CHAPTER II

REVIEW OF RELATED LITERTURE

This chapter will discusses some description of conceptual framework relate to phonological sensitivity in spoken English performed by Indonesian children second language learners. This conceptual framework be the preliminaries concept for conducting this research covering second language acquisition, bilingualism, the connection between phonological sensitivity and reading acquisition, differences about English and Indonesian phoneme and also behaviorism. Also the researcher relate the previous studies that she's found that become presented to describe the difference with this current study.

2.1 Theoretical Framework

2.1.1. Second Language Acquisition

Children second language acquisition research are the particular interest study to teachers and the other field that concerned with language process of the children whose first language is not English. In this study second language acquisition be the important topic. The children will learn about sound system first and then learn the next stage of language learning. Is supported by (Fronkin & Rodman, 1974) they said that language consist of all the sounds, words, and possible sentence, and when you know the language, you know the sounds, the words and rules, the children's also learn how language express, inform, influence from the adult utterance that they hear from their surrounding environment. So the environment is the one of biggest factor that build the children second language acquisition Second language acquisition happen when a child has already become competent at a language and they are attempts to learn another. There are some aspects of language learning, particularly involving syntax, 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 researcher about language development of children had result that children learn the language in a golden age (during the first six years of their live).

According to Elma (2010) second language speakers are recognized as 'foreigner' because of their pronunciation, but also the chosen the words of about their expression maybe different, as well as structure of their sentence of native language. The other resource from Paradis (2006) said that the term "child bilingual" is often used by synonymously with children second language learner, but they do not necessary denote the same population. Bilingual children learn both their language 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 learned in native speaking county 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 second language naturally since the language play an intuitional and social role in the community.

According to Djonhar (2016) a foreign language setting may learn the language as long as people in that environment use English and they (children) are provided with linguistic inputs and given opportunities to use the language in this favorable learning situation. The process of these children's language acquisition can be similar to that of first language. It means that environment is the strong predicators of language acquisition. Macaro (2010) added that some children learn a new language more quickly and easily than other. However there are a crucial factors influencing success that are largely beyond the control of the learner. These factor can be broadly categorized as internal and external:

Internal factors:

- Age: second language acquisition is influenced by the age of learner. Children who already have solid literacy skills in their own language, seem to be in the best position to acquired new language efficiently.
- 2. Personality: introverted learner usually make slower progress, particularly in the development of oral skills. They are likely to take advantage of opportunities to speak, or to seek out such opportunities. More outgoing students will not worry about inevitability of making mistake, they will take a risk, and thus will give themselves much more practice.

- 3. **Motivation** (intrinsic): intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will be better than those who don't.
- Experience: learner who have acquired general knowledge and experience are in strongly position to develop new language than those who don't.
- 5. Cognition: in general it seems that student with greater cognitive (intelligence) will make a faster progress. Some linguists believe that there is a specific innate that is stronger in some student than other.
- 6. **Native Language**: student who are learning second language which is from the same language family as their first language have. In general, a much easier task than those who aren't.

External factors:

- 1. **Curriculum**: for English second language student in particular, it is important the totality of their education experience is appropriate for their needs. Language learning is less likely to place is student are fully submersed into the mainstream program without any extra assistance or conversely, not allowed to be part of mainstream until they have reached a certain level of language proficiency.
- 2. **Instruction**: clearly, some language teacher better than other at providing appropriate and effective learning experience for the students in classroom. The student will make faster progress.

- 3. **Culture**: there is some evidence that students in situation where their own culture has a lower status than that of they are learning the language, this condition make the slower progress.
- 4. **Motivation** (**external**): students who are given continuing, appropriate encouragement to learn by their teacher and present will generally fare better than those who aren't.
- 5. Access to native speakers: the opportunity to interact with native speakers both within and outside of the classroom is significant advantage. Native speaker is linguistic models and can provide appropriate feedback. Clearly second language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral or aural aspects of language acquisition.

2.1.2 Bilingualism

There are so many language in the world, for instance: Indonesian language, English language, Chinese language, and so on. Language is very important for human, because language is the way human communication, now days in globalization era people use more than one language to communication. This condition called bilingualism. If a speakers is fluent in two language, than they are said bilingual. Adams said that there are some factors why someone called bilingual. Those factors are nationalism, mobilization, culture, or religion. In this present study is the culture and education situation, if those language and culture spread to other places, so they have to learn about it, if they want to understand the language. 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 Bilingualism (L1 learned first, but L2 relatively early in childhood), Late Bilingualism (L2 learned later in adult).

Some recent studies suggest that bilingual children brain responses show that they are learning two language by 12 month age, and importantly phonological sensitivity skills in bilingual children easily transfer from on language to other. And of the most impressive abilities of young language learning is the set of 'phonetic units' (the consonants and vowel) that are used to make up the words in their native language, this process called phonetic learning and represent a vital step in language acquisition as it reliably predicts language advancement up to 30 month of age (Remirez, 2016). But the most predictor early learning language is critically dependent on social interaction, and on the quality of speech that children hear.

2.1.3 Behaviorism

This present study therefore investigate how Indonesian child that live in Indonesia acquired second language (English) based on an interactions between children and linguistic environment and classroom in few hours a week for two month. So this study use Behaviorism by Skinner, According to Demirezen (1988) "Behavior" actually refer to observation of the consequences of behavior. Behavior attempts to describe, explain and influence behavior. Skinner claim that children was haven't innate or mental mechanism that needed to acquire language, children born with blank sheen and they will fill their sheet in their brain with the influence from their surrounding environment, like what they 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 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 resent 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-develop 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 predicators of future reading success.

In kindergarten, the classroom teacher should have a good knowledge about phonological sensitivity when tech student's phonological knowledge to help panning 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 phonological sensitivity (second language acquisition) in preschool. There are some process and hierarchy stage level of phonological sensitivity.

2.1.5.1. Types of Development Process of Phonological sensitivity

Young children often simplify adult words by producing particular sounds in the wrong ways. According to Ingram (1979) there are some process of phonological sensitivity: the first is **Substitution Process**, happen when the sound is replaced by another sounds. The substitution have a number kind process consist of: *Stopping* (happen when fricative [f, v, s, z, h] are replaced by stop [p, b, t, d, k, g] of the same place of articulation), *Fronting* (happen when velar [k, g] and palatal consonants [c, j] replaced by alveolar [t, d, s, z, l, n, r]), *Gliding* (happen when the sound [w] or [j] is substituting liquid sound), and *Vocalization* (happen when children replace a syllable consonants with level).

Another type of phonological process is the Assimilation Process. Assimilation Process happen when sound in child speech become more similar to the adjacent sound, the assimilation also have some kind: *Voicing* (where the consonant sounds tent to be voiced preceding a vowel, and devoice at the end of syllable), *Consonant Harmony* (when consonants tend to assimilate to each other in certain predictable way), and *Progressive Vowel Assimilation* (where an unstressed vowel will assimilate to a preceding vowel. Children will assimilate vowel sound in words). The last phonological process is the process of **Syllable Structure** that consist of: *Cluster Reduction* (where a consonants cluster is reduce to single consonant), *Final Consonant Deletion* (where CVC syllable is reduce to CV), *Republication* (is the process of syllable structure, where the initial CV syllable is repeated in multy-syllable word), and the *Unstressed Syllable Deletion* (where the children ten to reduce the unstressed syllable from the words they are saying).

2.1.5.2. Hierarchy Stages Level of Phonological Sensitivity

Many children aware and start acquire their first facing (phonological) in their second language acquisition in preschool. According by Adams et al. (1990) there are some hierarchy stage level of phonological sensitivity of children. They began recognized words as separate entities, group of sounds, words, in spoken language. They develop an awareness whit their language innate to attend and manipulate them in word. Expected phonological skills in kindergarten, by the end of kindergarten, children will get sufficient instruction, practice, and exposure to many literacy activities, students should be able to some level of phonological: *Word Level* (recognize how many word are in sentence), *Syllable Level* (segment and blend word of at least three syllable), *Rhyme Level* (understand the concept of rhyming, recognized and generate rhyming words), and *Syllable Level* (1. Isolate the beginning or ending sound in words.2. Segment and blend sound with a three sound. 3. Change a sound in word to make a new word in

familiar games and songs). The children must first listening to the language, than segment the word sound in the word and finally, try to match the sound. There are a number stage of age for phonological ability and will be descripted the following some pictures bellow:



www.phonologicalawareness.org

From the picture above, explain that there are 10 stage of age for

phonological sensitivity. This present study was conducted on the 6st stage



(phonetic awareness-spoken word whit age range 4 to 7 years).

Figure 2.2 (graphic ability of phonological sensitivity) Source: www.phonologicalawareness.org

	Phonological Awareness Skills Acquisition					
Age Skill						
Rhyming	Examples: cat, bat, sat, mat					
2-3 years	Participates in nursery rhymes, finger plays, jingles, songs, reading books					
3-5 years	Matches words that rhyme					
4-5 years	Produces words that rhyme					
Alliteration	Examples: ball, bounce, bath, bug					
3-5 years	Recognizes words with a common initial sound					
5-7 years	Produces words with a common initial sound					
Blending						
3-5 years	Combines sequences of isolated syllables to produce words (hot-dog; air-plane)					
5-7 years	Combines sequences of isolated sounds to produce words (d-o-g; t-r-e-e)					
Segmentation						
3-4 years	Counts number of syllables in words					
4-5 years	Identifies initial sounds in words					
5-6 years	Isolates and pronounces initial, medial, and final sounds in 3-phoneme (CVC) words					
Lori Wiley, AuD & Kri Adapted	English, PhD © 2012. Audiologists on the Literacy Team: A Natural Fit. Journal of Educational Audiology, vol. 18, 2012. http://gozips.uakron.edu/~ke3/AudiologistChecklist2012.pdf from Paulson, L.H. & Moats, L. (2010). LETRS for early childhood educators. Cambium Learning <u>Sopris</u> West.					

Figure 2.3 (hierarchy stage of phonological awareness skills acquisition).

There are assessment of phonological sensitivity needs to focus on the student's ability to play with the part of words in the following ways like descripted in the picture above.

2.1.6. Phonemes

Phoneme is a part of phonology. The definition phoneme itself is, Phonemes are the smallest unit of sound that makes a difference to a word's meaning according to Konza (2011). Phonemes are depending on which categorization system is being used. For example, two of the three basic sounds contained in the spoken words "*cat*" and "*rat*" are shared (the sounds of the medial vowel and final consonant). That the words have basic sounds in common is symbolize by the common letters, *a* and *t*, of their spellings. Presumably, some knowledge of the phonological structure of words such as "cat" and "rat" should be helpful when beginning readers try to learn their written forms. In particular, an awareness of phonemes may prove facilitate in mastering an alphabetic writing system (Wagner; 1997). Sensitivity to phonemes is much pretended to have special status in the relation between phonological sensitivity and reading because in this level that graphemes correspond to speech sound in reading and because individual phoneme do not have separable physical reality (Lonigan; 1998). Phoneme is the most critical phonological skills for reading because phonemes are "the natural material of reading, writing and spelling" (Konza; 2011). And according to www.phonologicalawareness.org this is the example of phoneme:

					- A
А	Cat	Rat			
Е	Peg	Bread			
				/ /	
Ι	Pig	Wanted			
0	Log	want			
U	Plug	Love			
Ae	Pain	Day	Gate	Station	
		-			
Ee	Sweet	Heat	Thief	These	
Ie	Tried	Light	My	Shine	Mind
		-			
Oe	Road	Blow	Bone	Cold	
Ue	Moon	Blue	Grow		

Vowel Phonemes

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	Strairs	Bear	Hare		
Ear	Fear	Beer	Here		

 Table 2.1 (table of the example to vowel phonemes)

 Source: www.phonologicalawareness.org

Consonants Phonemes

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

Р	Paper					
R	Rabbit	wrong				
S	Sun	mouse	City	Science		
Т	Тар					
V	Van					
W	Was					
Wh	Where					
Y	Yes					
Z	Zebra	please	Is			
Th	Then		<u>\</u>			
Th	Thin					
Ch	Chip	Watch				
Sh	Ship	Mission	Chef			
Zh	Treasure					
Ng	Ring	Sink				
	Table 2.2 (t	able of exa	ample for	consonant	s phoneme	es)

Source: www.phonologicalawareness.org

Consonant are divided into two groups: based on place and manner articulation.

A. Place of Articulation

Besides the position of vocal chords or the vibration of sounds, it is important to understand the place of articulation of the sounds to describe sounds that are produced by human. The articulation of the sounds can be understood by knowing the location inside the mouth at which the constriction takes place. Based on the place where they are articulated, the sounds can be categorized as:

- **Bilabials**: The bilabial sounds are formed using both upper and lower lips. The bilabials are [p], [b], [m], and [w].
- Labiodentals: The labiodentals are sounds which are formed by the upper teeth and the lower lip. The labiodentals are [f] and [v].
- Dentals: Dentals are sounds that are formed with the tongue tip behind the upper front teeth. The dentals are [θ] and [ð].
- Alveolars: The alveolar sounds are formed with the front part of the tongue on the alveolar ridge, which is the rough, bony ridge immediately behind and above the upper teeth. The alveolars are [t], [d], [s], [z], and [n].
- Palatals: The hard part in the root of the mouth is called the hard palate or just the palate. Sounds which are formed with the tongue and the palate are called palatals. The palatals are [ʃ], [tʃ], [], and [d].
- Velars: Sounds which are formed with the back of the tongue against the velum are called velars. Velum is located further back in the roof of the mouth, beyond the hard palate. The sounds are [k], [g], and [ŋ].
- **Glottals**: The voiceless glottals is a sound that is produced without the active use of the tongue and other parts of the mouth. The 'glottis' is the space between the vocal cords in the larynx. When the glottis is

open but there is no manipulation of the air passing through the mouth, the sound that is produced is [h].

B. Manner of Articulation

Furthermore, besides the position of vocal chords and the place of articulation, the sounds (especially consonants) can also described through how they are articulated. Manner of articulation help to distinct sounds based on the way they are pronounced. Thus, based on the manner of their articulation the sounds are divided into:

- Stops: The sounds are categorized as stops if they are formed by 'stopping' of the air stream very briefly and then letting it go abruptly. The stops which is resulted from a blocking or stopping effect on the airstream is also called a 'plosive', and it includes the sounds [p], [b], [t], [d], [k], and [g].
- Fricatives: Fricatives are produced when the air stream is almost blocked, and the air is pushed through a very narrow opening. As the air is pushed through, a type of friction occurs, and this is why the sounds that formed are called fricatives. The sounds that can be included as fricatives are [f], [v], [θ], [ð], [s], [z], [J], and [].
- Affricates: Affricates, [t] and [d], are formed when a brief stopping of the air stream is combined with an obstructed release which causes some friction.
- **Nasals**: Unlike other sounds which are produced orally with the raising of velum, preventing airflow from entering the nasal cavity,

nasals are produced when the velum is lowered and the air stream is flowing out through the nose. The sounds which are formed in this manner are [m], [n], and [ŋ]. - Liquids: The liquid [1] is formed when the air stream flows around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. Meanwhile, the liquid sound [r] is formed with the tongue tip raised and curled back near the alveolar ridge.

2.1.6.1 Differences between English and Indonesian Phonemes

Every language are different, but even they have similarities too. Every language have own rules of usage. In Indonesia, English language is the first foreign language which is thought English has many differences with Indonesian language. But English is one of international language. Important role that's is as the language of education. According to Sholihah (2014) the differences are found in in sound structure (phonemes and pronunciation), syntax (grammar and sentence), and also in semantic (meaning). All of these is the stage of second language acquisition, but the first step children must need aware to the differences of phonemes between English and Indonesian. Phoneme are different sound within a language sound is oral symbols which is used by people to convey whatever they want to. In the component of phonology, is not only inventory amount and kind of sound in language, but also how that sound forms a system in that language. The differences between English and Indonesian phonemes will descripted by a number tables below:



Table 2.3 (table of Indonesian vowel) Source: Moeliono, eds., (1979)

In Indonesian language, there are six vowel sound, they consist of two high vowel which are /i/ and /u/, and three middle vowel sound are /e/, /a/ and /o/ low vowel which is /a/.



Table 2.4 (table of English consonants) Source: Aomoni, (2007)

Kavanagh (2007) says that in English language there are four front vowel, five back vowel, and there are some vowel that different with Indonesian language.

Manner of Articulation		Place of Articulation						
		Bilabial	Labio-	Dental/	Palatal	Velar	Glottal	
			dental	Alveolar				
Stops	Voiceless	р		t		k	?	
	Voiced	b		d		g		
Affricates	Voiceless				с			
	Voiced				j			
Fricatives	Voiceless		f	s	š	х	h	
	Voiced			z				
Nasals	Voiced	m		n	ñ	ŋ		
Vibrate	Voiced			f				

Table 2.5 (table of Indonesian consonants) Source: Moeliono, eds., (1979) Indonesian consonant consist of three factors: the movement of vocal cord, the area of articulation, and the manner of articulation, in Indonesian vowel has twenty two consonants phonemes Moelione (2003).

Place of Articulation				Interdental	Alveolar	Alveopalatal	Velar	Glottal
Manner of Articulation		Bilabial L	Labiodental					
	Voiceless	р			т		k	
Stops	Voiced	b			D		g	
Frighting	Voiceless		f	θ	s	ſ		h
rncauves	Voiced		v	9	z	3		
Affricator	Voiceless					ų		
Annoaces	Voiced					dз		
Nasals		m			N			
Retroflex Liquid					R			
Lateral Liquid					L			

Table 2.6 (table of English consonants) Source: Aomoni, (2007)

English has twenty one consonant, there are some consonants that just has in English language like $\langle \delta \rangle$ or $\langle \hat{o} \rangle$ like in the words then and thin can't be found in Indonesian sounds. In other hand, English doesn't have sound /Y/ as in the Indonesian word peuyem.

For example from Sholihah (2014) in Indonesia language has sound [s, k, l, p, m and b] that also had in English language. But phonetic (sequence of sound / the role with arrange, how that sound produce) in English, sound [s, k, t] as word ending, but in Indonesia isn't. Words like asked /æskt/ and masked / mæskt/ as has been told previously, but it is impossible to use in Indonesian language. And in the other way, in Indonesian, nasal sound /K/ can be used as in words ngopi and mengantuk, but in English, it is imposible. There are no words like /ngik/ or /ngos/ in English, even though we can find words king and song. Every language has an own system to bundle phoneme to be syllable and the word. Thus, it isn't imposible there are two languages which have same phoneme but its phonology (the rule / system of word formation) is different. English and Indonesia as the example, have phoneme /p/, /s/, /k/, /r/, and /l/, but English phonetics enable to combine /s-p-r/ and /s-pl/ in the beginning of syllable as in words sprite / sprait/ and split /spit/. Most of Indonesian people can't say these words and often they insert a vowel so that it's pronounced /seprit/ and /seplit/.

2.2. Previous Study

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-yearolds) 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.