

writing system. Such as English, those sensitivity will help the children mastering the differences about English spoken and written. Other researchers has making attempts about the development of phonological sensitivity in different areas. Mostly they studied are about the relation between phonological sensitivity and reading acquisition, this study done by (Adams, 1990; Bentin, 1992; Bryant et al., 1989; Burgess, 1998; Crossland, 1998; Konza. 2011; Wagner et al., 1994; Wagner et al., 1997). And then the research about development of phonological sensitivity (Lonigan et al., 1998; Pufpaff, 2009; Winskel, 2007). And the last research is about phonological awareness in normal and dyslexics children that done by (Bruck, 1990).

Phonological sensitivity is the first stage of language acquisition, language acquisition itself is a knowledge about language that can be acquired by language learners. There are two general theory that divided in language acquisition, first is behaviorism by Skinner and nativism by Chomsky. According to Aitchiso (2007) behaviorism theory believed that the best factor to develop language acquisition is environment, meanwhile nativism theory believe that everyone born with innate that needed to learn language. According to Barry (1982) there are three facing in language acquisition: the first is learning the sound system (phonological system), the second is learning the words of language (lexical and sematic system), and the last is learning how to combine words (semantic). The researcher of this study focus on analyzing the phonological sensitivity of children's as the second language learner, this research also about second language acquisition.

Children's second language acquisition initially acquire mostly phrases, and only analyze them into smaller unit of word. The transition from holistic to analytical learning starts at about age five or six, it concedes and strengthened by the acquisition of literacy with its focus on words as basic units of language (Wong, 1976). Child second language learners learn their second language in situation that are similar to first language learners, although, when they attend a daycare center, pre-school or playgroup, the type of social interactions are involved their increasing of language acquisition (Wray, 2008b).

Phonological sensitivity also has relation with the sensitivity to phoneme. According to Nathan (2006) one of small set of speech need sound that are distinguished by the speakers of a particular language. The higher levels of phonological sensitivity require more explicit analyses of smallest unit of phonological system (phoneme). Because the task that need sensitivity to phoneme are simply beyond the capacity of many preschool (Adams, 1990; Anthony, 1998). According to Ingram (1979) there are some process and hierarchy stage level of phonological sensitivity. Therefore, in this study the researcher will intend to investigate the process of development phonological sensitivity of children in RA Tahdzibul Akhlaq Lamongan.

Phonological sensitivity is important for the parents, because the parents that have knowledge about phonological sensitivity, make the parents can be able to applying it when teach their children. So the children can easily sensitive with English phonemes because it difference with Indonesian

Therefore this study focus on analyzing the phoneme phonological sensitivity in children with English as a second language.

Previously, there are some work which discussed about phonological sensitivity in related topic. Some previous researches are about the relation between phonological sensitivity and reading ability and about the development of phonological sensitivity in children with English as a first language, but in different area and subject. But the research about development process of phonological sensitivity with English as a second language is not examines. Therefore, the aim of this study to filling in these gaps by finding the processes of developing phonological sensitivity in children with English as a second language be analyzed.

Some work that the researcher has found as references which they are in the same field of phonological process. There is the other study that was conducted by Burgess (1998) had examined the relation between phonological sensitivity and letter knowledge in 97 middle-income 4- and 5-years' old children in 1- year longitudinal study. The result argue that the mutual relation between reading and phonological sensitivity in present relatively early in development of literacy skills, prior to the onset of formal reading direction. Meanwhile, Bruck (1990) investigated phonological awareness and spelling skills among normal readers and spellers in 1st and 2nd grades among dyslexics who scored at the same level as the normal on a standardized spelling test. Both of children had difficulty with consonants in word-initial clusters in a phoneme acknowledge task and a phoneme omission

task. And, both groups of children had trouble producing legal spellings of syllables with initial clusters, sometimes failing to stand for the second consonants of the clusters. The dyslexics' phonological awareness and spelling skills were poorer than those of the younger normal children, but the two groups showed similar shape in performance.

In this study, the researcher interact and being the teacher of children's to observe and get the data record of English utterance by children in RA Tahdzibul Akhlaq Lamongan three days every week for two months and also interviewing the parent of the children. Based the research to be done, there is social interaction when searching for data, the researcher used ethnography approach. According to John (2004) ethnography is the style of research rather than a single method and uses a variety of techniques to collect data. In order to collect the data used in his research, she used many methods in his research such as portrayals, observations. Therefore, in this research will also perform the same way as the method that will get a clear data.

This present study analyzing in RA Tahdzibul Akhlaq Lamongan, because there are many students in there that have various social and economic background and behavior. There are 19 students in this kindergarten that consist of 11 boys and 8 girls, but the researcher just take 15 children. RA Tahdhibul Akhlaq is located in Monoloelo Village in Lamongan, 50 meters from researcher's house. The reason why the researcher choose TK Tahdhibul Akhlaq , because the researcher want to focus on children phonological sensitivity, this study is beyond capacity on e children

