

Kode>Nama Rumpun Ilmu : 530/ Ilmu Bahasa Asing



LAPORAN
PENGABDIAN PADA MASYARAKAT



**INTRODUCTION TO PHONETIC SYMBOL FOR ENGLISH FOR
THE PUPILS OF MADRASAH TSANAWIYAH MUALLIMIN
UNIVA MEDAN**

TIM PENGUSUL

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UNIVERSITAS MEDAN AREA

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HALAMAN PENGESAHAN
PENGABDIAN PADA MASYARAKAT DOSEN MANDIRI

Judul Pengabdian Pada Masyarakat: Introduction to Phonetic Symbol for English for The Pupils of Madrasah Tsanawiyah Muallimin-Medan.


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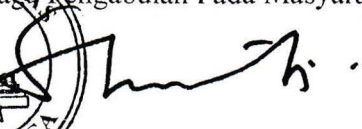

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Menyetujui,
Ketua Lembaga Pengabdian Pada Masyarakat.,




Ir. Suswati, MP.



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ASS. WR. WB

In exercise of the Community Service as one of the Tasks of TRI DHARMA of Higher Education shall we do and do it as a lecturer to complete the task in Higher Education Supporting than as a teacher. The author is currently making the title of "Introduction to Phonetic Symbol For English For The Pupils Of MTs Muallimin Univa Medan. The author took the initiative to make the appropriate title author experience as a teacher at the high school Medan. Based on the observation and experience of the author of many students who did not know about the letters or phonetic symbols that we must know and we learn in English

According to the authors Phonetic Symbol is very important for students to learn early, so that they can learn to read and write words of English or other foreign languages by using a dictionary

The author believes to introduce phonetic symbol we will be able to give science a very important and useful for the students.

Similarly, this preface is written on the advice and criticism from readers to be able to build a broader knowledge.

Medan, 15 January 2015

Author

Sri Hardini, SS, MS

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CHAPTER 1

INTRODUCTION

1.1 The Back Ground of the Community Service

Both students and teachers need to know how to talk about language at various points during learning and teaching. This is not only so that teachers can explain and students come to understand, but also so that teachers know what's going wrong where and how to correct it. While it is perfectly possible to learn a language outside the classroom with no reference to the technical aspect of language, in classroom with teachers it will help if all the participant are able to say how the sounds /b/ (as in 'berry') and /v/ (as in 'very) are made.

How to know about good pronunciation used Learning and Teaching

1. Production : Vowels

Many learners of English have difficulty with the short voice series exemplified by pit, pet, pat, putt, pöt,put.

2. Production : Consonants

In the case of the importance of aspiration in distinguishing initial /p, t, k,/ from /b,d,g/, it will be appropriate to present the English series for recognition, and them to inset examples of strong but unaspirated consonantal articulations for must of while there is tactile sensation of contract structure , it is postable to give helpful ..

Articulatory instruction, e.g. as regards the alveolar rather possible to give helpful articulatory instreuction,e.g. regards the alveolar rather than dental nature of /t,d,n,l / , etc.

3. Production : Accentuation

The perceptual approach used in teaching segmental phonemes can also be employed in the case of accentual features. Learners must be taught to appreciate variation in the accentual patterns of English poly syllabic words, the varying rhythms of connected speech and the reduction weak syllabes in the utterance.

4. Production : Intonation

Learners with different linguistic background will of course, experience different difficulties in appreciating the distinctive elements of English.

A teacher should be aware of the phonetic and phonological characteristic of the mother tongue of his students. (first language).



1.2. The Scope of The Community Service

Problem Formulation Service in the Community Writer focus on:

1. Introducing the letters or phonetic symbols used in the English .
2. Provide training write the letters in phonetic symbols.
3. Provide teaching how to pronounce the word English properly.
4. Provide teaching how to read properly.
5. Provide teaching how to write the letters and symbol phonetic transcription in words or sentences.
6. Provide teaching what if there is a new word that is not known by reading the phonetic symbols.
7. Explain to students to learn the phonetic symbol we will be able to easily read the word or sentence in English or other foreign languages.

1.3 The Purpose of the Community Service

1. The authors perform community service aims for writers, students, lecture and students and people who are interested and attracted to the field of linguistics can know and understand about the use of English phonetic symbols.
2. From the results of the Community Service author can use as a resource in providing learning materials.
3. In order for the students or students can read with utter the word or phrase English properly.
4. In order for the students can write the phonetic symbol when no words or phrases a new sentence recognize.

CHAPTER 2

REVIEW OF RELATED LITERATURE AND THEORY OF THE COMMUNITY SERVICE

The writer uses some books in order to support the Community Service with the Title “ Introduction To Phonetic Symbol for English for The Pupils of Madrasah Tsanawiyah Mualimin Medan“. The main books that are used as follow :

1. A.C.Gimson (1981) . In his book entitled “ An Introduction to the Pronunciation of English.

Standards of Pronunciation

The English are to-day particularly sensitive to variations in the pronunciation of their language. The ‘wrong accent ‘ may still be an impedimwnt to social intercourse or to advancement or entry in certain professions. Such extreme sensitivity is appatently not paralleled in any other country or even in other parts of the English – speaking world. There are those who claim, from an elocution standpoint, that modern speech is becoming increasingly slovenly, full of ‘ mumbling and mangled vowels and missing consonants.’ .

2. Dr.r, Radhey L. Varshney (1993). In their book entitled “ An Introductory Textbook of Linguistics * & Phonetics “.

Syllable, Vowel, and Consonant.

The units or sections into which words are divided while pronouncing them are called syllables. The Syllable is a unit of pronunciation consisting of a vowel alone or of a vowel with one or more consonants. A vowel is the nucleus and consonant a marginal element in the syllable, that is, a consonant either at the beginning or at the end of a syllable. A consonant at the end of a syllable is called an arresting consonant, and at the beginning of a syllable is called releasing consonant. The marginal elements are not obligatory.

These may occur either befotre the nucleus or after the nucleus, or some before and after the nucleus. The word pick consists of one syllable which consists of two marginal elements /p/ a releasing consonant and /k/ an arresting consonant and of a nucleus /i/. which is vowel . it is also possible to have a cluster of two or three consonants before and /or after the nucleus. For example, in school /sku:l/, we have the cluster of two consonants /s/ and /k/ which is the first marginal element. Some syllables are made up of the nucleus alone, e.g. ‘eye’ or ‘ i ‘ /ai/. Usually it is a vowel, for

example / i:/ in seat/si:t/, which forms a nucleus in syllable but in words of more than one syllable in English the nucleus can also be a consonant, e.g. /n/ and /l/ in the second syllable of button and apple.

Consonant

Definition . The word consonant has been derived from the Greek word consonautem which means the sound produced with the help of some other sound (vowel).

3. Daniel Jones (1978). In his book entitled “ The Pronunciation of English “

Classification of Sounds

The sounds which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth are what may be called ‘ pure musical sounds’ unaccompanied by any frictional noise. They are called vowels. All other articulated sounds are called consonants. Consonants include : (i) all breath sounds, (ii) all voiced sounds formed by means of an obstruction in the mouth, (iii) all those in which there is a narrowing of the air passage giving rise to a frictional noise, and (iv) certain sounds which are ‘ gliding’.

CHAPTER 3

INTRODUCTION TO PHONETIC SYMBOL FOR ENGLISH FOR THE PUPILS OF MADRASAH TSANAWIYAH MUALLIMIN UNIVA MEDAN.

Sounds are heard. Letter are seen. Letter provide a means of symbolizing sounds. If they do so in a logical manner in other words, if the essential sounds of any particular language or dialect are represented consistently the writing is said to be phonetic.

The sounds which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth are what may be called 'pure musical sounds' unaccompanied by any frictional noise. They are called consonants.

Consonants include : (i) all breathed sounds, (ii) all voiced sounds formed by means of an obstruction in the mouth , (iii) all those in which there is a narrowing of the air passage giving rise to a frictional noise, and (iv) certain sounds which are gliding.

If the tongue is held very close to the roof of the mouth and a voiced air stream of ordinary force is emitted, a frictional noise is heard in addition to the voice. The sound is a consonant . in the production of vowels the tongue is held at such a distance from the roof of the mouth that there is no perceptible frictional noise.

Some consonants are breathed and others are voiced as has already been mentioned. To every breathed consonant there corresponds a voiced consonant, i.e one produced with the same position or movement of the articulating organs.

Phonetic transcription , dictionaries tell you about the pronunciation of words. In English dictionaries, phonetic transcription are necessary, because the spelling of an English words does not tell you how you should pronounce it.

There are three areas we need to know about in the pronunciation of English – apart from speed and volume which are intimately connected with meaning.

1. Sounds

Words are made up of individual sounds (or phonemes). For example 'beat' = / b + i: + t / (i: is the symbol for the sound 'ee'), 'coffee' = /kʌfi:/ and 'cease' = /si:s/. Sounds (phonemes) are represented here by phonetic symbols (/b/, /i:/ and /k/ for example). This is because there is no one – to – one correspondence between written letters and spoken sound. Thus the 'e' of 'cat' is pronounced differently from the 'e' of 'cease' , but is the same as the 'e' of 'coffee'. 'Though', 'trough' , and 'rough' all have the '- ou'- spelling

but it is pronounced differently in each case. Different spellings can have the same sound too : ‘plane ‘ and ‘ gain ‘ both have the same vowel sound, but they are spelt differently. By changing one sound, we can change the word and its meaning. If we replace the sound /b/ with the sound /m/, for example we get ‘meat’ instead of ‘ beat’. And if we change /i:/ to /t/ we get ‘bit’ instead of ‘beat’.

A phoneme is a unit of sound. Phonemes are expressed as **phonetic symbols** in the IPA (International Phonetic Alphabet). Some letters have one phoneme, others have two such as the diphthong long ‘ a ‘ (eh – ee). Sometimes a phoneme may be a combination of two letters such as ‘ch’ in ‘ church ‘ or ‘ dge’ in ‘ judge’.

2. Stress

The second area of importance is stress in other words, where emphasis is placed in words and sentences. The stressed syllable (the syllable which carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice when saying that syllable, e.g. ‘important’, ‘complain’, ‘medi cine’, etc.

Syllable stress refers to the syllable that receives the main stress in each word. Some two syllable words are stressed on the first syllable : table, answer – other two syllable words are stressed on the second syllable : begin, return. There are a number of different word **syllable stress patterns in English**.

3. Pitch and Intonation

Pitch describes the level at which you speak. Some people have high – pitched voices, others say things in a low – pitched voice. When we pitch the words we say, we may use a variety of different levels higher when we are excited or terrified, for example , but lower when we are sleepy or bored.

Rising intonation occurs when the voice goes up in pitch. For example, we use rising intonation at the end of yes / no questions. We also use rising intonation with lists, separating each item with a short rise in the voice, before a final, falling intonation for the last item in a list. For example in the sentence :

I enjoy playing hockey, golf, tennis, and football. ‘hockey’, ‘golf ‘and ‘tennis’ would rise in intonation, while ‘football’ would fall.

Intonation is often described as the music of speech. It encompasses the moments at which we change the pitch of our voices in order to give certain messages. It is absolutely crucial for getting our meaning across. The word ‘Yes’, for example, can be said with a falling voice, a rising voice or a combination of the two. by changing the

direction of the voice we can make 'Yes' mean 'I agree' or 'Perhaps it's true' or 'You can't be serious' or 'Wow', you are so right' or any number of other things.

Falling intonation is used with information sentences and, in general, at the end of statements.

Teachers often use arrows or wavy lines to show intonation tunes (pitch change), like this

Example :

You 're not angry, are you ? or you do love me, don't you ?

Notice : That the first question seems to be a genuine request for information, whereas the second is asking for confirmation of something the speaker assumes to be true. We know this because the two different intonations convey two different meanings

Letter

There are twenty six letters in the English alphabet. Some letters are pronounced differently depending on which letters they are with. For example, 'e' can be pronounced like a hard /k/ or as an /s/ in the verb 'cite'. Letters are made up of consonants and vowels. Consonants can be voiced or voiceless depending on the sound (or phoneme). The difference between voiced and voiceless is explained below.

Consonants

Consonants are the sounds that interrupt vowel sounds. Consonants are combined with vowels to form a syllable. They include : b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, z.

Consonants can be voiced or voiceless.

Vowels

Vowels are open sounds caused with the vibration of vocal sounds, but without obstruction. Consonants interrupt vowels to form syllables. They include :

a, e, i, o, u and sometimes y

NOTE : 'y' is a vowel when it sounds as /i/ such as in the word 'city'. 'Y' is a consonant when it sounds as /j/ such as in the word 'year'. All vowels are voiced as they are produced using the vocal chords.

Voiced

A voiced consonant is a consonant that is produced with the help of the vocal chords. A good way to tell if a consonant is voiced is to touch your fingers to your throat. If the consonant is voiced, you will feel a vibration.

Voiced Consonant sounds.

b, d, g, j, l, m, n, r, v, w.

Minimal Pairs.

Minimal pairs are pairs of words that differ in only one sound. For example : ‘ship’ and ‘sheep’, differ in only in the vowel sound. Minimal pairs are used to practice slight differences in sound.

CHAPTER 4

THE METHOD OF THE COMMUNITY SERVICE

1.1 Teaching and Learning Methods

The author uses the Method in Service to the Community for University Students MTs Muallimin Alwashlyah Medan, namely:

1. The method done by the direct method of teaching and learning in the classroom by using infokus.
2. This method provides teaching and learning materials to students, in the form of a copy phonetic symbol.
3. Provide an explanation and to introduce to the students, as a beginner student who just know the phonetic symbol.
4. Provide training in writing and reading exercise phonetic symbols.
5. Provides a way of writing letters and phonetic symbol English
6. Provide training to hear about the pronunciation of which is based on the letter phonetic symbols, for example about the vocal sound, diphtong and others using infokus.

1.2 Results Will Be Achieved

1. Students can get to know about the early phonetic symbols.
2. Students can understand what our goal to introduce and teach about the Phonetic symbols.
3. Students can learn and deepen the phonetic symbols independently.
4. Students can read the word or a new phrase
5. Students may add to knowledge about English in depth.
6. For students who love and interest in the science of language, students can easily to proceed to a higher level.
7. For students and people who like to read a foreign language would be easier to be able read the text.

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ENCLOSED

1. The letter From The Headmaster Of Madrasah Tsanawiyah Muallimin Univa Medan
2. Task To Students
3. Photo



Universitas Al Washliyah

MADRASAH TSANAWIYAH MUALLIMIN

JENJANG AKREDITASI " A " NSM: 12.1.21.27.10.004 NPSN: 60727909

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SURAT KETERANGAN

Nomor : MMTs/A.5/ 349 /2014

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Muallimin UNIVA Medan, dengan ini menerangkan bahwa:

N a m a : **SRI HARDINI**

NIDN : 01 1202 6101

Fakultas : HUKUM

Berdasarkan surat LP2M UMA nomor 559/LP2M-UMA/X.3/2014 tanggal 10 Oktober 2014, bahwa yang bersangkutan telah melakukan kegiatan Pengabdian Pada Masyarakat sejak tanggal 13 s.d. 18 Oktober 2014 di MTs. Muallimin UNIVA Medan dan kepadanya telah diberikan keterangan, data-data, baik secara tertulis maupun melalui wawancara sesuai dengan pengabdiannya yang berjudul: Introduction to Phonetic Symbol for English for The Pupils of Madrasah Tsanawiyah Muallimin Medan.

Demikian Surat Keterangan ini diperbuat dan diberikan kepada yang bersangkutan untuk dapat dipergunakan seperlunya, atas perhatian dan kerjasama yang baik diucapkan terimakasih.





TASKS

A. Change this sentences in to the Symbol Phonetic Transcription.

1. They greeted Mike by saying ' hi' .

[-----]

2. A guy is supposed to wear tie.

[-----]

3. I like to hike in a dry season.

[-----]

4. A shy guy bites his tire.

[-----]

5. When you see light a night, please.

[-----]

B. Change this Symbol Phonetic form in to a sentence form.

1. [f'ɪldrən əf pjuə ekɒnɒmɪk a: ɔftən eɪlɪŋ]
2. [ə speʃəl 'envɔɪ wɪl bi sent tə ɔvəkʌm ðə dɪspu:t]
3. [haʊ ken ju: bi ʃʊə ðət ðə wɒtə ɪz pjuə]
4. [wɒt dɪd ʃɪ ʊz tə hɪt hə sən]
5. [aɪ nɔ haʊ tə blɔʊ ðə hɔn]

Phonetic symbols

consonants	
p	pen, happy, publish
b	bed, cab, blackboard
t	time, little, watched
d	dance, played, advance
k	cup, kind, pack
g	good, mug, toggle
tʃ	chin, chatter, arch
ʒ	pleasure, vision, decision
dʒ	July, geometry, judge
f	fan, life, photograph
v	very, live, advance
θ	think, path, thank
ð	then, mother, that
s	sail, cell, boats
z	zen, lens, lends
ʃ	shell, mesh, ship
h	he, hymn, hand
m	meet, bomb, immense
n	no, can, another
ŋ	ring, singer, playing
l	let, sell, lullaby
r	ring, wring, tomorrow
j	yes, yacht, opinion
w	when, what, wait

vowels	
i:	sheep, breathe, these
ɪ	ship, bit, started
e	when, breath, any
æ	pat, back, marry
ɑ:	arm, rather, heart
ɒ	clock, what, because
ɔ:	floor, law, caught
ʊ	wood, would, woman
u:	shoe, school, July
ʌ	uncle, son, rough
ɜ:	first, journey, earth
ə	again, photograph, teacher
eɪ	play, rage, great
əʊ	ago, tow, though
aɪ	climb, kite, buy
aʊ	house, mouth, clown
ɔɪ	spoil, buoy, enjoy
ɪə	cheer, clear, wierd
eə	chair, where, their
ʊə	pure, lure, fewer

Examples:

air / eə(r) /

calm / kɑ:m //

clean / kli:n /

elephant / 'elfənt /

immediately / 'ɪmi:diətli //

UNIVERSITAS MEDAN AREA

judgement / 'dʒʌdʒmənt /

photography / fə'tɒgrəfi /

ploy / plɔɪ /

rubbish / 'rʌbɪʃ /

yuletide / 'ju:ltaɪd /

