

Abstract

This study has some reasons why the researcher chooses this topic of the study. Firstly, the researcher is interested on how to teach English as foreign language for hearing impaired students. Secondly, the hearing impaired students do not know how to produce the sound well, and they will get the difficulty to listen and read in terms of receptive skill in teaching English. This study aimed to investigate the challenges faced by teachers to teach English as a foreign language for hearing impaired students along with the strategies implemented by teachers to teach English as a foreign language for hearing impaired students. This study was conducted at one private SLB in Yogyakarta. This study focused on hearing impaired students. To obtain the data, the researcher used descriptive qualitative method with the interview as data collecting instruments. The participants were two female English teachers for hearing impaired students at one private SLB in Yogyakarta. This study revealed that were five challenges teachers faced in teaching English for hearing impaired students. Those included students' difficulties in hearing, limited of vocabulary knowledge, difficulty in teaching a long text, lack of communication, limited of using projectors. Moreover, the researcher found five strategies implemented by teachers to face the problems in teaching English for hearing impaired students. Those composed strategies to face students' difficulties in hearing, strategy of adapting vocabulary in focus, strategy of implementing directional orientation, strategies to encounter students' lack of communication, using mobile phone.

Keywords: hearing impaired students, TEFL, challenges, strategies