CHAPTER IV

FINDING AND DICUSION

In this chapter, researcher present the finding of her research about process of development of phonological sensitivity by children in RA Tahdzibl Akhlaq Lamongan and how their environment influence their phonological sensitivity.

4.1 Finding

4.1.1. The Process of Development of Phonological Sensitivity by Children in RA Tahdzibul Akhlaq Lamongan

There are two kinds of phonemes: vowels and consonants, but consonant are divided into two groups based on place and manner articulation, but this research just discusses about place of articulation. Place articulation consist of: Bilabial, Labiodental, Dentals, Alveolars, Palatals, Velars and Glottals. And for manner of articulation consist of: Stops, Fricatives, Affricatives and Nasal. Because English and Indonesian have the differences, the children in RA Tahdzibul Akhlaq Lamongan have the different process such as: quick, medium and slow process to sensitive on English phonemes. In this research, the researcher found 33 words that have different vowels and consonants every words.

4.1.1.1. Vowels Phonemes

Vowel is a letter of the alphabet standing for the spoken vowel and a speech sound made with the vocal tract open. English phonemes consist of; /i/, /e/, /æ/, /ɑ:/, /p/, /ɔ:/, /v/, /u:/, / Λ /, /ə/, /eɪ/, /aɪ/ and so on. Those phonemes are different with Indonesian phonemes, which just have 6

pure vowels: /i/, /u/, /o/, /a/, /e/, and /ə/. Because the children in RA Tahdzbibul Akhlaq Lamongan is the second language learners, they still in process to sensitive to the English phonemes, but mostly all of the children more quickly to sensitive on vowels phonemes that similar with Indonesian vowels. In vowel that similar with Indonesian in written or pronunciation the researcher give bold with red color, while in the vowel that different from Indonesian is bold with blue color like explains the table below.

(The whole table about vowels)

No	Quick	<u>Mediu</u> m	Slow
	process of	process of	process of
	vowels	vowels	vowels
	development	development	development
1	Æ	θŪ	
2	D	I9	
3	I		
4	E		
5	I		
6	i:		
7	a:	4	
8	Λ		
9	E		
10	au		
11	aı		
12	u:		
	1 2 3 4 5 6 7 8 9 10	No process of vowels development 1 Æ 2 vowels development 3 I 4 E 5 I 6 i: 7 a: 8 A 9 I 10 ao 11 ai	No process of vowels development process of vowels development 1 Æ 30 2 process of vowels development 3 I 4 E 5 I 6 i: 7 a: 8 A 9 I 10 au 11 au

Vowel /æ/ are similar from Indonesian vowels. From the data vowel /æ/ found in some words such as: /'æpl /, /bæt/, /kæt/, /hænd/, /tæp/, and /oæŋk/ (refer to table: 4.1.1, 4.1.2, 4.1.3, 4.1.9, 4.1.22 and 4.1.31 in appendix). For vowel /æ/ as word Apple in first utterance, just 4

children (Alby, Aam, Alin and Wulan) that have quick sensitivity when spelling this vowel as word Apple. In second utterance Aam have slip of tongue so he has the wrong ways to spell this vowel. But in the last utterance all the children can spell in a good ways. So in vowel /æ/ there are 4 children (Alby, Aam, Alin and Wulan) that have quick sensitivity and 11 children (Alif, Calysta, Darrel, Aqil, Daffa, Baim, Fira, Raka, Naya and Abil) have medium sensitivity. But different process happens in this vowel as words: Bat, Cat, Had, Tap and Thank.

From the data tables refer to appendix the researcher found another vowels that have similarities in pronunciation with Indonesia vowels, in this situation, all the children have quick sensitivity to spell those vowels in a good ways. Those vowels are: the first is vowel /p/, from the data researcher found vowel /p/ as two words: Dolphin /'dplfin/ (Table 4.1.4) and Fox /fpks/ (Table 2.1.25). The second is vowel /l/ found as words: Dolphin /'dplfin/ (Table 4.1.4) and Ink /lpk/ (Table 4.1.10). The third is vowel /e/ as word: Elephan /'elifənt/ (Table 4.1.5). The forth is vowel /l/ as words: Fish /fij/ (Table 4.1.6) and Monkey /'maŋki/ (Table 4.1.14). The fifth is vowel /li/ as word: Leaf /li:f/ (Table 4.1.13), Queen /kwi:n/ (Table 4.1.18) and Cheek /tji:k/ (Table 4.1.30). The sixth is vowel /a:/ as word: Grass /gra:s/ (Table 4.1.8) and Father /fa:ðə(r)/ (Table 4.1.32). The seventh is vowel /u:/ as word: Zoo /zu:/ (Table 4.1.27) and Juice /dʒu:s/ (Table 4.1.11). The eighth is vowel /a/ as word: Sun /san/ (Table 4.1.20) and Umbrella /am'brelə/ (Table 4.1.22). The ninth is vowel /ə/

word: Elephant /'elifant/ (*Table 4.1.5*), Father /fɑ:ða(r)/ (*Table 4.1.32*) and Water /wɔ:ta(r)/ (*Table 4.1.24*). The tenth is vowel /au/ as word: How are you /hau/ a(r) ju/ (*Table 4.1.33*) and Mauth /maue/ (*Table 4.1.29*). And the last is vowel /ai/ as word: Kite /kaɪt/ (*Table 4.1.12*).

Different from previous paragraph, the researcher also found two vowels that different from Indonesian vowels. The vowels are vowel/əu/as word: Goat /gəut/ (*Table 4.1.7*), Nose /nəuz/ (*Table 4.1.15*), Ocean /əuʃn/ (*Table 4.1.16*), Rope /rəup/ (*Table 4.1.19*) and Yellow /'jeləu/(*Table 4.1.26*). Then vowel /ɪə/ as word: Violin /,vaɪəlɪn/ (*Table 4.1.23*) and Ear /ɪe(r)/ (*Table 4.1.28*).

In vowels that different from Indonesian vowels, first is vowel/əu/as word: Goat /gəot/, the researcher found different process by children. In this word there are 9 children that have quick sensitivity to spell this vowels (Alby, Calysta, Baim, Darrel, Fira, Raisa, Naya, Daffa and Aqil), two children with medium sensitivity (Raka and Wulan), then 4 children that have slow sensitivity (Aam, Alif, Abil and Alin). The vowel /əu/as word: Nose /nəuz/, mostly all of the children are quickly sensitive to this vowel, just children that have medium sensitivity (Alif), then just one children that have slow sensitivity (Alif). Still in he some vowel but different word, the vowel /əu/ as word: Ocean /əuʃn/, in this word just 3 children that have medium sensitivity (Aam, Aqil and Fira), and one children that have slow sensitivity (Alif), then the other children have quick sensitivity. Then vowel /əu/ as word: Rope /rəup/, all the children

have quick sensitivity but Alby more sensitive from the others. And the last is vowel /əʊ/ as word: Yellow /'jeləʊ/, this word have the different process from previous word with vowel /əʊ/, in this word all the children have the same process of development phonological sensitivity, all the children is quickly sensitive.

The second is vowel /13/ word: Ear /1e(r)/, the children process of vowel /13/ in this word is not different from Indonesian vowel. To this vowel just 7 children that have quick sensitivity (Alby, Aam, Calysta, Darrel, Raka, Raisa and Wulan), 6 children that have medium sensitivity (Alin, Aqil, Daffa, Naya, and Abil), then just two children that have slow sensitivity.

4.1.1.2. Consonant Phonemes

Consonants are the alphabets that produce with some restriction or closure in the vocal tract that impedes in the flow of air from the lungs. In phonetic consonant are the sound not the representative of the letters. Consonant phonemes consist of /p/, /b/, /t/, /d/, /k/, /g/, /tf/, /dʒ/, /f/, /v/, /s/, /z/, and so on. Consonant are devided to manner and place and manner articulation but the researcher just analyze the place of articulation. Consonant phonemes also have the differences from Indonesian phonemes. Because the children in RA Tahdzibul Akhlaq lamongan are the children second language learners, the children are more quickly sensitive with the consonants than same with Indonesian consonant.

In this research, the researcher found some categorizes of consonant that re have the similarities with Indonesian consonant, so mostly all the Children in RA Tahdzibul Akhlaq Lamongan being easily to have quickly sensitive to those consonant that consists of: Bilabials, Labiodentals, Aveolars, Glottals and Velars. The other hand consonants that different from Indonesian consonant are Palatal and Dental, like explains the table below.

(The whole table about consonants)

1	Quick	Medium	Slow
No	process of	process of	process of
	co <mark>ns</mark> onants	consonants	consonants
	development development	<u>develop</u> ment	development
1	В	ſ	θ
2	P	t∫	
3	M		3.27
4	W		
5	F		
6	V		
7	D	7/	
8	n		
9	t		
10	Z		
11	S		
12	k		
13	g		
14	ŋ		
15	h		
16	dз		
17	ð		

a) Bilabial

From the data bilabial consonants are found in some words: Bat /bæt/ (*Table 4.1.2*), Plum /plam/ (*Table 4.1.17*), Monkey /'manki/ (*Table 4.1.14*) and Water /wo:tə(r)/ (*Table 4.1.24*). In bilabial consonants all the children are easily sensitive because those consonant are similar with Indonesian Consonant.

b) Labiodental

There are two word from the data that consists of labiodental consonants: Fish /fiʃ/ (*Table 4.1.6*) and Violin /,varəlɪn/ (*Table 4.1.23*). Both of the word have the different process by children despite both consonants are similar with Indonesian consonants. In consonant /f/ as word /fiʃ/ all the children have quick sensitivity. But in consonant /v/ are different all, just some of the children that have quick sensitivity because before consonant /v/ use /,/ this symbol is represents secondary stress.

c) Alveolars

From the data words that consist of Alveolar are: Dolphin /'dolfin/ (*Table 4.1.4*), Nose /nəʊz/ (Table 4.1.15), San /sʌn/ (*Table 4.1.20*), Tap /tæp/ (*Table 4.1.22*) and Zoo /zu:/ (*Table 4.1.27*). In Alveolars consonant all the children have quick sensitivity.

d) Velar

The sounds are [k], [g], and [ŋ] such as: Kite /kaɪt/ (*Table 4.1.12*), Goat /gəʊt/ (*Table 4.1.7*) and Ink /ɪŋk/ (*Table 4.1.10*). The children are have quick sensitivity.

e) Glottal

The researcher just found one word that consist glottal consonant /hænd/ (*Table 4.1.9*) in the data, and all the children also have quick sensitivity.

f) Palatal

From the data there are 3 word that have palatal consonant such us: in consonant [ʃ] as word Ocean /əʊʃn/ (*Table 4.1.16*), there are 5 children that have slow sensitivity (Alin, Abil, Aam, Aqil and Raka), while the other children have quick sensitivity. in consonant [tʃ] as word Cheek /tʃi:k/ (*Table 4.1.30*) there are two children that have medium sensitivity (Alif and Calysta) and there are 4 children that have slow sensitivity (Abil, Raka, Baim and Alin) anothers children are have quick sensitivity. In consonant [dʒ] as word Juice /dʒu:s/ (Table 4.1.11), this consonant have different process, all the children have quick sensitivity in this consonant.

g) Dental

In consonant $[\theta]$ as word Thank $/\theta \exp k/$ (*Table 4.1.31*), from all the children just one children (Alby) that have quick sensitivity, 3

children (Calysta, Darrel and Aqil) and the others children have slow sensitivity. In consonant [ð] as word Father /fɑ:ðə(r)/ (*Table 4.1.32*), the children have different process, although this consonant is different from Indonesian consonant all the children have quick sensitivity.

4.1.2. The Influence of Environment toward Phonological Sensitivity by Children in RA Tahdzibul Akhlaq Lamongan

Environment are the one of biggest factors that influence second language acquisition, in the psychology of language, this theory called behaviorism theory by Skinner. This theory believes that human born with blank sheet and the environment will influence the human language ability. Because the researcher focuses on analyzing the children with second language learners, not all the children in RA Tahdzibul Akhlaq Lamongan have the environment that closer with English language. The researcher found that environment is the one of the biggest influence for their process of development phonological sensitivity for the children in RA Tahdzibul Akhlaq Lamongan. The influence of environment toward phonological sensitivity by children in RA Tahdzibul Akhlaq Lamongan is explained below:

The first child is Alby, he is the children that have quick sensitivity to all off phonemes than other children, he never showing medium or slow process of development phonological sensitivity. Even, the phonemes are different from Indonesian phonemes, the data about Alby's sensitivity is refer to table 4.2.1 in appendix. From the data 1 in appendix about result of

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 /o/. 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, rememorize 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 predicator 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 rememorized 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 predicator 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 (Θ) 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 apendix 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 rememorize 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 (a) 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 rememorize 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 (Θ) 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 rememorize 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 predicator 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 rememorize 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 predicator 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 /ø/, 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.