

interview Alby's mother the researcher know that Alby's environment is very closer from English language. She said that her child is very like watching cartoon that use English language with his sister, play the game with English direction and the mother was though English language to her child since he before in preschool, she also ask her children to rememorized English vocabulary that the child learn in school. So Alby's environment really support him to learn English, it can be the predicator that the environment have the big influence to Alby's Process of development phonological sensitivity.

The second is Aam, he is the child that is more quick to sensitive in all of the phonemes that same with Indonesian phonemes. Aam haves medium sensitivity to the vowel that is different from Indonesian language, while in consonants that are different he has slow sensitivity, such as in dental and palatal, this data is refers to Table 4.2.2 in appendix. From the data 2 in appendix about the result of these interview, said that Aam's environment is far from English language. The mother said that her child ever seen cartoon that se English language, she never taught English to her child before he is in preschool, and he just learn English in the class because the mother never ask the child to rememorized English vocabulary in home. The important thing is the mother think that English language is not important for her child. So, Aam's environment is not support him to learn English, It is the reason he has medium to vowel and slow to consonant that different with Indonesian phonemes, because his

environment is do not support his to learn English language. So, the environment is the strong predicator of his process of development phonological sensitivity.

The third is Alif, from the data table 4.2.3 in appendix he is the child that more quickly sensitive to all of the phonemes that same with Indonesian phonemes. Alif have medium sensitivity to the vowel that different with Indonesian language, while in consonants he has slow sensitivity in phonemes /ə/. And from the data 3 refer to appendix about the result of these interview Alif's mother, said that Alif's environment is far from English language. The mother said that Alif never learn English before he is on preschool, and also rememorize English vocabulary in home. Alif's mother also said that Alf never watch cartoon that use English language. But he just has medium to vowel and slow in just one consonant that different with Indonesian phonemes. So the environment is not the strong influence of his process of development phonological sensitivity but Alif have another influence.

The fourth child is Alin, she is the child that more quickly sensitive to all of the phonemes that same with Indonesian phonemes. Alin have slow sensitivity to the vowel that different with Indonesian language, while in consonants he has slow sensitivity palatal and dental, the data about Alin's sensitivity is refer to table 4.2.4 in appendix. From data 4 in appendix about the result of interview with Alin's mother the researcher know that Alin's environment is far from English language. She said that

she use Javanese language when talk with her child, she never taught English before her child in preschool, she also never ask her child to relearn English lesson in home. Alin just learn English in the class. So, the reason about Alin's process of development is the environment is do not support her to learn English language and the strong influence of his process of development phonological sensitivity is her environment.

Calysta is the fifth child, from the data table 4.2.5 refer to appendix Calysta have the quickly process in the phonemes that same with Indonesian phonemes, while in the different with Indonesia she has medium sensitivity. And from data 5 in appendix about the result of these interview the mother, the researcher know that Calysta's environment is far from English language. The mother said that her child is very enthusiastic when learn English, the mother also was taught English to her child since she before in preschool. But Calysta never watch cartoon with English language, never play the game with English direction, and also rarely in rememorize English vocabulary in home she just learn about English in the class. Even Calysta's environment far from English language, she have medium sensitivity in phonemes that different from Indonesian, so the environment is not the big influence for Calysta.

The sixth is Darrel, from the data table 4.2.6 refer to appendix he is the child that have quick sensitive to all of the phonemes, he never showing the medium or slow process of development. Despite the phonemes are different from Indonesian phonemes. From the data 6 refer

to appendix about the result of these interview the mother the researcher know that Darrel's environment is close with English language. Darrel's mother said that her child like to watch cartoon with English language, playing the game with English direction, memorize English vocabulary in home, use English vocabulary in his daily conversation, and the mother was taught English before her child in preschool. So, the environment really support him to learn English language and the environment is the strong predictor of his process of development phonological sensitivity.

Aqil is the seventh child, Aqil is the child that have the slow process of development to the consonant that different from Indonesian consonant, and medium vowels that different from Indonesian vowels, the data about Aqil's process is refer to table 4.2.7 in appendix. And from the data 7 in appendix about result of these interview above we can know that Aqil's environment is far from English language, his mother does not support him to learn English because she thinks that English language is not the priority. She also never taught English to her child before he is on preschool, never ask her child to memorized English vocabulary in home Aqil just learn English in the class, because he never watch cartoon with English language or play the game with English direction. Aqil's environment really do not support him to learn English language. So, the environment is the strong predictor of his process of development phonological sensitivity.

The eighth child is Daffa, he is more quick sensitive phonemes that different from Indonesian phonemes like some another children, in vowels that different, he has medium sensitivity, while in consonant he have slow sensitivity. But, actually he still cannot be mastering some of the phonemes, even the phoneme is same with Indonesian phonemes such as: /k/ and /g/, the data about Daffa's sensitivity is refer to table 4.2.8 in appendix. In the other hand the data about result of interview the mother is refer to data 8 in appendix. From interview the mother said that she use Javanese language when talking with her child, and she never taught English to her child before he is on preschool, he just learn English in the class. Daffa also never play the game with English direction or watch cartoon that use English language. Dafa's environment is far from English, his environment also do not support him to learn English. So in Daffa's process of development phonological sensitivity, his environment become the big influence.

The ninth is Baim, from the data in table 4.2.9 that refer to appendix he is the child that have quick sensitivity to all of the phonemes that same with Indonesian phonemes, he showing the medium process of development to the phonemes that different with Indonesian. From the result interview that refer to data 9 in appendix, the researcher know that Baim's environment is far from English language, the mother said that she never taught English to her child before he is on preschool or ask her child to rememorize English lesson in home, Baim just learn English in the

class. He is also never play the game or watch cartoon with English language, he is also do not have interest with English language. Baim's environment is not support him to learn English, but he has medium process of development phonological sensitivity, so the environment is not the strong influence of his process, he have another influence.

The tenth child is Fira, she is the child that has quickly process to development in phonemes that same with Indonesian language, and medium process to vowel that different from Indonesian, but just in consonant (ə) she has slow process, this data is refer to data table 4.2.10 in appendix. From the data 10 that refer to appendix about the result of interview Fira's mother, the researcher know that Fira's environment are close with English language is the reason she has medium to vowel and slow in just one consonant that different with Indonesian phonemes. The mother said that she never taught English to her child before she is on preschool, but usually she ask her child to rememorize English lesson in home, she also said that her child ever use some English vocabulary in her daily conversation. Fira also often watch cartoon with English language. The environment is the one of big influence to her process of development phonological sensitivity.

Raka is the eleventh child, from the data table 4.2.11 refer to appendix he is the child that have quick sensitivity to all of the phonemes that same with Indonesian, he showing medium and slow process of development to the phonemes that different from Indonesian. From the data 11 refer to

appendix about the result of these interview the mother said that Raka's environment is far from English language, the mother said that she use Javanese language when talk with her child, and she never taught English to her child before he is on preschool, but she ask her child to memorize English lesson in home. In the other hand Raka never watch cartoon or play the game with English language. So, in this process environment become the big influence for Raka process of development phonological sensitivity.

The twelve child is Raisa, she has quick sensitivity to the phonemes that same with Indonesian language, and medium process in vowel, just in consonant (ə) she has slow process, the data about Raisa's sensitivity is refer to table 4.2.12 in appendix. From the result of these interview the mother of Raisa. She's environment is close with English language. She said that her child like play the game with English direction, but seldom to watch cartoon that use English language. The mother also was taught English since before Raisa on preschool, ask her child to memorize English lesson in home, because the mother think that English is important to child's future, this data is refer to data 12 in appendix. The environment gave the big influence to her process of development phonological sensitivity.

The Thirteenth is Naya, from the data table 4.2.13 refer to appendix she is the children that show quick sensitivity to the phonemes that same with Indonesian language, and medium process in vowels, and just in

consonant (ə) she has slow process. From the data 13 refer to appendix about the result of these interview the mother, show that Naya's environment mostly is far from English language. Mother said that Naya just learn English in the class, she never learn English with mother before on preschool, she never memorize English lesson in home. She also never play the game with English direction, but she like watch cartoon that use English language. Naya's environment is do not support her to learn English. But she just show slow sensitivity in one consonant, so her environment is not the strong predictor of his process of development phonological sensitivity but she have another influence.

The fourteenth is Abil, he is the child that show quick sensitivity to all of the phonemes that same with Indonesian phonemes, he showing the slow process of development in phonemes that different, this data refer to table 4.2.14 in appendix. From the data 14 about result of interview the mother show that Abil environment is far from English Language and also his mother not support him to learn English language, because mother think that English is not priority for her child. She also said that her child just learn English in the class, she never taught English to her child before he is one preschool, she also never ask her child to memorize English lesson in home. The mother also said that her child do not like watch cartoon or play the game with English language. So, the environment is the strong predictor to his process of development phonological sensitivity.

And the last is Wulan, from the data table 4.2.15 refer to appendix she is the child that have quick sensitivity to all of the phonemes that same with Indonesian phonemes, he showing the slow process of development in phonemes that different. From the data 15 refer to appendix about result of the interview the mother, the researcher know that Wulan's environment is far from English language. It is the reason why she has slow process in phonemes that different with Indonesian. The mother said that she use Javanese and Indonesian language when talk with her child. Her child just learn English in the class because the mother never ask Wulan to rememorize English lesson in home, mother just taught some English vocabulary to her child before she is on preschool. Wulan also never watch is or plays the game with English language. So, the environment have the big influence to her process of development phonological sensitivity.

4.2 Discussion

Children who are learning second language acquisition is need different ways than first language acquisition. The first face of second language learners they have to sensitive with phonological system, this face is called phonological sensitivity: the ability to access the phonological units in speech words, like rhyme and phonemes. In this case the researcher found children in RA Tahdzibul Akhlaq Lamongan as who learn second language condition. By that case, researcher consider to conducts the research about process of

development and how the environment influence their phonological sensitivity.

In this present study, the researcher provide the theory from Skinner about Behaviorism, this theory believe that environment factor take important point in aiding human to acquiring language. In this research, children's environment has the important thing to give the language input from external source.

In this research, the analysis present some process that used by children to development their phonological sensitivity to phonemes. The process to sensitive are such as: quick, medium and slow. Children are more sensitive to vowels than consonants, children more sensitivity toward vowels that different from Indonesian vowels, their sensitivity is medium. Meanwhile, English consonants that different from Indonesian consonants, mostly the children have slow sensitivity in consonant /θ/, just two children that have quick sensitivity. And about the environment influence to their phonological sensitivity, mostly the children's environment are become the big influence, only four children which their environment are not the big influence.

There are previous study that written by Anthony, his study has close case with present study, he focuses on the children sensitivity to Rhymes, Words, Syllables and Phonemes in two preschools, and then compare about them. Whereas this study conduct to analyze children first language learners, it shows the information about process of development in phonemes.

Then another previous study from Bruck. He investigated about phonological awareness and spelling skills among normal children and dyslexics children. This study also give the information about process of development phonological sensitivity in normal children.

From all the previous study have the close result that the children are more sensitive to vowels phonemes than consonants. The researcher of this study aimed that this research can provide the contribution for the linguistic students to explore their insight about phonological sensitivity (the first face of language acquisition) of children who learn second language.

Researcher expects this research is not only sharing information to the readers about the findings the case children in RA Tahdzibul Akhlaq Lamongan, it also important to give awareness to language teachers or learners that phonological sensitivity is important for the language. Because, when we get wrong ways to spelling a phonemes it can make different meaning in words. It means that children second language learners need different treatment, the parents and the teacher must having the knowledge about phonological sensitivity.