

## ABSTRACT

**Aliyah**, 2020, *The Use of Maternal Reflective Method in Teaching English to Disabled Students With Deaf at Second Grade in SLB PGRI Pademawu*. Undergraduate, Thesis, English Teaching and Learning Program (TBI), Tarbiyah Faculty, State Islamic Institute (IAIN) of Madura. Advisor: Kristanti Ayanita, M.Pd.

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All children have opportunities to learn at their highest potential in their environment. Language is a supporting factor in communicating, and studying especially in their social life. However, not all children can master language skills easily. This can be due to innate factors. As happened to children with disabilities. Therefore the teachers need the right method in the process of forming language to children with disabilities, especially in teaching foreign languages to deaf children. One of the disability schools in Pamekasan, SLB PGRI Pademawu applies the reflective maternal method in learning English. Therefore, researcher interested in knowing how to use reflective maternal methods in deaf children.

This research focuses on three problems. The first problem is how to use reflective maternal methods in deaf children. The second problem, what are the difficulties faced by teachers when using reflective maternal methods. And the third problem is how to overcome the difficulties faced by teachers when teaching using reflective maternal methods at the second grade in SLB PGRI Pademawu.

The researcher used a qualitative approach with a descriptive type. The researcher will analyze the data by using descriptive analysis, they are reduction, display, verification. The researcher also uses triangulation of data sources and triangulation of data collection techniques were used to verify the data. In this case, the researcher used the disabled students in the second grade as the data sources and the researcher used interview, observation, and documentation as the technique of collecting data. Researcher conducted interviews with English teachers to ask how the process of using reflective maternal methods in learning English.

The results showed that the teacher used the picture to convey the material to be taught, after the teacher gave the picture, the teacher explained the picture using sign language, if students were not able to understand then the teacher would show the real form of the picture so they could easily understand it. While the difficulty faced by teachers is to create their understanding. The solution is that the teacher repeats the material several times, asks students to memorize, and gives students some questions related

to the material before learning ends.

Based on the above results, it is recommended for further researcher, if you want to do research related to this thesis, then this thesis can be used as a reference for achieving studies. This thesis can also be used as a reference for those of you who want to teach English to children with disabilities, especially deaf children in order to minimize the difficulties or obstacles faced when teaching deaf children.