

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE USE OF INVERSION
IN ENGLISH SONG LYRICS**

By:

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TARBIYAH AND TEACHER TRAINING FACULTY

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STATE INSTITUTE OF THE ISLAMIC STUDIES OF METRO

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AN UNDERGRADUATE THESIS

**AN ANALYSIS OF THE USE OF INVERSION
IN ENGLISH SONG LYRICS**

Presented as a Partial of the Requirements
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in English Education Department

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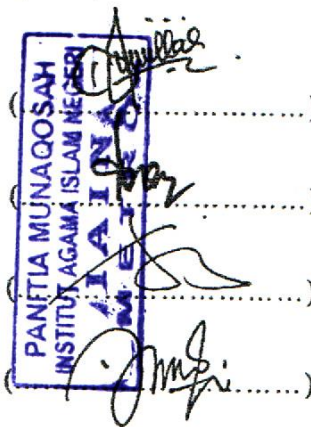
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AN ANALYSIS OF THE USE OF INVERSION IN ENGLISH SONG LYRICS

ABSTRACT

By: Fatmawati Putri

The objectives of this research were to know the most dominant type of inversion in English song lyrics, and to analyze the use of inversion in English song lyrics. The researcher analyzed the phenomena of inversion because it is very important to explore. Therefore, it is hoped that this research is beneficial in illustrating the phenomena of inversion.

The method of this research was qualitative research in the form of library research. The primary sources of this research are sixty English songs that were analyzed in the focus of inversion in order to reveal the dominant type and the use of inversions in English song lyrics. The research used documentation techniques in collecting the data. The documentation was conducted to obtain an understanding of a phenomenon under study and to collect the data. Furthermore, the researcher got the data to determine the results of the document for sixty English songs.

The research results show the first one is the type of question words 50%, the type of place expressions 8%, the type of negatives 12%, the type of conditionals 0, the type of comparisons 0, and the type of yes / no questions 30%. Therefore, the most dominant type of inversion in English song lyrics is question words that are 50%. Moreover, research result points out that there are two indicators of appropriate and inappropriate use of inversion in English song lyrics classified in appropriate 100 % and inappropriate 0.

Keywords: Inversion, English Song Lyrics, Qualitative Research

ANALISIS PENGGUNAAN INVERSI LIRIK LAGU DALAM BAHASA INGGRIS

ABSTRAK

Oleh: Fatmawati Putri

Penelitian ini bertujuan untuk mengetahui jenis inversi yang paling dominan dalam lirik lagu berbahasa Inggris, dan menganalisis penggunaan inversi dalam lirik lagu berbahasa Inggris. Peneliti menganalisis fenomena inversi karena sangat penting untuk ditelusuri. Oleh karena itu, penelitian ini diharapkan bermanfaat dalam menggambarkan fenomena inversi.

Metode penelitian ini adalah penelitian kualitatif berupa penelitian kepustakaan. Sumber utama penelitian ini adalah enam puluh lagu berbahasa Inggris yang dianalisis dalam fokus inversi untuk mengungkap jenis yang dominan dan penggunaan inversi dalam lirik lagu berbahasa Inggris. Penelitian ini menggunakan teknik dokumentasi dalam pengumpulan datanya. Dokumentasi dilakukan untuk memperoleh pemahaman tentang suatu fenomena yang diteliti dan untuk mengumpulkan data. Selanjutnya peneliti mendapatkan data untuk menentukan hasil dokumen untuk enam puluh lagu berbahasa Inggris.

Hasil penelitian menunjukkan yang pertama adalah jenis kata tanya 50%, jenis ekspresi tempat 8%, jenis negatif 12%, jenis kondisional 0, jenis perbandingan 0, dan jenis pertanyaan iya atau tidak 30%. Oleh karena itu, jenis yang paling dominan dari inversi lirik lagu bahasa Inggris adalah kata tanya sebesar 50%. Selain itu, hasil penelitian menunjukkan bahwa ada dua indikator penggunaan inversi yang tepat dan tidak tepat dalam lirik lagu bahasa Inggris yang tergolong tepat 100% dan tidak tepat 0.

Kata kunci: Inversi, Lirik Lagu Bahasa Inggris, Penelitian Kualitatif

STATEMENT OF RESEARCH ORIGINALITY

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Metro, 4 June 2022

The researcher,

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MOTTO

"Man Jadda Wajadda"

Whoever Strives shall succeed

DEDICATION PAGE

I am dedicating this undergraduate thesis to:

1. Special feeling of gratitude to my loving parents Mr. Jahri and Mrs. Jumariah, who always taught me to work hard for the things that I aspire to.
2. My beloved Sister Bena and Brother Rudi who always support me
3. My sponsor Trisna Dinillah Harya, M.Pd thank you very much for guiding me.
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As human being, the researcher realizes that this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes she has made writing. The researcher hopes this undergraduate thesis can be beneficial for all reader.

Metro, 4 June 2022

The Researcher,



Fatmawati Putri
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CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is a set of rules that control how sentences, phrases, and words are put together in any language. Grammar is a writing method that includes tenses, which are rules that must be followed. A sentence will be perfect if it follows the correct grammar structure.

Moreover, grammar is very crucial in English. When people's grammatical skills are good, they can speak with anyone, anywhere, at any time. When native speakers write and speak long or short, simple or complicated sentences, they can understand them. People can understand and express ideas, to an audience effectively and accurately if they know grammar.

Grammar also plays an important part in other skills such as listening, speaking, reading, and writing. Learning grammar is very useful in helping us in accurately determining the correct word and its position in a sentence. Personal credibility can be improved by grammatically correct writing and speaking. We are looked after in the workplace due to our reputation for speaking English well.

Inversion is a basic part of grammar theory to understand. Not only is the topic element inverted, but also the verb phrase, or a part of it, is moved

before of the subject. Subject - Operator Inversion and Subject - Verb Inversion are the two types of inversion.

The benefit of mastering inversion in writing is to know how to emphasize sentences. In addition, in inversion they can make sentences more formal than sentences with the usual order. Another benefit of mastering inversion is that we can write the question or interrogative sentence correctly.

Therefore, from the description above, it can be concluded that there is an inversion phenomenon in the data of sixty English songs, and will be analyzed that the song lyrics contain an inversion sentence or not. In the example of English songs with inversion are Don't You Remember, A Rocket To The Moon, Never Will I Leave You, and Butterflies. In connection with all the descriptions above, the researcher aims to research more into the topic of inversion in English song lyrics, to identify the most dominant type of inversion in English song lyrics and to analyze the use of inversions in English song lyrics. In this case the researcher conducted a qualitative research entitled *An Analysis of the Use of Inversion in English Song Lyrics*.

B. Research Questions

To show the purpose of research, the researcher had decided the research questions including of:

1. What is the most dominant type of inversion in English song lyrics?
2. How is the use of inversion in English song lyrics?

C. Objectives and Benefits of the Study

1. Objectives of the study

Based on research questions, the researcher sets research objectives, this includes:

- a. To identify the most dominant type of inversion in English song lyrics.
- b. To analyze the use of inversions in English song lyrics.

2. Benefits of the study

This research is expected to be useful not only for a researcher, but also for the readers of the study, English educators, and other researchers.

The benefits include:

a. For the Reader

This research is expected to make a positive contribution to the readers by providing information related to the facts of the use of inversion in English song lyrics. From this information, it is hoped that readers get inspiration about the use of inversion from English song lyrics related to everyday life, so that the process of transferring the understanding of inversion becomes more fun and not boring, it is also hoped that through this research readers will be more interested in studying inversions in depth.

b. For the English Educators

This research is expected to be useful for educators by presenting information that the researcher take from the theory and facts of

research about the inversion in English song lyrics. This research will inspire educators to involve elements of English song lyrics in the grammar learning process, especially about inversion. It is hoped that inversion learning through English song lyrics are very enjoyable, so that it can increase students' desire to study inversion in more depth.

c. For the other Researchers

This research is expected to be useful for other researchers who conduct research on the same topic, namely An Analysis of Inversion in English Song Lyrics. Through this research, other researchers can obtain important information that is not only related to the types of inversion, but also the actual research practice. Therefore, this study is expected to be a reference for other researchers.

D. Prior Research

This study was conducted in view of some prior researchers that have been done by other researchers in same research topic. The first conducted by I Ketut Widi Adnyana, Yana Qomariana. Structure of English Locative Inversion.¹

A sentence structure involves the packaging of meaning. Words and their order decide the meaning of a sentence conveyed. This study discussed two points of problems. The first one is locative inversion structure in sentences taken from Corpus of Contemporary American English. The other problem is the

¹ I Ketut Widi Adnyana and Yana Qomariana, "Structure of English Locative Inversion", *Journal of Arts and Humanities*, Volume 24 (2020): 379.

constraints of locative inversion in the English grammar. The problems are discussed based on the theory of inversion by Hewings. Method used to collect the data was documentation method. The analysis was conducted using descriptive qualitative method. The result of the analysis is shown using informal method. As results, this study shows that locative inversion structure is different from canonical structures. It has a distinct feature contrasting it with canonical structure. It also has several constraints regarding subject, predicate, and salient information affecting its formation.

This study with their research has the similarities in the topics and research methods, particularly similar to the study of the preference organization in conversations by using qualitative research methods. Whereas, two researchers have different research objectives. That is because the purpose of the study is to discuss the structure of the locative inversion sentences are taken from The Corpus of Contemporary American English, and discuss the limitations of locative on English rules. The goal of this study is to identify the most dominant type of inversion in English song lyrics, and to analyze the use of inversion in English song lyrics.

The second prior research was conducted by Luke Lianna, Dedi Sutedi, Herniwati. Contrastive Analysis of Japanese and Indonesian Inversion Sentences.²

The structure of the Indonesian sentence is different from the Japanese sentence where the former is S-P, S-P-O, S-PO-Adv, while the latter is S-O-P.

² Luke Lianna, Dedi Sutedi, and Herniwati, "Contrastive Analysis of Japanese and Indonesian Inversion Sentences", *Advances in Social Science, Education and Humanities Research*, Volume 509 (2020): 400.

Both languages have their own rules regarding the sentence structure, but the use of grammar is not that rigid in real practice. A sentence that reverses the order of the word in the structure is called an inverted sentence. The knowledge of a person's first language can affect the way they process the foreign language they have learned. However, contrastive analysis can minimize that influence. This study aims to determine the differences and similarities between Indonesian and Japanese inverted sentences. As descriptive research, the data was taken from an Indonesian novel entitled '*Cantik Itu Luka*' by Eka Kurniawan and a Japanese translated novel entitled '*Bi wa Kizu*' chapters 1 and 2 by Ota Ribeka. The identity method was used as the tool for analyzing inverted sentences from both works of literature. The results showed that Indonesian inverted declarative sentences and inverted imperative sentences can be paired into Japanese inversion. However, most of the Indonesian inverted interrogative sentences could not be paired into Japanese inversion sentences.

This study with their research has similarities of topics and research methods, particularly similar to the study of inversion in English song lyrics by using qualitative research methods. Whereas, the research have different research objectives. That is because the purpose of their study is to determine the differences and similarities between Indonesian and Japanese inverted sentences. The purpose of this study is to identify the most dominant type of inversion in English song lyrics, and to analyze the use of inversion in English song lyrics.

The third prior research was conducted by Tran Thi Yen. Enhancing the Use of Inversion Structures in Academic Writing for English Majors at Thai Nguyen University of Education.³ Inversion is one of the factors contributing to the structure and grammar variety of a piece of academic writing; however, as can be seen from the results academic writing tests at Thai Nguyen University of Education (TUE), English majors rarely employ different inversion structures. This research, therefore, was conducted to investigate the current situation of using inversion structures among English majors at TUE, to discover the common difficulties related to inversion structures that students have, to find out the causes of those difficulties as well as to give some suggestions to solve the problems. A mixed-method research design (both qualitative and quantitative) was carried out involving 5 English lecturers and 103 third-year and fourth-year English majors of TUE. The data were collected via a test on inversion structures, writing analysis and questionnaires. The results of the research reveal that English majors at TUE do not employ a variety of inversion structures in their academic writing.

This study with their research has in common lies the similarities of topics and research methods, particularly similar to the study of inversion in English song lyrics by using qualitative research methods. Whereas, the research had different research objectives. That is because the purpose of their study is to find common difficulties related to the inversion structure of students, to find out the causes of these difficulties and to provide some suggestions and solve

³ Tran Thi Yen, "Enhancing The Use of Inversion Structures in Academic Writing for English Majors at Thai Nguyen University of Education", *Journal of Inquiry Into Languages and Cultures*, Volume 2 (2018), 1.

problems. The purpose of this study is to identify the most dominant type of inversion in English song lyrics, and to analyze the use of inversion in English song lyrics.

Based on the whole description prior research above, it could suggest that some researchers have been conducting a study with the topic inversion in English song lyrics. In this case, the researchers would follow up on the prior research, particularly the prior research that was carried out by Tran Thi Yen. Enhancing the Use of Inversion Structures in Academic Writing for English Majors at Thai Nguyen University of Education. With the objectives of the research is to express the dominant type of inversion in English song lyrics, and to analyze the use of inversion in English song lyrics through qualitative research.

CHAPTER II

LITERATURE REVIEW

A. Concept of Song Lyrics

1. Nature of Song Lyrics

Song is an important aspect of children's lives, from the home to school, where it has become one of the most widely used media in early childhood education due to its educational value.⁴ It means that the song is a familiar medium used in everyday life with various needs. Through songs, listeners can be entertained and can also get information from what they hear in the content of the song.

Moreover, song is a media that refers to the highly affective and musical language used by adults to connect with newborns.⁵ In other words, song is very useful which shows content that is not only artistic, but can also be used to transfer information to listeners. Therefore, the song can be used as a medium in expressing a message from the source of the song to the listeners.

Song is a good option for making the language classroom an ideal learning environment in which students can improve their vocabulary, improve their listening, speaking, reading, and writing skills, and create

⁴ Aurelio Chao Fernandez, Rocio Chao Fernandez, and Carmen Lopez Chao "Sexism in Lyrics of Children's Songs in School and Family Environment," *Education Science*. Volume 10 (2020): 1.

⁵ Anna Kusnierek, "The Role of Music and Songs in Teaching English Vocabulary to Students," *World Scientific News* Volume 43 (2006): 22.

cultural language.⁶ This means that songs have a great amount of benefit in the language learning process which includes four language skills and can also transfer cultural content through songs. Therefore, songs can be an effective medium in the process of learning English because through songs the teacher can teach the content of vocabulary, grammar, pronunciation, and sentence structure. In addition, teachers can transfer meaning indirectly related to cultural elements.

Song is a method of expression that is well founded in human nature. It is a unique body of information, a different mode of communication, and a means of organizing and expressing feelings and interests.⁷ This means that the song is a naturally formed product which becomes an effective medium in the communication process because it can express feelings that are well organized. In addition, through songs, a person can express what he or she feels through the type of song chosen and listeners can capture the message communicated through the song.

Songs are taught for a variety of reasons: for the vocabulary or structures they contain; to motivate learners to make spoken English by singing them; and as a part of English-language culture for entertainment.⁸ This means that through songs, teachers can make songs to achieve various goals in developing vocabulary, deepening language structure, honing students' oral skills and also deepening the culture that depends on the

⁶ Somaye Piri, "The Role of Music in Second Language Learning," *CSCanada: Studies in Literature and Language*. Volume 17 (2018): 75.

⁷ Curaclam Na Bunscoile, *Music* (Ireland: Government of Ireland, 1999), 5.

⁸ Penny Ur, *Teaching Listening Comprehension* (Cambridge: Cambridge University Press, 1984), 64.

song. Therefore, the song becomes an effective medium in the process of learning English.

Children share songs, stories, and games as a means of expressing and making friendships, as well as knowledge of how to create and learn with new technology.⁹ In other words, the song is one of the media to communicate so that it can strengthen social relations because the song has a function to share information through the content of the song. In addition, the song becomes a symbol of learning with the collaboration of science and technology so that it becomes an attractive alternative media in the learning process.

Despite the availability of listening options available, many teachers believe that songs are the most appropriate content for children. There are multiple reasons why songs should be included in the English language curriculum. On one side, songs provide a natural opportunity for meaningful context-based repetition. Saying target sounds, words, and forms repeatedly improves language memory, allowing children to use the language as ready-made chunks for communicative purposes later.¹⁰ Songs can be an English learning medium that integrates with English material content in the curriculum because songs contain all the material elements needed to sharpen students' English skills such as pronunciation and various other aspects of communication. In addition, the song can be a

⁹ Michael Rost, *Teaching and Researching Listening Second Edition* (United Kingdom: Pearson Education Limited, 2011), 127.

¹⁰ Tatiana Gordon, *Teaching Young Children a Second Language* (United States of America: British Library Cataloguing, 2007), 184.

medium for delivering English material to students by the teacher in an interesting and not boring way.

Lyrics are a common form of communication, and they provide an open invitation for students to analyze different points of view, culturally significant events, and the underlying message of society.¹¹ Lyrics are meaningful strands that are used to reveal all perspectives related to culture and the content of messages that are important for communication. Through the lyrics of the audio listeners of the lyrics can clearly know the message contained in the audio to facilitate the communication process.

Lyrics are aspects of songs that include common, short words and so many personal pronouns by use of conversational language and often confused time and place.¹² Lyrics are an important element of the song, which contains words or phrases that also contain things related to linguistics with communicative language content. With lyrics, it will make it easier for song listeners to capture the vocabulary contained in the song and also the meaning contained in the song.

Song lyrics are better reflected instructional text vehicles because they convey universal themes, metaphorical meanings, and are free of levels and labels, providing learners with a different way to learn.¹³ Song lyrics are the right medium in conveying messages in the communication process because they contain content that is not only related to the lexical

¹¹ Justin Stygles, "Exploring Content with Song Lyrics and Strategic Reading," *Building Schema*, volume 24 (2014): 101.

¹² Lems Kristen, "Using Music in the Adult ESL Classroom," *Eric Digests*, (2001): 2.

¹³ Justin Stygles, "Exploring Content with Song Lyrics and Strategic Reading," *Building Schema*, volume 24 (2014): 102.

aspects, but also the cultural aspects contained in the lyrics of the song. Therefore, the use of song lyrics in the learning process can be one of the effective media in delivering messages in a communication process.

Song lyrics are elements that, like poetry, have a fluid meaning and may be understood in a variety of ways.¹⁴ Song lyrics are elements of a song that contain deep meanings such as the content contained in poetry and can also give rise to various meanings when heard. By using song lyrics, listeners can clearly clarify the meaning contained in the song.

2. Function of Song Lyrics

Song lyrics have some great function, as follows:

- a. Songs are educational and religious for the sake of language they contain, but while the latter two are given as sources of enjoyment in and of themselves. Specially created English teaching songs are used mostly for the first and 'actual' ones for the second. Naturally, the two aspects are blended to some extent in teaching: one hope that students enjoy language-teaching songs, even while learning something from the language of actual ones; although, I believe the difference is valid.¹⁵
- b. Song lyrics are original texts that can be used for grammatical analysis and vocabulary education. Because music is a cultural expression, it

¹⁴ Lems Kristen, "Using Music in the Adult ESL Classroom," *Eric Digests*, (2001): 2.

¹⁵ Penny Ur, *Teaching Listening Comprehension* (Cambridge: Cambridge University Press, 1984), 65.

serves as a window into the target language and culture, as well as a means for combining different language skills into a single lesson.¹⁶

- c. The function of English songs in teaching listening is to improve the memory and practice the pronunciation.¹⁷

Based on the explanation above, it can be seen that song lyrics have various meaningful functions, because song lyrics contain authentic text that is no longer in doubt that can be used for grammar and vocab needs besides song lyrics can be an effective medium for learning English, especially in listening skills, and to always remind the material content through effective media. Another thing, through the song lyrics, students can also be directed to always practice pronunciation.

3. Language Features of Song Lyrics

Language Features of Song lyrics including as follow:¹⁸

- a. vocabulary development

The song lyrics contain various English vocabularies that contain various meanings. Through the vocabulary contained in the lyrics of the song, students can increase the amount of vocabulary mastery in an effective and interesting way. In addition, it is very easy

¹⁶ Jean Arnold and Emily Herrick, *New Ways in Teaching With Music* (USA: Tesol Press, 2017), ix.

¹⁷ Mohammad Bagher Shabani and Mahvash Torkeh, "The Relationship Between Musical Intelligence and Foreign Language Learning: The Case of Iranian Learners of English," *International Journal of Applied Linguistics & English Literature*, Volume 3 (2014): 27.

¹⁸ Jeanne M. Machado, *Early Childhood Experiences In Language Arts Tenth Edition* (USA: Wadsworth Cengage Learning, 2013), 266.

for students to repeat the vocabulary obtained through songs because songs are media that can always be played in a flexible time.

b. predictability features in a storyline or sequence

Song lyrics contain predictable elements found in song verses, for example the content of tenses or aspects contained in song verses. For example, the teacher wants to teach simple present tense through songs, so the teacher can choose and predict songs that contain simple present tense elements in an English song to be taught to students

c. rhyming features

Song lyrics contain elements of rhyming features, in this case it is very useful in training oral aspects or pronunciation in English lessons because rhyming features or rhythms that depend on songs can reduce student boredom in the learning process so that students do not feel bored.

d. repetitions that reinforce

Song lyrics contain elements that are mostly repeated so that they become an alternative way to emphasize the material so that it is easily understood by students. This is very useful in learning English vocabulary because through repetition students not only memorize English vocabulary easily but also can understand the meaning contained in the vocabulary.

e. cultural literacy significance

Song lyrics contain elements of cultural content found in a country. Therefore, through songs, teachers can transfer knowledge related to a culture in an effective and fun way.

f. concept development

Through song lyrics the teacher can transfer a concept of English learning material effectively. That's because the song can be a means to develop the concept of English material easily.

4. Benefits of English Song Lyrics in Learning Grammar

English Song Lyrics has great benefits in Learning Grammar, as follows:¹⁹

- a. Song lyrics are a great way to learn grammar. Pronouns, present tense, simple past tense, identifying compound - complex sentences, verb structure review, adjective clauses, wh - noun clauses, clause comparison, and other topics can be taught using song lyrics.
- b. Song is used to teach grammar. It's possible that the teacher is using the same areas of their brains as the students, which are normally connected with syntax and spoken language. Whether it's through voice or musical instruments, communication is important.
- c. Both songs and grammatical skills include recognizing patterns and understanding and applying the rules, whether deliberately or

¹⁹Jean Arnold and Emily Herrick, *New Ways in Teaching With Music* (USA: Tesol Press, 2017), 149.

spontaneously; both are generated in that an infinite number of new patterns can be created by recombining elements.

- d. Song activities for training in grammatical topics ranging from verb forms and tenses to clause and sentence structure are one of the many suggestions for using song lyrics in teaching grammar.

5. Advantages and Disadvantages of Song Lyrics

Advantages and disadvantages of song lyrics include of the following:²⁰

a. Advantages

1) Motivation

The use of songs in learning English can increase students' motivation, because students can have high interest because they can express feelings according to the content contained in the lyrics of the song.

2) Positive atmosphere

The use of songs in learning English can create a positive learning atmosphere because the students are more required to learn language material, so that they have an interesting experience.

3) Cultural and historical knowledge

The use of songs in learning English can help teachers in transferring knowledge related to the cultural aspects contained in song lyrics.

²⁰ Anna Kusnierek, "The Role of Music and Songs in Teaching English Vocabulary to Students," *World Scientific News* Volume 43 (2006): 24-27.

4) Linguistic knowledge

The use of songs in learning English can be a medium for teaching linguistics in English. This means that the use of this song is very effective in transferring whatever is contained in the learning material according to the syllabus in question.

b. Disadvantages

- 1) Playing songs may disturb the other classes.
- 2) Some learners get too excited and may forget about the discipline.
- 3) The fact some students may disagree about musical pieces and they have dissimilar musical tastes.
- 4) Teachers often complain that the learners just want to listen, not work.
- 5) Many songs may be intelligible for students since they contain many colloquial expressions and the pace is too fast.
- 6) Songs which touch taboo topics like violence and sexism and thus such songs may confuse the learners or embarrass.

By understanding the advantages and disadvantages of using song lyrics in learning English, it is recommended for teachers to diagnose the condition of students and the needs of the learning materials contained in the syllabus in the process of selecting song lyrics so that the songs being taught actually transfer knowledge or English material that should be taught. It is contained in the syllabus that the teacher can minimize noise in the process of using songs in learning by controlling the phases of use,

according to the proportions of when to sing, listen, and when to enter the process of understanding the material.

B. Concepts of Inversion

1. Nature of inversion

Inversion is not limited to closed interrogatives; it usually occurs only when some types of elements take the clause's starting position.²¹ It means that inversion is not limited to interrogative sentences but also in other types depending on the inversion function in the sentence. This means that there are many variations in the use of inversion. The use of inversion in a type depends on the purpose used. For example, if inversion is used to make an interrogative sentence, the verb is placed before the subject and ends with a question mark, it is because to emphasize the information being asked.

Inversion is the process of placing an auxiliary in front of its subject.²² In other words, the character of inversion is placing the auxiliary verb at the beginning before the subject. It is used to give the effect of emphasis on information that is considered important to be placed at the beginning. This becomes the main character of the inversion process because the reader can easily find out what the main information is emphasized from the results of the inversion process.

²¹ Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar* (New York: Cambridge University Press, 2005), 162.

²² Richard V. Teschner and Eston E. Evans, *Analyzing the Grammar of English Third Edition* (Washington: Georgetown University Press, 2007), 219.

The process of placing the first auxiliary in the front of a sentence to produce a question is called inversion.²³ In other words, the transfer of the auxiliary verb in front of the sentence that forms the inversion process is mostly used to make interrogative sentences. But in fact inversion is not only in the form of interrogative sentences, but there are other types of inversion that are used to emphasize information. Variations of the types of inversion appear because there are various purposes of language researchers to use inversion according to the emphasis of the information they want to prioritize.

Inversion is defined as a change in location, order, form, or relationship, such as the placement of a verb before its subject in the traditional SVO word order.²⁴ Therefore, it can be concluded that inversion is done to emphasize the main function of the researcher by placing the verb at the beginning of the position of a statement.

An inversion is when the subject and verb are reversed.²⁵ The main character of inversion is the displacement of the verb in front of the subject. It is used to emphasize the main information that is conveyed by the researcher. With the use of inversion, the reader can find out the main information that will be conveyed by the researcher.

²³ Andrea De Capua, *Grammar for Teachers: A Guide to American English for Native and Non-Native Speakers* (New York: Springer, 2008), 420.

²⁴ Ellie Boyadzhieva, "Inversion or Operator Fronting? How to Teach Grammar more Effectively?," *Language Teaching Research Quarterly*, Volume 8 (2018): 38.

²⁵ Heidrun Dorgeloh, *Inversion in Modern English: Form and Function*, (USA: John Benjamins, 1997), 1.

Inversion is the process of moving something from the back to the front.²⁶ A characteristic feature of inversion is the transfer of the auxiliary or verb in front of the subject. It is used to emphasize the main information that is addressed to the information reader. Through inversion, important messages can be prioritized by placing them at the beginning.

An inversion is a sentence in which the logical subject occurs in clause initial position while another, canonically post-verbal, element appears in post-verbal position.²⁷ Inversion is a sentence where the subject comes after the position of the verb, so it is indicated by the position of the guard that is characteristic of inversion.

An inversion is a matrix question in English, where the verb has and is precede the subject, while they follow it in a statement:²⁸

- a. Has he left already? (compare to He has left already)
- b. What is she singing? (compare to She is singing the marseillaise)

Inversion is a sentence that is reversed so that it is different from the usual arrangement. In this statement, the inversion sentence uses an auxiliary verb before the subject of a clause.

The mechanism of inversion is when a modifier is positioned on the opposite side of its head, changing the word order. For the sake of

²⁶ Maria Biezma, "Conditional Inversion and Givenness," *Proceedings of Salt*, Volume 21 (2011): 569.

²⁷ Betty J. Birner, *The Discourse Function of Inversion in English* (New York: Routledge, 2012), 12.

²⁸ Lee Walters and John Hawthorne, *Conditionals, Paradox, and Probability* (United Kingdom: Oxford University Press, 2021), 124.

discourse, inversion reverses the positions of the head and modifier.²⁹

Inversion is the reversal of the pattern of a sentence, where the subject and predicate are in a different position from the original position. Therefore, inversion is also used to arrange certain grammar that is used as a means of emphasis or strength in a sentence.

2. Function of Inversion

Inversion has important functions that include:³⁰

- a. In English, the subject and verb may invert after ideas expressing position. Single words to explain position, such as here, there, or nowhere, can cause this. An inversion can be used to emphasize place information by placing a place adverb at the beginning of the sentence. It's used to underline important information about a subject's position.
- b. After some negatives and related expressions, the subject and verb can also be inverted. When negative terms like "no," "not," or "never" appear at the start of a sentence. Inversion can be used to effectively express negative information by placing the negative expression or phrase at the beginning of the sentence. This helps to reduce the use of negative statements. To put it another way, this sentence is positive, but has a bad affect.

²⁹ Timothy Osborne, *A Dependency Grammar of English* (Amsterdam: John Benjamins Publishing Company, 2019), 199.

³⁰ Deborah Phillips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test* (New York: Pearson Education, 2001), 235.

- c. The subject and verb may also be inverted in some conditional constructions. When the conditional clause's helping verb is had, should, or were, and the conditional connector if is absent, this can happen. Inversion can also be used to emphasize conditional information in a conditional sentence by adding an adjective clause at the beginning of each kind, depending on the type of conditional sentences. This could be a sign that the messenger's conditional sentence is really significant.
- d. After a comparison, an inverted subject and verb may also arise. The inversion of a subject and verb after a comparison is a highly formal structure that is available rather than needed. Inversion can also be used to provide information about two items being compared. This might help to bring attention to information about the benchmarking process.
- e. The Subject and the other verbal group are inverted in the interrogative. The subject-operator inversion is the same as for the yes/no type.³¹ Inversion in the form of an interrogative sentence is characterized by the placement of an auxiliary verb at the beginning of the sentence. This makes it easier for the informant to question information by emphasizing the placement of the auxiliary verb at the beginning of the sentence.

³¹ Angela Downing and Philip Locke, *English Grammar Second Edition* (New York: Routledge, 2006), 23.

- f. When to invert the subjects and verbs after question words like what, when, where, why, and how is a point of contention. In a sentence, these words can serve two different purposes.³² In forming interrogative sentences, you can not only put the auxiliary verb in front of the sentence, but you can also put WH Questions such as what, where, when, who, why, how. The use of the WH Questions depends on the purpose of making the interrogative sentence.

3. Types of Inversion

The types of inversion with subject and verb inverted are as follows:³³

- a. Invert the subject and verb with question words.

Interrogative inversion is that of the Subject and the whole verbal group. The inversion of subject-operator is the same as for the yes / no type, except when who functions as a subject. When the question word introduces a question, the subject and verb are inverted.

Example: What is the homework? Where are you going?

- b. Invert the subject and verb with place expressions.

When a place expressions on the front of the sentence is necessary to complete the sentence. The subject and verb are inverted.

Example: In the classroom, were some old desks.

³² Deborah Phillips, *Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test* (New York: Pearson Education, 2001), 235.

³³ *Ibid.*, 234.

- c. Invert the subject and verb with negatives.

When a negative appears in front of a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.

Example: Rarely were they so happy.

- d. Invert the subject and verb with conditionals.

When the verb in the conditional clause is had, should, or were, it is possible to omit if and invert the subject and verb are inverted.

Example: Were he here, he would help.

- e. Invert the subject and verb with comparisons.

The subject and verb may invert after a comparison. The following structures are both possible.

Example:

We were more prepared than were the other performers.

- f. Yes / no questions

Subject auxiliary inversion refers to a phenomenon in English where the typical declarative word order subject – auxiliary – verb is instead realized as auxiliary – subject – verb. This inversion occurs in yes – no questions, for instance (questions that seek an answer of either “yes” or “no”).³⁴

Example:

Have many workers joined the union?

³⁴ Benjamin Bruening, “Subject Auxiliary Inversion,” *University of Delaware*, February 3 (2015): 1.

From the explanation above, it can be seen that inversion has several types which not only form interrogative sentences, but can also be used to emphasize place information, negative expressions, conditionals, comparisons, and yes or no questions. With the use of inversion, each type that contains the inversion has a special character that has the main function to emphasize important information.

4. Indicators of Appropriate and Inappropriate Use of Inversion

Indicators of appropriate and inappropriate use of inversion include of the following:³⁵

a. Appropriate Use of Inversion

- 1) Invert the subject and verb with question words.

When the question word introduces a question, the subject and verb are inverted.

Example:

What are they?

(Question word) V S?

- 2) Invert the subject and verb with place expressions.

When a place expressions on the front of the sentence is necessary to complete the sentence. The subject and verb are inverted.

Example:

In the classroom, were some old desks.

(Place (necessary)) V S

³⁵ *Ibid.*, 236.

- 3) Invert the subject and verb with negatives.

When a negative expression appears in front of a subject and a verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.

Example:

Rarely were they so happy.

(Negative expression) V S

- 4) Invert the subject and verb with conditionals

When the verb in the conditional clause is had, should, or were, it is possible to omit if and invert the subject and verb are inverted.

Example:

Were he here, he would help.

(Omitted if) V S

- 5) Invert the subject and verb with comparisons.

The subject and verb may invert after a comparison. The following structures are both possible.

Example:

We were more prepared than were the other performers.

S V (comparison) V S

- 6) This inversion occurs in yes – no questions, for instance (questions that seek an answer of either “yes” or “no”).

Example:

Have many workers joined the union?

V S V.

b. Inappropriate Use of Inversion

- 1) Invert the subject and verb with question words.

When the question word connects two clauses, the subject and verb that follow are not inverted.

Example:

I know what they are

S V (question word) S V.

- 2) Invert the subject and verb with place expressions.

When a place expression at the front of the sentence contains extra information that is not needed to complete the sentence, the subject and verb that follow are not inverted.

Example:

In the classroom, I studied very hard.

(PLACE (extra)) S V

- 3) Invert the subject and verb with negatives.

The use of inversion that expresses a negative is indicated by the use of its negative expression which is placed after the subject or at the end of the sentence. The inaccuracy of the placement does not indicate that there is an inversion process used to emphasize the negative expression info.

Example:

They rarely were so happy

S (negative expression) V

- 4) Invert the subject and verb with conditionals.

It is also possible to keep if. Then the subject and verb are not inverted.

Example:

If he were here, he would help.

If S V

- 5) Invert the subject and verb with comparisons.

The use of inversion with a comparison type that is not appropriate is indicated by placing an inversion between the verb and the subject. Thus, the form of a sentence containing a comparison that contains an inappropriate inversion is marked by the placement of the subject and verb with no inversion process.

Example:

We were more prepared than the other performers were.

S V (comparison) S V

- 6) Yes / no questions

This inversion does not occur if it does not contain yes – no questions. **Example:**

Many workers have joined the union.

S V

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

In this case, the researcher considers the use of inversion in English song lyrics. The researcher decides to use qualitative research to analyze the use of inversion in English song lyrics. According to Margot Ely, qualitative research is a type or method of research that examines natural phenomena in the form of negative or positive phenomena.³⁶ The research procedure uses documentation. In the other words, qualitative research is a research that uses analytical methods in the data collection process. The researcher decides to conduct qualitative research in this study to analyze the use of inversion in English song lyrics.

The type of this qualitative research is a library research. The library research is an integral part of inquiry in any field, allowing researchers to determine what related work has already been done and how experts have assessed it.³⁷ It can be said that research or literature review is a type of qualitative research that directs researchers to obtain data without visiting the field directly but by simply getting data from research sources. In this study the researcher belongs to library research because to obtain data the researcher

³⁶ Margot Ely et al., *Doing Qualitative Research: Circles within Circles* (USA: The Falmer Press, 2003), 112.

³⁷ Mary W. George, *The Elements of Library Research: What Every Students Needs To Know* (UK: Princeton University Press, 2008), 22.

only focuses on collecting data on the lyrics of English song lyrics and after getting the data the researcher examined the use of inversion in the lyrics of the song.

Furthermore, the descriptive qualitative research is the characteristic of this study. Descriptive qualitative research is studied to revealing information and problems based on oral and written data from the subject observation. Therefore, information extraction must be done in detail because the research is descriptive and tends to use analysis.

The researcher concerned on the analysis of English song lyrics that it can be used to describe the phenomenon of using inversion in English song lyrics. The objective by using descriptive research is getting the detail information of phenomenon of using inversion in English song lyrics.

B. Data Resources

In this research the researcher divides the sources into two items. They are primary and secondary.

1. Primary sources

Primary sources are raw information and firsthand evidence. The primary sources produce by direct evidence about people, event and phenomenon. In addition, the primary sources provide information in original form not construed, brief, or assess by other researchers. The primary sources of this research are sixty English songs that were analyzed in the focus of inversion in order to reveal the dominant type and the use of inversions in English song lyrics.

2. Secondary sources

Interpretation, evaluation, description and analysis based on primary sources is provided by secondary sources. In addition, secondary source is second hand information and commentary from another researcher. Therefore, primary sources are frequently used to support a specific thesis or argument or to persuade the reader to accept a particular point of view. The secondary source in this research is from an encyclopedia, textbook, review essays, journals international and news stories or documentaries that are relevant to the study.

C. Data Collection Technique

Techniques for collecting data are obtained from the process of researching data, which ultimately resulted in theories or perceptions. In addition, investigation and the process of collecting various types of data and information are often time-consuming in the context of qualitative studies.³⁸ In the process of collecting the data, the researcher collected the results of using inversion in English song lyrics. In this study, the researcher collects the data use documentation techniques.

1. Documentation

To obtain an understanding of a phenomenon under study, a qualitative researcher advises relevant documentation.³⁹ In this research, the

³⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Third Edition* (California: Sage Publications, 2009), 84.

³⁹ John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research Fourth Edition* (England: Pearson Education, 2002), 432.

researcher uses document technique to collect the data. Furthermore, the researcher got the data to determine the results of the document for sixty English songs.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like).

The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspect consists of text analysis and involve developing a description and themes. The researcher applied content analysis technique, content analysis is potentially one of the most important research techniques in the social sciences. According to Krippendorff, content analysis is a research technique for making replicable and valid inferences from texts or other meaningful matter to the contexts of their use.⁴⁰ It is inferred that content analysis is a research method for studying documents and

⁴⁰ Klaus Krippendorff, *Content Analysis an Introduction to Its Methodology Second Edition*, (California: Sage Publications, 2004), 18.

communication artifacts, which might be texts of various formats, pictures, audio or video.

Content analysis view data as representations not of physical events but of texts, image, and expressions that are created to be seen, read, interpreted and acted on for their meanings, and must therefore be analyzed with such uses in mind. As a technique, content analysis involves specialized procedures. It is learnable and divorceable from the personal authority of the researcher. As a researcher technique, content analysis provides new insights, increases a researchers understanding of particular phenomena, or informs practical actions. Content analysis is a scientific tool.⁴¹ The researchers applied Krippendorff model to analyze the data. The components of this analysis model are pictured by this figure.

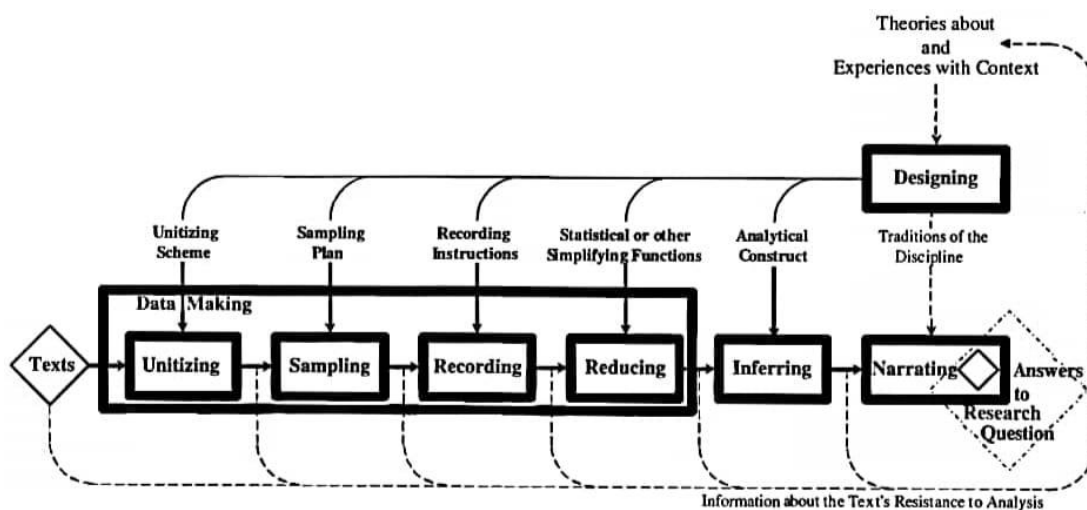


Figure 1 Components Content Analysis

⁴¹ *Ibid.*

Data analysis by Krippendorff model conducts the following steps:

1. Unitizing is the step when the researchers gather all data which are used to complete the research. The researcher collected the data on the use of inversion in English song lyrics and by looking for sixty English songs, to know to identify the most dominant type in English song lyrics and to analyze the use of inversion in English song lyrics.
2. Sampling, during the process of research, the qualitative investigator may collect document. In the documentation, the researcher took the data by downloading from Google, specified in the part of the use of inversion. The researcher examines sixty samples lyrics of English songs sung by native English singers.
3. In recording or coding, the researcher usually uses graphics, figures, charts or table. The display should be able to describe the content entire the data. In this case, the researcher displayed the research data by using the table.
4. In reducing data, the researcher reduces the data had gotten by identify and analyze. In this case, the researcher specified the data that related to use of inversion in English song lyrics by referring to the research question.
5. Inferring, this stage tries to analyze the data further, namely by looking for the data meaning of existing units. The analysis of data is outlined descriptively, then concluded and displayed in writing.

6. Narrating is the last step as an attempt to answer research questions.

The researcher also provides the important information to be understood and able to make decisions based on the results of existing research.

Therefore, it is concluded that the analysis of data has some functions in analyzing research data that include in to makes the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters. After getting the results, the researcher concludes them clearly by answering the researcher question.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of the Research

1. Description of the Research Setting

This research was conducted in the corona pandemic in 2022 by analysis English song lyrics on Google as primary source. The researcher obtained some English song lyrics by downloading from Google. The English song lyrics contain inversion sentences in English, as the following:

| No | Singer | The Song Title | The Song Lyrics | Link |
|----|------------|-----------------------------|---|---|
| 1 | Adele | Don't You Remember | When will I see you again? | https://g.co/kgs/L43eVa |
| 2 | Adele | Someone Like You | Old friend, why are you so shy? | https://g.co/kgs/dkuxVj |
| 3 | Abe Parker | Slipping Through My Fingers | Like the back of my hand so. Why do I feel so lost? | https://g.co/kgs/K6Nr67 |
| 4 | Abe Parker | 3 Moods | How did it seem so real? I can't figure it out | https://g.co/kgs/WqshoA |
| 5 | Katy Perry | Wide Awake | How did I read the stars so wrong? | https://g.co/kgs/QMwReh |
| 6 | Khalid | Last Call | Where do we go? Where do we stand? | https://g.co/kgs/MJgFnS |
| 7 | Westlife | Better Man | How do you lose the one you love? | https://g.co/kgs/Tn4K9E |
| 8 | Westlife | Fool Again | How was I to know? You never told me | https://g.co/kgs/zEmNb5 |

| | | | | |
|----|----------------------------------|-------------------------|--|---|
| 9 | Linkin Park | Leave Out All the Rest | What am I leaving? | https://g.co/kgs/31LusR |
| 10 | Ellie Goulding | Love Me Like You Do | Oh, What are you waiting for? | https://g.co/kgs/vX4Vf8 |
| 11 | Honne | What Would You Do | Let's just say the world ended a week from now. What would you do? | https://g.co/kgs/ihRtyT |
| 12 | Mandy Moore | When Will My Life Begin | When will my life begin? Tomorrow night | https://g.co/kgs/f41p9B |
| 13 | Yusuf Islam | Your Mother | Who should I give my love to? | https://g.co/kgs/FWn5Zq |
| 14 | Chainsmokers | Takeaway | Where do you think you are going? | https://g.co/kgs/5HoSRJ |
| 15 | Selena Gomez | Feel Me | Where do you go to hide? | https://g.co/kgs/4XxnyN |
| 16 | Selena Gomez | Sober | Why is it so different when we wake up? | https://g.co/kgs/pWLNcp |
| 17 | Calum Scott and Lost Frequencies | Where Are You Now | Where did we go wrong? Too late to turn around | https://g.co/kgs/687mUk |
| 18 | Taylor Swift | Gorgeous | But, what can I say? | https://g.co/kgs/S7ywrA |
| 19 | Bruno Mars | Grenade | Had your eyes wide open Why were they open? (Ooh) | https://g.co/kgs/F1Mwuk |
| 20 | Alan Walker | Lost control | Why do I feel so small? I don't know | https://g.co/kgs/8LA1mb |
| 21 | Alan Walker | Somebody like you | Why are you still glued in my mind? | https://g.co/kgs/mpcaKP |
| 22 | Niki | Vintage | How have you been since I called you mine? | https://g.co/kgs/HsUR2q |
| 23 | Joji | Pretty boy | If I don't lead, where will they go? | https://g.co/kgs/sf66yY |

| | | | | |
|----|----------------------------|------------------------------------|---|---|
| 24 | Ariana Grande | Breathin | How do I know if this shit's fabricated? | https://g.co/kgs/y0SRCP |
| 25 | Charlie Puth | We don't talk anymore | What was all of it for? Oh, we don't talk anymore | https://g.co/kgs/YXwZgi |
| 26 | Blackbear and Charlie Puth | Hard on yourself | Why are you so hard on yourself? | https://g.co/kgs/vydqyh |
| 27 | Westlife | Fool again | How was I to know? You never told me | https://g.co/kgs/KPKLbd |
| 28 | Harry Styles | As it Was | Why are you sitting at home on the floor? | https://g.co/kgs/uMfUHW |
| 29 | Adele | My little love | Oh, I feel like you don't love me Why do you feel like that? | https://g.co/kgs/56TAAR |
| 30 | Michael Jackson | Man in the Mirror | Who am I, to be blind pretending not to see their needs? | https://g.co/kgs/TvwKQr |
| 31 | Gavin. D | A rocket to the moon | There will be my heart | https://g.co/kgs/14pcxM |
| 32 | Jeremy Camp | There will be a day | There will be a day with no more tears | https://g.co/kgs/DsJTVU |
| 33 | Sue Dodge | There shall be showers of blessing | There shall be showers of blessing | https://g.co/kgs/GTuCbj |
| 34 | Jamie Christopherson | The only thing I know for real | There will be bloodshed the man in the mirror nods his head | https://g.co/kgs/vs taM4 |
| 35 | Dominique van Hulst | Angel by my side | There will be an angel by my side | https://g.co/kgs/io7iy6 |
| 36 | Michael Card | Never Will I Leave You | Never will I leave you, that's something I'll never do | https://g.co/kgs/cK7DgM |

| | | | | |
|----|--|--------------------------------|---|---|
| 37 | Stwo | Neither Do I | Neither do I. I say we find out, cover your eyes | https://g.co/kgs/HtKs5n |
| 38 | Helena Bonham Carter & Sacha Baron Cohen | Master of the House | Seldom do you see. Honest men like me | https://g.co/kgs/u38PVY |
| 39 | Linkin Park | Leave Out All the Rest | I've never been perfect. But neither have you | https://g.co/kgs/jGngXL |
| 40 | Maria McKee | Only Once | Only Once did I think twice and twice was once too late | https://g.co/kgs/Fc9VCQ |
| 41 | Barve Little Abacus | You're not me but neither am I | You're not me but neither am I, but neither am I | https://g.co/kgs/FLbDb9 |
| 42 | Soja | She Still Loves Me | Neither does she, but you know that now | https://g.co/kgs/TisxCH |
| 43 | Abe Parker | Butterflies | Am I a moth in your flame? | https://g.co/kgs/x6M49r |
| 44 | Khalid | Right Back | Should we bring it right back? | https://g.co/kgs/MS9pzT |
| 45 | Khalid | Keep Me | Does he love you like I did? | https://g.co/kgs/2jpWoJ |
| 46 | Khalid | Present | Yeah, can I tell you what's on my mind? | https://g.co/kgs/6uhCJj |
| 47 | Westlife | What about now | Can we see beyond the scars? | https://g.co/kgs/g6c5GB |
| 48 | Westlife | If I let you go | Will I ever see you smiling back at me? | https://g.co/kgs/NSgyEh |
| 49 | Phoebe ryan | Should I | Should I call you baby? | https://g.co/kgs/wGYBg6 |
| 50 | Chainsmokers | All We Know | Are we fading lovers? | https://g.co/kgs/jzWnBK |
| 51 | Ed Sheeran and Justin Bieber | I Don't Care | You know I love you ya, did I ever ya? | https://g.co/kgs/pWhfZu |

| | | | | |
|----|----------------------------|-------------------|--|---|
| 52 | Justin Bieber | 10.000 Hours | Do you think of me? | https://g.co/kgs/ht4XCW |
| 53 | Justin Bieber and Omah Lay | Attention | Should I drink up? Smoke up? | https://g.co/kgs/pyeXhz |
| 54 | Harry Styles | Sign of the Times | Before it's all too much. Will we ever learn? | https://g.co/kgs/mKeVWu |
| 55 | Michael jackson | Remember the time | Do you remember the time when we fell in love? | https://g.co/kgs/Nq8TK9 |
| 56 | Michael jackson | Who is it | Did she find in someone else? | https://g.co/kgs/QWxU5C |
| 57 | Coldplay | Sparks | Did I drive you away? | https://g.co/kgs/AD2YRQ |
| 58 | Jeremy zucker | Sociopath | Am I what you were dreaming of? | https://g.co/kgs/99KqxZ |
| 59 | Shawn mendes | It'll be okay | Are we gonna make it? | https://g.co/kgs/Mh1VDF |
| 60 | Billie eilish | My future | I'm not coming home. Do you understand? | https://g.co/kgs/MiZaxV |

2. Description of Research Result

In presenting description of research result, the researcher answers the research objectives that include of investigate the most dominant type of inversion in English song lyrics; and the use of inversion in English song lyrics. In addition, the description of research results include, as follow:

a. The Most Dominant Type of Inversion in English Song Lyrics

The researcher used the research instruments that include documentation in investigating the most dominant types of inversion in English song lyrics. The researcher analyzed the types of inversion in English song lyrics. The researcher observed sixty English songs with the song titles are *Don't You Remember*, *Slipping Through My Fingers*, *Last Call*, *A Rocket To The Moon*, *There Will Be A Day*, *Angel By My Side*, *Never Will I Leave You*, *Neither Do I*, and *Master Of The House*. The description of each English song lyrics includes of the inversion types are:

1) Type of invert the subject and verb with question words

In the research process, the researcher found the type of inversion question words as many as thirty English song lyrics found in *Don't You Remember*, *Slipping Through My Finger*, and *Last Call* song lyrics. In line with the complete data on the results of research on the use of inversion type of question words, it is listed in the Appendix 1.3 as follows:

a) *Don't You Remember*: Adele's Singer

The use of inversion type of question words in *Don't You Remember* song lyrics is shown in the following song lyrics "When will I see you again?" The use of inversion with the type of question words in the lyrics

of the song are indicated by the writing of helping verb "will" which is placed before the subject "I" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of question words in the lyrics of the song is appropriate because the song writer has done the reversal in the right way.

b) Slipping Through My Finger: Abe Parker Singer

The use of inversion type of question words in Slipping Through My Finger song lyrics is shown in the following song lyrics " Like the back of my hand so. Why do I feel so lost?" The use of inversion with the type of question words in the lyrics of the song are indicated by the writing of helping verb "do" which is placed before the subject "I" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of question words in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

c) Last Call: Khalid Singer

The use of inversion type of question words in Last Call song lyrics is shown in the following song lyrics "Where do we go? Where do we stand?" The use of inversion with the type of question words in the lyrics of the song are indicated by the writing of helping verb "do" which is placed before the subject "we" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of question words in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

2) Type of invert the subject and verb with place expressions

In the research process, the researcher found the type of inversion place expressions as many as five English song lyrics found in A Rocket To The Moon, There Will Be A Day, Angel By My Side song lyrics. In line with the complete data on the results of research on the use of inversion type of place expressions, it is listed in the Appendix 1.3 as follows:

a) A Rocket To The Moon: Gavin. D Singer

The use of inversion type of place expressions in A Rocket To The Moon song lyrics is shown in the

following song lyrics " There will be my heart waiting for you my baby " The use of inversion with the type of place expressions in the lyrics of the song are indicated by the writing of helping verb "will be" which is placed before the subject "my heart" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of place expressions in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

b) There Will Be A Day: Jeremy Camp Singer

The use of inversion type of place expressions in There Will Be A Day song lyrics is shown in the following song lyrics "There will be a day with no more tears" The use of inversion with the type of place expressions in the lyrics of the song are indicated by the writing of helping verb "will be" which is placed before the subject "a day" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of place expressions in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

c) Angel By My Side: Dominique Van Hults Singer

The use of inversion type of place expressions in Angel By My Side song lyrics is shown in the following song lyrics "There will be an angel by my side" The use of inversion with the type of place expressions in the lyrics of the song are indicated by the writing of helping verb "will be" which is placed before the subject "an angel" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of place expressions in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

3) Type of invert the subject and verb with negatives

In the research process, the researcher found the type of inversion negatives as many as seven English song lyrics found in Never Will I Leave You, Neither Do I, and Master Of The House song lyrics. In line with the complete data on the results of research on the use of inversion type of negatives, it is listed in the Appendix 1.3 as follows:

a) Never Will I Leave You: Michael Card Singer

The use of inversion type of Negatives in Never Will I Leave You song lyrics is shown in the following song lyrics "Never will i leave you, that's something I'll never do" The use of inversion with the type of negatives in the lyrics of the song are indicated by the writing of helping verb "will" which is placed before the subject "I" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of place negatives in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

b) Neither Do I: Stwo Singer

The use of inversion type of Negatives in Neither Do I song lyrics is shown in the following song lyrics "Neither do I. I say we find out, cover your eyes" The use of inversion with the type of negatives in the lyrics of the song are indicated by the writing of helping verb "do" which is placed before the subject "I" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song.

The use of inversion type of negatives in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

- c) Master Of The House: Helena Bonham Carter & Sacha Baron Cohen Singer

The use of inversion type of Negatives in Master of the House song lyrics is shown in the following song lyrics "Seldom do you see. Honest men like me" The use of inversion with the type of negatives in the lyrics of the song are indicated by the writing of helping verb "do" which is placed before the subject "you" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of negatives in the lyrics of the song is quite appropriate because the songwriter has done the reversal in the right way.

- 4) Yes / no questions

In the research process, the researcher found the type of inversion yes / no questions as many as eighteen English song lyrics found in Butterflies, Keep Me, What About Now song lyrics. In line with the complete data on the results of

research on the use of inversion type of yes / no questions, it is listed in the Appendix 1.3 as follows:

a) Butterflies: Abe Parker Singer

The use of inversion type of yes / no questions in Butterflies song lyrics is shown in the following song lyrics "Am I a moth in your flame?" The use of inversion with the type of yes / no questions in the lyrics of the song are indicated by the writing of helping verb "Am" which is placed before the subject "I" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of yes / no questions in the lyrics of the song is appropriate because the song writer has done the reversal in the right way.

b) Keep Me: Khalid Singer

The use of inversion type of yes / no questions in Keep Me song lyrics is shown in the following song lyrics "Does he love you like I did?" The use of inversion with the type of yes / no questions in the lyrics of the song are indicated by the writing of helping verb "Does" which is placed before the subject "He" so that

the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of yes / no questions in the lyrics of the song is appropriate because the song writer has done the reversal in the right way.

c) What About Now: Westlife Singer

The use of inversion type of yes / no questions in What About Now song lyrics is shown in the following song lyrics "Can we see beyond the scars?" The use of inversion with the type of yes / no questions in the lyrics of the song are indicated by the writing of helping verb "Can" which is placed before the subject "We" so that the process of reversing the verb and subject occurs, so that the inversion process occurs in the lyrics of the song. The use of inversion type of yes / no questions in the lyrics of the song is appropriate because the song writer has done the reversal in the right way.

Based on the entire description of the research results related to sixty English songs, the most dominant type of inversion in English song lyrics, briefly the research data can be illustrated in the following table:

Table 1
The Most Dominant Type of Inversion in English Song Lyrics

| No | Type of Inversion | Frequency | Percentage |
|----|---|-----------|------------|
| 1 | Invert the subject and verb with question words. | 30 | 50% |
| 2 | Invert the subject and verb with place expressions. | 5 | 8% |
| 3 | Invert the subject and verb with negatives. | 7 | 12% |
| 4 | Invert the subject and verb with conditionals. | - | - |
| 5 | Invert the subject and verb with comparisons. | - | - |
| 6 | Yes / no questions | 18 | 30% |
| | | 60 | 100% |

Based on the information from the table above, it can be seen that the type of inversion of question words is the most dominant type found in several English song lyrics in the total of 50%.

b. The Use of Inversion in English Song Lyrics

The use of inversion in sixty English songs with the titles *Gorgeous*, *Lost Control*, *There Shall Be Showers Of Blessing*, *The*

Only Thing I Know For Real, Leave Out All The Rest, and Only Once. In analyzed based on indicators of appropriate and inappropriate use of inversion.

1) The appropriate use of inversion in English song lyrics

The correct use of inversion in English song lyrics is sixty which are found in English song lyrics, which includes thirty correct uses for inversion type question words, five for inversion type place expressions, seven for inversion type negatives and eighteen for inversion type yes / no questions. The explanations related to the correct use of inversion in English song lyrics are explained in the following data:

a) The appropriate use of inversion in type of questions words

The correct use of inversion in the type of question words is a number of thirty which are found in English song lyrics. The correct use of inversion in the type of question words is shown in the following data.

(1) Gorgeous: Taylor Swift Singer

In the Gorgeous song lyrics, the researcher found the right use of inversion in the type of question words which is shown in the following song

lyrics "But, what can I say?" The lyrics of the song contain the correct use of inversion in the type of question words indicated by the inversion of the helping verb "Can" which is in front of the subject "I" then followed by the verb so that the correct inversion process occurs.

(2) Lost Control: Alan Walker Singer

In the Lost Control song lyrics, the researcher found the right use of inversion in the type of question words which is shown in the following song lyrics "Why do I feel so small? I don't know" The lyrics of the song contain the correct use of inversion in the type of question words indicated by the inversion of the helping verb "do" which is in front of the subject "I" then followed by the verb so that the correct inversion process occurs.

b) The appropriate use of inversion in type of place expressions

The proper use of inversion on the type of place expressions is the number five found in English song

lyrics. The proper use of inversion on the type of place expressions is shown in the following data.

- (1) There Shall Be Showers Of Blessing: Sue Dodge
Singer

In the There Shall Be Showers Of Blessing song lyrics, the researcher found the right use of inversion in the type of place expressions which is shown in the following song lyrics "There shall be showers of blessing" The lyrics of the song contain the correct use of inversion in the type of place expressions indicated by the inversion of the helping verb "shall be" which is in front of the subject "showers" then followed by the verb so that the correct inversion process occurs.

- (2) The Only Thing I Know For Real: Jamie
Christopherson Singer

In the The Only Thing I Know For Real song lyrics, the researcher found the right use of inversion in the type of place expressions which is shown in the following song lyrics "There will be bloodshed" The lyrics of the song contain the

correct use of inversion in the type of place expressions indicated by the inversion of the helping verb "will be" which is in front of the subject "Bloodshed" then followed by the verb so that the correct inversion process occurs.

c) The appropriate use of inversion in type of negatives

The correct use of inversion on the type of negatives is the number seven found in English song lyrics. The correct use of inversion on the type of negatives is shown in the following data.

(1) Leave Out All the Rest: Linkin Park Singer

In Leave Out All the Rest the song lyrics, the researcher found the right use of inversion in the type of negatives which is shown in the following song lyrics "I've never been perfect. But neither have you" The lyrics of the song contain the correct use of inversion in the type of negatives indicated by the inversion of the negative sentence "neither" which is in front of helping verb "have" then followed by the subject so that the correct inversion process occurs.

(2) Only Once: Maria McKee Singer

In Only Once the song lyrics, the researcher found the right use of inversion in the type of negatives which is shown in the following song lyrics "Only once did I think twice and twice was once too late" The lyrics of the song contain the correct use of inversion in the type of negatives indicated by the inversion of the negative sentence "Only once" which is in front of the helping verb "did" then followed by the subject so that the correct inversion process occurs.

d) The appropriate use of inversion in type of yes / no questions

The correct use of inversion in the type of yes / no questions is a number of eighteen which are found in English song lyrics. The correct use of inversion in the type of yes / no questions is shown in the following data.

(1) Sparks: Coldplay Singer

In Sparks the song lyrics, the researcher found the right use of inversion in the type of yes / no questions which is shown in the following song

lyrics "Did I drive you away?" The lyrics of the song contain the correct use of inversion in the type of yes / no questions indicated by the inversion of the helping verb "Did" which is in front of the subject "I" then followed by the verb so that the correct inversion process occurs.

(2) My Future: Billie Eilish Singer

In My Future the song lyrics, the researcher found the right use of inversion in the type of yes / no questions which is shown in the following song lyrics "I'm not coming home. Do you understand?" The lyrics of the song contain the correct use of inversion in the type of yes / no questions indicated by the inversion of the helping verb "Do" which is in front of the subject "You" then followed by the verb so that the correct inversion process occurs.

2) The inappropriate use of inversion in English song lyrics

In the process of this research, the researcher did not find an inappropriate use of inversion in the lyrics of English songs. Because the song lyrics were written

by native writers, the song lyrics are very accurate from a grammatical point of view.

Table 2

The Use of Inversion in English Song Lyrics

| No | Type of Inversion | Appropriate | Inappropriate | Percentage |
|----|---|-------------|---------------|------------|
| 1 | Invert the subject and verb with question words. | 30 | - | 50% |
| 2 | Invert the subject and verb with place expressions. | 5 | - | 8% |
| 3 | Invert the subject and verb with negatives. | 7 | - | 12% |
| 4 | Invert the subject and verb with conditionals. | - | - | - |
| 5 | Invert the subject and verb with comparisons. | - | - | - |
| 6 | Yes / no questions | 18 | - | 30% |
| | | 60 | 0 | 100% |

B. Discussion

The discussion of this research result is described in explanation as follows:

1. The most dominant types of inversion in English song lyrics

Discussion of the research result related to sixty English songs, the most dominant types of inversion in English song lyrics. Based on theory that taken from Deborah Philips and Benjamin Bruening book related to the types of inversion including the type of question words, the type of place expressions, the type of negatives, the type of conditionals, the type of comparisons, and the type of yes / no questions.

Based on the observation of inversion in English song lyrics, the research found that the dominant types of inversion in English song lyrics include of the type of question words 50%, the type of place expressions 8%, the type of negatives 12%, the type of conditionals 0, the type of comparisons 0, and the type of yes / no questions 30%. The most dominant type of inversion in English song lyrics is question words that are 50%. Therefore, the researcher concluded that the dominant type of inversion in English song lyrics is question words.

2. The use of inversion in English song lyrics

The results research discussion about the use of inversion in English song lyrics is developed based on the theory from Deborah Philips and Benjamin Bruening which explains about the use of inversion. The research result show that there are two indicators of

appropriate and inappropriate use of inversion in English song lyrics is classified in appropriate 60 types of song lyrics, and the inappropriate is not found including of inversion in English song lyrics.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher provides the conclusion of this research by briefly explaining the research results. The first one is that the researcher found that the types of inversion in English song lyrics include of the type of question words 50%, the type of place expressions 8%, the type of negatives 12%, the type of conditionals 0, the type of comparisons 0, and the type of yes / no questions 30%. Therefore, the most dominant type of inversion in English song lyrics is question words that are 50%.

Moreover, the second research result points out that there are two indicators of appropriate and inappropriate use of inversion in English song lyrics classified in appropriate 100% and inappropriate 0. In the other words, the use of inversion in English song lyrics is dominated by the appropriate use.

B. Suggestion

1. For the other researcher

It is suggested that the other researcher can explore this research to be more comprehensive. In this case, the next researcher can identify all of types and the use of inversion in English song lyrics.

2. For the readers

It is suggested that the research result are compared to other result. It can add the knowledge about inversion in English song lyrics.

3. For the educators

It is recommended for educators to motivate their students to deepen their understanding of grammar materials, especially inversion by studying not only grammar textbooks but also music media so that students feel more enthusiastic in the grammar learning process.

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APPENDICES

Appendix 1

1. Observation Sheet

Appendix 1.1

The Most Dominant Type of Inversion in English Song Lyrics

| Aspect | Sub Aspect | References |
|-------------------------------------|--|--|
| The most dominant type of inversion | <p>1. Invert the subject and verb with question words.</p> <p>Interrogative inversion is that of the Subject and the whole verbal group. The inversion of subject-operator is the same as for the yes / no type, except when who functions as a subject. When the question word introduces a question, the subject and verb are inverted.</p> <p>Example: <i>What is the homework? Where are you going?</i></p> | Phillips, Deborah. <i>Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test</i> . New York: Pearson Education, 2001. |
| | <p>2. Invert the subject and verb with place expressions.</p> <p>When a place expressions on the front of the sentence is necessary to complete the sentence. The subject and verb are inverted.</p> <p>Example: <i>In the classroom, were some old desks.</i></p> | |
| | <p>3. Invert the subject and verb with negatives.</p> <p>When a negative appears in front of a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.</p> <p>Example: <i>Rarely were they so happy.</i></p> | |

| | | |
|--|--|--|
| | <p>4. Invert the subject and verb with conditionals.</p> <p>When the verb in the conditional clause is had, should, or were, it is possible to omit if and invert the subject and verb are inverted.</p> <p>Example: <i>Were he here, he would help.</i></p> | |
| | <p>5. Invert the subject and verb with comparisons.</p> <p>The subject and verb may invert after a comparison. The following structures are both possible.</p> <p>Example: <i>We were more prepared than were the other performers.</i></p> | |
| | <p>6. Yes / no questions</p> <p>Subject auxiliary inversion refers to a phenomenon in English where the typical declarative word order subject – auxiliary – verb is instead realized as auxiliary – subject – verb. This inversion occurs in yes – no questions, for instance (questions that seek an answer of either “yes” or “no”).</p> <p>Example: <i>Have many workers joined the union?</i></p> | <p>Bruening, Benjamin, “Subject Auxiliary Inversion,” <i>University of Delaware</i>, February 3 (2015): 1.</p> |

Appendix 1.2

The Use of Inversion in English Song Lyrics

| No | Aspect | Sub Aspect | References |
|----|-----------------------------------|---|--|
| 1 | The appropriate use of inversion. | <p>1. Invert the subject and verb with question words.</p> <p>When the question word introduces a question, the subject and verb are inverted.</p> <p>Example: <i>What are they?</i> (Question word) V S?</p> | Phillips, Deborah. <i>Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test</i> . New York: Pearson Education, 2001. |
| | | <p>2. Invert the subject and verb with place expressions.</p> <p>When a place expressions on the front of the sentence is necessary to complete the sentence. The subject and verb are inverted.</p> <p>Example: <i>In the classroom, were some old desks.</i> (Place (necessary)) V S</p> | |
| | | <p>3. Invert the subject and verb with negatives.</p> <p>When a negative expression appears in front of a subject and a verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.</p> <p>Example: <i>Rarely were they so happy.</i> (Negative expression) V S</p> | |
| | | <p>4. Invert the subject and verb with conditionals.</p> <p>When the verb in the conditional</p> | |

| | | | |
|---|-------------------------------------|--|--|
| | | <p>clause is had, should, or were, it is possible to omit if and invert the subject and verb are inverted.</p> <p>Example: <i>Were he here, he would help.</i> <i>(Omitted if) V S</i></p> | |
| | | <p>5. Invert the subject and verb with comparisons.</p> <p>The subject and verb may invert after a comparison. The following structures are both possible.</p> <p>Example: <i>We were more prepared than were the other performers.</i> <i>S V (comparison) V S</i></p> | |
| | | <p>6. Yes / no questions</p> <p>This inversion occurs in yes – no questions, for instance (questions that seek an answer of either “yes” or “no”).</p> <p>Example: <i>Have many workers joined the union?</i> <i>V S V.</i></p> | <p>Bruening, Benjamin, “Subject Auxiliary Inversion,” <i>University of Delaware</i>, February 3 (2015): 1.</p> |
| 2 | The inappropriate use of inversion. | <p>1. Invert the subject and verb with question words.</p> <p>When the question word connects two clauses, the subject and verb that follow are not inverted.</p> <p>Example: <i>I know what they are.</i> <i>S V (question word) S V.</i></p> | <p>Phillips, Deborah. <i>Longman Complete Course for the TOEFL Test: Preparation for the Computer and Paper Test</i>. New York: Pearson Education, 2001.</p> |
| | | <p>2. Invert the subject and verb with place expressions.</p> <p>When a place expression at the front of the sentence contains extra information that is not needed to complete the sentence, the subject and verb that follow</p> | |

| | | | |
|--|--|--|--|
| | | <p>are not inverted. Example: <i>In the classroom, I studied very hard.</i> (PLACE (extra)) S V</p> | |
| | | <p>3. Invert the subject and verb with negatives.</p> <p>The use of inversion that expresses a negative is indicated by the use of its negative expression which is placed after the subject or at the end of the sentence. The inaccuracy of the placement does not indicate that there is an inversion process used to emphasize the negative expression info.</p> <p>Example: <i>They rarely were so happy.</i> S (negative expression) V</p> | |
| | | <p>4. Invert the subject and verb with conditionals.</p> <p>It is also possible to keep if. Then the subject and verb are not inverted.</p> <p>Example: <i>If he were here, he would help.</i> If S V</p> | |
| | | <p>5. Invert the subject and verb with comparisons.</p> <p>The use of inversion with a comparison type that is not appropriate is indicated by placing an inversion between the verb and the subject. Thus, the form of a sentence containing a comparison that contains an inappropriate inversion is marked by the placement of the subject and verb with no inversion process.</p> <p>Example:</p> | |

| | | | |
|--|--|---|--|
| | | <p><i>We were more prepared than were the other performers.</i> <i>S V (comparison) V S</i></p> | |
| | | <p>6. Yes / no questions</p> <p>This inversion does not occur if it does not contain yes – no questions. <i>Example:</i> <i>Many workers have joined the union.</i> <i>S V</i></p> | <p>Bruening, Benjamin, “Subject Auxiliary Inversion,” <i>University of Delaware</i>, February 3 (2015): 1.</p> |

Appendix 1.3

The Most Dominant Type of Inversion in English Song Lyrics

| No | Singer | The song title | The song lyrics | The types of inversion | | | | | |
|----|------------|-----------------------------|---|--|---|---|--|--|--------------------|
| | | | | Invert the subject and verb with question words. | Invert the subject and verb with place expressions. | Invert the subject and verb with negatives. | Invert the subject and verb with conditionals. | Invert the subject and verb with comparisons . | Yes / no questions |
| 1 | Adele | Don't You Remember | When will I see you again? | 30 | 5 | 7 | - | - | 18 |
| 2 | Adele | Someone Like You | Old friend, why are you so shy? | | | | | | |
| 3 | Abe Parker | Slipping Through My Fingers | Like the back of my hand so. Why do I feel so lost? | | | | | | |
| 4 | Abe Parker | 3 Moods | How did it seem so real? I can't figure it out | | | | | | |
| 5 | Katy Perry | Wide Awake | How did I read the stars so wrong? | | | | | | |

| | | | | | | | | | |
|----|----------------|-------------------------|--|--|--|--|--|--|--|
| 6 | Khalid | Last Call | Where do we go? Where do we stand? | | | | | | |
| 7 | Westlife | Better Man | How do you lose the one you love? | | | | | | |
| 8 | Westlife | Fool Again | How was I to know? You never told me | | | | | | |
| 9 | Linkin Park | Leave Out All the Rest | What am I leaving? | | | | | | |
| 10 | Ellie Goulding | Love Me Like You Do | Oh, What are you waiting for? | | | | | | |
| 11 | Honne | What Would You Do | Let's just say the world ended a week from now. What would you do? | | | | | | |
| 12 | Mandy Moore | When Will My Life Begin | When will my life begin? Tomorrow night | | | | | | |
| 13 | Yusuf Islam | Your Mother | Who should I give my love to? | | | | | | |

| | | | | | | | | | |
|----|----------------------------------|-------------------|---|--|--|--|--|--|--|
| 14 | Chainsmokers | Takeaway | Where do you think you are going? | | | | | | |
| 15 | Selena Gomez | Feel Me | Where do you go to hide? | | | | | | |
| 16 | Selena Gomez | Sober | Why is it so different when we wake up? | | | | | | |
| 17 | Calum Scott and Lost Frequencies | Where Are You Now | Where did we go wrong? Too late to turn around | | | | | | |
| 18 | Taylor Swift | Gorgeous | But, what can I say? | | | | | | |
| 19 | Bruno Mars | Grenade | Had your eyes wide open Why were they open? (Ooh) | | | | | | |
| 20 | Alan Walker | Lost control | Why do I feel so small? I don't know | | | | | | |

| | | | | | | | | | |
|----|----------------------------|-----------------------|---|--|--|--|--|--|--|
| 21 | Alan Walker | Somebody like you | Why are you still glued in my mind? | | | | | | |
| 22 | Niki | Vintage | How have you been since I called you mine? | | | | | | |
| 23 | Joji | Pretty boy | If I don't lead, where will they go? | | | | | | |
| 24 | Ariana Grande | Breathin | How do I know if this shit's fabricated? | | | | | | |
| 25 | Charlie Puth | We don't talk anymore | What was all of it for? Oh, we don't talk anymore | | | | | | |
| 26 | Blackbear and Charlie Puth | Hard on yourself | Why are you so hard on yourself? | | | | | | |
| 27 | Westlife | Fool again | How was I to know? You never told me | | | | | | |

| | | | | | | | | | |
|----|-----------------|------------------------------------|---|--|--|--|--|--|--|
| 28 | Harry Styles | As it Was | Why are you sitting at home on the floor? | | | | | | |
| 29 | Adele | My little love | Oh, I feel like you don't love me Why do you feel like that? | | | | | | |
| 30 | Michael Jackson | Man in the Mirror | Who am I, to be blind pretending not to see their needs? | | | | | | |
| 31 | Gavin. D | A rocket to the moon | There will be my heart | | | | | | |
| 32 | Jeremy Camp | There will be a day | There will be a day with no more tears | | | | | | |
| 33 | Sue Dodge | There shall be showers of blessing | There shall be showers of blessing | | | | | | |

| | | | | | | | | | |
|----|---|--------------------------------------|---|--|--|--|--|--|--|
| 34 | Jamie Christoph erson | The only thing I know for real | There will be bloodshed the man in the mirror nods his head | | | | | | |
| 35 | Dominiqu e van hulst | Angel by my side | There will be an angel by my side | | | | | | |
| 36 | Michael Card | Never Will I Leave You | Never will I leave you, that's something I'll never do | | | | | | |
| 37 | Stwo | Neither Do I | Neither do I. I say we find out, cover your eyes | | | | | | |
| 38 | Helena Bonham Carter & Sacha Baron Cohen | Master of the House | Seldom do you see. Honest men like me | | | | | | |
| 39 | Linkin Park | Leave Out All the Rest | I've never been perfect. But neither have you | | | | | | |

| | | | | | | | | | |
|----|---------------------|--------------------------------|---|--|--|--|--|--|--|
| 40 | Maria McKee | Only Once | Only Once did I think twice and twice was once too late | | | | | | |
| 41 | Barve Little Abacus | You're not me but neither am I | You're not me but neither am I, but neither am I | | | | | | |
| 42 | Soja | She Still Loves Me | Neither does she, but you know that now | | | | | | |
| 43 | Abe Parker | Butterflies | Am I a moth in your flame? | | | | | | |
| 44 | Khalid | Right Back | Should we bring it right back? | | | | | | |
| 45 | Khalid | Keep Me | Does he love you like I did? | | | | | | |
| 46 | Khalid | Present | Yeah, can I tell you what's on my mind? | | | | | | |

| | | | | | | | | | |
|----|------------------------------|-------------------|---|--|--|--|--|--|--|
| 47 | Westlife | What about now | Can we see beyond the scars? | | | | | | |
| 48 | Westlife | If I let you go | Will I ever see you smiling back at me? | | | | | | |
| 49 | Phoebe ryan | Should I | Should I call you baby? | | | | | | |
| 50 | Chainsmokers | All We Know | Are we fading lovers? | | | | | | |
| 51 | Ed Sheeran and Justin Bieber | I Don` t Care | You know I love you ya, did I ever ya? | | | | | | |
| 52 | Justin Bieber | 10.000 Hours | Do you think of me? | | | | | | |
| 53 | Justin Bieber and Omah Lay | Attention | Should I drink up? Smoke up? | | | | | | |
| 54 | Harry Styles | Sign of the Times | Before it`s all too much. Will we ever learn? | | | | | | |

| | | | | | | | | | |
|----|--------------------|----------------------|--|--|--|--|--|--|--|
| 55 | Michael jackson | Remember the time | Do you remember the time when we fell in love? | | | | | | |
| 56 | Michael jackson | Who is it | Did she find in someone else? | | | | | | |
| 57 | Coldplay | Sparks | Did I drive you away? | | | | | | |
| 58 | Jeremy zucker | Sociopath | Am I what you were dreaming of? | | | | | | |
| 59 | Shawn mendes | It'll be okay | Are we gonna make it? | | | | | | |
| 60 | Billie eilish | My future | I'm not coming home. Do you understand? | | | | | | |

Appendix 1.4

The Use of Inversion in English Song Lyrics

| No | Singer | The Song Title | The Song Lyrics | The Use of Inversion | |
|----|----------------|-----------------------------|--|----------------------|---------------|
| | | | | Appropriate | Inappropriate |
| 1 | Adele | Don't You Remember | When will I see you again? | 60 | 0 |
| 2 | Adele | Someone Like You | Old friend, why are you so shy? | | |
| 3 | Abe Parker | Slipping Through My Fingers | Like the back of my hand so. Why do I feel so lost? | | |
| 4 | Abe Parker | 3 Moods | How did it seem so real? I can't figure it out | | |
| 5 | Katy Perry | Wide Awake | How did I read the stars so wrong? | | |
| 6 | Khalid | Last Call | Where do we go? Where do we stand? | | |
| 7 | Westlife | Better Man | How do you lose the one you love? | | |
| 8 | Westlife | Fool Again | How was I to know? You never told me | | |
| 9 | Linkin Park | Leave Out All the Rest | What am I leaving? | | |
| 10 | Ellie Goulding | Love Me Like You Do | Oh, What are you waiting for? | | |

| | | | | | |
|----|----------------------------------|-------------------------|---|--|--|
| 11 | Honne | What Would You Do | Let's just say the world ended a week from now. What would you do? | | |
| 12 | Mandy Moore | When Will My Life Begin | When will my life begin? Tomorrow night | | |
| 13 | Yusuf Islam | Your Mother | Who should I give my love to? | | |
| 14 | Chainsmokers | Takeaway | Where do you think you are going? | | |
| 15 | Selena Gomez | Feel Me | Where do you go to hide? | | |
| 16 | Selena Gomez | Sober | Why is it so different when we wake up? | | |
| 17 | Calum Scott and Lost Frequencies | Where Are You Now | Where did we go wrong? Too late to turn around | | |
| 18 | Taylor Swift | Gorgeous | But, what can I say? | | |
| 19 | Bruno Mars | Grenade | Had your eyes wide open Why were they open? (Ooh) | | |
| 20 | Alan Walker | Lost control | Why do I feel so small? I don't know | | |
| 21 | Alan Walker | Somebody like you | Why are you still glued in my mind? | | |
| 22 | Niki | Vintage | How have you been since I called you mine? | | |

| | | | | | |
|----|----------------------------|------------------------------------|---|--|--|
| 23 | Joji | Pretty boy | If I don't lead, where will they go? | | |
| 24 | Ariana Grande | Breathin | How do I know if this shit's fabricated? | | |
| 25 | Charlie Puth | We don't talk anymore | What was all of it for? Oh, we don't talk anymore | | |
| 26 | Blackbear and Charlie Puth | Hard on yourself | Why are you so hard on yourself? | | |
| 27 | Westlife | Fool again | How was I to know? You never told me | | |
| 28 | Harry Styles | As it Was | Why are you sitting at home on the floor? | | |
| 29 | Adele | My little love | Oh, I feel like you don't love me Why do you feel like that? | | |
| 30 | Michael Jackson | Man in the Mirror | Who am I, to be blind pretending not to see their needs? | | |
| 31 | Gavin. D | A rocket to the moon | There will be my heart | | |
| 32 | Jeremy Camp | There will be a day | There will be a day with no more tears | | |
| 33 | Sue Dodge | There shall be showers of blessing | There shall be showers of blessing | | |

| | | | | | |
|----|--|--------------------------------|---|--|--|
| 34 | Jamie Christopherson | The only thing I know for real | There will be bloodshed the man in the mirror nods his head | | |
| 35 | Dominique van hulst | Angel by my side | There will be an angel by my side | | |
| 36 | Michael Card | Never Will I Leave You | Never will I leave you, that's something I'll never do | | |
| 37 | Stwo | Neither Do I | Neither do I. I say we find out, cover your eyes | | |
| 38 | Helena Bonham Carter & Sacha Baron Cohen | Master of the House | Seldom do you see. Honest men like me | | |
| 39 | Linkin Park | Leave Out All the Rest | I've never been perfect. But neither have you | | |
| 40 | Maria McKee | Only Once | Only Once did I think twice and twice was once too late | | |
| 41 | Barve Little Abacus | You're not me but neither am I | You're not me but neither am I, but neither am I | | |
| 42 | Soja | She Still Loves Me | Neither does she, but you know that now | | |
| 43 | Abe Parker | Butterflies | Am I a moth in your flame? | | |
| 44 | Khalid | Right Back | Should we bring it right back? | | |

| | | | | | |
|----|------------------------------|-------------------|--|--|--|
| 45 | Khalid | Keep Me | Does he love you like I did? | | |
| 46 | Khalid | Present | Yeah, can I tell you what's on my mind? | | |
| 47 | Westlife | What about now | Can we see beyond the scars? | | |
| 48 | Westlife | If I let you go | Will I ever see you smiling back at me? | | |
| 49 | Phoebe ryan | Should I | Should I call you baby? | | |
| 50 | Chainsmokers | All We Know | Are we fading lovers? | | |
| 51 | Ed Sheeran and Justin Bieber | I Don` t Care | You know I love you ya, did I ever ya? | | |
| 52 | Justin Bieber | 10.000 Hours | Do you think of me? | | |
| 53 | Justin Bieber and Omah Lay | Attention | Should I drink up? Smoke up? | | |
| 54 | Harry Styles | Sign of the Times | Before it's all too much. Will we ever learn? | | |
| 55 | Michael jackson | Remember the time | Do you remember the time when we fell in love? | | |
| 56 | Michael jackson | Who is it | Did she find in someone else? | | |

| | | | | | |
|----|---------------|---------------|--|--|--|
| 57 | Coldplay | Sparks | Did I drive you away? | | |
| 58 | Jeremy zucker | Sociopath | Am I what you were dreaming of? | | |
| 59 | Shawn mendes | It'll be okay | Are we gonna make it? | | |
| 60 | Billie eilish | My future | I'm not coming home. Do you understand? | | |

Appendix 2

2. Documentation Sheet

Appendix 2.1

The Sources of English Song Lyrics




| No | Singer | The Song Title | The Song Lyrics | Link |
|----|----------------|-----------------------------|---|---|
| 1 | Adele | Don't You Remember | When will I see you again? | https://g.co/kgs/L43eVa |
| 2 | Adele | Someone Like You | Old friend, why are you so shy? | https://g.co/kgs/dkuxVj |
| 3 | Abe Parker | Slipping Through My Fingers | Like the back of my hand so. Why do I feel so lost? | https://g.co/kgs/K6Nr67 |
| 4 | Abe Parker | 3 Moods | How did it seem so real? I can't figure it out | https://g.co/kgs/WqshoA |
| 5 | Katy Perry | Wide Awake | How did I read the stars so wrong? | https://g.co/kgs/QMwReh |
| 6 | Khalid | Last Call | Where do we go? Where do we stand? | https://g.co/kgs/MJgFnS |
| 7 | Westlife | Better Man | How do you lose the one you love? | https://g.co/kgs/Tn4K9E |
| 8 | Westlife | Fool Again | How was I to know? You never told me | https://g.co/kgs/zEmNb5 |
| 9 | Linkin Park | Leave Out All the Rest | What am I leaving? | https://g.co/kgs/31LusR |
| 10 | Ellie Goulding | Love Me Like You Do | Oh, What are you waiting for? | https://g.co/kgs/vX4Vf8 |
| 11 | Honne | What Would You Do | Let's just say the world ended a week from now. What would you do? | https://g.co/kgs/ihRtyT |
| 12 | Mandy Moore | When Will My Life Begin | When will my life begin? Tomorrow night | https://g.co/kgs/f41p9B |
| 13 | Yusuf Islam | Your Mother | Who should I give my love to? | https://g.co/kgs/FWn5Zq |
| 14 | Chainsmokers | Takeaway | Where do you think you are going? | https://g.co/kgs/5HoSRJ |

| | | | | |
|----|----------------------------------|-----------------------|--|---|
| 15 | Selena Gomez | Feel Me | Where do you go to hide? | https://g.co/kgs/4XxnyN |
| 16 | Selena Gomez | Sober | Why is it so different when we wake up? | https://g.co/kgs/pWLNcp |
| 17 | Calum Scott and Lost Frequencies | Where Are You Now | Where did we go wrong? Too late to turn around | https://g.co/kgs/687mUk |
| 18 | Taylor Swift | Gorgeous | But, what can I say? | https://g.co/kgs/S7ywrA |
| 19 | Bruno Mars | Grenade | Had your eyes wide open Why were they open? (Ooh) | https://g.co/kgs/F1Mwuk |
| 20 | Alan Walker | Lost control | Why do I feel so small? I don't know | https://g.co/kgs/8LA1mb |
| 21 | Alan Walker | Somebody like you | Why are you still glued in my mind? | https://g.co/kgs/mpcaKP |
| 22 | Niki | Vintage | How have you been since I called you mine? | https://g.co/kgs/HsUR2q |
| 23 | Joji | Pretty boy | If I don't lead, where will they go? | https://g.co/kgs/sf66yY |
| 24 | Ariana Grande | Breathin | How do I know if this shit's fabricated? | https://g.co/kgs/yoSRCP |
| 25 | Charlie Puth | We don't talk anymore | What was all of it for? Oh, we don't talk anymore | https://g.co/kgs/YXwZgi |
| 26 | Blackbear and Charlie Puth | Hard on yourself | Why are you so hard on yourself? | https://g.co/kgs/vydqyh |
| 27 | Westlife | Fool again | How was I to know? You never told me | https://g.co/kgs/KPKLbd |
| 28 | Harry Styles | As it Was | Why are you sitting at home on the floor? | https://g.co/kgs/uMfUHW |

| | | | | |
|----|--|------------------------------------|---|---|
| 29 | Adele | My little love | Oh, I feel like you don't love me Why do you feel like that? | https://g.co/kgs/56TAR |
| 30 | Michael Jackson | Man in the Mirror | Who am I, to be blind pretending not to see their needs? | https://g.co/kgs/TwvKQr |
| 31 | Gavin. D | A rocket to the moon | There will be my heart | https://g.co/kgs/14pcxM |
| 32 | Jeremy Camp | There will be a day | There will be a day with no more tears | https://g.co/kgs/DsJTVU |
| 33 | Sue Dodge | There shall be showers of blessing | There shall be showers of blessing | https://g.co/kgs/GTuCbJ |
| 34 | Jamie Christopherson | The only thing I know for real | There will be bloodshed the man in the mirror nods his head | https://g.co/kgs/vstaM4 |
| 35 | Dominique van hulst | Angel by my side | There will be an angel by my side | https://g.co/kgs/io7iy6 |
| 36 | Michael Card | Never Will I Leave You | Never will I leave you, that's something I'll never do | https://g.co/kgs/cK7DgM |
| 37 | Stwo | Neither Do I | Neither do I. I say we find out, cover your eyes | https://g.co/kgs/HtKs5n |
| 38 | Helena Bonham Carter & Sacha Baron Cohen | Master of the House | Seldom do you see. Honest men like me | https://g.co/kgs/u38PVY |
| 39 | Linkin Park | Leave Out All the Rest | I've never been perfect. But neither have you | https://g.co/kgs/jGngXL |
| 40 | Maria McKee | Only Once | Only Once did I think twice and twice was once too late | https://g.co/kgs/Fc9VCQ |
| 41 | Barve Little Abacus | You're not me but neither am I | You're not me but neither am I, but neither am I | https://g.co/kgs/FLbDb9 |

| | | | | |
|----|------------------------------|--------------------|--|---|
| 42 | Soja | She Still Loves Me | Neither does she, but you know that now | https://g.co/kgs/TisxC_H |
| 43 | Abe Parker | Butterflies | Am I a moth in your flame? | https://g.co/kgs/x6M49r |
| 44 | Khalid | Right Back | Should we bring it right back? | https://g.co/kgs/MS9pzT |
| 45 | Khalid | Keep Me | Does he love you like I did? | https://g.co/kgs/2jpWoJ |
| 46 | Khalid | Present | Yeah, can I tell you what's on my mind? | https://g.co/kgs/6uhCJj |
| 47 | Westlife | What about now | Can we see beyond the scars? | https://g.co/kgs/g6c5GB |
| 48 | Westlife | If I let you go | Will I ever see you smiling back at me? | https://g.co/kgs/NSgyEh |
| 49 | Phoebe ryan | Should I | Should I call you baby? | https://g.co/kgs/wGYBg6 |
| 50 | Chainsmokers | All We Know | Are we fading lovers? | https://g.co/kgs/jzWnBK |
| 51 | Ed Sheeran and Justin Bieber | I Don't Care | You know I love you ya, did I ever ya? | https://g.co/kgs/pWhfZu |
| 52 | Justin Bieber | 10.000 Hours | Do you think of me? | https://g.co/kgs/ht4XCW |
| 53 | Justin Bieber and Omah Lay | Attention | Should I drink up? Smoke up? | https://g.co/kgs/pyeXhz |
| 54 | Harry Styles | Sign of the Times | Before it's all too much. Will we ever learn? | https://g.co/kgs/mKeVWu |
| 55 | Michael jackson | Remember the time | Do you remember the time when we fell in love? | https://g.co/kgs/Nq8TK9 |
| 56 | Michael jackson | Who is it | Did she find in someone else? | https://g.co/kgs/QWxU5C |
| 57 | Coldplay | Sparks | Did I drive you away? | https://g.co/kgs/AD2YRQ |
| 58 | Jeremy zucker | Sociopath | Am I what you were dreaming of? | https://g.co/kgs/99KqzZ |
| 59 | Shawn mendes | It'll be okay | Are we gonna make it? | https://g.co/kgs/Mh1VDF |
| 60 | Billie eilish | My future | I'm not coming home. Do you understand? | https://g.co/kgs/MiZaxV |


Appendix 2.2

21:21 | 0.6KB/s   

Don't You Remember

Lagu Adele

[Ringkasan](#)
[Lirik](#)
[Rekaman Lainnya](#)
[Deng](#)

When will I see you again? 

You left with no goodbye, not a single word was said
 No final kiss to seal any sins
 I had no idea of the state we were in

I know I have a fickle heart and a bitterness
 And a wandering eye, and a heaviness in my head

But don't you remember?
 Don't you remember?
 The reason you loved me before
 Baby, please remember me once more

When was the last time you thought of me?
 Or have you completely erased me from your memory?
 I often think about where I went wrong
 The more I do, the less I know

But I know I have a fickle heart and a bitterness
 And a wandering eye, and heaviness in my head

But don't you remember?
 Don't you remember?
 The reason you loved me before
 Baby, please remember me once more

Gave you the space so you could breathe
 I kept my distance so you would be free
 And hope that you find the missing piece
 To bring you back to me

Why don't you remember?
 Don't you remember?
 The reason you loved me before







  

Figure 2 example of inversion with question words

13:49 | 8.0KB/s    43

A Rocket to the Moon

Lagu

Ringkasan Lirik Video Dengarkan

Lost in stars
 Reaching for who we are
 Lost in mars
 Never going down, for awhile

Won't you follow me, my dear?
 I've got plans for you up here
 So there's one last chance

Let's get on a rocketship
 And ride to the moon
 There will be my heart
 Waiting for you my baby (My baby)

And this time around, yeah
 I will be waiting
 Be waiting for only you
 My dear

Lost for words
 Baby, baby lost in love
 Lost for a cause
 But now I found you

Won't you follow me my dear?
 I've got plans for you up there, oh yeah
 So this one last chance

Let's get on a rocketship
 And ride to the moon
 There will be my heart
 Waiting for you my baby (My baby)

And this time around, yeah




Figure 3 example of inversion with place expressions

21:31 | 136KB/s 📶 📶 📶 4G 📶 📶 📶 75%

🏠 google.com/search?q 🔍 7 📶

Master Of The House

Lagu Helena Bonham Carter dan Sacha Baron Cohen

Ringkasan Lirik Video Dengarkan

My band of soaks, my den of dissolutes
 My dirty jokes, my always pissed as newts
 My sons of whores (no, no, no, no not tonight) spend their
 lives in my inn
 Homing pigeons homing in
 They fly through my doors
 And they crawl out on all fours

Welcome, Monsieur, sit yourself down
 And meet the best innkeeper in town
 As for the rest, all of 'em crooks:
 Rooking their guests and cooking the books
 Seldom do you see ✓
 Honest men like me
 A gent of good intent
 Who's content to be

Master of the house, doling out the charm
 Ready with a handshake and an open palm
 Tells a saucy tale, makes a little stir
 Customers appreciate a bon-viveur
 Glad to do a friend a favor
 Doesn't cost me to be nice
 But nothing gets you nothing
 Everything has got a little price!

Master of the house, keeper of the zoo
 Ready to relieve 'em of a sou or two
 Watering the wine, making up the weight
 Pickin' up their knick-knacks when they can't see straight
 Everybody loves a landlord

■ ● ◀

Figure 4 example of inversion with negatives

13:52 | 57.8KB/s | 4G | 43

google.com/search?g

Butterflies

Lagu Abe Parker

Ringkasan Lirik Video Dengarkan

How do I tell you I need you
 When you steal the breath in my lungs?
 My body shakes 'til the blood in my face
 Makes me awkward, smile, and turn around
 How do I hold these emotions
 When you spin my world out of place?
 One look at me, it feels like everything
 Is written marker on my face

I'm hopin' maybe you can tell me now

Am I the only one that's catchin' butterflies?
 Am I a moth in your flame?
 Do you burn the same when I
 Look in your eyes?
 Do you get butterflies?
 Butterflies

Don't know what I'd do without you
 And that's why you're not here in my arms
 I'm so scared to lose what we already have
 Askin' for everything that I want

'Cause maybe I raised all your red flags
 And these green lights are just in my head
 I swear that there's something we both can't explain
 And I'm terrified to lose it

I'm hopin' maybe you can tell me now

Am I the only one that's catchin' butterflies?
 Am I a moth in your flame?

Figure 5 example of inversion with yes / no questions



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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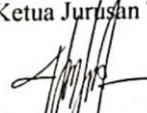
**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Fatmawati Putri
NPM : 1801072014

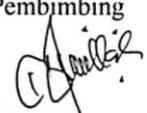
Jurusan : TBI
Semester : VIII

| No | Hari/ Tanggal | Pembimbing | Materi yang dikonsultasikan | Tanda Tangan Dosen |
|----|---------------------|------------|---|--------------------|
| 1 | Senin 10/01 2022 | ✓ | Acc ch. I. | |
| 2 | Rabu 26/1-2022 | ✓ | Elaborate about Inversion theory on Ch. II. | |
| 3 | Jum'at 28/1-2022 | ✓ | Acc ch. II Continue to ch. III. | |
| 4 | Selasa 0/2-2022 | ✓ | Acc ch. III. | |

Mengetahui
Ketua Jurusan TBI


Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing


Trisna Dinillah Harva, M.Pd
NIP. 198305112009122004



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INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
 Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
 Telp (0725) 41057 faksmlil (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id; E-mail:
 www.tarbiyah.metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Fatmawati Putri

Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1801072014

Semester : VIII / 2022

| No | Hari / Tanggal | Pembimbing | Materi Yang Dikonsultasikan | Tanda Tangan Mahasiswa |
|----|--------------------|------------|-----------------------------|------------------------|
| 1 | Rabu 30/4 2022 | ✓ | Ace IPD | |
| 2 | Jumat 3/6 2022 | ✓ | Ace ch. IV | |
| | Rabu 8/7 - 2022 | ✓ | Ace ch. V | |

Mengetahui
Ketua Jurusan TBI

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Dosen Pembimbing

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M E T R O Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1428/In.28.1/J/TL.00/04/2022
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

| | |
|----------|--|
| Nama | : FATMAWATI PUTRI |
| NPM | : 1801072014 |
| Semester | : 8 (Delapan) |
| Fakultas | : Tarbiyah dan Ilmu Keguruan |
| Jurusan | : Tadris Bahasa Inggris |
| Judul | : AN ANALYSIS OF THE USE OF INVERSION IN ENGLISH SONG LYRICS |

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 14 April 2022
Ketua Jurusan,



Andianto M.Pd
NIP 19871102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN**

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**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-528/In.28/S/U.1/OT.01/05/2022**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Fatmawati Putri
NPM : 1801072014
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1801072014

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 24 Mei 2022
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah

Dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Fatmawati Putri
NPM : 1801072014
Jurusan : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada jurusan / prodi Tadris Bahasa Inggris

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 8 Juni 2022

Ketua Jurusan TBI

Andianto, M.Pd

NIP. 1987 1102 201503 1 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

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Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-1538/In.28/D.1/TL.01/04/2022

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

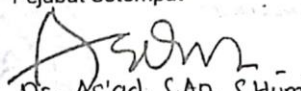
Nama : **FATMAWATI PUTRI**
NPM : 1801072014
Semester : 8 (Delapan)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di PERPUSTAKAAN IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF THE USE OF INVERSION IN ENGLISH SONG LYRICS".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 19 April 2022

Mengetahui,
Pejabat Setempat


Dr. As'ad, S.Ag., S.Hum., MH
NIP. 197505052001121002

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

CURRICULUM VITAE



The name of writer is Fatmawati Putri. She was born in Sekampung, November 17, 1999. She is the third child of married couple Mr. Jahri and Mrs. Jumariah.

She was enrolled her study at TK ABA Sekampung 2004-2005. She continued her study at SD N 1 Sukoharjo on 2006-2012. She continued her study at SMP N 4 Sekampung on 2012-2015. She continued her study at SMA N 1 Sekampung on 2015 and completed in 2018.

After graduating of SMAN 1 Sekampung, the researcher continued her study at Metro. In 2018, she was registered as a student of S1 English education Department State Institute for Islamic (IAIN) Metro. Then, the researcher takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.