

ABSTRACT

Sa'diyah, Abdiyatus. 2025. 21033004. *The Teacher's and Parents' Perspectives on English Vocabulary Comprehension in Deaf Students at SMALBS Muhammadiyah Golokan Sidayu*. Thesis. Faculty of Teaching and Training Education of the English Department. Islamic University of Darul 'Ulum Lamongan.

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This study aims to investigate the perspectives of teachers and parents on the English vocabulary comprehension of deaf students at a special school. Using a qualitative descriptive design, data were collected through interviews and classroom observations, and analyzed through an interpretivist approach. The findings reveal that teachers frequently employ visual aids, sign language, games, and multimedia to facilitate vocabulary learning, while parents tend to reinforce this learning through daily repetition and contextual practice at home. Both teachers and parents highlighted that abstract vocabulary presents greater challenges compared to concrete words, due to the absence of clear visual referents. Despite these challenges, their perspectives converge on the importance of visual strategies and consistent reinforcement, while diverging in terms of resources and instructional scope. These insights not only reaffirm relevant language learning theories, but also provide practical guidance for teachers and parents, while offering pedagogical implications for more inclusive vocabulary instruction for deaf students.