

ABSTRACT

This study was intended to find out teachers' difficulties in teaching English vocabulary to students with learning disability and to find out how the teacher overcome the difficulties in teaching English vocabulary to students with learning disability at SLB C Karya Ibu Palembang. This study used a qualitative research with a case study. This study was conducted at SLB C Karya Ibu Palembang, with one of teacher of English as the participant by using purposeful sampling with criteria had an educational background from special school and had taught students with learning disability who has more qualified in learning. In collecting data, the researcher used semi-structured interview. The data were analyzed by using thematic analysis technique. The results of this study concluded that there were difficulties in teaching English vocabulary to students with learning disability, as follows: (1) teacher had difficulty in asking students to remember English vocabulary, (2) teacher had difficulty in attracting attention of students, (3) teacher had difficulty in controlling English pronunciation of students, (4) teacher had difficulty in managing time, (5) teacher had difficulty in training. Then, there were strategies used by teacher of English to overcome the difficulties in teaching English vocabulary to students with learning disability, as follows: (1) repetition, (2) giving example, (3) giving reward and (4) VAKT (visual, audio, kinesthetic, tactile).

Keyword: *teachers' difficulties, teaching English vocabulary, teachers' strategies, students with learning disability.*