Project. *National Institute for Health Research*, 40. www.rds-eastmidlands.nihr.ac.uk
- Nonci, J., Ruswiyani, E., & Muin, Z. I. (2022). The Implementation of Visual Media in Teaching English Literacy to The Deaf Students of Tenth Grade at Small 1 Pangkep. 552 / *Journal of Research and Multidisciplinary*, 1, 552–557.
- Nugraheni, A. S., Husain, A. P., & Unayah, H. (2023). Optimalisasi Penggunaan Bahasa Isyarat Dengan Sibi Dan Bisindo Pada Mahasiswa Difabel Tunarungu Di Prodi Pgmi Uin Sunan Kalijaga. *Jurnal Holistik*, 5(1), 28.

- <https://doi.org/10.24853/holistika.5.1.28-33>
- Nugroho, F. A., & Lintangsari, A. P. (2022). Deaf Students' Challenges in Learning English. *IJDS Indonesian Journal of Disability Studies*, 9(02), 217–224. <https://doi.org/10.21776/ub.ijds.2022.009.02.06>
- Nuraini. (2019). *MODEL LAYANAN PENDIDIKAN BAGI ANAK BERKEBUTUHAN KHUSUS*. V(2).
- Yewuni, A. (2008). An Investigation on Inclusive Instructional Practices and Learning of Students with Hearing Impairment in Post Secondary Schools in Oyo state, Nigeria. *African Journal of Cross-Cultural Psychology and Sport Facilitation*, 10. <https://doi.org/10.4314/ajcpcf.v10i1.37622>
- Padmadewi, N. N., & Artini, L. P. (2017). Teaching english to a student with autism spectrum disorder in regular classroom in Indonesia. *International Journal of Instruction*, 10(3), 159–176. <https://doi.org/10.12973/iji.2017.10311a>
- Palfreyman, N. (2015). Budaya Tuli Indonesia dan Hak Bahasa. *Coference Paper, Seminar Tahunan Linguistik ..., June 2015*, 1–8. https://www.researchgate.net/profile/Nick-Palfreyman-2/publication/322818553_Budaya_tuli_Indonesia_dan_hak_bahasa_Indonesian_deaf_culture_and_language_rights_language_Indonesian/links/5a712124458515015e64075b/Budaya-tuli-Indonesia-dan-hak-bahasa-Indonesia
- Pandudinata, R., Sumarlam, S., & Saddhono, K. (2018). Language Acquisition of Children With Mental Disabilities in Pacitan. *Humanus*, 17(1), 26. <https://doi.org/10.24036/humanus.v17i1.8542>
- Pramartha, I. N. B. (2015). 90086-ID-sejarah-dan-sistem-pendidikan-sekolah-lu. *Jurnal HISTORIA*, 3, 13–14.
- Rahardja, D., & Sujarwanto. (2010). *Pengantar Pendidikan Luar Biasa*.
- Rahmawati, I., & Rosyidi, D. (2022). Implementasi Berkomunikasi Melalui BISINDO Antar Tuli Dan Non Tuli Di Lingkungan Masyarakat. *Pinisi Journal of Art, Humanity & Social Studies*, 1–8.
- Rajagopalan, I. (2019). The Concept of Teaching. *Journal of Philosophy of Education*, 7(2), 5–8. <https://doi.org/10.1111/j.1467-9752.1973.tb00470.x>
- Ratriyana, I. N., & Nuswantoro, R. (2022). Developing Integrated Multimedia

- Communication for Deaf Students in Higher Education. *Inklusi*, 9(1), 1–20.
<https://doi.org/10.14421/ijds.090101>
- Riberu, F. X. L. (2023). *Sistem Deteksi Simbol Pada SIBI (Sistem Isyarat Bahasa Indonesia) Secara Real Time Menggunakan Mediapipe dan LSTM*.
- Ristiani, A. (2018). Challenges in Teaching English for the Deaf Students. *ELLITE: Journal of English Language, Literature, and Teaching*, 3(1), 16–20. <https://doi.org/10.32528/elite.v3i1.1773>
- Ritter-Brinton, K., & Stewart, D. (1992). Hearing parents and deaf children. Some perspectives on sign communication and service delivery. *American Annals of the Deaf*, 137(2), 85–91. <https://doi.org/10.1353/aad.2012.1357>
- Rosen, R. S. (2010). American sign language curricula: A review. *Sign Language Studies*, 10(3). <https://doi.org/10.1353/sls.0.0050>
- Sadiku, L. M. (2015). The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>
- Shelly, S., & Schneck, J. (1998). Learning Sign Language. In *Deaf in DC*. <https://doi.org/10.2307/j.ctv2rcng1m.12>
- Silvia, E., Lina, Y., & Andrea, P. (2019). Teaching English as a foreign language to young adolescents. *Language Teaching: Techniques, Developments and Effectiveness*, 3.
- Soendari, T., Abdurahman, M., & Mahmud, M. (2008). Pengajaran asesmen anak berkebutuhan khusus. *Bandung: Universitas Pendidikan Indonesia*.
- Somad, P., & Hernawati, T. (1996). Ortopedagogik anak tunarungu. *Jakarta: Departemen Pendidikan Dan Kebudayaan Direktorat Jendral Pendidikan Tinggi Proyek Pendidikan Tenaga Guru*.
- Stahl, N. A., & King, J. R. (2020). *Expanding Approaches for Research: Understanding and Using Trustworthiness in Qualitative Research*. 26–28.
- Starman, B. A. (2013). The Case Study as a Type of Qualitative Research. *Journal of Contemporary Education Studies*, 1(March 2013), 28–43.
- Suparno, S. (2004). Pengembangan Metode Pembelajaran Situasional Interaktif Untuk Meningkatkan Kemampuan Bahasa Oral Anak Tunarungu. *Cakrawala Pendidikan*, 1, 83975.

- Susan, R., Lauren, B., Sherry, L., Valerie, K.-K., Patricia, M., Kristen G., L., & Valerie, H. (2008). *Resources for Assessment of Students Who are Deaf and Hard of Hearing*.
- Susilo Adi, S., Unsiah, F., & Fadhilah, D. (2017). Teaching special students: English lessons for deaf students in Indonesian special junior high schools. *International Journal of Education and Research*, 5(12), 121–136.
- Utami, I. L. P., & Mahardika, I. G. N. A. (2023). English Teaching Through Literature-Based Instruction: What do Teachers Experience? *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(2), 177–186.
<https://doi.org/10.23887/jppp.v7i2.64368>
- Webster, J., & Eds, U. Z. (2021). *READ WRITE EASY: Research, practice and innovation in deaf multiliteracies* (Vol. 2).
- World Health Organization. (2016). Childhood hearing loss, Strategies for prevention and care. *World Health Organization*, 1–30.
- Wungu, E. (2011). *SPECIAL EDUCATION IN INDONESIA*. 1–7.
- Xu, B. (2018). Using new media in teaching english reading and writing for hearing impaired students— Taking leshan special education school as an example. *Theory and Practice in Language Studies*, 8(6), 588–594.
<https://doi.org/10.17507/tpls.0806.05>
- Yoshinaga-Itano, C., Sedey, A. L., Coulter, D. K., & Mehl, A. L. (1998). Language of early- and later-identified children with hearing loss. *Pediatrics*, 102(5), 1161–1171. <https://doi.org/10.1542/peds.102.5.1161>
- Yunisari, P., Kasim, U., & Marhaban, S. (2021). ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHERS TEACH ENGLISH FOR DEAF STUDENTS. *English Education Journal (EEJ)*, 12(4)(October 2021), 540–557.