THE MASTERY OF INVERSION SENTENCES OF THE FOURTH YEAR STUDENTS, FACULTY OF LETTERS GUNADARMA UNIVERSITY

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Abstract:

Inversion is one of the important parts of grammar that should be understood by the students to understand the position of subject and verb that reversed for some purpose or on some situations. The writer chose the topic “The Mastery of Inversion Sentences of the Fourth Year Students Faculty of Letters Gunadarma University”, because some students of English Department still have difficulties in understanding inversion sentences. The problems of this study are: How is the ability of the fourth year students Faculty of Letters Gunadarma University in understanding inversion sentences?, and in what area(s) of inversion sentences do students encountered the problems in understanding inversion sentences?. The aims of the study are: To know the ability of the fourth year students Faculty of Letters Gunadarma University in understanding inversion sentences and to know the area(s) of inversion sentences do students encountered the problems in understanding inversion sentences. The method employed in this research was descriptive quantitative method. The samples were 30 students, of the fourth year students Faculty of Letters Gunadarma University. The result of this research is the level of understanding of the fourth year students Faculty of letters Gunadarma University on inversion sentences is on the level E = failing or unsatisfactory, it less than 60%. The problems of the students are: they do not understand enough the theories of inversion sentences and kinds of inversion sentences. Finally it is concluded that the students still have problems in understanding inversion sentences.

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1. INTRODUCTION

1.1 Justification of the Research

In statements it is usual for the verb to follow the subject, but sometimes this word order is reversed. We can refer to this as inversion. There are two main types of inversion: when the verb comes before the subject (inversion is often optimal), and the auxiliary comes before the subject and the verb phrase follows the subject (inversion is usually necessary). (Hewings, 2005: 198).

Inversion involves putting an auxiliary verb before the subject of a clause(http://www.britishcouncil.org/)
In a common sentence the position of subject is before its verb and auxiliary. The position of subject is reversed in the form of inversion sentence, the subject is put after its verb and auxiliary. There are examples of inversion sentence.

- Her father stood in the doorway. (Common Sentence Pattern).
- In the doorway stood her father. (Inversion Sentence).

The writer has chosen this topic entitled “The Mastery of Inversion Sentences of the Fourth Year Students Faculty of Letters Gunadarma University”, because the writer has assumed that only few of the students applied inversion sentences in their daily life. The other reason is because inversion is unusual form of sentence that rarely used, but inversion is a part of grammar that usually exist on TOEFL test.

1.2 The Problem of Study

The problems of this research are:
1. Does shift occur in translating English collocations into Indonesian? If it does, to what extent does shift occur in translating English collocations into Indonesian?
2. What types of shift are there in translating English collocations into Indonesian?

1.3 Aim of Study

1. To find out whether shift occurs in translating English collocations into Indonesian and to what extent shift occurs in translating English collocations into Indonesian.
2. To find out the types of shift in translating of English collocations into Indonesian.

2. THEORETICAL REVIEW

2.1 Definition of Inversion

The most common word order of the core parts of a sentence in English is subject + verb + object (S + V + O). The subject comes before the verb in all but a few special situations. In these situations the word order of the core parts is inverted and the verb is placed before the subject (King, 1996:244).

On Merriam-Webster’s Collegiate Dictionary Inversion is defined as a reversal of position, order, form, or relationship: as a
change in normal word order; the placement of a verb before its subjects (Webster, 2002:615).

Inversion is one of the important parts of grammar that should be understood by the students to understand the position of subject and verb that reversed for some purpose or some situation (Ali, 2007:501).

2.1.1 Kinds of Inversion

Based on Michael Swan (1996) on his book practical English usage there are two kinds of inversion: 1. auxiliary verb before subject, 2. whole verbs before subject.

2.1.1.1 Auxiliary verb etc before subject

We put an auxiliary verb (and non-auxiliary have and be) before the subject of a clause in several different structures (Swan, 1996:287).

2.1.1.1.1 Questions


The pattern of question sentence:

| Auxiliary verb + subject + main verb |
| Have / be + subject + main verb       |

The possible inversion is only on direct question.“Normal word order (S + V + O) is required in indirect question. NO inversion is possible” (King, 1996: 245).

Example:
The reports want to know when the president will give his address.

However, in formal writings, inversion is sometimes used with be in indirect questions after how, especially when the subject is long. (Swan, 1996:298).

Example:
I wondered how reliable was the information.

2.1.1.1.2 Exclamations

Exclamations often have the same structure as a negative questions (Swan, 1996:288).

Example:
Isn’t it could? → negative question
Isn’t it could! → exclamation

“Americans and some British speakers may use ordinary (non-negative) question forms in exclamation”(Swan, 1996:194).

Example:
Was I furious? Question
Was I furious! Exclamation

“In a rather old – fashioned literary style, inversion is sometimes found in exclamation after how and what” (Swan, 1996:288).

Example:
How beautiful are the flowers!

2.1.1.3 With may

“May can come before the subject in wishes” (Swan, 1996:288).
Example:
May he rot in hell!

2.1.1.4 After so, neither/ nor

“In ‘short answers’ and similar structure, those words are followed by auxiliary verb + subject” (Swan, 1996:288).
Example:
‘I’m hungry’. ‘So am I’.
‘I don’t like opera’. ‘Neither / Nor do I’.

2.1.1.4.1 After so

“We can use so with similar meaning to also, in the structure. so + auxiliary verb + subject. The structure is used to answer or add to the sentence before, and uses the same auxiliary verb” (Swan, 1996: 540).
Example: Louise can dance beautifully, and so can her sister.

“The structure is also used with non-auxiliary be and have” (Swan, 1996:540).
Example: I was tired, and so were the others.

“After a clause with no auxiliary verb, we use do/does/did”(Swan, 1996: 540).
Example: ‘He just wants the best for his country.’ ‘So did Hitler.’

2.1.1.4.2 Neither and Nor

“Neither and nor come at the beginning of a clause, and are followed by inverted word order” (Swan, 1996: 358).
Example: ‘I can’t swim.’ ‘Neither can I.’

2.1.1.5 After negative and restrictive

“If a negative adverb or adverbial expression is put at the beginning of a clause for emphasis, it is usually followed by auxiliary verb + subject. These structures are mostly rather formal”(Swan, 1996:288).
Example:
At no time was the president aware of what was happening.

“The same structure is possible after a complete clause beginning not until…”(Swan, 1996: 288).
Example:
Not until he received her letter did he fully understand the depth of his feelings.

“Inversion is also used after restrictive word like hardly, seldom, rarely, little, and never and after expression containing only. Those structures, too, are, formal or literary”(Swan, 1996:289).
For example:
Hardly had I arrived when trouble started.
“Inversion is not used after non-– emphatic adverbial expressions of place and time” (Swan, 1996: 289).

Example:
Not far from here you can see foxes.
Not → (not far from here can you see foxes)

“Inversion is used when not + object is put at the beginning of sentence for emphasis” (Swan, 1996: 289).

Example:
Not a single word did she say.

2.1.1.1.6 After as, than, and so
“Inversion sometimes happens after as, than and emphasizing so in a literary style” (Swan, 1996: 289).

Example:
▪ She was very religious, as were most of her friends.
▪ City dwellers have a higher death rate than do country people.
▪ So ridiculous did she look that everybody burst out laughing.

2.1.1.1.7 Conditional clauses (of types 2 and 3)
“In formal and literary conditional clauses, an auxiliary verb can be put before the subject instead of using if” (Swan, 1996: 289).

Example:
If she were my daughter, I would help her

2.1.1.2 Whole verb before subject
2.1.1.2.1 After adverbial expressions of place.
“when an adverb such as down, in, out, and up is placed at the beginning of a sentence for emphasis, the verb is places before the subject” (King, 1996: 245).
“When an adverbial expression of place or direction comes at the beginning of a clause, intransitive verbs are often put before their subjects” (Swan, 1996: 289).

Example:
On the grass sat an enormous frog.
Directly in front of them stood a great castle.

“This structure is often used in speech with here, there and other short adverbs and adverb particles” (Swan, 1996: 289).

Example:
Here comes Freddy! (NOT Here Freddy comes)

“If a subject is a pronoun, it goes before the verb” (Swan, 1996: 290).

Example:
Here she comes. (NOT Here comes she).

2.1.1.2.2 Reporting
“In story telling, the subject often comes after reporting verbs like said, asked, suggested etc when these follow direct speech” (Swan, 1996: 290).
Example:
- What do you mean? **Asked Henry**
- ‘I love you’, **whispered Jane**.

2.2 The Definition of Mastery

Oxford dictionary defines mastery as a noun that means great knowledge about something or understanding of a particular thing (Hornby, 2000: 822).

Mean while, defined mastery as:
1. Possession of consummate skill
2. The status of master or ruler; control: *mastery of the seas.*
3. Full command of a subject of study: *Her mastery of economic theory impressed the professors.*

The other definition of mastery based on Anne in her book (Essential English Dictionary, 1995:582) is that your mastery of something is your ability to do it excellently: *we were amazed by the young child’s mastery of the game.* She also defines that mastery of something is also control of it: *the dominant lion is willing to fight for mastery over his theory.*

2.3. Level of Understanding Theory

The writer uses theory of Johnson, *Measurement and evaluation,* (1987:376) in order to evaluate the data. According to Johnson, the levels of understanding are divided into 5 grades, they are:
- A = Outstanding or Excellent
- B = Above Average or Good
- C = Average or Acceptable
- D = Below Average or Poor
- E = Failing or Unsatisfactory

Based on Johnson, grades which are used to give scores above, are determined by the percentage as follows:
- A = When the students get 90% or more correct items on the test.
- B = When the students get 80% to 89%
- C = When the students get 70% to 79%
- D = When the students get 60% to 69%
- E = When the students get less than 60% correct
3. RESEARCH METHOD

3.1. Research Design

In this research, the writer uses a descriptive quantitative study on analyzing the data that taken from the students’ answer of the questions of inversion sentences.

Descriptive analysis provide a way of reducing data into easily and quickly understood chunks. (Wilkinson, 2000: 84)

Quantitative data are those types of data that can usually be reduced to numerical form. The analysis of these data types involves manipulating them in some way and/or applying some form of statistical test. (Wilkinson, 2000: 81).

3.2. Population and Sample

Population on this research is about 60 students from 4SA01 and 4SA02 of the forth year students Faculty of Letters Gunadarma University. And the samples are 30 students of 4SA01 and 4SA02 Gunadarma University.

3.3. Source of the Data

The source of the data in this research is the answers of questions that students do in inversion sentences.

4. RESULT OF THE STUDY

\[ \text{Percentage of correct} = \frac{\text{Total correct}}{\text{Total answer}} \times 100\% \]

\[ = \frac{302}{750} \times 100\% \]

\[ = 40.26\% \]

\[ \text{Percentage of incorrect} = \frac{\text{Total correct}}{\text{Total answer}} \times 100\% \]

\[ = \frac{448}{750} \times 100\% \]

\[ = 59.73\% \]

4.1 The chart of correct and incorrect
4.2 Analysis of the Area(s) of the Students Understanding in Inversion Sentences .

<table>
<thead>
<tr>
<th>Number</th>
<th>Parts of Analysis</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Types of Question</td>
<td>40,26%</td>
<td>59,73%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>2.</td>
<td>Kinds Theory of Inversion</td>
<td>40,26%</td>
<td>59,73%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>3.</td>
<td>Kinds of Inversion</td>
<td>42,93%</td>
<td>57,06%</td>
<td>Failing or Unsatisfactory</td>
</tr>
</tbody>
</table>

Types of Question

<table>
<thead>
<tr>
<th>Number</th>
<th>Parts of Analysis</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Changing the Sentence into Inversion</td>
<td>34,11%</td>
<td>58,83%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>2.</td>
<td>Changing Inversion Sentence into Normal Sentence Pattern</td>
<td>28,88%</td>
<td>71,11%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>3.</td>
<td>Completing Inversion Sentence</td>
<td>46,66%</td>
<td>59,73%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>4.</td>
<td>Choosing the Right Inversion Sentence</td>
<td>46,66%</td>
<td>53,33%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>5.</td>
<td>Choosing the Sentence That is not Categorized on Inversion Sentences</td>
<td>44,44%</td>
<td>55,55%</td>
<td>Failing or Unsatisfactory</td>
</tr>
</tbody>
</table>

Kinds Theory of Inversion

<table>
<thead>
<tr>
<th>Number</th>
<th>Parts of Analysis</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Inversion on Question</td>
<td>40%</td>
<td>60%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>2.</td>
<td>Inversion on Exclamation</td>
<td>26,66%</td>
<td>73,33%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>3.</td>
<td>Inversion on Adverbial Expression</td>
<td>38,51%</td>
<td>61,48%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>4.</td>
<td>Inversion on After so, neither, and nor</td>
<td>66,66%</td>
<td>33,33%</td>
<td>Below Average or Poor</td>
</tr>
<tr>
<td>5.</td>
<td>Inversion on Conditional Clauses</td>
<td>46,66%</td>
<td>53,33%</td>
<td>Failing or Unsatisfactory</td>
</tr>
<tr>
<td>6.</td>
<td>Inversion on Negative</td>
<td>36,66%</td>
<td>63,33%</td>
<td>Failing or</td>
</tr>
</tbody>
</table>
5. CONCLUSION AND SUGGESTION

5.1. Conclusion

1. Analysis on students understanding of inversion sentence based on the types of question.
   - Percentage of correct: 40.26%
   - Level of understanding: E
   - Meaning: Failing or Unsatisfactory
   The level of the students’ understanding are failing or unsatisfactory in all types question of inversion (changing the sentence into inversion, changing inversion sentences into normal sentence pattern, completing inversion sentences, choosing the right inversion sentence, and choosing the sentence that is not categorized on inversion. students still have problems in understanding the types of question of inversion sentence. The students do not understand enough on the types of question on inversion.

2. Analysis on students’ understanding of inversion sentences based on the kinds theory of inversion.
   - Percentage of correct : 40.26%
   - Level of understanding : E
   - Meaning : Failing or Unsatisfactory
   The level of the students’ understanding are failing or unsatisfactory in almost every parts of the theory of inversion. The students get level E in understanding the theory inversion of: inversion on question, inversion on exclamation, inversion on adverbial expression, inversion on conditional clauses, inversion on negative and restrictive, and inversion on after as, than, so. The students get the level of understanding D = below average or poor in understanding the theory of inversion on after so, neither, nor and inversion on reporting. Students still have problems in understanding the theory of inversion. The students do not understand enough on the
theory inversion of (inversion on question, inversion on exclamation, inversion on adverbial expression, inversion on conditional clauses, inversion on negative and restrictive, and inversion on after *as, than, so*).

3. Analysis on students understanding of inversion sentence based on the kinds of inversion.
   Percentage of correct: 42.93%  
   Level of understanding: E  
   Meaning: Failing or Unsatisfactory

From the data above it is concluded that the level of the students understanding on inversion sentences is on the level E = Failing or unsatisfactory, the students still have problems in understanding inversion sentences. They do not understand inversion on question, the theory of inversion and the kinds of inversion sentences.

**5.2. Suggestion**

There are some problems faced by most of the students of the fourth year Faculty of Letters Gunadarma University in understanding Inversion sentences. The writer suggests that the students should learn and have to understand the theory of inversion and kinds of inversion sentences. So that, they are able to understand the inversion sentences and able to answer the questions of inversion sentence that usually found on the TOEFL test.

In order to improve the level understanding of the students, the writer also suggests to the English lecturers to give more explanations and exercises about inversion sentences to all of the students especially to the fourth year students Faculty of Letters Gunadarma University.
6. BIBLIOGRAPHY


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