English as an international language in the world is very important to master. English has an important role for education purpose, especially in Indonesia, since it is considered as the first foreign language that is taught to the student of junior high school, senior high school, even university. English is also taught in a special school such as a school for impairments and mental retardation. In Indonesia, it is called SLB (sekolah luar biasa). One of the SLBs is for hearing-impaired students. In teaching English to hearing-impaired students the teacher used some special media.

This research tried to search and find out the media used by the teacher in teaching English to hearing-impaired students at SMPLB-B Yayasan Kemala Bhayangkari Trenggalek. In this study, the researcher used descriptive research design and the subject of this study was an English teacher at the second grade of hearing-impaired in SMPLB-B Yayasan Kemala Bhayangkari Trenggalek. The instruments used to collect the data were interview and observation. The teacher at SMPLB-B Yayasan Kemala Bhayangkari Trenggalek used some teaching media in teaching English of the second grade students such as: picture, English textbook, television, real objects. The finding of the research showed that picture was the most effective media in teaching English to the second grade of hearing-impaired student at SMPLB-B Yayasan Kemala Bhayangkari Trenggalek. Hearing-impaired students’ lack of vocabulary and difficulty in memorizing the words were the reason why the teacher tried to increase the students’ vocabulary knowledge by picture as the media when the teacher gave the lesson. By using picture, the students could easily understand the explanation. And, by showing the picture, when introducing new words to the students, they could easily remember the vocabulary. The teacher always repeated the material to reach the maximum result.