#### **CHAPTER I**

#### INTRODUCTION

This chapter concerns with the reasons that attract the researcher's attention to lead her research. It consists of background of the study, research problems, research objectives, scope and limitation of the study, significant of the research and definition of the key term.

### 1.1 .Background of the Study

Children phonological sensitivity is important predicator of the development of reading skills, it facilitates the development of early reading. According to Anthony (2002) phonological sensitivity is the crucial casual variable of phonological processing system in spelling and reading acquisition, that relate among sensitivity to words, syllables, rhymes, and phonemes. Recent study by Stanovich (1987) said that the term phonological sensitivity exchange the term of phonological awareness, widening the definition to consist of everything from task perceptual processing (the ability to perceive to manipulate sound in word). It has been suggested that phonological sensitivity is helpful for the development of early reading ability. In addition by (Burgess, 1998) environment in home and in preschool so many influence of the ability.

A series of researcher has been done by some researchers who intend to develop the study about phonological sensitivity and children phonological ability. The first research done by Wagner, et al., (1994) his research explain that in specific awareness of phoneme helpful in mastering an alphabetic

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

language. It also supported with five decades of researches have provided wide evidence for its close relationship with reading acquisition and skills of children (Bentin, 1992). It is also supported by Lightbown and Spada (1993) that communication between parents and children is very important for the child's growth, whether it is for the physical or mental growth of language acquisition. However, we know that most children in Indonesia unfamiliar with English language, because our first language is Indonesian language. So the surrounding environment be the strong predicator of phonological sensitivity the children in RA Tahdzibul Akhlaq Lamongan. This study will also focus to analyze how the environment influences the process children phonological sensitivity.

As we know that different language use the different phonetic, such as English and Indonesian language. But usually the children in this period age still cannot master all of the alphabetical system, almost of the children cannot spelling well some letters in Indonesian alphabetic (/f/, /g/, /j/, /k/, /l/, /r/, /v/, and /x/). In English there are roughly 30 basic phonemes that depending classifications in vowels and consonant, Wagner et al., 1997 English has vowels sounds like; /i:/,/i/, /l/, /e/, /æ/, /n/, /a:/, /v/, /s:/, /v/, /a:/, /a/, /ai/, /a/, /a/, /a/, /g/, /tf/, /d/, /k/, /g/, /tf/, /d/, /a/, /a/, /a/, /a/, /g/, /tf/, /v/, /s/, /z/, and so on. According to Moelinio and Dardjowidjojo (1988) the alphabet used in Indonesia overlaps with 25 letter of English alphabet. Indonesian has 5 pure vowels; /i/, /u/, /o/, /a/, /e/, and /ə/ and also 3 diphthongs written as; /ai/, /au/, /oi/, and few consonant cluster.

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 1<sup>st</sup> and 2<sup>nd</sup> 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

4-6 years old, and the researcher also have a easy access to doing research in there. All of the students of RA Tahdzibul Akhlaq is who are still learn to spelling English words. So, it can be tool for the researcher to get the data.

So, based on the title and the previous study above, the researcher will do the new type of research that will explore those previous studies. Thus, this research will explore how the development process of children phonological sensitivity and how their environment influence the phonological sensitivity in RA Tahdzibul Akhlaq Lamongan as the second language learners. And this study will fill the gap by attempting to describe the process and the influence of children phonological sensitivity in RA Tahdzibul Akhlaq Lamongan as the second language learners.

#### 1.2 Research Problem

This study is conducted to answer the problems formulated in following questions:

- 1. How is the process of development phonological sensitivity of children in TK Tahdzibul Akhlaq Lamongan when they read and spell English words?
- 2. How is the environment influence the process of developing phonological sensitivity of choldren in TK Tahdzzibul Akhlaq Lamongan?

## 1.3 Research Objectives

Based on the problem above, the objective of the study is aimed:

 To describe how process of developing phonological sensitivity of children in RA Tahdzibul Akhlaq Lamongan. 2. To describe on the environment influence the process of developing phonological sensitivity of children in RA Tahdzibul Akhlaq Lamongan.

Children pronunciation reading and spelling in RA Tahdzibul Akhlaq Lamongan.

#### 1.4 Significant of the Research

Theoretically through this paper, the writer aimed that the research can provide the contribution for the linguistic students to explore their insight about phonological sensitivity. And to inform that as a second language learner, the children with higher phonological sensitivity learn to read quicker than children with less phonological sensitivity, and this relation is present even after partial ling out variance to IQ, vocabulary, and social class (Winskel, 2007).

In the other hand, practically the writer also expected his research can share information how the process of development phonological sensitivity of the children in RA Tahdzibul Akhlaq could acquire their phonological sensitivity in second language acquisition. Then, through this thesis could provide the beneficial to reader and the teacher that teaching the children who learn second language.

## 1.5 Scope and Limitation

To keep this research concern the topic, writer decided to focus the study on discussing about phonological sensitivity. Whereas phonological sensitivity here focus on the English Utterace by children in RA Tahdzibul Akhlaq.

The target of this study is to investigating and to describe the process of phonological sensitivity by children in TK Tahdzibul Akhlaq when they spell English words, and how the environment influence their phonological sensitivity.

# **1.6 Definition of the Key Terms**

**Phoneme** is single units of sound that has meaning in any language, and the part of the study of phonology that are distinguished by the speakers of a particular language.

**Phonological sensitivity** is the one component of a large of phonological processing system use for speaking and listening, it is also called phonological awareness.

RA Tahdzibul Akhlaq Lamongan is Islamic kindergarten that standing since July 2003. This kindergarten located in Monolelo village RT. 02 RW 02 subdistric Karangbinangun, Lamogan Regency. Education about religion is become the priority but do not ignore another aspects such as English language.