

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

In this chapter, the various theories will be explained. These theories are necessary to analyze the data taken in this study. Furthermore, the theories are the foundation of this study and these could be used to draw a conclusion from the study.

2.1.1 Second Language Acquisition

The term of Second Language Acquisition (SLA) can be referred into many aspects. Ellis (1985) stated that SLA refers to subconscious and conscious process by which a language other than the mother tongue is learnt as a natural habit. It is included in the development of phonology, lexis, grammar, and pragmatics. The study of SLA also depends on the learners' competence, however in order to do so has set out to investigate the learners' performance when he or she uses second language. There is a significant difference between "Second language acquisition" with second language *learning*. The term of Second language acquisition refers to picking up a second language through exposure, whereas the term of "learning" refers to the conscious study of second language acquisition. Second Language learning involved many factors, those are learners' ability, age and environment.

From Littlewood (1991), mention that there are two main kinds of previous language knowledge which second language learners can use to make

sense of the new language they encounter . The first is their own knowledge and the second is their knowledge about second language learning talk about the Learnes it self. If we take a look more in language learning , we talk about the participants or subjects of the research. It is about the age , intelligence and abilty which is have a different portion in each human and also the environment.

2.1.2 Spelling Development

Regarding to the statement by Ball & Blacman (1998) that Suceesful spelling performance involves the processes of segmenting the spoken word into its phonemic components and then selecting the appropriate grapheme to represent phoneme (as cited in Bourassa, 2001,p 3). Then, As Nippold (2000) asserts, “By the time children enter kindergarten, usually around age five, they have acquired a relatively sophisticated command of language, an accomplishment that has sometimes led researchers to believe that language development is essentially complete. However, major tasks still await the child, and developments that are as dramatic as those of the early years are yet to come”(cited in Gleason,2005, p 422). That statement strengthen the opinion that the age of the participants are still in process learning. It means that they are still trying to encode the sounds and read it carefully.

Children also called as a beginner speller (Treiman,2000). Children will see the sign, alphabets , letters when they walk on the street or many places. This is because children learn about the characteristic of writing since in their early age. A preschool may make a “mark” with a crayon before they know the alphabets it self. As stated in journal of Linguistic factors in Spelling that

although Children around three or four years old know that writing looks different than drawing, they (children) still do not know yet and understand well that the function of alphabetic writing is to represent the sounds of language.

We can see that even though children distinguish writing and drawing at an early age, they tend to represent the written forms of words in terms of their semantic attributes. If children already learnt the alphabets function then they will go through to the process of learning sound spelling from syllables into phonemes.

2.1.3 Literacy Development

There are two main points related with literacy development. There are reading ability and writing ability. Before children can understand well how to write, they have to be aware of the units (sounds) of the alphabets.

According to Adam et al (1998) argument

writing and reading are inextricably linked, and both are influenced by the child's ongoing language development and metalinguistic knowledge (cited in Gleason, 2005)

After children master reading then they go to write words as well (Gleason, 2005, p 423). The ability in understanding language will be developing in their pre-school years. In this pre – school years, this ability will expand and has a large portion in their development. Learning to read gives an important step to their language development. Seeing and reading words which are represented by letters and other's symbols can lead children to a new understanding of language. The most impressive things of the development of language is the growth of their vocabulary. (Lightbown, 2001, p 10) Children acquired many

words in their early childhood. Several hundreds and more than a thousand words a year, depending mainly on how much and how widely children read. This is assuming that the more children read the more they acquire vocabulary. This is come from both reading assignment and reading for pleasure. On the other hand, not all parents aware of this matter. Most of them don't have knowledge or even realize the important of having reading together with their children.

As children progress, they discover that writing represents the spoken form of language. The children were introduced with sounds of each alphabet. When they have to absorb all the sounds, they start to connect each letter to words. Once children begin to learn that the function of alphabetic writing is to represent the sounds of language, they go through the process of learning sound-spelling correspondences in increasingly fine detail, from syllables to phonemes. Writing should follow the elementary mastery of reading, because through reading children would acquire the grapheme – phoneme correspondence rules and would learn the conventions print.

In addition, experience with print allows children to learn about more and complex orthographic and morphological conventions of the language. By the time the children were 4, adults could easily tell which of the children's productions were meant as writing and which were meant as drawing. The 4-year-olds' writings generally consisted of linearly arranged strings of units separated by blanks. The writings tended to be smaller than the drawings.

Writing was the next step for children to express their meaning; they started to say something through writing. For the age around three to four years they just scratch and tried to make a line in abstract shape. By the time goes on , children continued to make a shape that clear enough.

2.1.4 Childhood Bilingualism

Childhood bilingualism becomes a reality for many children all over the world. Some children learn more than one language from their early childhood. Children acquire those additional languages when they are at school. Simultaneous bilinguals are named for children who learn more than one language from their early childhood. People used to think about this phenomenon as one of the difficulties for children to learn handle with two languages. They are afraid of the learning progress when children have to learn two languages at the same time. Children will be confused or will not learn either language.

In addition there is a myth that support what people think about their fear. As cited in Lightbown (2006), it will be a problem if children learn more than one language since they are in early childhood. Even though there is a minor early delay for simultaneous bilinguals, there is still no evidence to prove that statement. Children who learn more than one language from their earliest childhood are referred to as “simultaneous bilinguals”. If simultaneous bilingual children go through an initial stage when both languages are represented neuro-cognitively as a single language, then one would expect to see them having difficulty using their languages appropriately. In other words, they would be expected to use each language indiscriminately with conversational partners

regardless of their partners' language competence or preferences. However, systematic studies on this topic have revealed how communicatively competent young bilingual children are. Numerous researchers have found that even bilingual children in the one- and early two-word stages of development are able to use their languages differentially and appropriately with others; for example, as cited in Gleason (2005) with parents who habitually speak different languages with them (Nicoladis & Genesee, 1996) and with strangers with whom they have had no prior experience (Genesee, Boivin, & Nicoladis, 1996).

Against to what Spada cited in her book, that the development psychologist has found that bilingualism has a positive ability to children. When children learn more than one language, they have a mentalinguistic awareness. The success of children progress in acquiring language is based on the environment circumstances.

2.1.5 Phonics

Phonics is the method to teach how to read and write in English (Kieran, 2012). A knowledge of the sounds of letters, and of the effect of the position of the letter upon its sound, is an essential means of mastering the mechanics of reading, and of enabling children to become independent readers. (Williams, 2006, p 2).

There are 26 alphabets or letters in English, 21 of them consonants and the remaining 5 vowels. These alphabets are taught by their names like A, Bee, See, Dee etc. But in the words containing these alphabets they don't sound as their names. The learners are often getting confused. To avert the difficulties that

accumulate due to such confusions, teachers had started using phonic sounds to introduce the English letters.

The Phonics method involves the relation between the speech sound and its written form. There are 43 or 44 distinct speech sounds, called phonemes, in English. Out of them 25 or 26 are consonant sounds and 18 are vowel sounds. The confusions and complications arise in reading because 5 vowel alphabets are to be used for 18 vowel sounds, and 21 consonant alphabets are to be used for 25 consonant sounds.

Elyon Christian Schools uses phonics method to teach students how to read in English. however, they started it when they were in playgroup level. The last level is Kindergaten B. The lessons are:

Letter blend in the beginning of the words:

- fl- flag, flap, flip
- sl- slap, slip, slim, slow
- cl- clap, clip, clock, cloud
- sw- swing,
- ch- chip, chair, cheese, chain
- sn- snap, snip, snake
- sh- shack, shake, shop
- tr- truck, train, trot, trust, tree
- dr- drink, dress, drop, drag
- br- brush, brick,

letter blend in the end of the words:

-st	nest
-mp	jump, lamp
-nk	drink, ink, pink
-ck	truck, duck
-tch	watch
-ft	gift, raft
-lt	belt, melt
-sh	brush, crush
-nd	sand

Phonemes:

ai	hair, chair, train
ee	feet, jeep, tree, cheese
ou	cloud
ow	row, slow
oa	boat, goat

and many more.

beside letter blend and phoneme, students also learnt about silent e or can be called with double ee, there are shake, snake and many more.

Those examples are a lesson in kindergarten B class at Elyon Christian School.

2.1.6 Related studies

2.1.6.1 ” *The influence of L1 phonological and orthographic system in L2 spelling: A comparison of Korean learners of English and native*

speaking children” (Park ,2011). Literacy development, particularly spelling development is an important topic in SLA because spelling ability is the foundation of literacy skills (Venezky, 1989). However, little is known about the development of spelling in ESL. Research on the development of spelling skills has focused on native English language. This study investigated English L2 spellings among Korean L1 learners of English on the basis of linguistic differences in their L1 and L2 phonology and orthography.

Two groups of 3rd graders, Korean L1 English learners (N=36) and native English speakers (N=30), performed a pseudoword spelling task, in which they listened to an audio recording of a total of 34 pseudowords and dictated what they heard. The task material targeting phonological difference consists of two types of pseudowords: the consonants that exist in both English and in Korean (congruent type) and the consonants that do not exist in Korean but exist English (incongruent type). The task material targeting orthographic difference consists of two types of pseudowords: The results support the prediction that Korean L1 learners of English would have difficulty in spelling pseudowords containing phonemes which do not exist in Korean but are present in English phonology and that learners whose L1 is relatively transparent had difficulty in spelling L2 words whose grapheme phoneme correspondence is less transparent. Further analysis on error types and pedagogical implications regarding English L2 spellings are addressed.more consistent vowels and less consistent vowels.

2.1.6.2 *Native Language Interference in Learning English As a Foreign Language An Analysis of Written material Produced by Spanish Speaking*

Students in Senior High School Classes ".(Velasques and Ricardo,2009). The following research aims to help the reader identify the origins of native language interference in students who are learning English as a foreign language. A deep investigation on previous research will be presented, followed by a field research to identify the different errors committed in 20 students of sixth course of a renowned bilingual school in the city of Guayaquil, Ecuador, Unidad Educativa Moderna "Sergio Pérez Valdez". The students were assigned to do six different tasks, three of them in English and three in Spanish. They were asked to develop a composition, a tale, and an essay in English as well as in Spanish, to finally, the last day, carry out an open-questions test.

The first example is from Park, where he wrote his dissertation in 2011, this dissertation is deep, because he tried to observe the spelling based on the orthography and phonology. Second is come from velasques, she tried to observe the interference between spanish and english , where English as their foreign language.

The writer uses those paper to be a reference for this study. Those related study involved an adult people and a third grader as their participants. because of the writer's background which is also a teacher, the writer involved children as her participants. This is quite interesting and more challenging since children around that age are still in their language development process.