

English Language Education Students' Difficulties in Using Inverted Word Order: Inversion

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Abstract. This research discusses the difficulties of English language education students of FKIP ULM in using inverted word order and identifies the factors that mostly cause their difficulties. Inverted word order is one of grammar aspects that has certain area of difficulties since they consist of different types and seldom are used by the students. Thus, students should notice and more aware when using inverted word order in their production. This is descriptive qualitative research where the subjects of this research were English Language Education Study Program batch 2018, in a total of 90 students. Test and open-ended questionnaire were used as instruments of the research. The test is used to find students' comprehension through 9 types of inverted word order. Furthermore, the questionnaire used to obtain data about their difficulties and factors that mostly causing students' difficulties in using inverted word order. The finding of this research showed that there are still many difficulties faced by students in using inverted word order especially in three types of inverted word order, namely tense, types of inversion, and in identifying the subject and verb. The finding also showed that there are 3 factors that mostly causing students' difficulties; students' background, teaching technique, and students' environment. It is suggested for the students to be more pay attention when the lecturers give explanation. It is also suggested for the lecturers to use variety of teaching media and activities. Therefore, the students can be curious and feel more interested in learning inverted word order.

Keywords: Students' difficulties, inverted word order, and inversion.

1 Introduction

As a compulsory subject, there are some difficulties in learning English face by students. One of them is when they deal with grammar or structure. Grammar is important to create understandable messages to make communication occurs. However, some students are having some problems with learning this skill. Arifin (2019) mentions that Indonesian EFL learners have problems since English grammatical rules were more complex than Indonesian rules where they were exposed to use. Therefore, English grammar is more complicated than Indonesian grammar because some mistakes were made when the students did not understand well about the English grammar.

Students have to take notice about grammar rules because they will always find it so that they be able to communicate effectively in English. Besides, students often have difficulties in remembering instructions or directions that have just been given. Students also frequently have difficulties recalling specific factual information such as rules of grammar. Therefore, teacher should pay attention to the students' difficulties in learning grammar comprehension. It is also crucial to see what level of problem students have. In this case, inverted word order is one of grammar aspect which students need to solve their problems in grammar comprehension or written expression.

The English language is classified by a direct and in some cases inverted order of words. Inverted word order is part of English grammar materials. These materials also called as an inversion. It is used

to increase the emotionality or expressiveness of a statement or its part. Thus, the most significant thing in a language is the grammatical structure where the relation of words in a sentence is expressed, not primarily by-word forms, but by some order of words in the construction of a sentence (Yamelianova & Ashcheulova, 2020). Inverted word order also has a certain area of difficulties. This condition can be found in the process of learning inverted word order. There are different types of inverted word order. Inverted word order commonly is used in questions. In other cases, it used in several different situations in English. For example, people want to emphasize what they are saying so they put the expression at the beginning of sentence.

Inversion sentences indicates that some of the predicate words are located at the beginning of the complete subject, and the rest of the predicate words are located after the verb (Puspitasari, 2015). It means putting the verb before the subject. Inverted word order is something that student should avoid overusing. There are more than 15 types of inversion, but only some are used. It mostly used in formal statements, and in writing, such as essays and works of literature. Inverted word order also frequently appears on daily examination, national examination, and the TOEFL, or Test of English as a Foreign Language. If students did not understand yet about inverted word order, it would be a big problem for them choosing the right answer in structure section. So, using right word order in inversion is important for students.

The researcher took English Language Education Study Program students' batch 2018 as subjects of this study. Based on Intermediate Grammar course in the 3rd semester, students in batch 2018 have learned nine types about inverted word order. Previously, the researcher did small observation or preliminary research to some students in batch 2018 but there are still many of them who have forgotten about this aspect of grammar. The researcher found that the lack of students' understanding was the big problem. With this background, the researcher was inspired to conduct the study to find out the difficulties that ELESP faced in using inverted word order. Knowing students' difficulties can be used to improve the quality of learning so the students also can improve their ability in using this aspect.

2 Review of Literature

The Concept of Grammar

Grammar refers to a set of rules that depict how words are combined or changed to form qualify units of meaning through language (Penny, 2000). In other words, grammar refers to the form of words and sentences which create structural meaning. According to Isyam (2013) grammar plays an important role in other language skills, such as listening, speaking, reading and writing. It means grammar is one of the components to be mastered effectively because correct grammar will avoid students from being misunderstood when expressing their thoughts either spoken or written. Students have to be concerned about grammar structure so they will be able to communicate effectively in English.

Many teachers and students alike believe that we study grammar solely to avoid errors (Folse, 2016). She explains more than a better accuracy could in fact be one of the results of grammar instruction to help students express their ideas in English, while the other deals with avoiding a negative situation. Grammar is an essential part of the language that cannot be understood easily because grammar discusses many aspects, such as tense, word order, conditional sentence, modal auxiliary, noun, preposition etc. In accordance with Cahyono (2016) the frequency of occurrence of word order with V-S structure is indeed lower when compared to sentences with S-V structure. It can be said that an inverted word order is quite distinct and such an aspect which students tend to make mistake. So, the researcher discusses inverted word order or inversion.

Inverted Word Order

In English, there is a direct and reverse (inverted) ones. According to Kridalaksana (2008) inversion is a transformation in the order of sentence. Inverted word order or inversion is used to show the emotionality or expressiveness of a statement or its part. Not many people know about inversions. It is because people usually use general sentences whose functions are sequential both when speaking and writing. Inversion is used in several different situations. In this case, people want to emphasize what they're saying so they put the expression at the beginning of sentence. It looks formal and makes the sentence sound surprising or unusual. The structure of inversion in English has various patterns. In

an inversion structure, the predicate is reversed (moved) to the right of the subject (Sumarlam, 2007: 88).

Inversion in Indonesian have four types of sentences, namely declarative inversion sentences, imperative inversion sentences, interrogative inversion sentences, and exclamative inversion sentences (Cahyono, 2016). In English, inversion occurs for emphasis, dramatic purpose or formality. In this study, the researcher describes nine types of inverted word order which are inverted word order in question, inverted word order in place expression, inverted word order in negatives, inverted word order in conditionals, inverted word order in comparison, inverted word order in question tags, inverted word order after so and as, inverted word order in exclamation, inverted word order in adverbial expression.

Students' Difficulties in Using Inverted Word Order

There are some aspects of English grammar that become ESL/EFL students' difficulties (Coffin, et al 2003 as cited in Harris, 2014). Thus, for foreign language learners, grammatical error seems to be the hardest aspect to avoid. Even though in a language learning process there are many kinds of errors that might be produced by language learners. The problems that students have in learning grammar such as: choosing the correct verb, constructing sentence and using tenses. In this case, inverted word order is one of materials in grammar structure that have a certain area of difficulties. There is a sentence that use inversion contain more than one clause and only one of the clauses contains inversion. Students should notice that the relative clause does not use inversion. As stated by Ameliani (2019) many different factors become the cause of students' difficulties in understanding grammar. Those factors are students' background, teaching technique, and students' environment. So, great attention should be paid to students' individual difficulties in order to improve students' grammatical comprehension in inverted word order.

3 Research Method

This is qualitative research because the results are descriptive qualitative data based on observations as they are in a natural setting. Moreover, Lestari & Yudhanegara (2015) stated that qualitative research is methods to explore and comprehend a significance of individuals or groups consider to be derived from social or human problems. The data serve some information related to the difficulties faced by students and their understanding of this topic. The researcher would describe the real situation and condition that the researcher faced in the field of students' difficulties in using Inverted Word Order.

Subject of the Research

The participants of this research are the 2018 batch students of English Department at Lambung Mangkurat University. There are 90 students from batch 2018. The researcher chose the 2018 batch students of English Department because based on small observation that had been done by the researcher, there are still many of them who have forgotten and have difficulties in using inverted word order. By knowing their difficulties, it will avoid them to make mistake in the future especially in grammar.

Instrument of the Research

There are two instruments that applied in this study to achieve better result. In this research, the researcher used test and questionnaire as the instrument. The test instrument is designed to find out students' comprehension about inverted word order. The test instrument is consisted of 50 questions. Each question is aimed to asses students' grammar comprehension based on nine types of inverted word order. Students' score is categorized into very good, good, pretty good, weak, and poor (Sari, 2021). Then, the researcher used open-ended questionnaire as instrument to find the factor that cause their difficulties in using inverted word order. There were 16 questions that must be filled by the students. They could give their answer in the form of description.

Data Collection Procedures

In collecting procedures of the data, the researcher uses the following technique:

1. Test

Students in batch 2018 who have studied this course given a test concerning inverted word order which consist of 50 items. The test is divided into three parts. The first part is correct or incorrect which consists of 25 items. The second part is error recognition consists of 20 items. The last part is production items which requires students to write five example of inverted word order. A good test must be valid and reliable. So, the tests are checked the validity and the reliability by the lecturer. The result of test will show the students' comprehension about inverted word order. The researcher also could directly get as many as possible the specific difficulties faced by students in understanding inverted word order that the researcher actually wants to measure.

2. Questionnaire

According to Arikunto (2010:195) there are two types of questionnaires, which are open-ended questionnaire and close-ended questionnaire. In this research, the researcher uses open-ended questionnaire because open ended questions are those that require more thought and more than a simple one-word answer. The questions are designed to encourage a meaningful and deliberate answer using the subject's own knowledge and their feelings. Open ended questions also provide more information and give the researcher more contextual feedback. The researcher uses open ended questionnaire to gather the data about students' difficulties in using inverted word order. Then, the researcher can identify the factor that cause students' difficulties.

Data Analysis

In this research, the results of the data are obtained from students' test and students' questionnaire. The researcher analyzed the students' test in using inverted word order and the researcher used formula to get students' score from test. After got the test results and students' scores, the researcher classified the student category. The researcher also calculated the percentage of students' correct answer who has or has no difficulties with each type of inverted word order. Then, the researcher collected the data from questionnaire to find out students' difficulties and the cause of their difficulties. Open-ended questionnaire used in collecting data to provide more information about students' grammatical knowledge and the cause of their difficulties in using inverted word order. After that the researcher draw conclusion and made an interpretation of the finding result. Therefore, the researcher obtained the conclusion about English Language Students' Difficulties in Using Inverted Word Order.

Trustworthiness of the Data

To get validity of data, this research used triangulation of method to obtain the data. As stated by Bachri (2010) triangulation is a technique of checking the validity of data by utilizing something other than the data itself, for checking the objective or as a comparison towards the data. It means that triangulation is a combination of some data collection techniques and existing data sources. In this research, the researcher used researcher triangulation to keep the validity of the data. The validity of the instruments that used were checked by one of the lecturers of the course.

4. Findings and Discussion

There were 90 students who took part in this research. The students were given test and open-ended questionnaire as the tools to collect the data in order to find out students' difficulties in using inverted word order. The process of collecting the data started on March 16th, 2022. The researcher gave the test and distributed the questionnaire to the students via Google Form. The data were all collected on March 25th, 2022. The data were analyzed according to the procedure of data analysis.

The test is designed to show students' comprehension in inverted word order. The students' score are gained by calculating their total correct answer of all items. The researcher found that most of students still had difficulties in inverted word order. The result of students' score categories presented on the research findings table below:

Table 1. The Students' Score Categories

Category	Range	Number of Subjects	Percentage
Very Good	85-100	-	-
Good	75-84	5	6%
Pretty Good	60-74	19	21%
Weak	40-59	56	62%
Poor	0-39	10	11%
Total		90	100%

According to the scoring grade from Nurgiyantoro (1988) as cited in Sari (2021), the tables above show the list of students' score and students' categories from each part of the test (Part A, Part B, Part C), it can be concluded that the weak category had the highest total of 56. Meanwhile, the very good category had 0, good category had 5, and pretty good had 19. Moreover, the poor category had 10. It means that the difficulties faced by students in inverted word order occurred in four categories, though the good and pretty good meant that little difficulties might possibly happened. Thus, the weak category and poor indicated that they had some difficulties in using inverted word order. To be more specific about the result of the test, the table below showed percentage of the type that most correctly answered by students in the test which consisted of 9 types of inverted word order.

Table 1. The Students' Correct Answers

No.	Tested Area	Total of items	Total correct answers	Percentage
1.	Inverted Word Order in Adverbial Expression	5	187	9%
2.	Inverted Word Order in Conditionals	5	192	9%
3.	Inverted Word Order in Negatives	5	197	9%
4.	Inverted Word Order in Exclamation	5	226	10%
5.	Inverted Word Order after So and As	5	252	12%
6.	Inverted Word Order in Comparison	5	259	12%
7.	Inverted Word Order in Place Expression	5	269	12%
8.	Inverted Word Order in Question Words	5	292	13%
9.	Inverted Word Order in Question Tags	5	316	14%
	Total	45	2.190	100%

It can be seen that from total of 45 items in Part A and Part B, there were 2.190 correct answers. Based on the difficulties faced by students in answering the test that given by the researcher, the lowest percentage of correct answers are found in three types of inverted word order, which are inverted word order in adverbial expression, inverted word order in conditionals, and inverted word order in negatives. It showed that most of students have difficulties with these three types proven with percentage of 9% of each type. Those types are also mostly used by the students in Part C. From the first example until the fifth example, the researcher found that many students wrote sentences using inverted word order in negatives, inverted word order in conditionals, and inverted word order in adverbial expression. However, in those three types that they wrote, some of students using wrong word order. This problem happened because incorrect placement of subject and verb in their sentence.

Findings of Open-Ended Questionnaire

The questionnaire is designed to show the difficulties faced by students in inverted word order. The questionnaire consisted of 16 questions. The result of this questionnaire can be seen from three factors that cause the difficulties as follow:

a. Students' Background

There were questions number 1 until 4 that classified to students' background. In question number 1, almost all of students understand the meaning of inversion. There are many answers by respondents about the meaning of inversion but in general the meaning of inversion is the same. However, there were five students who still did not know the meaning of inversion. Based on the result of the test, they got low score. Therefore, this is one of the reasons that they did not know about the meaning of inversion. In question 2, almost all of them also know the function of inversion. There were also 13 answers emphasized that they did not know about the main function of inversion. It can be concluded that few students were lack of basic knowledge about inverted word order.

In question 3, almost all the students answered that they had difficulties in using inverted word order. Respondents S17 and S25 said that inverted word order can confuse them because the placement of subject and verb are reversed so the context of the sentence can be ambiguous. Respondents S30 and S34 also stated same difficulties, it's difficult because inversion is so rarely for them to implement and rarely seen in daily conversation. So, most of the students got low scores because they had found it difficult in using inverted word order but even, they got low score, few of them thought that they did not find the difficulties in inverted word order. In question 4, there were 19 students had difficulties about the types of inversion, 12 students difficult in identifying subject and verb, and 29 students difficult about the tense that is used. Respondents S13 and S44 have same difficulties that related to the types of inversion. They said that there are several types of inversion and it is difficult to analyze the type of inversion itself. Respondent S41 stated that it was difficult according to the identifying the subject and the tense itself because she has learned about simple sentence with normal word order. Hence, when she finds sentence with inverted word order it looks difficult and she did not understand it well. Respondent S69 and S72 also have same difficulties about the tense that is used. They explained that sometimes it was a little bit hard to choose what they should use for the appropriate sentence.

b. Teaching Technique

There were questions number 5 until 9 that classified to teaching technique. In question 5, there were 43 students stated that they were forgot about the types with some of reasons. Otherwise, there were seven students that mentioned the correct types based on what is taught in Intermediate Grammar module and also seven students that mentioned different types from what is taught in the Intermediate Grammar module. Respondents S2 and S25 answered that there are nine types of inverted word order that are taught in intermediate grammar class. Respondent S39 and S67 mentioned different types of inversion from intermediate grammar module, which are: locative inversion, directive inversion, copular inversion, and quotative inversion. It can be seen that there was mismatch between teachers' teaching and students' learning in question 5. Most of them forgot that this material has been taught by lecturer and this material was also can be found in intermediate grammar module. In question 6, most of the students had a way to improve their skill in grammar. There are many ways to improve students' skill in grammar comprehension especially about inverted word order. They can easily choose learn through read a lot, practice, media, or friends.

In question 7, more than half students, or 68 students answered "No" the lecturer never used magazines, newspaper, or pictures. Based on answered of respondent "S30" she stated that she does not think her lecturer have ever used those teaching media to teach about inversion. However, there were 22 students answered "Yes" that the lecturer used teaching media. Based on statement respondents S23 and S74 that the lecturer used PPT, newspaper, and also interesting YouTube videos. It can be seen that there were also mismatch between teachers' teaching and students' learning same in the question 5. Those situations are included as the second factor that cause students' difficulties in using inverted word order which is teaching technique. In question 8, 33 from 90 respondents stated that they like the way their lecturer in teaching inversion. Respondents S30 and S61 that they liked when the lecturer teaches this material using easy explanation. The rest of students, or 57 students stated that they did not like the way their lecturer teaching about inversion. There was also respondent who was not sure, it can be seen from the answer of respondent S22 with the answer "It's not that I don't like the teaching method but I think she should pay more attention in teaching this part, since some of the students, include me, still cannot well understand this material." It is necessary to look for difficulties that cause this uncertainty.

Last in question 9, almost of the students have idea to improve the teaching learning effectiveness in using inversion. Most of their ideas were to use the appropriate media in teaching learning in order to create the effectiveness. Respondents S23 and S44 have same ideas which stated the lecturer could create a game or quiz in learning application. Overall, even though there were different opinions about it, but the point is the same, that they want the teaching and learning used interactive media to be more effective and whether the lecturer or students should be innovated in learning inversion.

c. Students' Environment

There were questions number 10 until 16 that classified to students' environment. In question 10, more than half students answered "Yes" they feel motivated while doing grammar exercise. However, there were 38 students that did not feel motivated while doing grammar exercise. There were also various reasons from respondents. The explanation of respondent S84 was:

"I don't think motivated, because nowadays people think use grammar in real life is too formal and grammar exercise is too hard to understand." (S84)

In question 11, more than half of students are also interested in exploring grammar materials. Besides that, the rest of students were not interested in exploring grammar materials. It can be concluded that from question 10 and 11, many students that feel motivated while doing grammar exercise and interested in exploring grammar materials, yet there were still few of students lack interest in doing exercises in class. This situation included as the third factor that cause students' difficulties in using inverted word order which is students' environment.

In question 12, there were 66 students who answered "No" they never learned about inversion outside the classroom. While others, or 24 students answered "Yes" they have learned about inversion outside the classroom. In question 13, almost of the students answered how they learn inversion. They learnt inversion through media, friend, and English course outside the campus. Respondents S32 and S78 explained that they tried to find out the explanation of the material on YouTube and tried to find the examples on Google. Respondents S35 and S67 learnt inversion by asking their friends to explain it slowly to them. Different from the answers of respondents S23 and S72 that they learnt inversion through English courses. They just listened to the mentor or the tutor and did the exercise or games, then the tutor would inform them whether their answer false or true. In question 14, there were 81 from 90 students who create their own learning environment. Most of their answers stated that they created a comfortable atmosphere or small group discussion. The rest of students did not make their own learning environment because of some reasons. The answer from respondent S23 was:

"I do not know; I barely create my own learning environment. It just created unconsciously." (S23)

In question 15, there were only 15 from 90 students who took grammar courses outside the campus. Most of students did not take grammar courses because they thought it was enough to learn in campus and they also could learn any materials by checking out the online sources. Last, in question 16, almost of students were agree and gave positive opinions about taking English grammar. Although there were many positive opinions, few students chose to not agree about taking English grammar courses outside the campus because based on the statement of respondent "S57" that he felt too uptight for taking grammar courses which demotivate him to learn grammar in general. So, those situations were also included as the third factor that cause students' difficulties in using inverted word order which is students' environment.

5. Discussion

The researcher discussed about the findings of this research. The students already recognized what inversion was and the function of inversion itself, but many of them still faced difficulties when answering the test given by the researcher. Based on the result of test, the category of English Language Education Students of Lambung Mangkurat University batch 2018 in using inverted word order is considered weak. The prove was based on the students' score category that the students got from the test. The weak category had the highest percentage which is 62%. The result of test showed that many students indicated that they had several difficulties in some types of inversion especially about inverted word order in negatives, inverted word order in conditionals, and inverted word order in adverbial expression.

The findings from this research have both similarities and differences with previous studies. Thus, this research found something new, compared to the research carried out by Nurkhaliza, et al (2020). In their study, they revealed that the types of English inversion were subject-verb inversions (S-V Inversion) and subject-operator inversions (S-Op. Inversion). Meanwhile, the findings of this research specify nine types of inversion which are inverted word order in question, inverted word order in place expression, inverted word order in negatives, inverted word order in conditionals, inverted word order in comparison, inverted word order in question tags, inverted word order after so and as, inverted word order in exclamation, inverted word order in adverbial expression.

The test was consisted of those nine types of inverted word order and divided into three parts which are Part A, Part B, and Part C. Part A contains correct or incorrect items. There were many students who answered correctly in this part. Part B contains error recognition items. Folse (2016) pointed out that learners cannot correct something if they do not realize in the first place that it is wrong. According to Folse (2016), the findings showed that many students were easily distracted by wrong alternatives. Students found it hard to find the error word within the sentences in the question. This kind of difficulty was similar to the result from Ananda (2016), she found out that inversions in structure and written expression was the highest percentage of errors and was found to be difficult for the learners.

In Part C contains production items or students had to write five sentences about inversion. Based on the results of student's answers in Part C, the researcher found that many students wrote inverted word order in negatives, inverted word order in conditionals, and inverted word order in adverbial expressions. However, there were some students who misordering the subject and verb although they knew the type that they wrote. They get confused identifying the subject and verb in inversion sentence. Students need to know about the use of structures so that they understand the consequences of their choices (Larsen-Freeman, 2014a). For example, inverted word order in negatives sentences, the students have to put the verb after the negative words then followed by subject. Yet, student still often to reverse the subject and the verb. The results of the test differ greatly from Kadiatmaja (2021) which was conducted on advanced students of TOEFL Preparation Class – The Mushlih Institute Surabaya, the results of his study stated that most sentences written by students is found in inverted word order with place expressions, inverted word order with question word, and inverted word order with conditionals.

Furthermore, Ameliani (2019) stated that many different factors contribute as the cause of students' difficulties in understanding grammar. So based on Ameliani's theory, the researcher classified three factor that most cause students' difficulties in using inverted word order which are the students' background, teaching technique, and students' environment. Pertaining to the finding from the questionnaire, the researcher categorized them into three parts: The questions number 1 until 4 asked about the factor causing students difficulties related to students' background. The questions number 5 until 9 asked about the factor causing students difficulties related to teaching technique. The questions number 10 until 16 asked about the factor causing student difficulties related to students' environment.

Based on the students' answer, the researcher inferred almost all of students faced difficulties due to students' background. The researcher found two sub-factor causes of difficulties related to students' background in using inverted word order. The sub-factor are lack of background knowledge about inverted word order and difficulties in memorizing tense and rules of inverted word order. From the finding, most of the students were difficult in memorizing tense and rule. According to Listia & Febriyanti (2020), the students could not recognize what tense should use and students found it was difficult to select appropriate verb forms related to the tenses. The researcher concluded that the students had difficulties related to the tenses that is used in inversion, types of inversion, and identified the subject and verb in inversion sentence. The students have difficulties about the tenses and the types of inversion that they rarely use because they do not understand how to use them.

The second factor that cause students difficulties was teaching technique. The two sub-factor of teaching technique that the researcher found are ineffective learning strategies and mismatch between lecturers' teaching and students' learning. The researcher found that some of the students faced difficulties in using inverted word order was because of mismatch between lecturers' teaching and students' learning. In line with Wulandari (2018) in her research findings that the students need different teaching method to make students more pay attention to the lecturer explanation. Teaching technique has important impact because if there was mismatch between lecturers' teaching and students' learning, it would occur students' lack of enthusiasm in catching the lessons.

The last factor that causes students' difficulties was students' environment. The researcher also found two sub-factor which are lack of interest doing exercise in class and taking grammar course outside the campus. The finding of the questionnaire showed that many students are never taking grammar course outside the campus. Then, they never learn about inversion outside the classroom. The finding of Wulandari (2018) found that the students who never joined in English grammar course outside the campus get more mistake in learning grammar. Moreover, inverted word order is one of difficult materials in grammar. The result of test showed that students who joined in English course get little difficulties because they had learned inversion outside campus. Overall, it can be concluded that the students who got low scores in the grammar test before are included in those three factors that cause the difficulties in using inverted word order and it proven with the finding results of 16 open-ended questions that included more in-depth information about the difficulties, they faced in using inverted word order.

6. Conclusion

Based on the findings and discussion, the researcher concludes the students' difficulties in using inverted word order. First, the students are mostly had difficulties through nine types of inverted word order, proven by the very good category had 0, good category had 5, pretty good category had 19, the poor category had 10, and the weak category had the highest total of 56 students. Second, most of the students have difficulties with three types inversion which are inverted word order in negatives, inverted word order in conditionals, and inverted word order in adverbial expressions. The difficulties they faced when using inverted word order are about the tense that is used, the types of inversion, and in identifying the subject and verb. Students' difficulties have proved by their answers in open-ended questionnaire section. Last, there were three factors that cause students' difficulties in using inverted word order. The first factor more causing the difficulties is students' background. There were two sub-factors regarding students' background which are lack of background knowledge about inverted word order and difficulties in memorizing tense and rules of inverted word order. The second factor is regarding to teaching technique. The two sub-factor of teaching technique are ineffective learning strategies and mismatch between lecturers' teaching and students' learning. The last factor is students' environment. There were also two sub-factors regarding students' environment which are lack of interest doing exercises in class and taking grammar course outside the campus.

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