

# An Optional Foreign Language Learning Model for Disabled Learners at Tourism Polytechnic

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## Abstrak

Penelitian ini bertujuan untuk mengkaji model pembelajaran bahasa asing pilihan, bahasa Prancis dan bahasa Jepang, bagi peserta didik dengan disabilitas dengan kondisi anakusis (tuli) di Politeknik Pariwisata Makassar. Fokus utama penelitian ini meliputi empat aspek, yaitu: (1) pembelajaran bahasa asing pilihan (Jepang dan Perancis) bagi penyandang anakusis di Politeknik Pariwisata (2) kontribusi lingkungan belajar dan dukungan institusi terhadap proses pemerolehan bahasa asing, (3) rekonstruksi model pembelajaran yang sesuai dengan kebutuhan pembelajar disabilitas, dan (4) pengembangan model pembelajaran baru berdasarkan hasil rekonstruksi. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data melalui wawancara mendalam terhadap empat orang pembelajar dengan anakusis. Hasil penelitian menunjukkan bahwa pembelajar mengalami kesulitan yang signifikan dalam memahami materi bahasa asing, terutama karena metode yang digunakan belum ramah disabilitas. Lingkungan belajar yang belum sepenuhnya inklusif dan minimnya sumber belajar visual menjadi kendala utama. Berdasarkan temuan tersebut, model pembelajaran baru yang diusulkan menekankan pada penggunaan flashcard bergambar yang dilengkapi dengan teks dan transkripsi fonetik untuk memudahkan pemahaman dan pelafalan. Model ini diharapkan dapat menjadi solusi alternatif yang lebih inklusif dalam pembelajaran bahasa asing di lingkungan pendidikan vokasi pariwisata.

**Kata Kunci:** *pembelajaran bahasa asing, anakusis, model rekonstruksi, Politeknik Pariwisata.*

## Abstract

This study aims to examine the model of optional foreign language learning, French and Japanese, for learners with disabilities with the condition of anacusis (deafness) at Makassar Tourism Polytechnic. The main focus of this research includes four aspects, : (1) the learning of optional foreign languages (Japanese and french) for people with anacusis at the Tourism Polytechnic (2) the contribution of the learning environment and institutional support to the process of acquiring a foreign language, (3) the reconstruction of a learning model that meets the needs of disabled learners, and (4) the development of a new learning model based on the reconstruction results. This research uses a qualitative approach with data collection techniques through in-depth interviews with four students with anacusis. The research results show that

learners experience significant difficulties in understanding foreign language material, mainly because the methods used are not yet disability-friendly. The learning environment, which is not yet fully inclusive and lacks visual learning resources, is the main obstacle. Based on these findings, the proposed new learning model emphasizes the use of illustrated flashcards equipped with text and phonetic transcriptions to facilitate understanding and pronunciation. This model is expected to become a more inclusive alternative solution in foreign language learning within the vocational tourism education environment.

**Keywords:** foreign language learning, anacusis, reconstruction model, Tourism Polytechnic

## 1. Introduction

The state guarantees and recognitions for citizens with disabilities to obtain education at various types and levels are contained in the 1945 Constitution, Law No. 39/1999 on Human Rights, Law No. 8/2016 on Persons with Disabilities (Recurso et al., 2016), Law No. 20/2003 on the national education system, and a series of other regulations in the form of government regulations and ministerial regulations (Habe & Ahiruddin, 2017). In order to fulfil the rights of persons with disabilities in obtaining quality education in higher education, the government has issued, among others, a number of regulations contained in Permenristekdikti number 46 of 2017 (Republik Indonesia, 2019). concerning Special Education and Special Services in Higher Education. It is hoped that there will be more opportunities for individuals with disabilities to pursue education in higher education. This regulation is also intended so that students with disabilities can obtain educational services that suit their needs, so that they can learn and achieve optimal academic performance (Pramuwisata & Lombok, 2021).

Elective foreign language is one of the courses that can be chosen according to the student's wishes. The foreign languages taught include Japanese and French. As expressed by Robert A. manager at PT Wira Tour Makassar who emphasised that human resources today really need creativity at work, and the ability to use foreign languages in accordance with the demands of the current travel industry, as well as supporting courses such as tour guiding techniques in order to understand the basics of serving tourists, being able to provide technological information that uses foreign languages is not understood (Amirullah, Rante, & Rusdi, 2020) the learning of selected foreign languages, there are obstacles in the teaching process for people with anacusis, especially problems in conveying information and communication. Researchers have conducted interviews with students with anacusis, they stated that it was difficult to follow the learning of selected foreign languages, because they did not understand the meaning and grammar even though it was written in written language. This is because the first language they acquire is sign language, to understand written language depends on when they start learning writing besides that until now no studies have been found that specifically discuss this issue, this research is different from previous studies that concern the barriers and challenges of anacusis learners in foreign language learning such as research from (Sedláčková & Kontra, 2019) which shows challenges in foreign language learning for deaf students in Europe but the context in Indonesia does not yet exist, the use of soft ware in foreign language learning (Birinci & Sariçoban, 2021). Seeing this condition, it is necessary to have a method of teaching selected foreign languages that makes it easier for people with anacusis to understand selected foreign languages. Based on the problems that have occurred, it is necessary to create a learning model that can be accepted by both learners with anacusis and normal learners. From the above problems, the appropriate problem formulation for this research is as follows:

1. How is the learning of selected foreign languages (Japanese and french) for people with anacusis at the Tourism Polytechnic ?
2. How does the learning environment and institutional support contribute to the acquisition of selected foreign languages (Japanese and French) for anacusis learners at the Tourism Polytechnic?
3. How is the reconstruction of selected foreign language learning model (French and Japanese) at Makassar Tourism Polytechnic?
4. What is the new model of elective foreign language learning (French and Japanese) as a reconstruction of the old learning model?

## 2. Method

Based on the problems and objectives stated above, this research uses a descriptive method with a qualitative approach. This approach is used because this research intends to reveal selected foreign language acquisition learning for people with anacusis in the Tourism Polytechnic environment. This research provides an accurate description and explanation of the situation or symptoms at hand. Sugiyono (2020) states that qualitative methods are research methods used to research on natural object conditions, in qualitative research researchers are key instruments, data collection techniques are done by triangulation (combined) while data analysis is inductive, so that the results of qualitative research place more emphasis on meaning than generalisation. Data collection techniques are carried out by means of:

1. Observation, namely making direct observations by researchers to be better able to understand the context of the data in the overall social situation so that a comprehensive (holistic) picture can be obtained (Sugiyono, 2020). In this case, the learning process of selected foreign languages for people with anacusis is analysed
2. An interview is a meeting of two people to exchange information and ideas through questions and answers so that meaning can be contributed to a particular topic (Sugiyono, 2020). The researcher interviewed learners with anacusis, selected foreign language teachers, and the academic department of the Tourism Polytechnic to obtain information about institutional support for learners with anacusis. Researchers have conducted interviews with learners with anacusis at the Makassar Tourism Polytechnic and will next conduct research at the NHI Bandung Tourism Polytechnic.
3. Documentation is the collection of records of events that have occurred when conducting observations and interviews in the form of writings, drawings or photographs, monumental works of a person or institution (Sugiyono, 2020). Researchers analysed the curriculum and evaluated selected foreign language learning methods with the needs of anacusis learners. Other supporting data were obtained from documents and data from observations at the Tourism Polytechnic. The data analysis process is carried out through several stages:
  - a. Data Reduction  
Data reduction is the process of summarising, selecting key things, focusing on important things that are in accordance with the research topic. The purpose of data reduction is to simplify the data obtained or raw so that it is easier to analyse and draw conclusions (Sugiyono, 2020). The research selects data from interviews, observations and documents in this case the current year's curriculum, then analyses, simplifies, and focuses on information that is relevant to the learning process and learning model.
  - b. Data Presentation  
Data presentation is an organising process that provides the possibility of conclusions in qualitative research (Zulfirman, 2020). The data that has been reduced

is presented in the form of narrative descriptions in the form of interview results and explanations from informants related to selected foreign language learning models, data can be in the form of tables, graphs, flowcharts, or summaries to clarify research findings.

c. Conclusion drawing and verification

According to Zulfirman (2020), the final step in the data analysis process is conclusion drawing. The data is arranged and presented systematically to make it easier to analyse after the reduction process. Data were interpreted to find patterns, meanings, and relationships that supported the research objectives. The verification process was carried out by checking whether information was consistent between documents and interview sources.

### 3. Result

#### a. Data reduction

Data collection was completed by the researcher using interviews with the Coordinator of the Study Program, analytic students, and observation of the Jepang and Perancis language classes at NHI Bandung tourism polytechnic. Below are the results of the reduction of the data that has been collected.

Table1. Results of Data Reduction

No	Data Source	Raw Data	Code	Meaning/ Interpretation	Relevance to Research Objectives
1	Interview with Japanese Language Lecturer at NHI Bandung Tourism Polytechnic.	‘When teaching in class for 2 weeks the deaf students were accompanied by a ISL sign interpreter so I had no difficulty but the following week I had difficulty explaining.’	SI (Support from Institution) SLI (Sign Language Interpreter as support) TP (Teaching Problem) SF (Support Factor)	The institution gives JBI permission to attend lecture classes. ISL plays a role in helping communication. Teaching challenges when there is no ISL. ISL's irregularity hampers the learning process.	Limitations of learning models and dependency on ISL.
2	French Class Observation	No sign language interpreter; students rely on writing on slides	BL (Barrier to Learning)	Lack of support in communication leads to limited understanding	Demonstrate challenges in the learning process for students with disabilities.
3	Anacusic Student Interview	‘I can follow the class, but sometimes I don't understand because the lecturer talks too fast without writing on the board.’	SI (Support from Institution) dan VM (Visual Media)	Lecturers need training in teaching anacusic students	Demonstrate the need for increased institutional support and educator training.
4	Curriculum Document 2024	No explicit mention of inclusive learning strategies in the curriculum.	CI (Curriculum Incompleteness)	The curriculum does not accommodate the learning needs of people with disabilities.	Demonstrate the gap between disability needs and academic policies

5	Interview Study Programme Coordinator	‘We are open to suggestions for adjustments, but we do not yet have specific guidelines for students with disabilities.’	SI	Institutions are open but do not have an inclusive learning system yet.	Demonstrate potential for future institutional support
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Source: Primary data, processed by researchers (2025).

## b. Data presentation

From the above reduction results, it was found that there is a learning model, institutional support, and a response from anacusis students. Below is an analysis of the three findings.

### 1. Learning model

Data that has been reduced from several informants including 1 Japanese lecturer, one French lecturer, three deaf people, two of whom are still students at the Makassar Tourism Polytechnic and one deaf person is an alumni of the Makassar Tourism Polytechnic. From the data reduction above, the data presented in this study are as follows:

- a. The Learning Model applied still relies on writing and lectures.
- b. Deaf students have difficulty in understanding the content of teaching materials.
- c. There is no explicit explanation of inclusive learning in the curriculum.
- d. There is no specific guide for students with disabilities.

### 2. Institutional support

- a. The institution allows SLI from outside to assist anacusis students in learning because a special SLI from the campus is not yet available.
- b. There is no special training for sign language to facilitate teaching to anacusis students.
- c. The curriculum at the Tourism Polytechnic does not include inclusive learning.

### 3. Response of anacusis students

‘I find it difficult to understand learning because of communication that is not smooth, it is difficult when the lecturer only lectures, but if the lecturer speaks slowly I can understand through lip movements but if he speaks too fast I cannot understand’, from the responses of anacusis students illustrated the difficulties faced when lecturers use lecture methods without writing such as powerpoint or soft files displayed because anacusis students can only communicate with sign language and written language. With the use of power points or other soft files, it is very well understood by anacusis students.

## c. Conclusion drawing and verification

Based on the results of data reduction and presentation in this study, the following can be concluded:

1. The foreign language learning model applied to deaf students at the Tourism Polytechnic is still an individual adaptation by lecturers. Lecturers have not received special guidelines or training in dealing with deaf students, so the learning approach tends to be conventional and not fully inclusive.  
Visual media such as power point, picture cards are proven to help improve deaf students' understanding and engagement in foreign language learning.
2. Students show positive response to these media as it suits their visual learning preference. This opens up opportunities to systematically develop visual-based learning models.

3. The existence of a Sign Language Interpreter (SLI) is crucial in helping smooth communication between lecturers and deaf students. However, the presence of SLI is not always available during the learning process. This is a challenge in itself that has an impact on the effectiveness of the delivery of material by lecturers.
4. Institutional and curriculum support for inclusive learning is still limited. There are no specific learning guidelines in the curriculum documents, and there is no sustainable assistance system such as regular SLI presence or lecturer training. This shows the need to strengthen systems and policies at the institutional level.  
To ensure the validity and validity of the above conclusions, the researcher verifies them by:
  - a) Source triangulation, which compares data from interviews, observations, and curriculum documents to find consistency of findings.
  - b) Member checking, by confirming the findings to several informants (lecturers and students) to ensure that the researcher's interpretation is in accordance with the reality they experience.
  - c) Detailed recording in field notes, to maintain the integrity of the analysis process and avoid researcher bias.

The verification results show that the findings of this research are consistent, logical, and supported by strong data, even though this research is limited to the context of one institution and two foreign languages (Japanese and French). Therefore, the conclusions can be used as a starting point for the development of a more inclusive foreign language learning model for deaf learners in the tourism education environment.

#### 4. Discussion

This study involved four lecturers teaching foreign language courses (Japanese and French), two students with anacusis disabilities and one anacusis who is an alumnus of Makassar Tourism Polytechnic, one head of Administration and Academic and one study programme staff. Data were obtained through interviews, classroom observations, and curriculum document reviews. The main focus of this research is to explore how the foreign language learning model is implemented and to what extent anacusis learners get support in the process (Delgado, Greene-Woods, & Lamar, 2020).

##### **A. The learning of selected foreign languages (Japanese and french) for people with anacusis at the Tourism Polytechnic**

The first problem formulation in this research focuses on how the learning process of selected foreign languages, especially Japanese and French, is implemented for students with anacusis in the Tourism Polytechnic environment. Indonesia has six Tourism Polytechnics under the auspices of the Ministry of Tourism of the Republic of Indonesia, namely Bali, Bandung, Makassar, Medan, Lombok and Palembang Tourism Polytechnics. At these six institutions, elective foreign language courses are an integral part of the curriculum, where students are required to choose one of the foreign languages, such as Japanese or French, and at some campuses even German and Mandarin are offered. Although students with sensory disabilities such as anacusis (severe hearing loss to deafness) have limitations in hearing and speech, they are still given equal rights and opportunities to take elective foreign language courses as part of the compulsory curriculum.

This raises important questions regarding the learning approach used by the institution in accommodating the special needs of these disabled students. Therefore, the formulation of this problem seeks to explore how strategies, methods and learning supports are implemented

to ensure the foreign language learning process remains inclusive, effective and adaptive for students with anacusis at the Tourism Polytechnic.

### **B. The contribution of learning environment and institutional support to the acquisition of selected foreign languages (French and Japanese) among anacusis learners at Tourism Polytechnic**

From the researcher's data processing, it can be found that, the institution is open to learning adjustments, but does not have formal guidelines or policies related to inclusive learning. Curriculum documents do not include learning strategies for people with disabilities. ‘We are open to suggestions for adjustments, but we do not yet have specific guidelines for students with disabilities.’ (Coordinator of Study Program, 2025)

From the results of the interview with the Coordinator of Study Program, it can be analysed and used as a discussion in this research is that unstructured institutional support shows the need for more serious formulation of educational inclusion policies. In the context of vocational higher education such as the Tourism Polytechnic, the curriculum should include an inclusive pedagogical approach as part of the principle of equality in education and support the achievement of SDGs (sustainable development goals), especially point 4: quality education for all (Delgado et al., 2020)

### **C. Reconstruction of selected foreign language learning models (Japanese and French) at Tourism Polytechnic**

Based on the results of the research, foreign language learning for students with disabilities at the Tourism Polytechnic is still individually adaptive and has not been arranged in a systematic model. Therefore, the researcher offers a reconstruction of a more inclusive and contextualised learning model.

#### a) Principles of Model Development

The reconstruction of the selected foreign language learning model (Japanese and French) refers to:

1. Field findings: Deaf students need a visual and interactive approach.
2. Visual and multisensory learning theory (Sedláčková & Kontra, 2019).
2. Universal Design for Learning (UDL) principles, which encourage flexibility in material delivery.
3. Principles of Inclusive Education: The right to equal access to education for people with disabilities (Haliza, Kuntarto, & Kusmana, 2020).

#### b) Main Components of the Reconstructed Model

Table 2: Main components of the reconstructed model

<b>Components</b>	<b>Description</b>
Visual Learning Media	Using picture cards, captioned videos, infographics, and easy-to-read digital boards. Materials such as vocabulary, dialogue and grammar are delivered through visuals and large print.
Continuous Mentoring by SLI	SLI is not only present at the beginning of the semester, but becomes part of a continuous learning system, especially for two-way interaction in foreign language conversation.
Lecturer Training	Lecturers were trained on visual communication strategies, use of body language, facial expressions, and inclusive learning media.
Curriculum Modifications	The foreign language curriculum includes teaching methods for students with hearing impairments, including recommendations on the use of media, evaluation techniques, and alternative assessment formats (e.g. visual tasks, picture presentations, etc.).

Non-verbal Interactive Activities	Activities such as picture-based role-play, matching card games, and visual-based travel simulations are part of language practice.
Authentic and Adaptive Assessment	Assessments are designed to be performance-based, not only oral written exams, but also visual products, gestural understanding and written responses.

Source: Primary data, processed by researchers (2025).

From the table above, it can be analysed and made a discussion in this study, namely, regarding the things that need to be considered in realising inclusive learning in the Tourism Polytechnic campus environment in this case in accordance with Law Number 39 of 1999 concerning Human Rights, Law Number 8 of 2016 concerning Persons with Disabilities, Law number 20/2003 concerning the national education system. Some of these important points are:

- For Institutions: Need to adjust academic policies and budgeting for lecturer training and provision of SLI consistently.
- For Lecturers: Should be more creative in designing visual teaching media and strategies (Technologies et al., 2023).
- For Students with Disabilities: Provide a learning environment that is supportive, comfortable, and respectful of their needs.
- For Foreign Language Development in Tourism Education: Improve the readiness of tourism human resources in an inclusive global context.

The selected foreign language module currently used at Makassar Tourism Polytechnic is the main teaching material for all students, including students with anacusis. However, in its implementation, students with anacusis experience various obstacles in understanding the content and material presented in the module. This shows the need to adapt or reconstruct the module to better suit the characteristics and needs of learners with disabilities, especially deaf people.

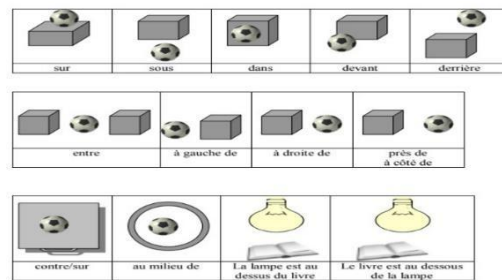
Figure 1  
Japanese Language Teaching Module



Sou

(2025).

Figure 2  
French Language Teaching Module



Exemples :

- Tu sais où est mon livre de français ?
- Elle est sur la table.
- Où se trouve ton sac ?
- Il est sous ma chaise.

Source: French language lecturer (2025).

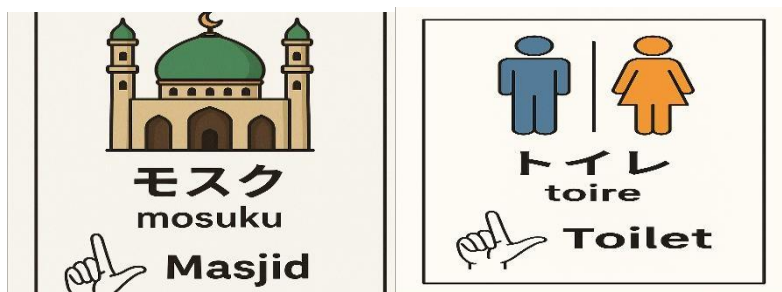
### D. A new model of learning selected foreign languages (French and Japanese) as a reconstruction of the old learning model

Based on all the findings, it can be analysed that the ideal learning model for anacusis students in the Tourism Polytechnic should be:

- Integrate visual media (picture cards, text videos, animations) into the teaching strategy (Winarsih, 2010).
- Accompanied by continuous SLI support.

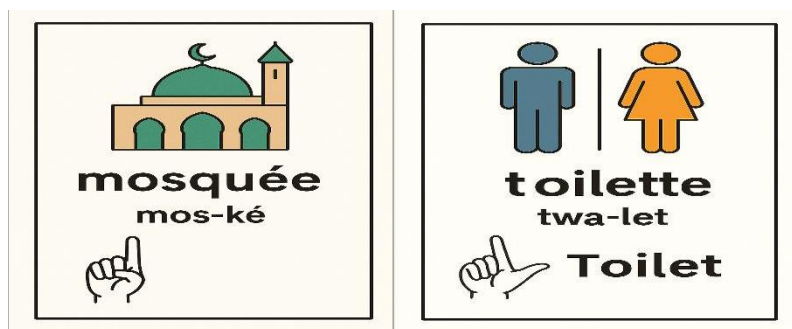
- c. Supported by a disability-friendly curriculum.
- d. Provide training for lecturers on visual and non-verbal communication strategies.

Figure1. Japanese Place Word Teaching Media



Source: OpenAI. (2025). ‘Mosquée’, ‘Toilet’ picture cards for Japanese language learning for deaf students [Digital illustration]. Generated through ChatGPT and DALL-E.

Figure1. French Place Word Teaching Media



Source:  
OpenAI.  
(2025).

‘Mosquée’, ‘Toilet’ picture cards for French language learning for deaf students [Digital illustration]. Generated through ChatGPT and DALL-E.

## Conclusion

Based on the results of the research, data reduction, data presentation and discussion that has been carried out, the following conclusions are obtained:

1. Institutional support for inclusive learning is still limited and unstructured. The Sign Language Interpreter (SLI) is only available at the beginning of the semester, and there are no official guidelines in the curriculum regarding learning strategies for anacusic students. This leads to a high dependency on SLI assistance without any independent ability from lecturers to deliver material visually or alternatively.
2. The foreign language learning model (Japanese and French) applied for anacusic students at the Tourism Polytechnic is still general and not fully inclusive. Lecturers still use conventional methods such as lectures and writing on the blackboard. However, some lecturers have started to adapt visual approaches such as picture cards in response to the needs of anacusic students.

3. Reconstruct a more inclusive elective foreign language learning model for anacusis students, with the main components including the use of visual media, lecturer training in non-verbal communication strategies, consistent SLI mentoring, and curriculum modifications to include special needs-based learning principles. The use of visual media, particularly picture cards with text, is very effective in helping anacusis students understand selected foreign language materials. Students show better interest and understanding when the material is presented visually and concretely, compared to the oral method alone. This inclusive learning model has the potential to increase the effectiveness of anacusis students' foreign language acquisition, as well as being part of the transformation of tourism vocational education that supports education for all (inclusive education).

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