CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Language as a common knowledge is the medium of communication through which we express our ideas, emotion, feeling and thought to our fellow people. Thousand of languages are spoken in this world; however, English has been placed in the highest position to be used in communication by many people. In the words, English is an international or a universal language.

Teaching English as a foreign language as well as mother tongue from childhood, everyone learn how to pronounce a word and get the meaning of every word. In teaching English, there four skills that are related each other which students should have. They are listening, speaking, reading and writing.

Teaching writing in Indonesia is basic one in learning English process. Teaching writing for students can improve language learning better, because students start form what they think to write. The purpose of teaching writing is to help the students' writing skill to express their idea. There are some genres in English writing such as Spoof, Descriptive, Narrative, Procedure, Explanation, Analytical Exposition, Report, Discussion, Hortatory Exposition, Anecdote and Recount.

Recount Text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. The main structural components of a recount are orientation, events, and the reorientation.

Based on the writer's observation in Teaching Practice Program, the writer found that the students were not be able formulate ideas from their mind into written language. It is proven that most of the students can't write simple paragraph in writing recount text and as a result they get low score in writing. It caused that students don't know how to placed modifier. The writer also observed the way of teacher in teaching writing to the students, the teacher read the materials about recount text from the text book and asked students to do some exercise without explaining it clearly then ask the students to write recount text with choose title freely.

Studying about place modifiers and its will help people in improving their skills in writing. By knowing the kinds of modifiers will also help writer to make beautiful sentences, it means that someone who knows about the kinds of modifiers have more mastery in writing than the one who does not knows about it. Studying place modifiers is not only useful for people who interested in writing but everyone also need this knowledge in everyday life to have a good competences in written communications with others.

According to McArthur, Tom (1992:352-353), a dangling modifier is a specific case of which is the dangling participle is an error in sentence structure whereby a grammatical modifier is associated with a word other than the one intended, or with no particular word at all. For example, a writer may have meant to modify the subject, but word order makes the modifier seem to modify an object instead. Such ambiguities can lead to unintentional humor or difficulty in understanding a sentence.

A dangling modifier is a modifier that does not relate sensibly to any word in the sentence. A modifier or a modifying phrase that begins a sentence must be followed closely by the word it is meant to describe.

Based on the background of the study above, the writer will conduct a study titled: "Analysis of Dangling Modifiers in Writing Recount Text of Tenth Grade Students' at SMA Mardi Lestari Medan".

1.2 The Problems of the Study

In relation to the background of the study, the writer finding the problem of this study:

1. What types of dangling modifiers made by the students in writing recount text of tenth grade student at SMA Mardi Lestari Medan?"

2. What types of dangling modifiers is the dominant made by the students of tenth grade in writing recount text at SMA Mardi Lestari Medan?

1.3 The Objective of the Study

The objective in this study is one of the important things in order the study will reach the target what the writer hope is "to identity the type of dangling modifiers are made by the students in their writing recount text" and to find out the dominant made by the students of tenth grade in writing recount text.

1.4 The Scope of the Study

In this study, the writer will focus on an analysis of dangling modifiers in writing recount text of tenth grade students at SMA Mardi Lestari Medan. The writer analyzes the students' recount text. There are 27 students that will be the sample of the research and the writer will study on their dangling modifiers in writing recount text.

1.5 The Significances of the Study

There are two kinds of significances of the study. They are:

1. Theoretically

a. The result of the research can be used as a choice in English teaching and learning procedures.

b. The result of the research can be used as the model for those who want to conduct a research in teaching English.

2. Practically

a. The students in English Department who are going to be teacher, the result of the study will be very useful as the basic knowledge to get more understanding about dangling modifiers and it help them to know the correct placed modifiers when they want to write.

b. The English Teachers, the result of the study will be useful to enrich teachers' understanding of dangling modifiers. so in learning process the students can be avoided from the dangling or it an be repaired by the students in the future.

c. The writer, the result of this study will be very useful information to develop or further study of dangling modifiers in writing.

CHAPTER II

REVIEW OF LITERATURE

2.1. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in the research concerned. Some related theories are used for some basic theories to support the study. The concept will avoid possible misunderstanding between the writer and the reader. In this case, it is very important to list the following terms for the purpose of the study.

2.2. Language

Language is principal means of human being to communicate one another. It is the way to conveying something. Language has an important role in everyday people in doing every interaction. People use different language because every country has their own language.

According to Baugh & Cable (2005:341), "Language is the expression of the people who use it and should reflect the nature and the experience of the speakers. Pinker (1997:18) states that, Language is a complete, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently".

2.3. English

English is a global language and used in education, technology, social status and modernization. According to Wierzbicka (2006:3), "English is the language of international air traffic control and chief language of world publishing, science, and technology". Patel and Jain (2010:11) states that, English is the link language, serving to connect people of various regions and diverse backgrounds.

2.4. Writing

Writing is an important communication tools because writing can help people to express their feelings or transforming thought and ideas into written form. Writing is the activity in expressing the feeling, idea and opinion in a text which can be used as a reminder to the next time. Many experts have proposed the definitions of writing. Nunan. D (2003:88) says that "writing is the mental work of inventing ideas, and organizing the words into statements and paragraph that will be clear to a reader". Meanwhile to Siahaan et.all (2007:2), the written productive language skill is called writing. It is the skill of a writer to communicate information to a reader or group of readers. So writing is the way to share ideas, information of experience in the written form.

Based on the opinions above, the writer concludes that teaching writing is the way of sharing information and knowledge that focused on the writing process in order to develop student's ability in writing process that has an important function and use in the human's life.

2.4.1 Teaching Writing

Teaching is the teaching learning process which focus on written form, that is learn how to write the idea and experience on the students' mind.

According to Hammer (1998:79), "the teaching of writing focused on the written product rather than on the writing process".

According to Donn Byme (1979:6), "it is possible to learn a foreign language without learning how to write in it and for many of our students, perhaps even the majority of them, writing will be the skill in which they are not only least proficient, even after considerable practice, but also the one for which they will have the least use.

Based on the opinions above, the writer concludes that teaching writing is the way of sharing information and knowledge that focused on the writing process in order to develop students' ability in writing process that has an important function and use in the human's life.

2.4.2 The Purpose of Teaching Writing

Teaching writing has function to make the students able to write easily and makes the students interest in creating a text freely as their needs and habitual in daily life.

According to Jeremi Harmer (1998:79), there are some purpose of teaching writing, they are:

1. Reinforcement

People acquire language in a purely oral/aural, but greatly from seeing the language written down. The visual demonstration of language construction is invaluable for both our understanding of how oral and written language fit together and as a aid to committing the new language to memory. Students often find the useful to write sentences using new language shortly after they have studied it.

2. Language development

The actual process of writing help people to learn along rather like the process of speaking. The mental activity constructs proper written texts is all part of the ongoing learning experience.

3. Learning as a style

Some students are fantastically quick at picking up language just by looking and listening. For many learners, the time to think things through, to produce language in a slower way, is invaluable. Writing can also be acquite reflective activity instead of the rush and bother of interpersonal face to face communication.

4. Writing as a skill

The most important reason for teaching writing is, it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written report together, how to reply to advertisements and increasingly, how to write using electronic media. The students need to know some of writing's special conventions (punctuation, paragraph construction ect). Just as they need to know how to pronounce spoken English appropriately.

The other purpose of written language are:

1) For action (for example public sign, TV and radio guides, bills, menus, telephone directories, ballot papers, computer manuals)

2) For information (the example: news paper, current affairs magazines, advertisement, political pamphlets)

3) For entertainment (for example: comic strips, fiction book, poetry and drama, film, subtitles)

So based on the purposes above, the writer concludes that the purpose of teaching writing are beside to give action, information and entertainment, it is also used to make the students able to combine one word to the other words, one sentence to the other sentences, know the rules and the function and able to create a text based on their feeling, idea and experience.

2.4.3 Writing Process

In writing, there are the processes, steps and arrangements of writing first, the process of writing is the ways or steps in organizing a written text that is used to complete the whole paragraph, make the content clear, coherence and able to make the students interest in learning it. These processes of writing make the main written text complete.

According to Jeremy Harmer (2004:4), in using a writing material, there is a process involved and the process can be affected by the content (subject matter) of the writing, the type of writing, and the medium it is written in. There are four elements of writing process. They are:

1. Planning

Planning means the writers going to write before starting to write or type. It is used as an outline of what is the writer going to do and write. The write tries and dedicates what she is going to say. For some writers, planning may involved making detailed notes. When making a plan, the writer has to think about three main issues, they are the writer has to consider the purpose of writing science to influence the type of the text and the language, the writer has to consider information that is chosen to write and the content structure of the piece that is how best to sequence the facts, ideas, or arguments which has decided to include.

2. Drafting

The writer can refer to the first version of a piece of writing as draft. Draft is often done in the assumption that it will be amended later. The writing process proceeds into a number of editing and a number of drafts produced on the way to final version.

3. Editing (Reflection and revising)

A writer has produced a draft, reads through what she has written, to where it works and where it do not work. Reflecting and revising are often helped by other readers or editors who comment and make suggestion. Another reader's reaction to a piece of writing will help the author to make appropriate revision.

4. Final version

A final version takes place when a writer has edited the draft, making soon changes which she considers being necessary, produces the final version.

2.4.4 Genres of Writing

Learning about writing is learning about genres, According to Sanggam Siahaan et.al (2011: 1), there are 12 genres in writing they are spoof, recount, procedure, hortatory exposition, anecdote, description, report, Analytical exposition, explanation, discussion, news, and narrative.

1. Spoof

Spoof is the way of twisting some of the events in the process that used to create a humor and create a text. The punch line in the events is an unpredictable action done by a character(s) for a response to another character(s).

2. Recount

Recount is written out to make a report about an experience of a series of related event. Theoretically, the technique to write a recount is similar to the way a narrative is written. Specifically, a recount is written out to inform an event or to entertain people. Structurally, a recount is a text which contain three components, they are orientation, events and the last is reorientation.

3. Narrative

Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in the different ways. It is tell the stories, experiences, and actions which happen in the past. It uses simple past tense. The elements of narrative paragraph are orientation, events, resolution and coda. But coda is optional.

4. Procedure

Procedure is any written English text in which the writer describes how something is accomplished through a sequence of action or step. Procedure is a text containing four components namely goal, materials, methods, and reorientation by which a writer describes how something is accomplished through a sequence.

5. Hortatory Exposition

Hortatory Exposition is a written English text in which the writer persuades people that something should or should not be the case. It is also a text containing three components namely the thesis, argument of issue of concern and recommendation.

6. Anecdote

Anecdote is the tools of the writer to share with the others account of an unusual or amusing incident. Anecdote is a text containing five components they are abstract, orientation, crisis, reaction and coda.

7. Description

Description is the writer describes an object. In this text, the object can be a concrete or abstract object. It can be a person or an animal, or a tree, or a house, or camping. It can be about any topic. Description is the text containing two components, namely identification and description.

8. Report

Report is a kind of text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depend on the specific details of the object being described.

9. Analytical Exposition

Analytical exposition is an expository text. It is about the truth of a fact of a certain object. It is written to expose the truth of the fact of the object to the reader. The aim is just to expose the truth of the fact, in this case it is just to persuade the readers to believe it, and to show the reader about the truth in the human's life reality by proved it with some facts.

10. Explanation

Explanation is a written English text in which the writer explained the processes involved the information or workings of natural or socio cultural phenomena. Explanation is a text containing two components namely the general statements and sequenced explanation.

11. Discussion

Discussion is a written English text in which the writer presents some points of view about an issue, it contains three components, they are: issue, argument and conclusion or recommendation.

12. News Item

News item is neither a paragraph nor an essay. Instead this conforms to any written English text containing one or more than one paragraph in which the writer to inform people about events of the day which are considered newsworthy or important. News item is a text containing three components namely: news worthy event(s), background events and sources.

2.5 Recount Text

In communication, people often want to tell other people about something that has happened in their lives. For example, tell about what they did on holidays last year or tell about what they did at the weekend last month. Taken from Understanding text.blogspot.com (2007: 1), recount text is a text written to retell for information or entertainment.

According to Pardiyono (2007: 63), recount as one kind of text is made to inform about past events. The purpose of a recount is to give the audience or the reader a description of what occurred and when occurred.

Based on the definition before, it can be concluded that recount text means a text which retell events or experience in the past. It is purposed to audience or the reader a description of what occurred and when occurred.

Based on the definition before, it can be concluded that recount text means a text which retell events or experience in the past. It is purposed to inform or entertain the audience.

2.5.1 Generic Structure of Recount

Recount as a text has generic structure. The generic structures of recount text are:

a. Orientation

In orientation, the readers can know about the background information needed to understand the text such as who was involved. And also, they can know where it happened and when it happened.

b. Events

Tell what happened in what sequence. It means that he writer tell what the characters do and feeling that situation one by one or chronologically.

c. Re-orientation

Optional closure of events. It is conclusion of all events. This part also contains opinion or impression of the writer about events that is told. Re-orientation can be written or not (optional).

Table 2.5.2

Example of Recount Text

Title	A Trip to the Zoo
Orientation	Yesterday my family went to the zoo to see the elephant and other animal.
Event 1	Having finished going to the zoo, the shop to buy some food to give to the animals. After getting the food going to the nocturnal house, where saw birds and reptiles which only come out at night.Before lunch, went for a ride on the elephant.
Re-orientation	When we returned home we were tired but happy because we had so much fun.

2.5.3 The Social Function of Recount Text

The social function of recount text is to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that "rounds off" the sequence of events.

2.5.4 Language Features of the Recount Text

The language features used in the recount text, they are:

a. Introducing personal participant: I, my group, etc

b. Using chronological connection: then, first, etc

c. Using linking verb: was, were, saw, heard, etc

d. Using action verb: look, go, change, etc

e. Using simple past tense

2.6 Modifiers

Huddleston & Pullum (2002) stated that A modifier is so called because it is said to *modify* (change the meaning of) another element in the structure, on which it is dependent. Typically the modifier can be removed without affecting the grammar of the sentence. For example, in the English sentence *This is a red ball*, the adjective red is a modifier, modifying the noun *ball*. Removal of the modifier would leave *This is a ball,* which is grammatically correct

and equivalent in structure to the original sentence. When a modifier is placed in its proper position in a sentence, a sense of clarity is established for the reader.

2.6.1 Misplaced and Dangling Modifiers

Banner (2000:7-9) states that modifiers add information and show connections between ideas. They also expand and enrich sentences, helping you to communicate meaning accurately and precisealy to your readers. Normally, a modifier is placed close to its headword, the worfusing placemend or phrase it modifies, and readers expect to find it there. Faulty modification is the awkward or confusing placement of modifiers are errors that can make the reader confuse to read the sentence. And the sentence fails to include the target.

2.6.2 Misplaced Modifiers

According to Kirszner & Mandell (1989:235), misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies/describes. Because of the separation, sentences with this error often sound awkward, ridiculous, or confusing. When the writer's aim is off and too much distance separates the modifier from its target, the result is a misplaced modifier. Consider the following example:

On her way home, Budi found a **gold man's** watch.

<center>↑</center>
<center>misplaced modifier</center>

The example above suggests that a gold man owns a watch.

Misplaced modifiers can usually be corrected by moving the modifier to a more sensible place in the sentence, generally next to the word it modifies.

On her way home, Budi found a man's **gold watch.**

<center>↑</center>

correctly placed modifier

Now it is the watch that is gold

There are several kind of misplaced modifiers:

1. Misplaced adjectives

   Misplaced adjectives are incorrectly separated from the nouns they modify and almost distort the intended meaning.

2. Placement of adverbs

   Placement of adverbs can also change meaning in sentences. Often, misplacing an adverb not only alters the intended meaning, but also creates a sentence whose meaning is highly unlikely or completely ridiculous.

3. Misplaced phrases

   Misplaced phrases may cause a sentence to sound awkward and may create a meaning that does not make sense.

4. Misplaced clauses

   Misplaced clauses may cause a sentence to sound awkward and may create a meaning that does not make sense. The problem sentence contain misplaced clauses that modify the wrong noun. To fix the errors and clarify the meaning, put the clauses next to the noun they are supposed to modify.

2.6.3 Dangling Modifiers

Kirzner & Mandell (1989;243) stated that A dangling modifier is a word or phrase that cannot logically describe, limit, or restrict any word or word group in the sentence. In fact, its true headword does not appear in the sentence. According to Langan (1996:375-376), a modifier that opens a sentence must be followed immediately by the word it is meant to describe.

Otherwise, the modifier is said to be dangling and the sentence takes on an unintended meaning.

According to McArthur, Tom (1992:352-353), a dangling modifier is a specific case of which is the dangling participle is an error in sentence structure whereby a grammatical modifier is associated with a word other than the one intended, or with no particular word at all.

According to Sahlan Tampubolon (2014:15) dangling modifier as a group of words or phrase is not specific, illogically stated in the sentences, so it is not clear that who explain and what explanation is about.

Table 2.6.3

Example of Dangling Modifier and Correctly Placed Words

Dangling Modifier	Correct
Shaving in front of the steamy mirror, the razor nicked Ed's chin. (*Who* was shaving in front of the mirror? The answer is not *razor* but *Ed*. The subject *Ed* must be added)	Shaving in front of the steamy mirror. *Ed* nicked his chin with the razor. Or: When *Ed* was shaving in front of the steamy mirror, he nicked his chin with the razor.
While turning over the bacon, hot grease splashed my arm. (*Who* is turning over the bacon? The answer is not *hot grease*, as it unintentionally seems to be, but *I*. The subject *I* must be added)	While *I* was turning over the bacon, hot grease splashed my arm, Or: While turning over the bacon, *I* was splashed by hot grease.
Taking the exam, the room was so stuffy that Paula almost fainted. (*Who* took exam? The answer is not the *room* but *Paula*. The subject *Paula* must be added)	Taking the exam, *Paula* found the room so stuffy that she almost fainted. Or: When *Paula* took the exam, the room was so stuffy that she almost fainted.
To impress the interviewer, punctuality is essential. (*Who* is to impress the interviewer? The answer is not *punctuality* but *you.* The subject *you* must be added)	To impress the interviewer, *you* must be punctual. Or: For *you* to impress the interviewer. Punctuality is essential.

Correcting dangling modifiers are supply a word or group word that the dangling modifier can logically modify. Change the dangling modifier into dependent clause. According to Mifflin (1984:138-139), A dangling modifier is a modifying phrase or clause that does not clearly or logically modify any word in the sentence a dangling modifier can make a sentence unclear or unintentionally humorous. To avoid dangling modifiers, provide an antecedent for every modifying phrase or clause to modify.

Unclear   : Before going home, the door must be locked. (Who is going home?)

Clear   : Before going home, you must lock the door. (The adverb phrase *before going home* now modifies the verb phrase *must lock*)

Correcting a dangling phrase by changing the phrase to a subordinate clause.

Clear   : Before you go home, the door must be locked.

In current usage some dangling modifiers have become accepted as part of idiomatic expressions. These are usually such present and past participles as <u>allowing for, based on, considering, concerning, failing, generally speaking, granting, judging, owing to,</u> and so forth.

<u>Judging from the cover,</u> the magazine is about computers.

<u>According to available information,</u> the scholarship committee won't be meeting until July.

It means a dangling modifier is a modifier that has nothing to modify. Remember, modifiers describe a word or make its meaning more specific. A dangling modifier is an error caused by failing to use the word that the modifier is to be describing. Sometimes, a modifier can dangle a bit. This happens when the word being modified is present but is not next to its modifier. To fix a dangling modifier, you will need to add a target to the sentence and then tweak the remaining words to make sense. Phrases can also act as modifiers, providing additional

information about something else in the sentence. When this occurs, and when sentences become more complex, dangling modifiers can sometimes exist and get lost in the complexity of the language.

<u>Hoping the garner favor, my parents were sadly unimpressed with the gift.</u>

Problem   : This is dangling modifier because we do not know who or what was hoping to garner favor. It is unlikely that the parents were hoping to garner favor, since they wouldn't have given an unimpressive gift to themselves.

Correction   : This sentence could be corrected by adding a proper subject, or identifying the person who was hoping to win over the parents.

> <u>Hoping to garner favor, my new boyfriend brought my parents a gift that sadly unimpressed them.</u>

Now, the modifier is no longer dangling, since the subject or the person who is hoping to garner favor is identified. There are many ways to get rid of dangling modifier:

1. Check for modifying phrases at the beginning of the sentence.

2. If you find one, underline the first noun that follows it.

3. Make sure the modifier and noun go together logically. If they don't, chances are you have a dangling modifier.

4. Rewrite the sentence.

2.6.4 Revising Dangling Modifiers

To fix a dangling modifier, you will need to add a target to the sentence and then tweak the remaining words to make sense. When writing and revising, take care to put modifying words, phrases, and clauses in position that clearly identifies that headword and that does not awkwardly interrupt a sentence. Kirszner & Mandell (2008:542) explain that there are two kinds

of correcting dangling modifiers. They are creating a new subject and creating a dependent clause.

1. Creating a New Subject

One way to correct a dangling modifier is to create a new subject by adding a word or word group that can logically modify.

Dangling : Using this drug, many undesirable side effects are experienced. (Who is using this drug?)

Revised : Using a drug, patients experience many undesirable side effects.

the technician lifted

Using a pair of forceps, the skin of the rat's abdomen ~~was lifted.~~

(Modifier cannot logically modify *skin*)

Correct : Using a pair of forceps, the technician lifted the skin of the rat's abdomen

Meg found

With fifty more pages to read, War and Peace was ~~ab~~sorbing.

(Modifier cannot logically modify *War and Peace*)

Correct : With fifty more pages to read, Meg found War and Peace absorbing

2. Creating a Dependent Clause

Another way to correct a dangling modifier is to create a dependent clause. Fixing a dangling modifier will require more than rearranging the words.

Dangling : Using this drug, many undesirable side effect are experienced. (Who is using this drug?)

Revised : Many undesirable side effects are experienced when this drug is used.

Before   was implemented

~~To implement a~~ plus/minus grading system, all students were polled.

(Modifier cannot logically modify *students*)

Correct   :   Before   a   plus/minutes   grading   system   was   implemented,

            all students were polled.

Because the magazine had been on

~~On~~ the newsstands only an hour, its sales surprised everyone.

(Modifier cannot logically modify sales)

Correct   :   Because   the   magazine   had   been   on   wesstands   only   an

            hour, its sales surprised everyone.

Kirszner & Mandell (1989:244) expresses that the three most common

kinds of dangling modifiers are dangling verbal phrases, dangling prepositional

phrases, and dangling elliptical clauses.

1. Revising Dangling Verbal Phrases

   Verbal phrases used as modifiers sometimes dangle in sentence.

Dangling : Paid in three installments, Brad's financial situation seemed stable. (Sentence

            contains no word the participial phrase can logically   modify)

Revised   : Because the grant was paid in three installments, Brad's financial situation

            seemed stable. (Modifying phrase is now a dependent clause)

Dangling : To make his paper accurate, all references were checked twice.

(Sentence contains no word the infinitive phrase can logically modify)

Revised : <u>To make his paper accurate</u>, Don checked all references twice. (Subject of main clause has been changed from *references* to *Don,* a headword the infinitive phrase can logically modify)

Dangling : Music seemed to carry the children 's minds away from reality <u>to dream about the future</u>. (Sentence contains no word the infinitive phrase can logically modify)

Revised : Music seemed to carry the children's minds away from reality to <u>so that they were able to dream about the future</u>. (Infinitive phrase is now a dependent clause)

Dangling : <u>The exhibit was very efficiently presented by using diagrams and photographs</u>. (Sentence contains no word the gerund phrase can logically the modify)

Revised : <u>By using diagrams and photographs</u>, they presented the exhibit very efficiently. (Subject of main clause has been changed from the *exhibit* to *they*, a word the gerund phrase can logically modify)

Dangling : <u>By moving the microscope's mirror</u>, light can be reflected off its surface up into the viewing apparatus. (Sentence contains no word the gerund phrase can logically modify)

Revised : <u>When the microphone's mirror is moved</u>, light can be reflected off its surface up into the viewing apparatus. (Gerund is now a dependent clause)

2. Revising Dangling Prepositional Phrases

Prepositional phrases can also dangle in a sentence.

Dangling : <u>With fifty pages to read</u>, War and Peace was absorbing.   (Sentence contains

no word the prepositional phrase can logically modify)

Revised : <u>With fifty pages to read</u>, Meg found War and Peace absorbing. (Subject of

main clause has been changed from *War and Peace* to *Meg*, a word the

prepositional phrase can logically modify)

Dangling : <u>On the newsstands only an hour</u>, its sales surprised everyone. (Sentence

contains no word the prepositional phrase can logically modify)

Revised : <u>Because the magazine had been on the newsstands only an hour</u>, its sales

surprise everyone. (Prepositional phrase is now a dependent clause)

3. Revising Dangling Elliptical Clauses

Elliptical clauses are dependent clause from which part of the subject or predicate or the

entire subject or predicate is missing. The absent words, therefore, must be inferred from the

context. When such a clause cannot logically modify the subject of the sentence's main clause, it

too dangles.

Dangling : <u>While still in the Buchner funnel</u>, you should press the crystals with a clear

stopper to eliminate any residual solvent. (Elliptical clause cannot logically

modify subject or main clause)

Revised : <u>While still in the Buchner funnel</u>, the crystals should be pressed with a clear

stopper to eliminate any residual solvent. (Subject of main clause has been

changed from *you* to *crystals*, a word the elliptical clause can logically modify)

Dangling : <u>Though a high-pressure field</u>, I find great personal satisfaction in nursing.

(Elliptical clause cannot logically modify subject of main clause)

Revised : <u>Though it is a high-pressure field</u>, I find great personal satisfaction in nursing.

(Elliptical clause has been expanded into a complete dependent clause)

2.7 Previous Research

The researcher takes the review of literature from other graduating paper as the principle or comparison with this research.

The first one is taken from Rini Sihite, entitled *An Analysis of Writing Misplaced Modifiers in Writing Narrative Text at Second grade students' of SMA Negeri 17 Medan.* She discussed about the most dominant type of misplaced modifiers made by the students in their writing narrative text. The result of the study is writing misplaced word with 107 writing misplaced 59,44%. Writing misplaced word become the dominant type in writing narrative text because the students do not understand of many usage and structural of placement modifiers. The students do not understand to put modifying words, phrases, and clauses in a position clearly identifies the headword. The writer take contributed from this research was to help writer find out on the modifying words, phrases and clauses in a text and make it easy to find out the dominant type from a modifiers type.

The second one from Risma Tufany Saragih, entitled *error analysis on students' writing recount text of the first grade in SMK SWASTA TELADAN MEDAN.* She discussed about the dominant types of error in writing recount text is Error of Grammatical Usage with 158 errors (52,14%). So, error of grammatical usage become the dominant type of error in writing recount text because students do not know and understand the form of regular and irregular verb in form of past tense. And they are may lack of understanding of auxiliary verb and helping verb in past tense. So, their sentences may not be right. Because the amount of error frequency, teacher's

attention is needed more in this part. The writer take contributed from this research was to help writer find out on the modifying words, phrases and clauses in a recount text.

The similarities of the researches with Risma are same to related modifiers and the other similarity Risma and writer use writing recount text as a skill and the related to an error analysis in problems. The differences between Rini and the writer are the writers use narrative text on writing skill.

2.8. Conceptual Framework

Writing is considers as one important skill beside reading, speaking and Listening. It also plays important roles in making communication. Writing takes language out of constrains and immediacy of time and arranges it hierarchically. Writing is written products that the result of thinking, drafting and revising procedures that require specialized skills which is not like other skills such as speaker developed naturally.

Writer analyze the writing dangling modifier in writing recount text with using Written test. Writer used the written test is not to score the best, but just to find analyze the dangling modifier that students make in writing recount text. And writer will find what factors that caused the students always made dangling modifier in writing recount text. Thus, this study will emphasize on analyze the dangling modifier in writing recount text by seeing the mistake in placement modifier in students written that will be administrated later.
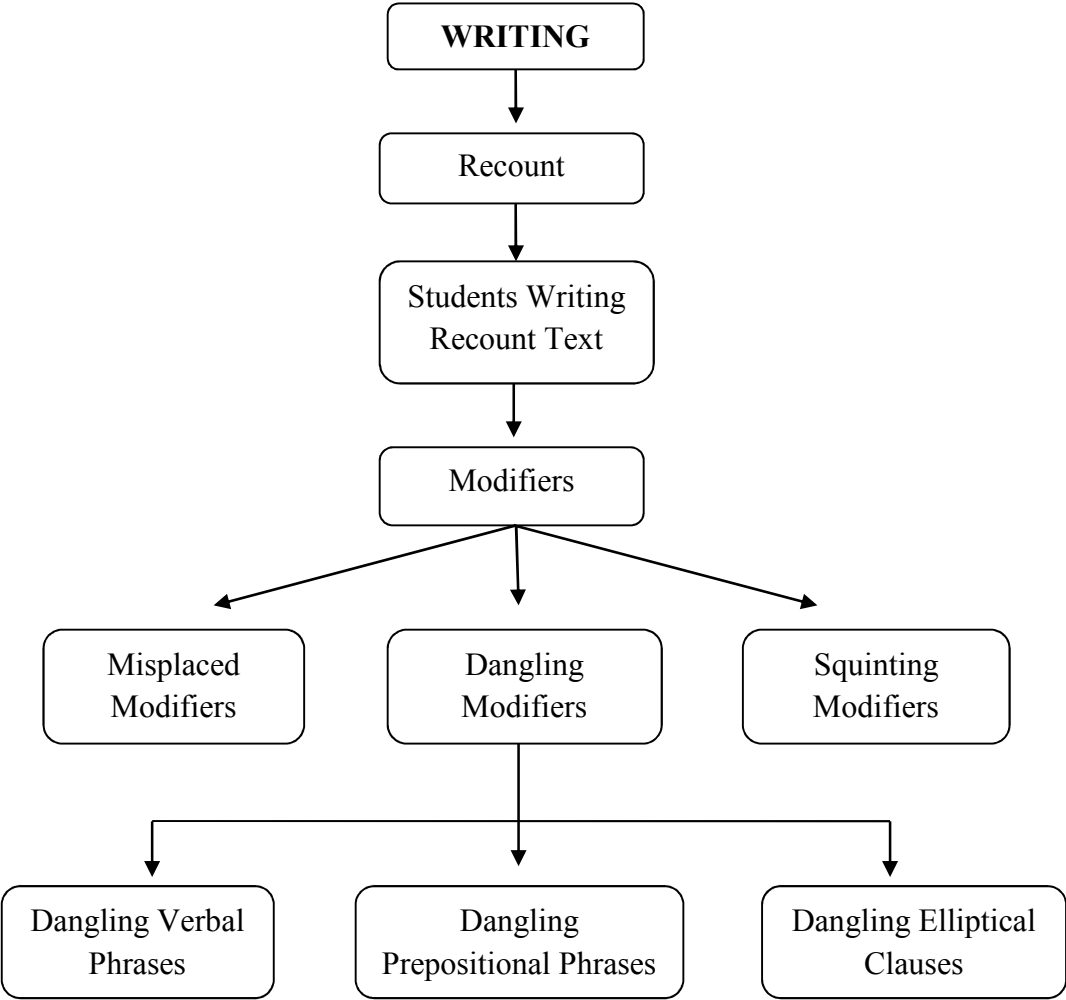
```
                    ┌─────────────────┐
                    │    WRITING      │
                    └─────────────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │     Recount     │
                    └─────────────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │ Students Writing│
                    │  Recount Text   │
                    └─────────────────┘
                             │
                             ▼
                    ┌─────────────────┐
                    │    Modifiers    │
                    └─────────────────┘
```

Misplaced Modifiers   Dangling Modifiers   Squinting Modifiers

Dangling Verbal Phrases   Dangling Prepositional Phrases   Dangling Elliptical Clauses

Figure 2.1 Conceptual Framework of An Analysis of Writing Dangling   Modifiers in Writing

Recount Text (Simatupang, 2019)

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

The strategy in this research was descriptive qualitative because the result of this study is use as a problem solving procedure of the observed things by describing the research objects when the research is done based on the fact find. In this research, the student's answers upon the provided written test, were analyzing in a recount text form in order to students dangling modifiers in writing. Based on this, the writer want to know the students dangling modifiers in writing recount text.

3.2. The Subject and Place of the Study

The subject of the study was the tenth grade students of SMA Mardi Lestari Medan. There are two parallel classes and the writer chose the two classes as sample.

3.3. The Instrument of Collecting Data

The writer used writing test as an instrument of collecting data. As an instrument, the writer asked the students to do the recount text test with a freely topic.

3.4. Procedure for Collecting Data

The collecting data, the writer took the following steps, namely:

1. Administrating the test to the 27 students, the students are given 45 minutes to write a recount text with a freely topic in a piece of paper.

2. Underlining the dangling modifiers on student's recount writing.

3. After finishing the errors in dangling modifiers on students recount writing, the students' dangling modifiers will be collected by the teacher.

3.5. Technique of Analyzing the Data

After collecting data, the techniques of analyzing data are:

1) Students are writing recount text with the freely topics.

2) Identifying all the dangling modifiers by underline the words in their paper.

3) Placing the correct dangling modifiers in their paper.

4) Counting the number types of dangling modifiers which students used in writing recount text.

5) Converting the frequency type of dangling modifiers percent by following formula:

$$X = \frac{F}{N} \times 100\%$$

Where:

X   = The percentage

F   = Frequency

N   = Total Number

100% = Standard Percentage

After that find most dominant of type of dangling modifiers as the result.

6) Describing and explaining the findings.