

## ANALISIS BUKU TATA BAHASA BETTY SCHRAMPFER AZAR FUNDAMENTALS OF ENGLISH GRAMMAR SEBAGAI BUKU TEKS UNTUK SISWA

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### ABSTRAK

Riset ini adalah tentang analisa buku tata bahasa Betty Schramfer Azar Fundamentals English Grammar sebagai buku teks siswa. Tujuan riset ini adalah mengidentifikasi langkah mengajar, materi ajar, ketrampilan bahasa dan unsur - unsur bahasa yang ada dalam buku tata bahasa ini. Sampel dalam riset ini adalah semua isi yang ada dalam buku tata bahasa Betty Schramfer Azar. Penulis menyeleksi latihan-latihan tertentu dalam studi ini. Sementara itu ruanglingkup dalam studi ini menyangkut dengan ketrampilan bahasa dan unsur-unsur bahasa. Analisa data menunjukkan bahwa buku ini menekankan latihan-latihan tulisan. pada setiap unit. Tensis disini memiliki suatu peranan penting dalam menggunakan tata bahasa kedalam ungkapan-ungkapan lain. Sementara latihan lisan didalam buku ini untuk melatih siswa mampu merespon pertanyaan –pertanyaan temannya secara otomatis. Tingkat kesulitan keterampilan bahasa dan unsur bahasa dalam buku ini berbeda –beda. Demikian pula contoh dan penjelasan dalam buku ini kalimat-kalimat yang disajikan dalam kalimat yang lebih panjang dan latihan yang lebih sulit. Kadang-kadang siswa harus mengembangkan kata-kata sendiri. Cek lis dalam kosa kata terdiri dari frasa dan klausa. Hasil dari riset ini menunjukkan bahwa siswa harus mampu tata bahasa dalam melatih keterampilan bahasa. Berdasarkan data yang telah dianalisa oleh penulis, ditemukan bahwa struktur bahasa yang difokuskan didalam buku ini. Maksudnya bahwa sebelum melatih keterampilan bahasa dan unsure bahasa, siswa disuruh untuk memahami struktur sebaik mungkin untuk dapat mengisi dan melatih latihan dengan benar.

**Kata Kunci:** *The analysis of Betty Schramper Azar's Fundamentals of English Grammar, to identity the teaching steps, teaching materials, language skills, language elements*

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## **A. INTRODUCTION**

In modern time, book is very important in human live. The book that is used by the teacher is often called textbook. The text book is very important to determine the factor in teaching learning process in the classroom. We can say that in teaching English textbooks have important roles. The teaching material must be good and suitable for the classroom activities in order to make the students feel comfortable. This model can help them to understand what the teacher teaches them. Textbook is the main source of the teaching material.

One of the determine factors in teaching learning process is textbook. The teaching learning process here means is the explanation given by the teacher to the students. Textbook as a medium of education source can help the students in learning. This means that textbook can be regarded as mediator between sender and receiver. Sender is the writer of the book, and the receiver is the student. The teacher stands between the two. Sadiman ( 1990:14 ) stated that educational media as one of the educational sources can distribute and help the students in transferring messages and handling the differences of students' learning style. This indicates that using educational media can distribute the educational message regarding the differences which students have and it overcomes the geographical distance and time. Nowadays there are many kinds of English textbooks available in Indonesia and used from secondary school through university. Most of

the books are good, but they have different purposes. A teacher has to know good textbooks before choosing them for teaching. By having known those books this can adapt with the students' ability. By regarding the purposes of the books the teacher as the guide in the classroom can determine what method should be used and what skill the book build. There are many exercises and explanation about the language available. They are very essential because they can develop the ability of students.

All the matters above made the writer pay special attention to a set of grammar books written by Betty Scramfer Azar. This set of grammar books can be used as sources of teaching material in English grammar. The books can be used by every people whether they are English students or not. The people who know a little bit about English language rules can use the book as well. The teaching materials are so well arranged that the content of the books can be understood easily.

Among so many textbooks, the writer has found a series of books in three volumes namely 'English grammar' written by Betty Azar. They are Basic English Grammar, Fundamental of English Grammar, Using and Understanding English Grammar. These books are well-known in many institutions of education. This is mainly because the books are composed basically on level of education. The books contents are also integrated and continuous. Because of their relationship with the books that the writer analyzes is the Azar's books which give students the cognitive

function because they just provide the language rules and a little about training oral skill ability. Klevins (1976: 164) states that in evaluated material the substance of any teaching material should assist the students to cope with their environment. This refers to the understanding that learning process should not be isolated from the contexts where the students live.

Media as a management tool of searching learning experience manage diver's instructional strategies together. Agar's books as instructional media are considered very effective applied in the classroom especially in the teaching of grammar. The limitation here depends on what subject is taught in the classroom. The unique characteristics which Azar's books have include not only structure or grammar but also speaking in oral and short conversation either.

Based on the writer observed the books are studied from semester to semester and the writer wonders why the lectures do not use other books. Year by year they use these books. One assumption is that perhaps the books are integrated, multi skill syllabus that links grammar and communicative functions. The books recognize grammar as essential components of foreign language proficiency. They present grammar communicatively as reflected in oral exercise, with controlled accuracy-based activities, leading to fluency-based communicative practice. Their syllabus also contains listening, speaking and writing as well as pronunciation and vocabulary. This assumption, however, needs to be proven by

reviewing the entire contents of the books. The popularity of the books is often used in a wide variety of schools. In this case, the writer analyzed one of those books; it is Fundamentals of English Grammar.

This research is concerned with how the author builds the language skills and language elements. Therefore, the writer chose the books to be analyzed in a 'study' entitle' analysis of Betty Schramper Azar's Fundamentals of English Grammar as a Textbook for student."

## **B. ANALYSIS**

Analysis, according to Teall and Taylor (1972:39) is the reduction of anything into its parts, the examination of anything to determine its construction: a statement of the process or the examination, point by point. Analysis based on Webster Dictionary (1972:64) is defined as the tracing of things to their source, the resolving of knowledge into its original principles. Thus, analysis is an examination of object which has systematic procedures.

When we explain about an object or more, these are called analysis. The activities we do include interpretation and elaboration of the data from the documents chosen, it has variation in meaning. The variations of meaning exemplified by the level of the books or textbooks are analyzed. Jackson (1972:452) said that textbooks are easy to bring, read and study in any time students want. They can do these activities either at home, in class or in library. It means those textbooks as

communication can be read by students wherever they are, since the books are portable, compact and enduring. They can be studied carefully or skimmed quickly whenever the students want to.

In the process of studying a book, one can use analysis in enumeration meaning and meaning postulates. Kilgore (1992:4) says that through analysis in enumeration, it means that one could explain the books by assuming which each book is associated with the good quality of material that corresponds to all in organizing the books in good construction. It can be elaborated that you explain which books have good quality of given material in the books, which are appropriate in organizing the books in good arrangement of material. Through meaning postulates, one can use it as an alternative approach to explain the contents of the textbooks. This means that we can use an alternative approach that evaluates all of the books. The goal of the study in analyzing them is to give a conclusion for our study.

The goal of analysis is to achieve an understanding of the problem we are trying to solve. System analysis is how the books connect to the students; whether they are connected directly to the daily life, how the books manage communication with the teacher, and if there are processes to ensure material integrity. In application analysis, it captures the students' necessity. It is the specification of general problem, specific to these analyzing steps from the problem. Domain analysis is the understanding of the object in the problem.

Content analysis focuses on all of documents, diaries, and personal communication, such as letters, and speeches. Generally, content analysis is used to learn variables or symptoms which is 'bigger' than individual or objects. It learns about individual and its interaction to objects. Many variables or conditions reflect the ability of individual in relating to the object analyzed. In learning this condition, we should use microcopies approach. It defines how we try to get 'truly illustration' that tells about descriptions of the object. The way we learn about the relationship between object and individual is the ability of the individual in analyzing the object of the research, any technique should we use in analyzing the recorded material in order to get the right information we need.

#### **The Benefits of Content analysis**

There are many benefits of doing analysis which include of three main factors of the objects analyzed. They are cultural comparison literature, art and mass media reflect and create social condition analysis to the art and mass media that can give us comprehension to the value, orientation and norms of the culture. Literature, art and mass media as recorded information can help the analyst in searching the information about certain culture. It includes social condition and custom of a certain country, meaning and purpose, and a story behind the scene. Diary, textbooks, and personal letter can be examined to define the messages. The meaning and purpose of scene sometimes recorded in diary or textbooks can be examined by the analyst

and gives the description of the phenomena and meaning which are covered before.

Indirect measurement of character refers to personality, whether an individual is told about kinds of documenters, such as novel, drama, newspaper and book for defining 'personality' of an individual. Here content analysis is used for narrative in order to have the conclusion about individual personality. Content analysis can also give information about a person through novel, drama or newspaper. It defines about the whole of the personality or a person.

### **How to do Content analysis**

There are many steps in content analysis like steps used in doing the research like survey and experiment. Three steps should be done by the writer, that is choosing the chapters, coding the materials and comparison. In choosing the materials, decision is related to what part is appropriate to be examined in content analysis. Sometimes this decision is made based on prediction and hunch. In Azar's books there are three things which are more appropriate to be: examined materials, steps in teaching and development of language skills and elements.

In coding the materials, recorded information used in content analysis should be classified in the same way as the code categories classified. The categories, which are regarded precise developed further steps are more the intensity frequency the material which is serve in information which is being studied. Categories and code mean from the contextual analysis the writer categories what

part he wants to classify. He records the information about classification each unit of the books and divide into two parts that are language skills and elements.

More often content analysis is used for comparative aims rather than causal analysis aims. Most content analysis will give comparison, that is used in relation to other methodology in causal analysis. By comparing of the values of each book, we can then take the results about strengths and weaknesses of the book. Fox (1969 : 125 ) Said :

The researcher engages in many activities when analyzing a problematic situation. They include : accumulating the facts that might be related to the problem, settling by observation whether the fact are relevant, tracing any relationship between facts that might reveal the key to the difficulty, proposing various explanation (hypothesis) for the cause of the difficulty, ascertaining through observation and analysis whether they are relevant to the problem, tracing relationship between explanations that may give an insight into the problem solution, and tracing relationship between facts and explanations.

The statement above shows that research involve in many activities when analyzing a problematic situation. He or she has to get the facts which relate to the problem, find the clue of difficulty, and prepare various explanations for the cause of difficulty. Through observation and analysis, he or she can relate the difficulties relevant to the problem. Finally, he or she has to draw the

conclusion from facts and explanation of the observation.

### **Type of Analysis**

Mayher (1991:137) defines qualitative analysis are referring from more holistic chunks of information such as the meaning whole sentences or whole discourse. Thus, the content of the meaning would be given priority to qualitative analysis. In other words, qualitative analysis focuses on the meaning or description about the object itself.

The types of analysis of documentary survey that may be done is analyzing judicial decisions,

### **Data Analysis**

In addition Martin (1992:5) stated that data is the name given to choose the words and numbers we use to describe the things we work with, the types of actions we take, and the results of those actions. It means that data is the object research which is used for the writer to describe his study in order to get the result of the study.

The next step of the activity was data analysis. Martin (1992:21) stated that data analysis is a set of processes and activities, where by the user requirements those are identified, identify, specified and organized. It can be interpreted that in interpreting the data, the writer used some stages in defining, specifying and organizing the data.

The first stage is identifying the exercises were from chapters of the book. All language skills and elements exercises were

identified into parts and recorded in different part accordingly. The first section is the identification and classification the language skills and elements exercises. Here the writer recorded all the exercises according to their own parts. The second section is data processing the writer recorded all of skills and recorded in two different parts. They are spiking and listening, writing, structure, and vocabulary of the book.

The final step of the description research was discussion. The step presented the explanation and determination of the most language skills and elements trained by the book. In this step also explained the process of analyzing the language skills and elements by recording the result of analysis exercise by seeing the instruction of exercises into its part. After processing all the data examined by recording the analysis into its group, the writer can draw a finding which is necessary to be considered that is structure. It has important role in understanding and using the language skills and elements.

After reviewing several theories that are his research has shown and presenting the methodology that is used his research can proceed to analyze the book mention before he find that the books help the development of three language skills, they are listening, speaking and writing. The writer also find the language aspect that are presented by the Books are specially related to structure, and vocabulary. In order to make the analysis can be well oriented, the writer use theory of content analysis as stated by Van Dalen. In his

book understanding educational research an introduction. The writer can present the analysis about language skills after that the writer analyzes about language elements.

### Language Skills

Language skills divided into three parts. They are listening and speaking, writing, Listening and speaking

Listening and speaking are also accompanied by instruction. Likewise in book one when the students practice the oral exercises, in the book should be closed in doing these exercises. The teacher asks the students to understand the instruction as much as they can as well. If the students do not understand them, the teacher gives the guidance to the students. Usually, in demonstrating the given words of grammar which are reflected in the book they are different from the other book of Betty. There are similarities in practices, such as pair up with another student, perform an action, answer the questions, sometimes involved more than one students, using the given words when the students practice them.

In the Fundamental of English Grammar, the responding answer students should give to their friends is longer than that of the other book of Betty. Sometimes the students create their answer in order to make the sentences longer. Her some examples of oral exercise in the Fundamental of Grammar. I took chapter 1, exercise 6, page 7; students have to answer the questions by using adverb of frequency. Example: take a bus to school.

How often do you take a bus to school?  
Response: I usually take the bus. Or: I never take the bus. OR: I always take the bus, etc. In answering short question, students should create various long answers. By this practice students master and know how to use adverb of frequency very well in conversation.

In chapter 2, exercise 3, page 20, students have to answer correct statement by using negative sentence and affirmative sentence in past tense. Example: you drank two cups of tea this morning. Response: No, that's not true. I didn't drink two cups of tea this morning. I had coffee with my breakfast. By this practice the students master and know how to use past tense.

In chapter 3, exercise 4, page 49, students have to answer the questions to complete sentence by using pronouns be going to by using future tense and using too or either in negative sentence. Example: I didn't study last night and .....Response: I didn't study last night, and I'm not going to study tonight either. Students know how to use future tense and using too or either.

In chapter 4, exercise 6, page 72, the author explains about using **preposition**. In this part the teacher requires students to make up their own direction. In practicing them, the teacher asks a student to perform an action and then answer her question. If she wishes asks the class to perform the action an answer together the students demonstrate their answer to the teacher. Example: **above** my head. Response: I'm holding my hand **above** my head. In English, demonstrate is very important

because by doing the activities students are easy to understand how to use **preposition** of place as necessary. In these activities the teacher should be creative in creating her directions.

Oral exercise in chapter 5, exercise 5, page 98. Example: what are you going to do tomorrow? Response: I don't know. I **may** go downtown. OR I might go to the Laundromat. Maybe I'll study all day. Who knows? The students are answer the questions by using **may, might, and maybe**. They should use appropriate **may, might, and maybe** in responding answer.

In chapter 4, page 128, chapter 6, she gives instruction to the teacher. First the students made yes/no question and information question with there. Example: I live there. Response: (a) Do you live there? (b) Where do you live?

In chapter 7 the author explains about using present perfect. In this part have two students. Student a: use ever in the question. Ever comes between the subject (you) and the main verb. Student B: give a short answer first and then a complete sentence answers. Use **many times, several times, a couple of times, once in my life time, and never** in complete sentence. Example: be in Florida student A: Have you ever been in Florida? Student B: yes, I have been in Florida many times. OR: NO, I haven't. I've **never** been in Florida. The students develop their answer based on the question asked by other students.

Based on the examples and the analysis done by the writer arranged speaking and listening skills by using the total physical

respond method. This means that students have to answer their friends automatically and followed by an action. He organized the skills are from short answer. In other words, he organized the materials from the easy to the harder ones.

## Writing

Writing skills is one of language skills is also presented in this book. There are various exercises prepared in it. Commonly, the exercise form is completing the sentences and creating the error sentences. The form of exercise can help students master the English Grammar.

The form of writing in the Fundamental of English Grammar is complex. Writing exercises are accompanied by instruction. In learning writing, students must begin with the simple statements. Writing skills can be enlarged through carefully controlled and gradually comprehended exercises from the easy to the difficult materials. By doing so, students can effectively develop their ability.

At the fundamental stage, the students must learn how to write complex sentences and connect the ideas from notes. The main stage in training the students' writing may be concluded as the following: first, the students have to know what topics they want to compose. They should describe them in a good composition.

The explanation above appears in chapter 3, exercise 22, and page 66. Student writes about of the following topics: (1) write about an interesting experience you had when



you were a child (six to twelve years old), (2) write about your plans for future. The students have to write about the topics, and then they should express their composition in past tense and future tense.

In chapter 5, exercise 10, page 103, the students are asked to make complete dialog. Use polite question by using **would** you/ **could** you/ **will** you/ **can** you and use expressing the list words or your own words. Example: open the window. Written dialog. Teacher. It's getting hot in here. **Would/could/will/can** you please open the window? Student: Of course, I'd be happy to/sure/etc. Teacher: Thank you / thanks. Student: Welcome.

In chapter 6, exercise 5, page 129, the students are asked to make information question by using **where, why, when,** or what time. Example: A: **When/ what time** do you get up this morning? B: at 7:30 (I got up at 7:30 this morning). It shows that students can make information question by expressing it in written form.

In chapter 12, exercise 5, page 313, students are asked to combination two sentences become one sentence. Become 'b' **adjective clause**. Give all form that possible use. Example: 1. a. The pill made me sleepy. B. I took it- the pill **which** I took made me sleepy. - The pill **that** I took made me sleepy. It explains, students can write well adjective clause when they use in context.

In chapter 13, exercise 14, page 336, expose about usage-**er** or **more** and use words from the list to complete the sentence.

Example: bright, brightly, traffic write the sentences: (1) a city has **more traffic** than a small town. (2) Sunlight is much **brighter** than moonlight. (3) Did you know that a laser burns billions of times **more brightly** than light at the surface?

In chapter 14, exercise 19, page 362, students are basked to write a sentence by using noun clause. They have to use their own paper. Example: 1. I feel that.....2. I regret that.....3. I wonder if.....4. You are lucky that.....5. I'm delighted that.....6. Do you know where.....7. I doubt than.....8. I can't remember what.....9. It's a fact that.....10. The little boy is ashamed that.....The example above means train the students in developing to write about noun clause.

Although language skills are important, the language elements are more important. This is because without knowing this the students will not know how to use the language skills. Language elements are used is listening, speaking, reading, and writing.

### Language Element

Language elements divided three parts too. They are structure, vocabulary and phonology.

### Structure

Structure sentence may be developed through drills or exercises. First, the teacher choose a short sentence which illustrates the

grammatical principle and the teacher says the sentence once the students asked repeatedly until they are able to say the sentence with new word in group or in individually. Pattern practice can be done with the whole class speaking as a group with the class divided into two parts and so on. Learners can often take place of the teacher (Campbell, 1960:66).

Then the sentence may be drilled through question and answer. The teacher may change the sentence into negative or affirmative sentences. Gurry (1955) divides question into three types: stage one question asked for an answer that can be pointed to either in picture or reading passage. Stage two make the learners think. Stage three questions ask learners to use their imagination.

In the Fundamental of English Grammar, the elements of structure are focused on tenses. There are many kinds of tenses in this book as mentioned in the content of the book. They are in chapter 1, 2, 3, and 7. Other chapters talk about nouns and pronouns, modal auxiliaries, asking question, count and non count nouns, articles, connecting ideas, gerund and infinitives, passive sentences, adjective clauses, comparisons, noun clause, quoted speech and reported speech, and using it. The level of difficulty in this book is harder and the explanation of each chapter is more detail than in other book of Betty. It means that exercises which were trained in the book used longer sentences and the chart presented in it which was accompanied by explanation about structure. The structure in this book was focused on the use of tenses in various contexts such as in nouns and pronouns,

modals, asking question with WH question, count, noun count, articles, etc.

There are no vocabulary check lists in this book the fundamental of English Grammar. This is because this book stresses the use of vocabulary in oral and writing. The students have to create their own words when they wanted to use in speaking with their friends. In written form, the vocabularies provided in parenthesis and the students have to use them based on the tenses.

Vocabulary has an important rule in English language. Since, it is used much in listening, speaking, reading and writing. By knowing much vocabularies students muster the four language skills easily. In the fundamental of English grammar sometimes Azar presented vocabulary accompanied by pictures and vocabulary check list.

### **Vocabulary**

As a matter of fact, vocabulary is an important element of language. The vocabulary is required when they learn to speak, read, write and when they listen to the new language spoken around them. It is considered as the vital aspect in mastering a language because it consists of the words and out the words, it is impossible to learn language. In this line al Kufaishi (1988:42) said:

Vocabulary is one of major confronting EFL ( English foreign language) learners. By mastering vocabulary they can communicate their ideas as clearly as they would like to, and they can grasp the transmitted ideas. They can read the columns

of newspaper or popular magazines or even understand newscasts on the radio.

Based on Kufaishi's argument the writer sees that whatever we want to say we use words, vocabulary plays important role in language acquisition. The importance of vocabulary in language acquisition is not in her book. She stated that.

Among all back aspect of foreign language which should be mastered as the most important one. Without mastering vocabulary it is impossible to use the foreign language. The fact shows that, although the student could read the text with the pronunciation and grammatical correctly, they could not understand the materials read, and they were not able to express the main idea of the text in the reading.

Learning vocabulary is not mean learning words in isolation. Words should be learned in context, because a word has different meaning context. In fact, words in isolation frequently do not match with the intended meaning. The meaning of the words will depend on the context.

During the learning program the students do have enough all the meaning of vocabulary, especially words with special meaning for certain subject. The problems generally arise because they do not have experiences and understanding from which the meaning of vocabulary is derived. There is no doubt that teacher has to provide learning experience that will incorporate the development and expansion of student's vocabulary.

Pictures play important function in introducing vocabularies. Other pictures describe nouns and adjectives. In other pages the vocabularies can be learn from a group of vocabularies check list. They are explained by the list of words according to the structure trained in the unit of the book. In relation to verbs, we can learn many kind of verbs according to the pictures. Under each picture, the author gives the name of pictures based on the structure and exercises presented in the book. By these conditions the students can know many new words. The given vocabularies are simple and can be used in daily conversation. Usually they are reflected in oral exercises which provide list of vocabularies to be used in speaking. From the pictures, students can understand what happened and how the vocabularies were used in sentences. Sometimes, under the picture there are short sentences or phrases which tell about the pictures. Vocabularies which were used in the sentences of that book are easy because they are command words for the students.

Here are some examples of nouns, verbs, preposition, and adjectives. The examples of nouns are belt, blouse, coat, dress, gloves, jackets, jeans, sandals, scarf, shirt, shoes, skirts, suit, and suitor. The examples of verbs are drink, eat, drive, read, sleep, write, smoke, push, pull, clap, kick, count, stand, touch, shake, sit. The preposition is above, against, around, behind, beside, between, in, in back of, in the back of, in front of, in the front of, in the middle of, inside, and under.

Adjectives are old, busy, green, smart, pretty, lazy, tall, tired, small, clean, heavy, young, etc. Through these vocabularies, the students are asked to memorize them. The purpose of memorizing them is to enable students to use them in their daily conversation. In the *Fundamental of English Grammar*, vocabularies are not only found in vocabulary check lists but also in writing and oral exercises.

Nouns, verbs, preposition, and adjectives which were presented in vocabulary check list and accompanied by the pictures were commonly used in answering questions and completing the sentence. Vocabulary check lists are also used in speaking and listening which are reflected in oral exercises. The vocabulary check list has essential role for students in choosing words when used in practicing and exercises. In writing, vocabulary check list has role in developing the students imagination or expressing idea.

Vocabulary was also introduced in writing and oral exercises are usually accompanied by pictures. Under the pictures there are vocabularies. The vocabularies presented in *Fundamental of English Grammar* are more advanced than in the other of Betty. It means that they consist of more than one word. They could be phrase or clause which was applied in completing the sentences in written form. There are no vocabulary check lists in this book because some of them have to be created by the students by memorizing the words which they have studied in oral practice. In writing, vocabulary is in parenthesis and the

students are asked to change the words based on the tenses.

Here are some examples of vocabularies from *Fundamental of English Grammar* are taken from oral and writing exercises. Stand up, read your grammar book, hold your pen in your left hand, perform any action you choose, use object in the class room in your wish, watch TV before you come to school in the morning, listen to the radio in evening, a mountain climber, a good cook, a photographer, at or in (a particular place), an astronaut, the captain of ship. Vocabularies in the *Fundamental of English grammar* are used much in oral book stresses oral exercises presented in each chapter, three are 6 or 9 exercises in the book.

### **Phonology**

In the *Fundamental of English Grammar*, the writer did not find any special material for phonology or any directions related to it. Description about phonology for students in teaching –learning might be associated with listening and speaking. The teacher may practice listening and speaking as good as possible including intonation and pronunciation. The teacher may practice twice or three times the words. Usually students practice the words after the teacher. In this case the stress is on pronunciation.

Phonology is a part of language elements which studies about how sound is produced. It is the description of the system and pattern of sounds that occur in a language. It involves studying a language determine its distinctive sound and to establish a set of rules

that describe the changes that take place in these sounds when they occur in different relation with other sounds.

### Conclusions

After analyzing the content of the Fundamental of English Grammar that are written by Azar, the writer can make several conclusions. The writer is sure that the book is very good for the students of the study Program of English at the faculty of Teacher Training and educational Sciences. After they master the contain of the book they have got enough knowledge of English Language Grammar so that they can appear in front of high school student with self assurance to teach grammar even though they do not have any other book. Azar's English Grammar provides exercise which trained the language skills. Exercises in language elements are also provided. The exercise which train the language skills are reflected in oral; exercise while language elements are reflected in writing in completing the sentence.

Language skills and elements exercises in Fundamental of English Grammar presented in longer sentences and complex one. They combine with phrase and clause. The standard of language in this book is arranged in progressive steps. It is arranged from simple words to the difficult. The arrangement of exercises is also from simple to difficult. It means that in this book, the words presented in vocabulary chick list consist of two words, phrases and clauses

which require high comprehension in practicing them in language skills.

The explanation about tenses in the Fundamental of English Grammar is explained in different way. It means that explanations progress gradually from the easy to the difficult one. The explanation of tenses is presented in long explanation and this requires high comprehension of structure in order to fill in the exercises. Tenses in the books are always accompanied by patterns and diagrams. The exercises are formed in oral and writing.

The writer explains some theories related to analysis. They are definition of analysis, benefit of analysis, how to do the content analysis. He mentions on definitions, how to do analysis and data analysis.

The research finding shows that many exercises presented in the book are in written exercises. It means that the book only focused on structure. The table in data classification shows that most sample of structure is taken than other language elements. In other words, the author believes that structure has an important role in mastering language skills and elements.

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