

Second language acquisition happens when a child has already become competent at a language and they attempt to learn another. There are some aspects of language learning, particularly involving syntax, that are more difficult outside the critical period. Second, older children often have less time and motivation to learn a second language. Third, there will of course be similarities and differences between first language (L1) & second language (L2) (Harley, 2001). At the 19th century the research about language development of children had resulted that children learn the language in a golden age (during the first six years of their lives).

According to Elma (2010) second language speakers are recognized as 'foreigner' because of their pronunciation, but also the chosen words of about their expression may be different, as well as the structure of their sentence of native language. The other resource from Paradis (2006) said that the term "child bilingual" is often used synonymously with children second language learner, but they do not necessarily denote the same population. Bilingual children learn both their languages in the preschool years, while children have established one language before they begin learning the other language, and typically speak the L1 at home and L2 at school. The other hand according to Djohar (2016) that there are differences between second language and foreign language is just a setting where the language is acquired or learned. Second language is language learned in native speaking country whereas as foreign language learned in a foreign language setting or in an environment where people in that community do not use the language.

Taboor (1997) noted that following early stage in L2 development. The first is home language used. The second is non-verbal period. And the third is productive language used. Second language learners do not often reach level of proficiency that are native-like; they typically need more time to learn the language, and more individual variation is found in second language use, both across individuals and within learners across line (Elma, 2010). But, actually in language acquisition, there are two main theories. The first is Nativism theory according to Chomsky, children born with an innate capacity for language development, which the same process are work in both of first or second language acquisition. The second theory is Behaviorism by Skinner, he said that children born with 'blank sheet' in their brain, and the environment and behavior is the big factors to influence the language acquisition. But those theories is relate each other.

Children second language learners automatically play some role in how easily the children acquire second language. Carrol (1981) identify some stage for children ability to learn a new language; firstly is phonetic coding ability (the ability to identify new sounds and forms associations between them an aspect of what is called phonological sensitivity or phonological awareness). Secondly is grammatically sensitivity (the ability to recognize the grammatical function of words and other syntactic structure). And the last is rote-learning ability (the ability to infer rules from data). Addition to with Elma (2010) explains there are a number of method have been used to teach a second language:

1. **The traditional method** is based on translation from one to another, with lecture in grammar in the primary language.
2. **Direct method** is on the other and carry out teaching in second language, with emphasis on conversational skills.
3. **Audio-lingual method** emphasis speaking and listening before reading and writing.
4. **Immersion method** teaches a group of learners exclusively through the medium of foreign language.
5. **Submersion** where the learner is surrounded exclusively by speakers of second language, usually is foreign country. This method is the most natural method to learn new language.

Age is the crucial and important factors in language learning, there are a number of factor that can influence language learning: biological factor, mother tongue, intelligence, surrounding, emotion, motivation and age. According to lenneberg (1967) critical period hypothesis of language acquisition: there is a biological determined period of life when language can acquire easily. Beyond this time a language more difficult to acquired. Bilingual language acquisition can only happen during the critical period. Critical period hypothesis is associated with neuropsychological mechanism suggesting that in language bilingual. The early and late acquired language are represented in spatial separated part of the brain. This loss brain's plasticity explain why adult may need more time and effort compared to children second language learning. Second language learners can acquired a

The commonly held image of bilingual person of if someone brought to two language, they are exposed to language from birth (Harley, 2001). It is not necessary for them to equal fluent in both language, but at least they should be very competent in the second one. Sometimes, first language and second language are learner simultaneously, and sometimes language that learners first turn out to be the secondary language of use in later life.

Appear that bilingual children suffer no obvious linguistic disadvantage for learning two language (Snow, 1993). There might be some initial delay in learning vocabulary items in one language, but this delay is soon made up, and of course the total bilingual vocabulary the children is much greater. Harley (2001) also noted that bilingualism also has cost benefit for other aspects of cognitive processing. Bilingual people tend to have sight deficit in cognitive processing and working for task that are carried out second language. On the other hand, they show clear gains in metalinguistic awareness and in cognitive flexibility.

According to Assadiyah (2016) there are two kind of bilingualism namely individual bilingualism and societal bilingualism. Societal bilingualism is when all of the community members know two language and use these language in daily activities and social interactions, while individual bilingualism is when there are two language but each person only know one language. Bilingualism also categorized of Simultaneously Bilingualism (L1 & L2 learn at the same time), Early Sequential

hear, what they look, and they feel. This statement also supported by Lingbown & Spada (1994) they claim that supportive environment with conversational context provide by proficient speakers result in higher level of language development.

According to River (1968) behavior theory is the theory of stimulus-response psychology, and response of language learning, particularly as the develop in the operant conditioning model of Skinner, consider all learning to be establishment of habit as a result of reinforcement and reward. Behaviorism believe that the important factors that support the children language acquisition is behavior and environment. Children that have the good environment (support the children acquire the second language) will have good process in learning new language, and if they live with less second language interaction in their environment it will make delay process of their second language acquisition. For the example the children that often hear English language in their behavior and environment (from song, film, or from adult utterance) will quickly acquire to those language. The most important causes or motivation for behavior is outside rather than within the individual.

Behaviorism also called with Nurture, any researchers that believe about the process of language acquisition is influence by the external factor (environment) of where children live. According to Brown (2000) note that children second language acquisition is habitually can happen

with conditioning process. This theory stressed the fact that human and animal learning in a process of habit formation, thus it means that the acquisition of language is depend on habits. Djonhar (2016) says that there are some liable facets or condition in which children process in learning the first, second, or foreign language are similar (if not the same) since they have innate capacity to learn language and are at their prime time in learning language. They are social beings: this unable them to participate actively in the language environment where they can be exposed to the language and have opportunities to use language.

2.1.4 Reading Acquisition (connection of Phonological sensitivity and Reading ability)

Phonological sensitivity is not only stage of language acquisition, but also the most of predicators reading skill in children. Due to the important role of phonological sensitivity in the reading process, it appears necessary to provide assistance to those young children who either process few phonological sensitivity skills or are experiencing difficulty acquiring and applying them to read process (Schmittz, 2011). Yong children who have received instruction in the area of phonological sensitivity have learn to read quickly than those who have not received such instruction. It's because there are connection between language and print, an sensitivity of phonological system of one's language is be the important factor to get reading skills, the children must have an sensitivity of phonological system to get experience success with understand the alphabetical principle.

According to Good et al. (1998) the children who have the highly experience of phonological system, they will unable to use the sound of spoken language to learn and successfully used written language.

Acquired to literacy skill of incoming kindergarteners is important fact educators to consider as recent research have found that those children with a higher level of phonological sensitivity upon entering kindergarten typically experience to most success when learning to read (NRC, 1999). Phonological sensitivity is demonstrate of thought such skills of rhyming, identifying and matching initial and ending sound in words, and also counting, blending, and segmenting various sound units. But sensitivity to phoneme is the specific importance to the reading process, and this present study also focused on phonemes.

Phonological sensitivity skills is become the strong prediator of future reading. Children who experience difficulty with the reading process in kindergarten and first grade often have trouble successfully engaging in phonemic sensitivity difficulty (Adams, 1990). As addition NIL (2011) take a noted that phonological sensitivity help the children to understand how letter correspond to specific phonemes, which are describe at the smallest unit of the sound in spoken language that effect the meaning of words. It means that the children must acquire to phonemes first if want to learning reading skills.

2.1.5 Phonological Sensitivity

Phonological sensitivity, according to Pufpaff (2009), is contain of phonological awareness and phonemic awareness, each symbolize a distinct set of skills that emerge in a general development sequence among characteristic developing children. It is also supported by Fukuda (2013) that there is small consensus about the terminology to use when referring to various aspects of phonological ability. While some researchers allow, using of the term phonological awareness refer to ability manipulate words at the level phonemes, other use the term that refer to the constellation of tasks involve to speech sound at various level. The some researchers suggest that the term phonological sensitivity being use refer to the more global set of processing abilities that require sensitivity to speech sound. According to Crossland (1988) that Phonological awareness is the ability to access the phonological units is speech words, like as rhyme and phonemes, the first step the children must hear phoneme , the second he must analyze the alphabet and then he can save in her memory so he can reading the spoken text.

Phonological Sensitivity is a component of the development of reading and spelling skills Burgess (1998). The most of ground linking individual differences in phonological sensitivity with the development of reading has come from studies using school-age children. Typically, children are assessed on measures of phonological sensitivity once they

enter school (first grade), but before they receive formal reading direction. A number of stimulants and predictive studies have found a systematically has strong relation between phonological sensitivity and learning to read and also have variance factors such as IQ, receptive vocabulary, memory ability, and social class. Adams said that phonological sensitivity is the area of oral language that relates to the ability to think about the sound in the words (the word's phonological structure). Children who have well-developed phonological sensitivity when they come to school start making sense of how sound and letters operate in language print. This abilities important to spelling and reading and also writing. Phonological sensitivity in kindergarten is one of the stronger predictors of future reading success.

In kindergarten, the classroom teacher should have a good knowledge about phonological sensitivity when teach student's phonological knowledge to help planning to address the needs of all learners. For the children who more aware how word can be divided into syllable, how to recognize and make word rhyme, and how to pick up out individual sound in words, the general instruction is can help them. But for students without the understanding the sound structure of oral language level, more specific instruction in large group, small group, or individual more helped the students. The teacher must be aware that, the students begin to explore language different ways. But behavior will be well established of particular phonological skills. We know that many children first demonstrate

Oo	Look	would	Put		
Ar	Cart	Fast			
Ur	Burn	First	Term	Heard	Work
Or	Torn	Door	Warn		
Au	Haul	Law	Call		
Er	Wooden	circus	Sister		
Ow	Down	shout			
Oi	Coin	Boy			
Air	Straits	Bear	Hare		
Ear	Fear	Beer	Here		

Table 2.1 (table of the example to vowel phonemes)

Source: www.phonologicalawareness.org

Consonants Phonemes

B	Baby				
D	Dog				
F	Fiel	photo			
G	Game				
H	Hat				
J	Judge	giant	Bradge		
K	Cook	quick	Mix	Chris	
L	Lamb				
M	Monkey	comb			
N	Nut	knife	Gnat		

In this part, researcher presented the similar study. First study by Burgess, S. R (1998) "Bidirectional Relation of Phonological Sensitivity and Pre-reading Abilities: Evidence from a Pre-schools Sample" in. He 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.

The second research written by Bruck, M. (1990) in her journal article "Phonological awareness and spelling in Normal children and Dyslexics: the Case of Initial Consonant Cluster". 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.

The last previous research is “Structure of Preschool Phonological Sensitivity: Overlapping Sensitivity to Rhyme, Words, Syllables, and Phonemes” write by Anthony, L.J. et al. (2002). One view obtain that sensitivity to several linguistic units reflects to independent abilities, whereas in another holds sensitivity to these units reflects to the one ability. He examined the relations among sensitivity to words, syllables, rhymes, and phonemes in 149 older preschool children (4- and 5-year-olds) and 109 younger preschool children (2- and 3-year-olds) who completed eight measures of phonological sensitivity and measures of print knowledge. Supportive factor analyses of all combination of words, syllables, rhymes, and phonemes factors found that a one-factor model best explained the data from both groups of children. Only variance average to all phonological sensitivity skills was related to print knowledge.

Based the previous studies explained above, researcher decides to conduct the research about phonological sensitivity of Indonesian children that learn to spelling English word (English as second language). This research consider has different with the previous studies because this research use different object, so the result of this study is to present more deeply about phonological sensitivity by children in second language acquisition.