

Teacher's Perception and Challenges in Using Video Animation to Teach Vocabulary to Students with Disabilities

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Abstract

Purpose: This study investigates teachers' perceptions and challenges regarding the use of animated videos in learning vocabulary in English for students with disabilities. This research aims to find out the teachers' perceptions towards the use of animated videos in learning vocabulary in English and the challenges faced by teachers when using animated video media as a means of learning vocabulary in children with disabilities.

Methodology: This study employed a qualitative methodology, triangulating data through interviews, classroom observations, and documentation. We conducted data analysis using Craswell's framework and Miles and Huberman's interactive model, which included data reduction, data presentation, and conclusion formulation. We purposefully selected three English teachers and corroborated the data with information from other sources to ensure its accuracy. The observation evaluated the application of video animation, the interview delved into teachers' perceptions of its use, and the document analysis scrutinized the involvement of students with disabilities in learning through video animation.

Results: These findings show that according to teachers' perceptions, the use of animated videos in vocabulary learning is effective but depends on the condition and level of disability in students. Teachers also encounter challenges and difficulties when teaching vocabulary to students with disabilities using animated videos.

Applications/Originality/Value: This study highlights teachers' views and obstacles in using video animation to teach disabled students vocabulary. It emphasizes the necessity for customized resources, teacher training, and flexible animation techniques to assist special needs student learning.

Introduction Section

Vocabulary is crucial for learning all languages, including English, and special needs schools must ensure that students with special needs practice various English skills like reading, writing, speaking, and listening. Teachers must provide teaching media that helps students with special needs learn English vocabulary and make learning more engaging. According to Rusdi et al, (2022) vocabulary is the basic foundation in learning English, if a student has a lot of vocabulary it will be easy to interpret a sentence or when communicating with English. Video animation is one such media that can assist students with special needs. Students with special needs have unique learning requirements and disabilities, which can manifest in various forms and degrees of severity, affecting various aspects of their lives.

Learning disabilities cause difficulty in recalling information, spelling, pronunciation, and specific learning areas due to insufficient teaching methods and teachers' lack of understanding of students' needs (Algrni, 2020). This research examines the use of video animation in teaching vocabulary for students with disabilities in special needs schools. Despite learning restrictions, students with special needs have the right to participate in their lives, including language learning. Animated videos offer a dynamic and interesting way to study, helping visually impaired children understand abstract ideas. They can also provide context and signals for hard of hearing pupils. Animated movies can break down complex material into smaller, more digestible portions, benefiting children with cognitive difficulties. Their adaptability allows teachers to tailor them to each person's needs and unique learning style, creating a more inclusive and productive learning environment for children with disabilities.

Previous studies, including Khasawneh (2021), highlight the problems of teaching English to special needs kids. Brahim (2022) observed the difficulties of teaching phonology, the limitations of teaching methods, and the use of audiovisual elements like posters. Additionally, Birinci and Sariçoban (2021) explored how visual resources teach deaf pupils words. In contrast to previous research, this study focuses on teachers' perceptions and challenges in using animated videos for teaching English vocabulary to students with disabilities. We formulate the research questions based on the need to explore teachers' perspectives and challenges in using animated videos for vocabulary learning. (1) How do teachers' perspective video animations help students with disabilities understand English vocabulary (intellectual disability, autism, deaf, down syndrome)? (2) What challenges do teachers face when implementing video animation with instruction to help

students with disabilities understand English vocabulary and how did they overcome these challenges? (3) What difficulties do teachers encounter when implementing video animation to assist students with disabilities in understanding English vocabulary?

Literature Review

One of the most important parts of learning is expanding one's vocabulary, especially when learning a language like English and vocabulary learning is the initial step in the process of learning a language (Hashim, et.al, 2022). To study and teach a foreign language (FL) or second language (L2), vocabulary development is one of the most crucial components (Ramezanali and Faez, 2019). Vocabulary is a simple addition that beginners must master when learning English. If one's vocabulary is poor, the learner will not be able to communicate effectively (Hikmah, 2021). Vocabulary is a collection of words with meanings that can be arranged into effective sentences used for communication in a specific language (Rusdi, et.al, 2022).

Vocabulary is a component of all four abilities of the English language speaking, listening, studying, and writing (Siregar, et.al, 2021). To allow for more time to study English, vocabulary must be developed from a basic level (Siregar, et.al, 2021). Learning vocabulary is crucial for enhancing their English proficiency (Hashim, et.al, 2022). Vocabulary acquisition is a crucial component of learning, particularly when learning the English language (Hashim, et.al, 2022). Vocabulary mastery significantly improves students' proficiency in listening, speaking, reading, and writing, enhancing overall language skills performance and preventing language-related discouragement in daily activities (Manihuruk, 2020). Vocabulary is divided into active and passive types, with active vocabulary being taught to students and used in speech or writing, and passive vocabulary being recognized and understood in context (Afzal, 2019).

Specific learning disabilities are disorders in language understanding or use, affecting children's abilities in listening, thinking, speaking, reading, writing, spell, and mathematical calculations. These disorders may include perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (Mohamed and Shaaban, 2021). Learning disabilities are not solely caused by hearing or vision issues, social-economic factors, cultural or linguistic differences, lack of motivation, or inadequate instruction, but may coexist with other disorders like attention, behavioural or emotional issues, sensory impairments, or other medical conditions (Haggag and Bakr, 2020). Learners with special needs students with impairments in one or more fundamental psychological functions, such as comprehension of spoken or written language and its application, fall into this category (Khasawneh, 2021).

Digital video effectively engages students, constructing messages in their brains, promoting feedback and interaction, resulting in clear, easily understood audio-visual presentations (Pratiwi, et.al, 2019). Learning videos enhance students' comprehension and creativity in the classroom by effectively explaining and conveying the information (Riyanti, et.al, 2022). It was helpful in reaching a greater number of persons with disability through the educational videos (Tahat, et.al, 2021). Through the utilization of animation video, electronic technologies are utilized to enter the educational curriculum in a setting that is not composed of a conventional classroom (Syafrizal, et.al, 2019). Students can improve their vocabulary, sentence construction skills, and communication efficiency by watching animated films, which also provides several opportunities for kids to engage in regular physical activity (Hikmah, 2021). An animated video is a media that uses motion pictures, simulated objects, music, and subtitles to teach English (Sari, 2021).

Animation videos are digital recordings of images, objects, and sounds that move across the screen and rapidly display sequences of images that create the appearance of movement (Thresia, et.al, 2021). Animation videos in education serve as engaging learning media, featuring moving images from various objects such as humans, text, animals, plants, buildings, and sounds (Almustaflikhah and Pujiani, 2021). Animated videos enhance students' knowledge and skills through visual displays, enhancing the learning process and outcomes across various subjects (Minalla, 2024). Animated videos effectively engage students' senses, helping them understand word meanings, pronunciation, and written forms, while also exposing them to related scenes (Puteri, et.al, 2022).

Previous study

The research on “teacher perspective on language competences in relation to learning difficulties in English learning” shows that according to the teacher's perspective on students with learning difficulties, they have an inability to learn in acquiring a new language due to the teacher's lack of focus in developing listening and speaking skills and the teacher has not been able to connect lessons with students' experiences and limited opportunities for students to practice reading and writing (Khasawneh, 2021). Research on “problems of teaching phonological awareness to learning disabilities students” shows that teachers' difficulties in teaching phonology to students with disabilities are caused by several things, such as the lack of support from the school environment for teachers and students in understanding phonology and the multidimensional nature of the problem (Khasawneh, 20221).

Research on “the effectiveness of visual materials in teaching vocabulary to deaf” shows that teaching English vocabulary to deaf students by using visual materials is more effective than only with sign language and students remember new vocabulary more easily with the help of visuals (Birinci and Sariçoban, 2021). The research on “EFL Teachers' Problems and Solutions in Teaching English to Students with Intellectual and Developmental Disabilities” discusses the

problems faced by teachers, methods, and media used in teaching English to students with intellectual disabilities and the solutions used to make learning more effective, namely teachers using YouTube videos, posters and textbooks (Utami, et.al, 2021). Research on “problems teaching English to deaf students” states that English teachers still face many problems when teaching to deaf students and teachers choose a curriculum in teaching English to deaf students by providing feedback and guidance (Khasawneh, 2021).

The research on “teaching English to adults with disabilities: a digital solution through en-abilities” discusses that many teachers face challenges in adjusting the curriculum and lack of skills in the use of digital technology in assisting learning for SEN students. EN-ABILITIES learning platform provides various features for students with disabilities that aim to facilitate English learning (Arribas, et.al, 2020). The study “inclusive education services for the blind: values, roles, and challenges of university EFL teachers” suggests training lecturers in inclusive education and providing UDL and DI-compliant educational materials to help visually impaired students learn. However, limited resources, lecturer training, and infrastructure still hinder its implementation (Lintangsari and Emaliana's 2020).

Research on “teaching English to students with autism spectrum disorder: challenges and teaching strategies” the article emphasizes the significance of understanding and meeting the needs of students with Autism Spectrum Disorder (ASD) in learning English as a foreign language. It suggests that audiovisual aids and ICT can enhance motivation and success in English language learning. The study recommends teacher training, visual support, and co-teaching to develop inclusive education and psychology programs for ASD students (Brahim's 2022). Research on “teacher's strategy in teaching English for hearing-impaired student” The article suggests an English language learning strategy for students facing challenges like fees, material shortages, and inadequate facilities, recommending creative teaching strategies and encouraging student engagement, and recommending a special school with hearing-impaired supporting facilities (Hadi, et.al, 2019).

Research “teaching English to children with hearing impairment: a case study in special school” The study focuses on EFL classroom activities for hearing-impaired students, highlighting the use of contextualized activities, visuals, and new vocabulary tailored to their abilities. It also suggests adjusting classroom seating to ensure all students can see each other, addressing the primary issue of foreign language learning limits (Dewi, et.al, 2019). Research “Teaching English towards the Hearing-Impaired Students (A Teacher's Lived Experience)” explained that using visuals can help students with hearing impairments in teaching vocabulary in English can be the best tool because it helps students remember vocabulary better through emotional stimulation and also student achievements, even if they are simple, such as recognizing the name of a fruit or a number, are considered a great success (Setyawan and Tumniah, 2020).

Research “Deaf Children as ‘English Learners’: The Psycholinguistic Turn in Deaf Education” explains that the importance of using visual and bilingual media in the education of deaf children, as well as the role of ASL as a foundation in developing literacy and early exposure to sign language, can provide support for the development of spoken and printed language (Howerton-Fox and Falk). Research ‘Visual materials and their presentation in teaching English to hearing impaired students’ Explains that using visual materials such as films, diagrams, tables, and sign models is essential in teaching English to students with hearing loss, with a customized approach based on the students' age and ability (Butko, 2019).

In this research, the object to be studied is the English teacher of students with disabilities in senior high school at a special school. In learning English, there are many methods or media that can be used to improve English vocabulary in children with disabilities, one of which is by using animated videos that can help students with disabilities in learning English vocabulary. The reason for conducting a study entitled “Teachers' Perceptions and Challenges of Using Animated Videos as Learning Media in Teaching Vocabulary for Students with Disabilities in Special Needs High Schools” is because teaching English vocabulary to students with disabilities is not an easy thing.

Students who have moderate disabilities should be taught vocabulary through a variety of media, including graphics and animated movies, according to the recommendations of teachers. Students will have an easier time comprehending the lexical content taught to them as a result of this. In addition, the use of graphics and animated videos presents challenges and obstacles for educators to contend with throughout the process of learning. Because of this, the primary focus of this research is on the perspectives and difficulties that educators face when attempting to teach vocabulary to students with disabilities through the use of animated videos as a form of learning media.

Research Methods

This research delves into the perspectives and challenges faced by teachers who use animated videos to teach vocabulary to students with disabilities. Therefore, this research will interpret many subjective views of the participants. This research falls under the category of qualitative research. Qualitative does not rely on statistical procedures or other forms of calculation to obtain its findings. According to Creswell (2014) cite in Kamal (2019) “an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem”. This study was done in a special school. The participants are special needs English teachers. Data were acquired by observation, interview, and documentation. Observation provided the researcher with valuable insights into the English learning process through animated videos. The researcher interviewed English teachers about their perspectives and challenges when using animated video media and collected images of the learning process in class.

This study used Miles and Huberman's three steps of data analysis: reduction, display, and conclusion. We categorised interview transcripts into groups based on important themes and concepts. Classroom observations were also categorised into categories that highlighted essential classroom interactions and activities. Thematic tables or diagrams were produced to summarise the interview themes with quotes or examples during data display. To clarify observation data, field notes, diagrams, flowcharts, and concept maps were used with extensive illustrations or descriptions. Finally, the main themes or difficulties from interview and observation data were identified and their implications for teaching and the classroom were discussed. This extensive data study revealed teachers' opinions and obstacles in using animated movies with disabled students.

Research Results and Discussion

Teacher's perception use of video animation effective

The most basic learning when you want to learn a language including English is by learning vocabulary. Naturally, in order to teach English vocabulary to students who have disabilities, teachers need to have access to various forms of media that can assist students in comprehending the material. As a result of the fact that students with disabilities have distinct weaknesses than students without disabilities, the media that is used in the classroom is highly significant in assisting students in comprehending the material. Teachers can utilize animated videos as one of the forms of media to assist students with impairments in comprehending terminology. This is one of the ways that teachers can help students. Students with impairments may find it easier to learn English vocabulary through the use of animated videos since these movies can provide information in a visually appealing, emotionally engaging, and interactive manner.

Table 1. Characteristics of Informants

Initial	Age	Teacher
TK	27	English Teacher
NB	23	English Teacher
MG	28	English Teacher

1. Animated videos are effective for learning.

“Children with intellectual disabilities require visual aids, such as pictures or videos, to understand and comprehend content. These visual aids, particularly in English, help them retain information and make learning more engaging, especially for mild autistic students.”
{English teacher B, 24,09,2024}

The use of animated video content in teaching vocabulary to children with impairments is highly beneficial, as visuals can aid in comprehension and retention of the subject matter. This is especially beneficial for intellectual disability students who require visual representation of the material. For instance, during an exam, a teacher can use visual animation to help students identify written content for assessment. Similarly, animated videos can be effective for students with mild autism, as they increase their interest and concentration in the vocabulary presented. The use of interactive and repetitive content in animated videos makes it easier for students to assimilate new language, and the images and sound in these videos can enhance their learning experience.

Students can improve their ability to accurately interpret the images and pronunciation of terminology by learning through animated video rather than traditional methods. Animated videos, which include subtitles that make it easier for deaf students to comprehend and remember words, can also be of use to deaf students in their educational pursuits. The instructor will display animated movies that are connected to the vocabulary content that is being taught to the students, and the students and teachers will pronounce the vocabulary together. This is done when the teacher is teaching in the classroom utilising animated videos. Because of this, the utilisation of animated movies can be of assistance in comprehending and assisting pupils in remembering the material that can be utilised during examinations.

“Video animation-based teaching aids in understanding English subjects, enhancing memory and pronunciation, despite requiring repetition compared to pictures alone. For my students with mild intellectual disabilities, I add materials such as recognizing the use of “are and is in objects and their uses” {English Teacher C, 24, 09,2024}

Animated videos are an effective tool for teaching vocabulary, particularly for students with mild intellectual disabilities. Teachers can adapt these videos to their cognitive abilities, incorporating everyday contexts like fruits, days, family members, colors, and numbers. This method aids students in remembering the taught vocabulary, making it highly effective for English teachers. To help students comprehend the foreign language input, language teachers should pay close attention to their needs when planning the classroom and employ suitable teaching methods and strategies that incorporate

visual components (Birinci and Sariçoban, 2021). Visual aids can effectively convey complex language, particularly for deaf students, by converting it into easily understandable visuals, and sound and subtitles can enhance their comprehension, making them more accessible (Birinci and Sariçoban, 2021).

Students with autism excel in visual thinking and memory retention, making it crucial for teachers to use pictures to effectively present information and create meaningful learning experiences (Oviedo and Charpentier, 2022). Learning with animated videos for students with mild autism can be effective, as the students become interested in the vocabulary presented through those animated videos. Children greatly enjoy the animation genre. Something exciting, imaginative, and engaging appeals to them, and when it comes to communicating any kind of information, including vocabulary, animated media is an excellent option (Siregar, et.al, 2021). Learning activities that make use of video-based learning or video learning have been shown to have positive benefits in terms of enhancing students' interest, drive to study, and cognitive ability (Prayudha S, 2021).

Video media enhances students' responses and can be used as a substitute for teaching material, aiding teachers in explaining lesson plans, and facilitating easier material acceptance (Utami, WU, Utami, et.al, 2023). Video, also known as audiovisual, is the best media format for improving students' comprehension of their academic performance because it contains both visible and audible pictures and sounds (Munawir, et.al, 2022). Visual components in animated videos help deaf students grasp the teacher's words and intellectually disabled and autistic students understand. Students can understand the story's contents easily when it is presented to them through animated video content (Lestari and Mustadi, 2020). Due to denaturing limitations, deaf students find it difficult to learn languages, particularly foreign languages, and one of the best ways to support deaf children in learning is to use visual media (Pratama and Mulyani, 20024).

Animated video media can be beneficial for students with disabilities; however, teachers often encounter specific challenges that can make the animated video ineffective when used to teach English vocabulary to these students.

Students with disabilities may struggle to learn through the use of animated video. The instructor must teach students with disabilities a great deal of repetition to help them retain the information. Additionally, children with disabilities require a significant amount of time to comprehend new ideas. Students who have difficulty learning vocabulary in English require a significant amount of time to recall the terminology. Using animated movies can be one way to learn vocabulary, but when applied to children with disabilities, animated videos may be less effective than other methods.

2. Video animation ineffective for learning

“Today's children struggle with literacy, focusing on pictures and subtitles, and need teacher assistance. Intellectuals and deaf mutes struggle with language, and children with limited English understanding may struggle with animation.” {English teacher A, 09,24,2024}

English teachers interviewed reveal that when using animated videos as learning media for students with disabilities, they often overlook the subtitles, focusing solely on the visual animation. This is due to the students' inability to read, who require guidance from their teachers and still struggle with reading. One of the influencing factors is that the IQ score of children with intellectual disabilities is lower than 70. According to the most recent IQ test, a child was considered to have an ID if their score was ≤ 70 (Patrick, Shaw, Dietz, et.al, 2024). In deaf students, by using animated videos, it is still easy to understand learning, but they are still wrong in the language contained in the images and subtitles are not synchronised. Even though the teacher has used the same sign language as in the video, deaf students' understanding is still different.

“But the use of animated videos for severe autism is not effective and it is difficult for them to focus on understanding visuals and audio and the learning should be slower and simpler so that they are not confused.” {English teacher B, 09,24, 2024}

Since they struggle with attention and information processing, students with severe autism have a harder time acquiring English vocabulary through animated films. Understanding abstract ideas or quickly shifting visual features in animated videos is challenging for students with severe autism. They could concentrate on a single visual or aural component, like music or image movement, without comprehending the content's entire meaning. Additionally, their limited language and communication abilities make it challenging for them to relate the video's words to its actions or imagery. They require a simpler, slower, and more repetitive method to better understand the material; therefore, watching fast-paced, vibrant animated videos can actually cause them to become confused.

“For Down syndrome, the use of animated videos is not effective because they still need help from the teacher when reading, usually I give different tasks from other friends, such as I tell them to thicken the letters” {English teacher C, 09,24,2024}

According to the teacher, students with Down syndrome have more trouble learning English vocabulary using animated films since they struggle with attention and information processing. Understanding abstract ideas or quickly shifting visual features in animated videos is challenging for students with severe autism. They could concentrate on a single visual or aural component, like music or image movement, without comprehending the content's entire meaning. Additionally, their limited language and communication abilities make it challenging for them to relate the video's words to its actions or imagery. They require a simpler, slower, and more repetitive method to better understand the material; therefore, watching fast-paced, vibrant animated videos can actually cause them to become confused.

Teacher's challenge of use video animation

The utilization of animated videos is one of the multiple types of media that English teachers use in order to teach vocabulary to students who have disabilities. This is one of the many forms of media that English teachers use. However, the adoption of learning through animated video media presents educators with a variety of difficulties and challenges that they must overcome in order to be successful. Teachers have a variety of challenges, such as selecting acceptable animated video content that is in line with the capabilities of their students and setting the duration of time that short animated video should be for educational purposes. There are two challenges that teachers face when they teach vocabulary with animated videos for students with disabilities. The first is the incapability of the teachers in using sign language. The second is the teacher must repeat the material during class.

1. Incapability using sign language

“For me personally, when I first came here, I couldn't speak sign language at all, so I finally asked a deaf -mute child to teach me slowly, so we learned together”
{English teacher A, 24,09,2024}

Teachers face challenges in teaching vocabulary to students with disabilities, including those with difficulty with repetition and English writing. Teachers who lack proficiency in sign language struggle to teach vocabulary to deaf students, who often focus on visuals and overlook vocabulary. Despite the availability of subtitled animated films, deaf students may misinterpret sign language when learning vocabulary. According to Larios and Zetlin (2023) The challenges faced by teachers and administrators were that they stated that time is a barrier especially for special education teachers and the challenges faced by special education teachers are working with diverse students (general and disabled). To overcome these barriers, sign language training can be offered to teachers. This helps them interact with deaf students effectively and help them fully comprehend the content. Teachers can also involve deaf students in the learning process by asking them to teach or providing feedback.

2. Repetition of learning materials

“The challenge is to be patient, if children are intellectual disability they often forget, even I have used animated videos that have visuals they forget, for example entering the first hour and then taking a break, after the break is refreshed again, they have forgotten, they must often repeat and be patient” {English teacher B, 24,09,2024}

“If it's a normal child, the term repetition is about twice, if it's a disability like them, it needs to be repeated, if the repetition depends on the material, if the material is easy like fruit, at most three times it will be understood, but if it's a severe intellectual disability, it must require patience because the assignment is a bit long” {English teacher C, 24,09,2024}

Teachers face challenges in language classes, such as repeating material and addressing students with disabilities who struggle with vocabulary. Despite using animated video content, students with disabilities still struggle with language acquisition and retention. Teachers often perceive students as solely interested in visuals, unaware of the lesson's underlying meaning. This can lead to quick forgetting of the material. According to Allam and Martin (2021) The most common obstacles encountered by special education teachers include choosing the correct approach and incentive, recognizing each student's unique requirements, making learning tough yet rewarding, accepting and patient, and respecting one's rights. Teachers can effectively teach English vocabulary to students with impairments by using animated movies, repetition, simple content breaks, and experiential learning techniques.

Teacher's difficult of use video animation

It has recently come to the attention of educators working in special education institutions that animated movies are becoming an increasingly popular medium for teaching the English language to children who have disabilities. There are still obstacles that teachers must overcome in order to successfully execute vocabulary acquisition through the use of

animated films for children who have impairments. This is true even though animated films present significant learning potential. There are two difficulties that teachers face when they teach using animated videos for students with disabilities. The first is students' difficulties in correct writing and pronunciation. The second is searching for animated videos.

1. Difficulty in writing and pronunciation

“Lack of words, pronunciation, and vocabulary in English may indicate extensive study, difficulty, or fear of being wrong. Slow, intellectual pronunciation, and everyday use may hinder progress.” {English teacher A, 24,09,2024}

“English spelling differs, making it difficult to accurately identify colours. Writing on a blackboard and asking students to identify specific colours can be challenging.” {English teacher B, 24,09,2024}

English teachers face difficulties when teaching vocabulary using animated videos for students with disabilities. They struggle with writing and pronunciation, leading to mistakes like missing letters or incorrect word spelling. Speaking is also challenging for these students, who rely on the audio in the animated videos for guidance. The unfamiliar vocabulary in daily life makes it difficult for them to retain information for extended periods, requiring patience and gradual instruction. Despite the use of animated videos in vocabulary lessons, students with disabilities still need to repeat the learned vocabulary. Writing and spelling are also challenges, as students often mispronounce words based on the teacher's pronunciation. Despite the use of subtitles, students still make mistakes in their writing, contributing to the difficulties teachers face when teaching vocabulary.

2. Simple visuals

“The difficulty is that if you look for material that is easy for students to understand, students rarely find it and if it is too abstract, they are even confused and lazy to learn”
{English teacher C, 24,09,2024}

When it comes to implementing English vocabulary acquisition through animated films, one of the most significant challenges that teachers face is the difficulty in locating resources that are suitable for the level of comprehension that students have. This is particularly true for children who have special needs. It is typically difficult for teachers to find animated films that have simple images and basic vocabulary, which enables students to easily comprehend the meaning of new terms. This is because, the majority of the time, these films are difficult to find. If the presented content is too abstract or too complicated, students with disabilities will struggle to understand the concepts and make connections with their everyday lives. This is because students with disabilities are more likely to have difficulty understanding abstract notions.

According to Jardinez and Natividad (2024) Teachers experience several difficulties related to inclusive education such as difficulties in establishing an inclusive learning environment and providing the right learning environment for students, lack of learning facilities and resources that are appropriate to the conditions of students with disabilities, lack of communication, understanding and support from families hinder the implementation of effective learning. Teachers should search for or create animated videos that feature simple images, basic vocabulary, and easy-to-follow storylines, taking into account the challenges they encounter when using these videos to teach English vocabulary to students with disabilities. Teachers can also make use of software or online learning platforms that offer instructional animation movies that are customized to meet the requirements of children with special needs. As a result, it should be possible to get over the challenge of locating relevant materials and enhance the efficiency of acquiring English vocabulary.

Conclusion

Teacher's perspective animated videos are an effective tool for teaching English to students with disabilities, including intellectual disabilities. However, there are several conditions that make animated videos less effective for teaching English to students with disabilities. For instance, deaf students may find it challenging to synchronize between subtitles in animated videos and sign language, while students with autism and Down syndrome may find it challenging to understand the abstract content in animated videos. From a teacher's perspective, using animated videos for learning presents a number of challenges and difficulties. Teachers encounter challenges, such as using sign language to instruct deaf students. Teachers can benefit from sign language training, especially those with basic education not aligning with special education. Educational institutions can offer training programs for teachers preparing for special schools, even if their basic education does not include special education.

Teachers also face challenges, such as the repetition of English vocabulary for students with disabilities. Although learning has used animated videos, students with disabilities still have difficulty in remembering the vocabulary that is being taught. The use of animated videos can attract students' attention in learning, but students do not understand the

meaning of the vocabulary that is being taught. Suggestions that can be done by teachers are to use animated videos with basic vocab and simple visuals, repetition, and learning techniques based on experience. Teachers also experience difficulties in applying animated videos as English language learning for students with disabilities, namely students have difficulty in writing and pronunciation. Teachers also have difficulty in finding animated videos with simple visuals so that students can understand the vocabulary being taught. Teachers could suggest creating their own animated videos with simple visuals, tailored to the abilities of students with disabilities.

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