

Improving Reading Skills of Beginning Deaf Students through Global Reflective Maternal Methods Controlled Learning Motivation

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Abstract: Deaf students have barriers to listening skills, so they need appropriate and structured instruction for teaching early reading. Researchers combined MMR and the global method into the Global Reflective Maternal Method (MMG) for early reading learning for deaf students at the elementary level. Learning motivation needs to be owned by students both intrinsic and extrinsic. Through this research, the researcher wanted to know the effect of the application of MMG on the early reading skills controlled by the learning motivation of the basic level deaf students in SLB Madiun Regency. The real experimental method (true experimental) was applied in this study with a pretest posttest control group design. The results pre-test of the initial reading skills of the control group had an average of 33.5% with less criteria, and the experimental group had an average of 28.6% with less criteria. The post test of the control group had an average of 32.8% with less criteria, and the experimental group had an average of 62.1% with sufficient criteria. Based on the significant test through t-test mean pre-test and post-test and compare the results of t-test with t-table 5%. The results of the significance test showed $t = 3.42 < t$ table $5\% = 1.79$ then the results were significant. Reinforced the results of the hypothesis test with the results of $3.42 < 1.79$ which means the Global Reflective Maternal Method (MMG) has an effect on the beginning reading skills of basic deaf students in SLB Madiun Regency. The results of the observation of the learning motivation of the control group and the experimental group showed that the motivation of the experimental group was better than the control group. And when compared, the learning outcomes of the experimental group were higher than the control group.

Keywords: global reflective maternal method, early reading, learning motivation

INTRODUCTION

Beginning reading emphasizes and prioritizes recognizing letter symbols and reciting symbols consisting of letters, syllables, words and simple sentences (Zubaidah, 2013). Beginning reading skills are learning activities to recognize written language, recognition and mastery of phoneme language symbols for elementary level students (Rim, 2019), including deaf students. In line with Sari, (2014) that reading skills in deaf children need to be given so that their vocabulary is not poor and their intellectual abilities develop optimally.

In fact, deaf children entering school do not yet have initial reading skills. Winarsih, (2010) in his research found 38 severely deaf children with normal IQs, entered school with the condition of being unable to speak or speak. Due to the inhibition of the ability to hear, it causes deaf children to experience obstacles in processing language information through their hearing, either using or not using hearing aids (Kauffman and Hallahan, 2011) so that language development is hampered. Bintoro, (2011) explained that language disorders in the deaf include the scope of expressive and receptive abilities or a combination of both, language disorders including processing and producing speech (phonology), semantics, syntax and morphology and difficulties that appear in deaf children, namely the ability to understand meaning. (in terms of social communication and pragmatics).

Beginning reading teaching has several methods, one of which is the global method. Learning to read the beginning of the global method according to Mulyati, (2011) begins with the presentation of images that refer to the meaning of the sentences presented, after the child is introduced to sentences, then the process of deglobalization. That is the process of breaking down sentences into smaller units, namely into sentences into words, words into syllables, and syllables into letters. However, it is not accompanied by a synthesis (reassembly). The structured reading teaching certainly makes it easier for children to learn to read, but this is different for deaf children. Because children have difficulty in listening skills, of course, they need appropriate teaching instructions to teach reading.

Based on these conditions, there is a language teaching based on the characteristics of deaf students, namely the maternal reflective method (MMR). Teaching reading with the reflective maternal method (MMR) applies multiple role capture techniques through conversation in order to obtain reflective abilities and discovery learning (Bintoro, 2011). With the acquisition of reflective abilities, deaf children can experience good language.

Teaching early reading to deaf students requires teaching instructions that are in accordance with the characteristics of students and are able to help children to recognize. So, researchers are interested in combining the maternal reflective method (MMR) and the global method into a method of teaching early reading for deaf children to become the Global Reflective Maternal Method (MMG). The teaching of early reading with MMG is carried out in stages, capturing multiple roles and having a reflective stage, so that deaf students are able to learn to read beginning well. In addition to applying appropriate reading teaching methods, students need to have motivation to learn.

Motivation has an important role in determining how much students will learn from academic activities and how much students will learn from the activities they do or from the information they encounter (Slavin, 2018). Through this study, the researcher wanted to know the effect of applying the global maternal reflective method on early reading skills controlled by the learning motivation of basic deaf students in SLB Madiun Regency.

METHOD

The research method applied in this research is the true experiment. Pretest posttest control group design was carried out in order to take into account the magnitude of changes in the independent variables on the dependent variable controlled by the intervening variable before and after being given treatment. The application of the Global Reflective Maternal Method (MMG) is an independent variable, which will have an influence on the dependent variable, namely early reading skills. The intervening variable affects the relationship between the independent and dependent variables, but in this study the effect is not prioritized, learning motivation is the intervening variable in this experiment.

The criteria for the research subjects are: 1) basic level deaf students (grades 1,2, and 3); 2) students are not familiar with letters, syllables, words and sentences; 3) students have not been able to pronounce letters, syllables, words and sentences with clear articulation and intonation. So, there were 24 research subjects consisting of 12 elementary level deaf students in SLB Madiun Regency as a control group and 12 elementary level deaf students in SLB Madiun Regency as an experimental group.

Data collection techniques to determine the effect of the application of MMG on the initial reading skills of the basic level deaf students were carried out through an oral test with pre-test and post-test of early reading skills in the control and experimental groups. The collection of data on the assessment of the learning motivation of deaf students was carried out by means of participation observation. Researchers observed and assessed students' learning motivation during the learning process based on indicators of learning motivation for the control group and the experimental group.

Calculations carried out to show the effect of the application of MMG on the initial reading skills of deaf students at the elementary level were using the t-test formula for re-observation by comparing the mean pre-test and post-test of the experimental group. Furthermore, the significance test was carried out by comparing the t-count value with the t-table 5%. And to test the hypothesis. The results of the assessment of motivation to learn to read the beginning of the experimental group in the form of qualitative data. Then the data analysis of the results of the assessment of the learning motivation of deaf students was carried out by describing the results that had been obtained when the researchers made direct observations during class learning and compared the learning outcomes (post-test) in the control and experimental groups and the analysis was carried out by conducting a literature review.

RESULT AND DISCUSSION

Result(S)

Pre Test of Beginning Reading Skills of Deaf Students in SLB Madiun Regency Control Group and Experiment Group

The average pre test for the control group is 24.91, the average percentage is 34.61% criteria less.assessment table pre-test for deaf students in the control group:

Table 1. Pre-test for early reading skills in the control group

No	Subject Name	Score Pre Test	Percentage (%)	Criterion
1.	RA	30	41.7	Less
2.	BI	18	25	Less
3.	NU	28	38.89	Less
4.	FA	36	50	Less
5.	AF	18	25	Less
6.	DA	18	25	Less
7.	AD	30	41.67	Less
8.	ZA	31	43.1	Less
9.	IN	36	50	Less
10.	SI	18	25	Less
11.	NI	18	25	Less
12.	KE	18	25	Less
Average		24.91	34.61	Less

Table 2. Pre-test for early reading skills in the experimental group

No	Subject Name	Score Pre Test	Percentage (%)	Criterion
1.	AZ	31	43.05	Less
2.	HB	18	25	Less
3.	IB	18	25	Less
4.	AF	35	48.61	Less
5.	AN	18	25	Less
6.	FI	18	25	Less
7.	DI	18	25	Less
8.	KI	18	25	Less
9.	AN	38	52.77	Less
10.	DI	20	27.8	Less
11.	TA	22	30.6	Less
12.	IN	20	27.8	Less
Average		22.83	31.71	Less

Post Test of Beginning Reading Skills of Deaf Students in SLB Madiun Regency Control Group and Experiment Group

The average post test for the control group is 23.66 the average percentage is 32.87% criteria less. Assessment table pre-test for deaf students in the control group.

Table 3. Post-test for early reading skills in the control group

No	Subject Name	Score Post Test	Percentage (%)	Criterion
1.	RA	29	40,3	Less
2.	BI	18	25	Less
3.	NU	18	25	Less
4.	FA	36	50	Less
5.	AF	18	25	Less
6.	DA	18	25	Less
7.	AD	35	48.6	Less
8.	ZA	30	41.7	Less
9.	IN	28	38.9	Less
10.	SI	18	25	Less
11.	NI	18	25	Less
12.	KE	18	25	Less
Average		23.66	32.86	Less

The average post-test for the experimental group was 45.42 with an average percentage of 62.91% with sufficient criteria. The following table shows the post-test assessment of the deaf students' initial reading skills in the experimental group.

Table 4. Post-test for early reading skills in the experimental group

No	Subject Name	Score Post Test	Percentage (%)	Criterion
1.	AZ	50	69.44	Suffice
2.	HB	48	66.7	Suffice
3.	IB	36	50	Less
4.	AF	68	94.4	Verry good
5.	AN	45	62.5	Suffice
6.	FI	35	46.6	Less
7.	DI	37	51.4	Less
8.	KI	36	50	Less
9.	AN	68	94.4	Suffice
10.	DI	40	55.6	Suffice
11.	TA	42	58.3	Suffice
12.	IN	40	55.6	Suffice
Average		45.42	62.91	Suffice

Effect of Global Reflective Maternal Method (MMG) on Beginning Reading Skills for the Basic Level Deaf in SLB Madiun Regency

The calculation of the effect of MSG on early reading skills was carried out by repeated t-test. By comparing the mean results of the pre-test and post-test of the experimental group. The following are the results of calculating the effect of the Global Reflective Maternal Method (MMG) on the beginning reading skills of basic deaf students at SLB Madiun Regency.

Based on the calculation, it is found that the value of $t = 3.43$ with $df = 11$. Next is to compare t count with t table 5%. Based on the results of the comparison of the value of t arithmetic with t table 5%, it shows that $t = 3.42 < t$ table 5% = 1.79 then the results are significant, the following is a picture of the percentage point distribution of the T table.

Table 5. Recapitulation of the calculation t-test

Subject	X1	X2	X1 ²	X2 ²
1	50	31	2500	961
2	48	18	2304	324
3	36	18	1296	324
4	68	35	4624	1225
5	45	18	2025	324
6	35	18	1225	324
7	37	18	1369	324
8	36	18	1296	324
9	68	38	4624	1444
10	40	20	1600	400
11	42	22	1764	484
12	40	20	1600	400
Quantity	545	274	26227	6858

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36345	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198

Figure 1. Percentage Point Distribution T table

The result of calculating t-count is 3.42 and to test the hypothesis, the way to do it is to compare the value of t-count with the specified value, which is 5% (0.05). So the comparison result is $3.42 < 1.79$ which means H_0 rejected and H_1 accepted. Based on the comparisons made, it can be concluded that the Global Reflective Maternal Method (MMG) has an effect on the beginning reading skills of basic deaf students in SLB Madiun Regency.

Learning Motivation of Basic Level Deaf Students in the Control Group and Experiment Group at S in SLB Madiun Regency

Observation of learning motivation of basic level deaf students at SLB Madiun Regency in the experimental group and group was carried out by observing five indicators of learning motivation measurement, namely: 1) enthusiasm for learning in learning; 2) don't give up quickly; 3) perseverance in learning; 4) praise; and 5) feeling happy with the way the teacher teaches in the classroom. Measurements were made to determine the level of learning motivation shown by students when learning took place.

The measurement of learning motivation in the control group was carried out by researchers by observing students directly when the teacher gave learning. The following are the results of observing the learning motivation of deaf students. (**Control group**) Based on observations, 5 subjects looked easy to give up when experiencing difficulties, 12 subjects showed boredom and 12 subjects looked less happy when the teacher gave lessons. (**Experimental group**) Based on observations, 12 subjects looked happy when they received praise, 9 subjects did not give up easily when experiencing difficulties in learning, 10 subjects showed that they were not bored with learning, 12 subjects looked happy when they read

correctly together with the teacher giving a thumbs up and 12 the subject looks happy when the teacher gives lessons.

Discussion(s)

Pre-Test of Deaf Students Beginning Reading Skills at SLB Madiun Regency in the Control Group and Experiment Group

Results of calculating *pretest* reading skills of deaf students in SLB Madiun Regency in the control group have an average of **33.5%** criteria **less**, while the results of the *pretest* in the experimental group has an average of **28.6%** criteria **less**. It can be concluded that both groups have poor initial reading skills.

The lack of initial reading skills in elementary level deaf students is influenced by several obstacles. With the difficulty of hearing in deaf children, it results in the development of speech and language. According to Kirk, (2009) that the problems that arise and are experienced by deaf children are in the ability to communicate, speak and speak. In general, deaf children have difficulty in articulation, speech problems and limited speech. In line with Boothroyd's opinion (in Bintoro, 2011) that some of the consequences that arise due to deafness are obstacles in terms of perceptual, communication and language.

As a result of impaired hearing function for other deaf children explained by Mudhar & Rafikayati, (2017) that deaf children have difficulty communicating verbally, both expressively (speaking) and receptively (understanding other people's speech), thus creating obstacles for deaf children in communicating with the environment.

The obstacles that occur in the ability to communicate in the deaf child are not influenced by the child's intelligence level (IQ), because the IQ level of deaf children is on average the same as normal children. Mudhar & Rafikayati, (2017) explained that deaf children in general have the same distribution of IQ scores as normal children, even if there are difficulties, they are more oriented to speaking, reading and writing skills. But because there are obstacles in the ability to hear, there are obstacles in the cognitive field as well as problems in the field of education (Bintoro, 2011).

Constraints that arise in the ability to communicate for deaf children, of course, affect student achievement. Because the knowledge that is conveyed through sound can arouse the mind and place a person in the ranks of intellectual human beings. Rim, (2019) Deaf children have difficulty communicating with the environment, so it is not uncommon for deaf children to enter elementary school without having initial reading skills. Reinforced by Ningsih, (2020) that the inhibition of the ability to hear in deaf children greatly affects the development of children's knowledge.

Based on the explanation above, it can be concluded that the hearing impairment experienced by deaf children results in the child's communication skills with the surrounding environment and hampers the child's academic development in terms of reading and writing. So, it is not uncommon for deaf children not to have early reading skills when entering elementary school. This condition is not caused by the level of intelligence of the child, but rather the existence of obstacles in the ability to hear, because through sound can accelerate the development of communication, language and children's achievements.

Post Test of Deaf Students Beginning Reading Skills at SLB Madiun Regency in the Control Group and Experimentl Group

(Post-test control group) Learning to read is a complex activity, so minor problems along the way of learning to read can slow or disrupt the process (Sousa, 2017). The results of the post-test in the control group showed poor results with an average of 32.8%. Given conventional teaching, there needs to be changes or new creative innovations in learning so that students

will be more interested in learning. And there needs to be a change in the style of delivery or instruction in teaching reading.

Sousa, (2017) explained that inadequate reading instructions are the cause of children's difficulties when learning to read. Some children have reading problems because they do not receive adequate reading instruction in the skills needed for decoding, such as concepts of print properties, recognizing letters and principles of the alphabet, perhaps the child does not have enough opportunities for systematic and focused practice in decoding words. which are actually. As a result, they fail to develop the mental lexicon in the brain that is important for promoting reading fluency and comprehension.

Giving reading instructions in learning to read the beginning, the teacher needs to determine the right teaching method and according to the characteristics of students. Due to the different learning styles of students, teachers need to prepare appropriate teaching styles for students so that students will learn easily, quickly and be able to retain and apply concepts more easily for further learning (Dewi, 2015).

Other reading problems in children according to Sousa, (2017) are not inherent in children's mistakes, but are caused by classrooms and school systems that have not provided an appropriate learning environment. Schools located in high poverty areas often compete for limited materials and resources. The availability of facilities and infrastructure also affects the achievement of children learning to read. Sinaga, (2021) in his research explains that the literacy environment in the classroom affects children's early reading ability and the availability of rich literacy resources and appropriate arrangements can support the development of early reading skills.

Based on the explanation above, it can be concluded that the achievement of children learning to read early can be influenced by the ability of the teacher in determining the appropriate teaching method for early reading and in accordance with the characteristics of the child, the teacher's ability to provide instructions for teaching early reading that are fast and easy to understand by children, and the availability of literacy resources. for children.

(Post-test control group) The post-test in the experimental group was carried out after the subject received initial reading learning by applying the Global Reflective Maternal Method (MMG). Based on the post test, the average score for the control group was 62.1% criteria sufficient. Compared to the results of the pre-test, it showed that the treatment was able to improve the basic reading skills of deaf students from less to enough. Based on these conditions, it can be concluded that the provision of treatment in teaching early reading carried out by researchers by applying MMG has an effect on the beginning reading skills of basic deaf students in SLB Madiun Regency.

Teaching early reading to deaf students needs to apply appropriate teaching methods, so that students are able to achieve learning objectives. In line with Halimah's explanation, (2014) that the teaching method of beginning reading has its own advantages and disadvantages, the best method is the method that best suits the characteristics and needs of students. Reinforced by Yuliana, (2017) that early reading learning packaged through the selection of methods according to student characteristics will make early reading learning more meaningful, students learn to read and write more easily because reading learning is delivered in stages and a process that is in accordance with students' thinking characteristics.

Sousa, (2017) explained that social, cultural or physical problems are not factors that cause someone to have difficulty reading. Rather, it is conscientious but untrained teachers who use outdated programs and methods, so teachers must have extensive knowledge of effective strategies and diagnostics in approaching students so as to be able to provide appropriate reading instructions. The same thing was explained by Puput, (2018) that teaching reading using the right method will support children to be able to learn well.

Teachers play an important role in guiding children to learn to read. According to Rafika, (2020) that one of the factors causing difficulty in early reading is the inappropriate variation of teacher teaching which can cause students to have difficulty learning to read. Reinforced by Sari, (2020) that teachers are required to be able to create interesting learning, if the teacher succeeds in creating meaningful and memorable learning for students, students will be more interested in participating in learning. in line with the presentation.

Based on the explanation above, it can be concluded that students who have difficulty in learning to read early, teachers must be able to determine and apply appropriate teaching methods to be applied in learning to read beginning for deaf students at the basic level.

The Effect of Global Reflective Maternal Method (MMG) on Beginning Reading Skills of Elementary Deaf Students at SLB Madiun Regency

The results of the significant test calculation show that $t = 3.42 < t \text{ table } 5\% = 1.79$, so the results are significant. This shows that there is a significant change in the initial reading skills in the experimental group before and after the implementation of MMG. Based on the results of the hypothesis test, it shows that $3.42 < 1.79$ which means that the Global Reflective Maternal Method (MMG) has an influence on the beginning reading skills of basic deaf students in SLB Madiun Regency. These changes indicate that the global reflective maternal method (MMG) is appropriate for teaching early reading for deaf students at the elementary level.

The basic concept of the Global Reflective Maternal Method (MMG) is that this method is a combination of two methods between the maternal reflective method (MMR) combined with the global method. MMR is a language teaching method that is widely applied to deaf children because MMR is based on the characteristics of deaf children who do not yet speak. In line with Harista's research, (2019) that the reading comprehension ability of students who study with MMR has better learning outcomes than the ability to read with students who study with conventional methods. Reinforced by Fia's explanation, (2020) that the maternal reflective method (MMR) is a solution to reading difficulties in deaf children.

Teaching reading beginning with the global method begins with introducing pictures and sentences as the basis for learning MMP. Through the process of *deglobalization* (the process of parsing sentences into smaller units, namely into words, syllables and letters), then children undergo the MMP learning process without the process of reassembling (*synthesis*). The effect of applying the global method on early reading skills according to Dewi, (2017) that the application of the global method has a positive effect on early reading skills.

Herianti's explanation, (2020) that the global method is an easy method for students to understand, because teaching begins with reading the complete sentence under the picture, reading sentences without pictures, breaking them down into words, breaking words into syllables and outlining syllables. words into letters. Based on the advantages of each method, the researchers combined the two methods into one, namely the global reflective maternal method (MMG).

The Global Reflective Maternal Method (MMG) is a method of teaching early reading for deaf students by training *literacy* in a structured manner by introducing sentences globally. It begins by displaying an image that refers to the sentence that will be the teaching material. The teaching process is carried out through a *deglobalization* (stripping from sentences into words, words into syllables and words into letters) but there is no *synthesis* (reassembly) through writing activities. As well as train children's skills to be able to pronounce simple sentences, words, syllables and letters well through reflection activities.

Early reading teaching at MMG continues to apply *deglobalized teaching*, as learning to read requires a gradual reading program with components that support phonemic awareness, alphabet principles, vocabulary development, comprehension, and fluency and

developmentally appropriate literature completes this process to provide a relevant reading experience and fun (Sousa, 2017).

This is in accordance with the phase of learning to read described by Sousa, (2017) that the first phase is the pictorial stage, when the child's brain takes pictures of words and visually adjusts them to the shape of the letters of the alphabet. The second phase is the phonological stage where the brain begins to decode letters (graphemes) into sounds (phonemes). The third stage is the orthographic stage where children are able to recognize words quickly and accurately.

The combination of MMR with the global method is carried out in order to provide an appropriate and meaningful beginning learning experience for deaf students at the elementary level. Ribudini, (2002) in his research explained that combining several methods allows students to be more effective and students are able to learn to read quickly and fluently. Strengthened by Ason, (2021) in his research explained that by combining the spelling method, the sound method and the alphabet method into one and poured into letter card media, it was able to significantly improve the early reading ability of elementary level students.

Learning Motivation of Basic Level Deaf Students Control Group and Experiment Group at SLB Madiun Regency

(Control group learning) Motivation Measurement of learning motivation in the control group was carried out by researchers by observing students directly when the teacher gave lessons. There are 5 questions based on five indicators of learning motivation measurement carried out by observing the spirit of learning in learning, not giving up quickly, perseverance in learning, praise and feeling happy with the way the teacher teaches in the classroom. Measurements were made to determine the level of learning motivation shown by students when learning took place.

Based on the comparison of the assessment of learning motivation with the results of learning to read beginning (post-test) on 12 control group subjects, it shows that the subject looks happy when he reads correctly along with the teacher giving a thumbs up, but the subject has poor. This is because 5 subjects seem to give up easily when experiencing difficulties, 12 subjects show boredom and 12 subjects look less happy when the teacher gives lessons.

The attitude of not giving up easily is an attitude that must be possessed by students in developing their attitudes and abilities. In line with Farida's opinion (2014), that the unyielding attitude of the learner has an impact on optimal learning achievement. An unyielding attitude in dealing with any problems that come your way is able to make yourself of good quality (US, Supardi 2015). And with an attitude of not giving up easily when facing problems, it can increase learning motivation which affects learning achievement (Sulastri, 2013).

Monotonous learning can affect students' learning motivation, so students feel bored in learning. in line with Najib, (2016) that teachers must be able to provide teaching that is not boring and with a teaching method that is able to build student learning motivation, one of which is by providing meaningful for students. The determination of teaching methods needs to be considered carefully by the teacher, because the learning process is boring and monotonous where the teacher only explains the material with lectures without using learning media can make students passive (Sabrina, 2017). In line with Ginanjar, (2015) that the application of learning methods that are able to develop children's creativity will affect students' learning motivation.

Giving rewards in the form of a thumbs up and a smile can increase learning motivation and solve the boredom experienced by students when learning. Giving rewards to students needs to be done by teachers as a sign of acceptance of the behavior shown by students and as

an effort to foster motivation for students to repeat behaviors that have an influence on student achievement.

In line with Surbakti, (2019) that the provision of rewards can have an influence and foster interest and improve student learning outcomes. Reinforced by Gultom's research, (2020) that the provision of rewards in the form of awards is able to have a significant influence on student learning outcomes. Learning motivation, which is formed from several factors, has a relationship that affects student learning outcomes. So that the determination of the right learning method for students needs to be planned and prepared in such a way as to help students build and increase learning motivation and to achieve meaningful learning goals for students.

(Experiment group learning) Motivation Measurement of learning motivation in the experimental group was carried out when the treatment was carried out by researchers through learning to read the beginning of basic deaf students, this was done to measure students' learning motivation when the MMG was applied. The results of the assessment of motivation to learn to read the beginning of the experimental group in the form of qualitative data.

The results of the observation were 12 subjects looked happy when they received praise, 9 subjects did not give up easily when they had difficulties in learning, 10 subjects showed that they were not bored with learning, 12 subjects looked happy when they read correctly together with the teacher giving a thumbs up and 12 subjects looked happy. When the teacher gives lessons. Based on the results of the comparison on student learning outcomes (post-test) showed that 1 subject who gave up easily had sufficient learning outcomes, 3 subjects who gave up easily and had boredom had poor learning outcomes, 7 other subjects had sufficient learning outcomes, and 1 with low learning outcomes study very well.

Giving praise by the teacher to students with a thumbs up and a smile can give recognition or appreciation, so students will be more enthusiastic and active in learning. Manizar, (2015) explains that giving extrinsic motivation to students for their success is able to provide the maximum effect on efforts in learning. In line with Romas, (2016) in his research explains that by giving praise, student achievement is higher than students who do not get praise. Reinforced by Amirudin, (2020) that giving rewards has a good effect on student learning outcomes. So the teacher plays an important role in building student learning motivation, by giving praise. Manizar, (2015) explains that teachers have an important role in growing extrinsic motivation.

Not easy to give up when experiencing difficulties shown by the subject when learning which is indicated by the readiness of students to imitate and repeat the pronunciation of sentences, words and syllables is an intrinsic motivation that arises from within the individual. According to Manizar, (2015) basically students want to learn driven by their own desires, so independently students are able to determine the goals that can be achieved and the activities that must be carried out in order to achieve learning goals. And the teacher has a role to provide motivation and encouragement for students to always have the motivation to learn.

The sense of not being bored is shown by the enthusiastic attitude of the subject when waiting for teaching materials in the form of a big book, reading the beginning, seeing the prepared pictures and being enthusiastic when thickening writing, and students really waiting when the researcher gives reflection. Varied learning by using interesting learning media can increase student motivation. In line with Putriana, (2021) that students' learning motivation decreases because the delivery of material that is less varied, less interesting, less fun and less creative has an impact on student achievement.

Treatment carried out in this study was to apply the global maternal reflective (MMG) method with the help of a big book in early reading. With the reflection stage, where students get justification for their pronunciation followed by giving praise and the imitation stage, it is able to increase student learning motivation. The use of big books which contain dotted

pictures and writings can increase students' curiosity and enthusiasm to see pictures and the desire to thicken dotted writing. In line with Ghaniya, (2017) that big books are appropriate to use in early grades because they look attractive and build students' interest in reading.

These steps are able to grow students' learning motivation, both intrinsic and extrinsic motivation. When compared with the learning outcomes (post-test of pre-reading skills), 1 of 9 subjects had very good learning motivation and 8 subjects with sufficient learning outcomes. 1 subject with good learning motivation has poor learning outcomes and 2 subjects with sufficient learning motivation have poor learning outcomes. These conditions indicate that learning motivation affects learning outcomes.

CONCLUSION

Beginning reading skills in the control group before and after conventional learning had the same results with an average of 33.5% and 32.8%. This condition is caused by the inhibition of the child's listening ability, so that the learning outcomes of reading are less. As well as conventional learning that is less precise, less innovative and less fun causes low student learning motivation because students feel bored and are not interested in learning. In contrast to the experimental group, the pretest was 28.6% with poor criteria and post-test with sufficient criteria.

The increase was influenced by applying the global reflective maternal method (MMG). MMG is able to provide appropriate and fun learning for children, because learning to read is done in a structured manner, there is a process of reflection and evaluation of pronunciation, using interesting learning media and the provision of rewards in learning so as to encourage student learning motivation. These conditions affect student learning outcomes.

In accordance with the significant test results through t-test mean pre-test and post-test and compare the results of t-test with t-table 5%. The results show $t = 3.42 < t \text{ table } 5\% = 1.79$ then the results are significant. Reinforced the results of the hypothesis test with the results of $3.42 < 1.79$ which means the Global Reflective Maternal Method (MMG) has an effect on the beginning reading skills of basic deaf students in SLB Madiun Regency.

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