

Article

# Dangling Modifier on Students' Final Projects

Mohammad Umar Fakhruddin <sup>1</sup>, Sudadi Pranata <sup>2</sup>, Suwandi <sup>3</sup> and Vivi Nurfitriyani <sup>4,\*</sup>

<sup>1</sup> Universitas Catur Insan Cendekia 1; [mohammad.fakhruddin@cic.ac.id](mailto:mohammad.fakhruddin@cic.ac.id)

<sup>2</sup> Universitas Catur Insan Cendekia 2; [sudadi.pranata@cic.ac.id](mailto:sudadi.pranata@cic.ac.id)

<sup>3</sup> Universitas Catur Insan Cendekia 3; [suwandi@cic.ac.id](mailto:suwandi@cic.ac.id)

<sup>4</sup> Puskemas Gunungsari 4; [vnurfitriyani@gmail.com](mailto:vnurfitriyani@gmail.com)

\* Correspondence: [mohammad.fakhruddin@cic.ac.id](mailto:mohammad.fakhruddin@cic.ac.id)

**Abstract:** This study aimed to identify, write corrections, and describe the impact of dangling modifier realized in the students' final projects. The research design was descriptive qualitative by taking 30 final projects as the sample. To analyze the data collected, the writer employed data reduction, data display, and conclusion or verification. From 30 final projects analyzed, the writer found 18 final projects indicated dangling modifier. The most significant dangling modifier realized was dangling modifier begun with present participle. There are two ways to correct dangling modifier: by changing the subject of the sentence so that it goes with modifying phrase, or changing the dangling phrase into a subordinate clause by adding a subordinating conjunction and a subject. Dangling modifier affects readability and coherence of writing. The writer suggests the students to avoid common errors in writing, especially dangling modifier in order the writing will have good readability.

**Keywords:** *Dangling Modifier, Writing, Final Project*

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## 1. Introduction

Writing is one of important elements in learning English. Hyland (2002:1) stated that writing is central to our personal experience and social identities, and we are often evaluated by our control of it. Another expert stated that in the field of first language teaching, only a half-century ago experts were saying that writing was a primarily a convention for recording speech and for reinforcing grammatical and lexical feature of language. Now, we understand the skill of writing as a skill with its own features and conventions. We also understand the difficulty of learning to write well in any language, even in our native language.

There are five elements that must be considered when doing writing. Those are grammar, content, organization, and mechanics. Those five elements must be understood by the writer in order to create a good writing with a good readability. There are four other elements that must be mastered in learning writing: unity, completeness, coherence, and cohesion. Grammar is one of the most important elements either in writing or in evaluating the writing. Brown (2014) gives the maximum score 30 for grammar from the total 100.

In this study, the writer focuses on grammatical error called dangling modifier. Jumaa, A. A. N. (2013) stated that a dangling modifier is a phrase or clause that either modifies no word in the sentence or refers to the wrong word. Dangling modifiers cause

the sentence lack coherence. Langan (2011) added that a modifier that opens a sentence must be followed immediately by the word which should be described. Otherwise, the modifier is said to be dangling, and the sentence takes on an unintended meaning.

From the theories above, the writer can state that dangling modifier is one of placement problems on writing. It influences the readers' readability and understanding. Dangling modifier usually comes in the beginning of the sentence. There are four types of dangling modifier; dangling participle phrase, dangling gerund phrase, dangling infinitive phrase, and dangling elliptical clause. Those phrases stand as an adverb that does not have a subject/doer of the action/main clause. It becomes the most crucial reason why the writer wants to discuss about dangling modifier since it disturbs the readers' readability and understanding.

There are three statements of problem in this study. First, the writer wants to know how dangling modifier realized in the final projects. Secondly, the writer wants to know the corrections of dangling modifier realized in the final projects. The last, the writer wants to know the impact of dangling modifier realized in the final projects.

To support this study, there are three previous studies that the writer found. The first previous study is was from Egar, N., Musarokah, S., & Yulianti, F. (2015). The study was to 1) describe how dangling modifier is realized in the final projects written by students and 2) give the ways to correct dangling modifier found in the final projects written by students. The researchers took 30 final projects as the samples. The result showed that the researchers found 22 final projects indicated dangling modifier, and 8 final projects were clear.

The second previous study is a publication article by Haryanti, D., & Haryanto, S. (2014). This study aimed to describe the learners' error made by eighth grade students of SMP Al- Islam Kartasura in their composition of writing descriptive text: identify the types of lexical errors. Syntactical errors, and discourse errors. The type of this study is descriptive qualitative. The result of the study shows that the writer found 137 errors done by eighth grade students of SMP Al- Islam Kartasura.

The last previous study found is from Ronald Candy S. Lasaten (2014). This study aimed to analyze the common linguistic errors in the English writings of teacher education students. The study found out that errors in verb tenses were the most common linguistic errors of the students, followed by error in sentence structure, punctuations, word choice, spelling, use of prepositions and articles.

## **2. Materials and Methods**

In this study, the writer employed descriptive qualitative. Descriptive research study concerns with describing the characteristics of a particular individual or a group whereas diagnostic research studies determine the frequency with which something occurs or its association with something else Khotari (2004: 37). The writer used non-interactive technique to collect the data. The object of this study is final projects written by students of University of PGRI Semarang. There are 5 chapters in the final project. In this study, the writer limited his study on chapter 3 and 4. In this study, the writer employs purposive sampling. The writer took 30 final projects written as the samples.

In analyzing the data, the writer did analysis activity while collecting the data. There are two kinds of data in this research which relate each other; description and reflection. In this step, the writer found the data about final projects written by students of University of PGRI Semarang. After finding the data, the writer wrote the data and gives the code. From the data, the writer developed it into narration. Then the process of collecting the data was continued by considering the data description, data reflection, data reduction, and data display. Data reduction and data display are two analysis components which are done in the same time with process of collecting the data.

When displaying the data, the writer displayed the process in writing and the result of coherence analysis from the notes. The third component is concluding or verifying. It was done after collecting the data, arranging the data, making field note, and reducing the data. Those three components relate each other until the writer obtains the clear conclusion.

### 3. Results

#### 3.1. Dangling modifier realized in the final projects

The data was gotten from chapter III and IV of final projects written by students of University of PGRI Semarang in the academic year 2015/2016. The writer analyzed 30 final projects. From 30 final projects analyzed, the writer found dangling modifier on 18 final projects, and the writer did not find dangling modifier on 12 final projects.

**Table 4.1**

**Dangling Modifier realized on the chapter III and IV of final projects**

No	Code	Dangling Modifiers
1	S-1	Clear
2	S-2-1	After determining the population, a sample is selected.
	S-2-2	Using cluster random sampling, the population is scattered in all of classes.
	S-2-3	After finding the result t-test, it was consulted to t-table to know whether the hypothesis accepted or not.
3	S-3-1	After giving total score then it is divided into two.
	S-3-2	After finding the result with t-test, it is consulted to t-table to know whether the hypothesis accepted or not.
	S-3-3	After consulting the result above into standardization, the result of students' reading mastery was very good.
	S-3-4	After consulting the result above into standardization, the result of students' reading mastery was very good.
4	S-4-1	After getting the result of the students' score, then the score is transferred in percentage.
	S-4-2	After getting the result of the students' score, then the score is transferred in percentage.
	S-4-3	After the experiment was held, the result of students' writing ability of eight year students of SMP N Kaliwungu in the academic year 2014/2015 taught by using questioning strategy have mean of

		students' pretest was 70,03 and mean of students' post-test was 85,3.
5	S-5-1	After the scores were obtained, then the mean will be found out using the formula:
	S-5-2	After the scores were obtained, then the mean difference will be found out using the following formula:
	S-5-3	After the scores were obtained, then standard deviation will be found out using the following formula:
	S-5-4	After the scores were obtained, then standard error will be found out using the following formula:
	S-5-6	After the scores were obtained, then t-test will be found out using the following formula:
	S-5-7	After the scores of pre-test were found out, then the mean will be found out using the formula:
	S-5-8	After getting the result of the research, the data were discussed.
	S-5-9	After conducting the research and knowing the result of the test of those classes, it can be seen that the final result of post test was better than pre-test.
6	S-6	Clear
7	S-7	Clear
8	S-8-1	After making computation, the result of t-test was gained.
9	S-9	Clear
10	S-10-1	To interpret the result of the students worksheet, some statistical procedures are used as follow:
	S-10-2	After finding the result of the t-test, it will be consulted to the t-table to know whether the alternatives hypothesis can be accepted or rejected.
	S-10-3	After getting the result of the students' score, then the score was transferred in percentage.
11	S-11-1	In order to make the research work systemically, the ways in collecting data will be arranged as follows:
12	S-12-1	Before giving treatment, the students were given pre-test to know the students' ability in writing descriptive text.
	S-12-2	To collect the data, the test about descriptive text was given to the seventh students by doing some steps as follow:
	S-12-3	To count the t-test formula, SPSS program are employed.
	S-12-4	After finding the result of T-test, T-table is used to compare the T-test.
	S-12-5	After getting the result of the research, the data were discussed.

13	S-13-1	Before the experiment was conducted, the students were given a pre-test.
	S-13-2	After giving the treatments, the next step was given the students a post-test.
14	S-14-1	Before applying the t-test, the mean of the deviation value of pre-test and post-test should be found first.
	S-14-2	Before the experiment was conducted, the level of significance to be used in the experiment had been divided first.
	S-14-3	Before giving treatment, most of students' achievement in simple past tense was categorized very poor.
	S-14-4	After giving treatment for six times, the students' simple past tense achievement showed a significant improvement.
15	S-15-1	After the observation was completely done, the next step was distributing the questionnaire to the students.
	S-15-2	After analyzing the data, it found the result of the research.
16	S-16	Clear
17	S-17-1	After taught by using inquiry method, they become more active in classroom activity.
18	S-18	Clear
19	S-19-1	After collecting the data, the pre-test and post-test results were analyzed.
	S-19-2	To find out the achievement level of the students, the scores got previously were categorized into some groups.
	S-19-3	To know the hypothesis was significance or not, the result of t-test should be calculated with t-table and standard of significance 5% or 1% (df or db "degrees of freedom" the result is = N-1).
20	S-20-1	After test was given to the groups (experimental and control group), the treatment was started.
	S-20-2	To get the data, a post test was given to the experimental group and control group.
21	S-21	CLEAR
22	S-22	CLEAR
23	S-23-1	After pre test, the treatment was given three times.
	S-23-2	To find out the results of the students' worksheet, some statistics that will be used as follows:
	S-23-3	After getting t-test, it was consulted to be critical value on the t-table.
24	S-24	Clear
25	S-25	Clear

26	S-26-1	To get the data, a post-test gives to the experimental and control group.
	S-26-2	To measure the writing test, the final project used the elements of writing such as content, organization, grammar, vocabularies and mechanic.
27	S-27	Clear
28	S-28	Clear
29	S-29-1	To understand the theme, the character and characterization, the plot and the setting, the technique of description is needed to collecting data.
	S-29-2	To gain more information about this topic, more explanations were supported by some quotation taken from some reference.
	S-29-3	In analyzing the data, qualitative research method is used in this study.
30	S-30-1	After doing the research, students' problem can be known as follow:
	S-30-2	Knowing the students' problem in writing, more possible solutions are suggested as follows:
	S-30-3	After doing the research, it was found that there were students' problem in descriptive text using Ice Age movie as media.

Those dangling modifiers are begun with *to infinitive*, *present participle*, *past participle*, and *prepositional phrase*. Here is the recapitulation of dangling modifier found:

**Table 4.3**

**Recapitulation of Dangling Modifier**

Present Participle	Past Participle	To Infinitive	Prepositional Phrase
S-2-1, S-2-2, S-2-3, S-3-1, S-3-2, S-3-3, S-3-4, S-4-1, S-4-2, S-4-3, S-5-8, S-5-9, S-8-1, S-10-2, S-10-3, S-12-1, S-12-4, S-12-5, S-13-2, S-14-1, S-14-3, S-14-4, S-15-2, S-19-1, S-23-3, S-30-1, S-30-2, S-30-3	S-5-1, S-5-2, S-5-3, S-5-4, S-5-5, S-5-6, S-5-7, S-13-1, S-14-2, S-15-1, S-17-1, S-20-1, S-23-1	S-10-1, S-12-2, S-12-3, S-19-2, S-19-3, S-20-2, S-23-2, S-26-1, S-26-2, S-29-1, S-29-2	S-11-1, S-29-3

### 3.2. The Corrections of Dangling Modifiers

Those are changing the subject of the sentence so that it goes with modifying phrase, or changing the dangling phrase into a subordinate clause by adding a subordinating conjunction and a subject. The table below presents dangling modifier with its correction. In correcting the sentences indicated dangling modifier, the writer also corrected the grammar so that it will have good readability.

No	Code	Dangling Modifiers	Corrections
1	S-1	Clear	
2	S-2-1	After determining the population, a sample is selected.	After determining the population, the writer selects the sample.
	S-2-2	Using cluster random sampling, the population is scattered in all of classes.	Using cluster random sampling, the writer scatters the population in all of classes.
	S-2-3	After finding the result t-test, it was consulted to t-table to know whether the hypothesis accepted or not.	After the writer found the result of t-test, it was consulted to t-table to know whether the hypothesis accepted or not.
3	S-3-1	After giving total score then it is divided into two.	After the writer gives total score then it is divided into two.
	S-3-2	After finding the result with t-test, it is consulted to t-table to know whether the hypothesis accepted or not.	After the writer finds the result with t-test, it is consulted to t-table to know whether the hypothesis accepted or not.
	S-3-3	After consulting the result above into standardization, the result of students' reading mastery was very good.	After the writer consulted the result above into standardization, the result of students' reading mastery was very good.
	S-3-4	After consulting the result above into standardization, the result of students' reading mastery was very good.	After the writer consulted the result above into standardization, the result of students' reading mastery was very good.
4	S-4-1	After getting the result of the students' score, then the score is transferred in percentage.	After getting the result of the students' score, then the writer transfers the score in percentage.
	S-4-2	After getting the result of the students' score, then the score is transferred in percentage.	After getting the result of the students' score, then the writer transfers score in percentage.
	S-4-3	After the experiment was held, the result of students' writing ability of	After the writer held the experiment, the result of students'

		eight year students of SMP N Kaliwungu in the academic year 2014/2015 taught by using questioning strategy have mean of students' pretest was 70,03 and mean of students' post-test was 85,3.	writing ability of eight year students of SMP N Kaliwungu in the academic year 2014/2015 taught by using questioning strategy have mean of students' pretest was 70,03 and mean of students' post-test was 85,3.
5	S-5-1	After the scores were obtained, then the mean will be found out using the formula:	After the scores were obtained, then the writer found out the mean using mean the formula:
	S-5-2	After the scores were obtained, then the mean difference will be found out using the following formula:	After the writer obtained the scores, then the mean difference will be found out using the following formula:
	S-5-3	After the scores were obtained, then standard deviation will be found out using the following formula:	After the writer obtained the scores, then standard deviation will be found out using the following formula:
	S-5-4	After the scores were obtained, then standard error will be found out using the following formula:	After the writer obtained the scores, then standard error will be found out using the following formula:
	S-5-6	After the scores were obtained, then t-test will be found out using the following formula:	After the writer obtained the scores, then t-test will be found out using the following formula:
	S-5-7	After the scores of pre-test were found out, then the mean will be found out using the formula:	After the scores of pre-test were found out, then the writer will find the mean by using the formula:
	S-5-8	After getting the result of the research, the data were discussed.	After getting the result of the research, the researcher discussed the data.
	S-5-9	After conducting the research and knowing the result of the test of those classes, it can be seen that the final result of post test was better than pre-test.	After the writer conducted the research and knowing the result of the test of those classes, it can be seen that the final result of post test was better than pre-test.
6	S-6	Clear	
7	S-7	Clear	
8	S-8-1	After making computation, the result of t-test was gained.	After making computation, the writer gained the result of t-test.
9	S-9	Clear	



10	S-10-1	To interpret the result of the students worksheet, some statistical procedures are used as follow:	To interpret the result of the students worksheet, the writer used some statistical procedures as follow:
	S-10-2	After finding the result of the t-test, it will be consulted to the t-table to know whether the alternatives hypothesis can be accepted or rejected.	After the writer finds the result of the t-test, it will be consulted to the t-table to know whether the alternatives hypothesis can be accepted or rejected.
	S-10-3	After getting the result of the students' score, then the score was transferred in percentage.	After the writer gets the result of the students' score, then the score was transferred in percentage.
11	S-11-1	In order to make the research work systemically, the ways in collecting data will be arranged as follows:	In order to make the research work systemically, the writer arranges the ways in collecting data as follows:
12	S-12-1	Before giving treatment, the students were given pre-test to know the students' ability in writing descriptive text.	Before giving treatment, the writer gave the students pre-test to know the students' ability in writing descriptive text.
	S-12-2	To collect the data, the test about descriptive text was given to the seventh students by doing some steps as follow:	To collect the data, the writer gave a test about descriptive text to the seventh students by doing some steps as follow:
	S-12-3	To count the t-test formula, SPSS program are employed.	To count the t-test formula, the writer employs SPSS program.
	S-12-4	After finding the result of T-test, T-table is used to compare the T-test.	After the writer finds the result of t-test, t-table is used to compare the t-test.
	S-12-5	After getting the result of the research, the data were discussed.	After getting the result of the research, the writer discussed the data.
13	S-13-1	Before the experiment was conducted, the students were given a pre-test.	Before the writer conducted the experiment, the students are given a pre-test.
	S-13-2	After giving the treatments, the next step was given the students a post-test.	After the writer gave the treatments, the next step was giving the students a post-test.
14	S-14-1	Before applying the t-test, the mean of the deviation value of pre-test and post-test should be found first.	Before applying the t-test, the writer should find the mean of deviation value of pre-test and post-test.

	S-14-2	Before the experiment was conducted, the level of significance to be used in the experiment had been divided first.	Before the writer conducted the experiment, the level of significance to be used in the experiment had been divided first.
	S-14-3	Before giving treatment, most of students' achievement in simple past tense was categorized very poor.	Before the writer gave treatment, most of students' achievement in simple past tense was categorized very poor.
	S-14-4	After giving treatment for six times, the students' simple past tense achievement showed a significant improvement.	After the writer gave treatment for six times, the students' simple past achievement showed a significant improvement.
15	S-15-1	After the observation was completely done, the next step was distributing the questionnaire to the students.	After the writer did the observation, the next step was distributing the questionnaire to the students.
	S-15-2	After analyzing the data, it found the result of the research.	After analyzing the data, the writer found the result of the research.
16	S-16	Clear	
17	S-17-1	After taught by using inquiry method, they become more active in classroom activity.	After the writer taught using inquiry method, the students became more active in classroom.
18	S-18	Clear	
19	S-19-1	After collecting the data, the pre-test and post-test results were analyzed.	After the writer collected the data, the pre-test and post-test results were analyzed.
	S-19-2	To find out the achievement level of the students, the scores got previously were categorized into some groups.	To find out the achievement level of the students, the writer categorized scores got previously into some groups.
	S-19-3	To know the hypothesis was significance or not, the result of t-test should be calculated with t-table and standard of significance 5% or 1% (df or db "degrees of freedom" the result is = N-1).	To know the hypothesis was significance or not, the writer should calculate the result of t-test with t-table and standard of significance 5% or 1% (df or db "degrees of freedom" the result is = N-1).
20	S-20-1	After test was given to the groups (experimental and control group), the treatment was started.	After test was given to the groups (experimental and control group), the writer started giving treatment.

	S-20-2	To get the data, a post test was given to the experimental group and control group.	To get the data, the writer gave a post-test to the experimental group and control group.
21	S-21	CLEAR	
22	S-22	CLEAR	
23	S-23-1	After pre test, the treatment was given three times.	After pre test, the writer gave treatment for three times.
	S-23-2	To find out the results of the students' worksheet, some statistics that will be used as follows:	To find out the results of the students' worksheet, the writer will use some statistics as follows:
	S-23-3	After getting t-test, it was consulted to be critical value on the t-table.	After the writer got t-test, it was consulted to be critical value on the t-table.
24	S-24	Clear	
25	S-25	Clear	
26	S-26-1	To get the data, a post-test gives to the experimental and control group.	To get the data, the writer gives a post-test to the experimental and control group.
	S-26-2	To measure the writing test, the final project used the elements of writing such as content, organization, grammar, vocabularies and mechanic.	To measure the writing test, the researcher used the elements of writing such as content, organization, grammar, vocabularies and mechanic.
27	S-27	Clear	
28	S-28	Clear	
29	S-29-1	To understand the theme, the character and characterization, the plot and the setting, the technique of description is needed to collecting data.	To understand the theme, the character and characterization, the plot and the setting, the writer needs technique of description to collecting data.
	S-29-2	To gain more information about this topic, more explanations were supported by some quotation taken from some reference.	To gain more information about this topic, the writer supported more explanations by mentioning some quotations taken from some reference.
	S-29-3	In analyzing the data, qualitative research method is used in this study.	In analyzing the data, the writer employs qualitative research method in this study.

30	S-30-1	After doing the research, students' problem can be known as follow:	After the writer does the research, students problem can be known as follow:
	S-30-2	Knowing the students' problem in writing, more possible solutions are suggested as follows:	After the writer knows the students' problem in writing, more possible solutions are suggested as follows:
	S-30-3	After doing the research, it was found that there were students' problem in descriptive text using Ice Age movie as media.	After doing the research, the writer found that there were students' problems in descriptive text using Ice Age movie as media.

### 3.3. The Impacts of Dangling Modifier

Based on the first and second research findings, the answer of this problem statement could be seen that grammar is the most crucial impact of dangling modifier. In this case, grammar is divided into two: coherence and readability. Dangling Modifier caused the sentence lack of coherence because it is a word or phrase that modifies a word unclearly in the sentence, and it also reduced clause which does not have the same subject as the main clause does. Furthermore, because the sentence is lack of coherence, it reduced the readability of the sentence. If the sentence is lack of coherence and lack of readability, it causes misinterpreting for the readers to catch what the writer meant. From 57 dangling modifier found, the writer dangling modifiers do not have subject which should be described.

### 4. Conclusions

From the research conducted, the writer concluded that dangling modifier is one of the most crucial common errors found in the students' writing. From 30 final projects analyzed, there are 18 final projects indicated dangling modifier. Dangling modifier often appears in the students' writing because of two reasons; (1) Carelessness, students are careless by putting nonhuman subject which cannot describe a sentence that has two clauses, (2) Translation, students often translate first language or idiomatic into target language word by word.

Based on the research findings and discussion, dangling modifier begun with present participle is the most significant found in the students' final projects. The writer used two ways to correct dangling modifier. Those are changing the subject of the sentence so that it goes with modifying phrase, or changing the dangling phrase into a subordinate clause by adding a subordinating conjunction and a subject. As it is mentioned above, dangling modifier is one of grammatical errors. It causes lack of coherence and lack of readability.

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