

**ANALISIS DANGLING MODIFIER PADA HASIL PENELITIAN
DAN DISKUSI YANG DITULIS OLEH MAHASISWA
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
UNIVERSITAS PGRI SEMARANG TAHUN AKADEMIK 2013/2014¹**

Ngasbun Egar², Siti Musarokah³, Fitri Yulianti⁴
Email:egar_ngasbun@yahoo.co.id

Abstract

The aims of the study are 1) to describe how dangling modifiers are used by the students in writing Research Findings and Discussion and 2) to give a solution of the dangling modifiers produced by them. This study is descriptive qualitative research. The object of the study is the Final Projects, especially Research Findings and Discussion Chapter written by the English Education Department Students of University of PGRI Semarang in the academic year 2013/2014. The total number of the sample is 30 Final Projects, and purposive sampling is used in getting the sample. In collecting the data, the writers used non interactive method that is in the form of documentation. There are three components used in analyzing the data—reducing the data, presenting the data, and drawing conclusion. The result of this study shows that the writers found 39 sentences of the 22 Research Findings and Discussion indicated dangling modifier. There was no dangling modifier in 8 Research Findings and Discussion. The sentences indicated dangling modifier started with present participle, past participle, to infinitive, dan prepositional phrase. The dangling modifiers are because the introductory phrases of the sentences did not refer to the subjects of the main clauses. In other words, the subjects of the main clauses did not match with the introductory phrases of the sentences or the parts of main clause were in the form of expletive construction or passive construction; as a result, the subjects were not clear. In solving the problems of the dangling modifiers, the writers changed the subjects of the main clauses, so these matched with both the introductory phrases (modifiers) and the main clauses or added subordinating conjunctions and subjects (doer of action) on the introductory phrases, so these phrases became complete introductory clauses (adverbial clause). Then it is suggested for the advisors to improve the quality in guiding the students to write Research Findings and Discussion both in techniques to write them and/or the structures of the sentences, so the students can minimize the errors in writing sentences, especially dangling modifier.

Keywords: *analysis, dangling modifier, Reserach Findings and Discussion*

Abstrak

Penelitian ini bertujuan 1) untuk mendeskripsikan bagaimana *dangling modifier* digunakan oleh mahasiswa dalam menulis Hasil Penelitian dan Diskusi dan 2) untuk memberikan cara atau solusi dari *dangling modifier* yang digunakan oleh mahasiswa dalam menulis Hasil Penelitian dan Diskusi. Penelitian ini adalah penelitian kualitatif deskriptif. Objek penelitian ini adalah Skripsi, khususnya Bab Hasil Penelitian dan Diskusi yang ditulis oleh mahasiswa Program Studi Pendidikan Bahasa Inggris tahun akademik 2013-2014

¹Hasil Penelitian Tahun 2014

²Dosen Universitas PGRI Semarang

³Dosen Universitas PGRI Semarang

⁴Dosen Universitas PGRI Semarang

dengan sampel sebanyak 30. Teknik penyampelan yang digunakan adalah *purposive sampling*. Dalam mengumpulkan data peneliti menggunakan metode non interaktif yang berupa dokumentasi. Tiga komponen utama digunakan dalam menganalisis data, yakni 1) reduksi data, 2) sajian data, dan 3) penarikan simpulan. Hasil penelitian menunjukkan bahwa dari 30 Hasil Penelitian dan Diskusi yang dianalisis, penulis menemukan *dangling modifier* pada 22 Hasil penelitian dan Diskusi tersebut. Dari jumlah tersebut, terdapat 39 kalimat yang terindikasi *dangling modifier*. Penulis tidak menemukan *dangling modifier* pada 8 Hasil Penelitian dan Diskusi. Kalimat-kalimat yang terindikasi *dangling modifier* tersebut dimulai dengan *present participle*, *past participle*, *to infinitive*, dan *prepositional phrase*. *Dangling modifier* tersebut disebabkan karena *main clause* tidak berisi *subject* (doer of action) yang sama, misalnya bagian *main clause* memuat *subject* yang lain, atau bagian *main clause* berupa *expletive construction* atau *passive construction* sehingga *subject* menjadi tidak jelas. Dalam mengatasi masalah tentang *dangling modifier*, penulis mengoreksi kalimat yang terindikasi *dangling modifier* yaitu dengan mengganti *subject* pada bagian *main clause* sehingga cocok baik pada bagian *phrase* (*modifier*), maupun *main clause* atau menambahkan *subordinating conjunction* dan *subject* (doer of action) pada *phrase* sehingga menjadi *complete introductory clause* (*adverbial clause*). Oleh karena itu, saran diberikan khususnya kepada dosen pembimbing untuk meningkatkan kualitas pembimbingan kepada mahasiswa baik berkaitan dengan sistematika penulisan skripsi maupun tata bahasa Inggris sehingga kesalahan-kesalahan dalam penulisan kalimat yang salah satunya adalah *dangling modifier* tidak dibuat lagi oleh mahasiswa.

Keywords: analisis, *dangling modifier*, hasil penelitian dan diskusi

PENDAHULUAN

Menulis (*writing*) merupakan salah satu keahlian yang harus dikuasai oleh pembelajar bahasa selain mendengarkan (*listening*), berbicara (*speaking*), dan membaca (*reading*). Keahlian ini dikategorikan dalam keahlian produktif sejajar dengan keahlian berbicara (*speaking skill*). Meyers (2005: 1) mendefinisikan keahlian ini sebagai sebuah aktivitas atau proses untuk memproduksi bahasa. Dia menambahkan bahwa menulis tidak berbeda jauh dengan berbicara karena ketika menulis kita melakukan hal yang sama ketika berbicara. Saat berbicara, kita mengatakan sesuatu, berpikir tentang sesuatu yang akan kita katakan, atau bahkan kita mengoreksi apa yang telah kita katakan, dan berlanjut ke pernyataan berikutnya. Begitu juga dengan menulis, kita juga membutuhkan waktu lebih untuk merevisi tulisan kita. Kita juga mempertimbangkan pilihan kata, bentuk kata, dan tata bahasanya sehingga tulisan kita mengekspresikan apa yang kita maksudkan.

Untuk menguasai keahlian menulis ini diperlukan latihan yang intensif agar tulisan yang dihasilkan memiliki tingkat keterbacaan yang tinggi dan jauh dari kesalahan. Hal ini tidaklah mudah dilakukan, apabila penulis itu sendiri tidak memahami bagaimana menulis yang baik dan sesuai dengan kaidah penulisan yang benar. Dalam menulis, penulis tidak hanya menggunakan kemampuan kognitif semata, tetapi juga kemampuan fisik. Ketika menulis kita tidak hanya mengaktifkan otak kita tetapi juga beberapa organ tubuh kita, misalnya mata, tangan, atau bahkan mulut kita. Oleh karena itu, penulis dalam hal ini pembelajar bahasa seharusnya berlatih menulis secara terus menerus agar kemampuan menulis mereka meningkat.

Ada lima elemen yang perlu diperhatikan oleh penulis ketika menulis, yaitu tata bahasa (*grammar*), isi (*content*), organisasi kalimat (*organization*), kosa kata (*vocabulary*), dan penggunaan tanda baca, huruf besar, atau ejaan (*mechanics*). Hal ini perlu dipahami karena untuk menghasilkan tulisan yang baik kelima elemen ini harus digunakan dengan benar selain

elemen-elemen lain, misalnya *unity*, *completeness*, *coherence*, dan *cohesion*. Kelima elemen ini juga menjadi dasar untuk menilai tulisan. Brown (2004: 243) menyatakan, “Classroom evaluation of learning is best served through analytic scoring, in which as many as six major elements of writing are scored ...” pernyataan Brown ini menyiratkan bahwa cara terbaik untuk mengevaluasi pembelajaran adalah melalui penyekoran analitis yaitu berdasarkan enam elemen dalam menulis. Tata bahasa (grammar) merupakan elemen yang penting dalam tulisan maupun dalam mengevaluasi tulisan. Jacob (dalam Brown, 2014) memberikan nilai (score) maksimal 30 untuk menilai tata bahasa dari total 100. Oleh karena itu, dalam sebuah tulisan tata bahasa akan mendapatkan prosentase 30.

Dalam penelitian ini, penulis akan memfokuskan pada satu elemen dalam menulis yakni tata bahasa, khususnya yang berkaitan dengan *dangling modifier*. Hal ini didasari oleh pengalaman peneliti ketika membimbing skripsi mahasiswa. Dalam proses pembimbingan skripsi, khususnya pada hasil penelitian dan diskusi (BAB IV), penulis seringkali menemukan kalimat yang masih menggantung atau dengan kata lain frasa kurang tepat untuk menjelaskan suatu deskripsi (*dangling modifier*). *Dangling modifier* adalah *modifier* (berupa kata atau *phrase*) yang ditempatkan pada suatu kalimat namun tidak menerangkan suatu bagian yang muncul setelahnya (<http://www.wordsmile.com/pengertian-contoh-kalimat-dangling-modifier>). Penggunaan *dangling modifier* oleh mahasiswa ini tentunya menyebabkan tulisan yang mereka produksi mengurangi tingkat keterbacaan; pembaca akan kesulitan memahami apa yang dimaksud dan diinginkan penulis. Umumnya *dangling modifier* berada di awal kalimat berupa *participial phrase*, *prepositional phrase*, *gerund*, *infinitive*, dan *appositive phrase*. Frasa-frasa tersebut semuanya berfungsi sebagai *adverb*, dimana mereka tidak memuat *subject* yang merupakan *doer of action* (pelaku) dari *action* (aksi) di dalamnya. Oleh karena itu, frasa-frasa tersebut perlu diikuti *main/independent clause* yang memiliki *subject* (*doer of action*) yang sama dengan mereka.

Ada dua cara atau solusi untuk memperbaiki *dangling modifier* sehingga menjadi kalimat yang benar yaitu (1) mengganti *subject* pada bagian *main clause* sehingga cocok baik pada bagian *phrase* (*modifier*), maupun *main clause* atau (2) menambahkan *subordinating conjunction* dan *subject* (*doer of action*) pada *phrase* sehingga menjadi *complete introductory clause* (*adverbial clause*).

Hasil penelitian dan diskusi merupakan hal yang pokok dalam penulisan skripsi karena ini adalah ruh atau inti dari skripsi. Penulisan hasil penelitian dan diskusi yang baik tentunya hal ini menjadikan skripsi sebagai laporan penelitian yang sudah dilakukan memiliki kualitas yang patut untuk diuji orisinalitasnya. Oleh karena itu, seharusnya BAB IV ini, perlu ditulis dengan serius dengan memperhatikan sistematika dan tata bahasa yang benar sehingga pembaca tidak salah menafsirkan apa yang dimaksud oleh penulis. Hal ini selaras dengan pernyataan artikel dalam Informasi Pendidikan (2013) yang menyatakan bahwa laporan dari suatu penelitian harus dapat dipertanggungjawabkan dan juga mudah dipahami oleh setiap pembaca. Suatu penulisan laporan yang baik terlebih dahulu harus memiliki bahasa yang baik dan setiap aspek yang disampaikan dalam penulisan juga harus sesuai dengan apa yang telah dilakukan dalam penelitian.

Berdasarkan latar belakang tersebut di atas, masalah penelitian ini adalah sebagai berikut:

1. Bagaimana *dangling modifier* digunakan oleh mahasiswa dalam menulis hasil penelitian dan diskusi?
2. Apa solusi untuk *dangling modifier* yang ditemukan dalam tulisan hasil penelitian dan diskusi mahasiswa?

Sesuai dengan rumusan masalah di atas, tujuan penelitian ini adalah 1) Untuk mendeskripsikan bagaimana *dangling modifier* digunakan oleh mahasiswa dalam menulis

hasil penelitian dan diskusi dan 2) untuk memberikan solusi dari *dangling modifier* yang ditemukan dalam menulis hasil penelitian dan diskusi yang ditulis oleh mahasiswa.

METODOLOGI PENELITIAN

Penelitian ini adalah penelitian kualitatif deskriptif. Objek penelitian ini adalah Skripsi, khususnya Bab Hasil Penelitian dan Diskusi yang ditulis oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Pendidikan Bahasa dan Seni Universitas PGRI Semarang Tahun Akademik 2013-2014 dengan sampel sebanyak 30. Teknik penyampelan yang digunakan adalah *purposive sampling*. Dalam mengumpulkan data penelitian menggunakan metode non interaktif yang berupa dokumentasi. Tiga komponen utama digunakan dalam menganalisis data, yakni 1) reduksi data, 2) sajian data, dan 3) penarikan simpulan.

HASIL PENELITIAN DAN PEMBAHASAN

Penelitian ini memiliki dua tujuan yaitu 1) untuk mendeskripsikan bagaimana *dangling modifier* digunakan oleh mahasiswa dalam menulis Hasil Penelitian dan Diskusi dan 2) untuk memberikan cara atau solusi dari *dangling modifier* yang digunakan oleh mahasiswa dalam menulis Hasil Penelitian dan Diskusi.

Data penelitian ini adalah skripsi khususnya BAB IV (Hasil Penelitian dan Diskusi) yang ditulis oleh mahasiswa Program Studi Pendidikan Bahasa Inggris Tahun Akademik 2013-2014. Dari 30 Hasil Penelitian dan Diskusi yang dianalisis, penulis menemukan *dangling modifier* pada 22 hasil penelitian dan diskusi tersebut, dan penulis tidak menemukan *dangling modifier* pada 8 hasil penelitian dan diskusi. Tabel berikut menyajikan rekapitulasi analisis data.

Tabel 1
***Dangling Modifier* pada Hasil Penelitian dan Diskusi Mahasiswa**

| NO | KODE SKRIPSI | DANGLING MODIFIER |
|----|--------------|---|
| 1 | S-1 | To solve the problem, the movie file was sent to the students who brought laptop and students who brought laptop receive the movie file from the teacher. |
| 2 | S-2 | After getting the result of pre- test of control group, it is known that the mean of pre test work. After getting the result of pre test of experimental class, it is known that the mean of pre test work. After the computation, the found the t-test score is 5.03 |
| 3 | S-3 | After giving treatments, the next step was gave the students a post-test. To obtain percentage of students' grade, the calculation used the following formula : Looking for the mean (\bar{x}) before treatment, the formula was as follows : |
| 4 | S-4 | Based on analyzing data, the mean of students' speaking ability who were taught with using problem based learning method was 57,0167. |
| 5 | S-5 | After collecting the data, the test was organized, analyzed and interpreted. |
| 6 | S-6 | After getting the result of the research, the data were discussed. 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 80,36 was better than pre-test 65,61. |
| 7 | S-7 | After giving the test, the students' result is collected to be scored and it is analyzed. |
| 8 | S-8 | After analyzing, there are 77,21 % dominant mood in 158 clause find and dominant mood is declarative mood because it produces giving information. |

| | | |
|----|------|---|
| 9 | S-9 | <p>After finishing computation of validity, the reliability, the level of difficulty and the discriminating power of the test item, the test was carried out to the before giving treatment and after giving treatment to know the students,level of vocabulary mastery focuses.</p> <p>After getting the result of the data calculation, from the calculation of the result was found the mean of pre-test, before giving treatment.</p> |
| 10 | S-10 | <p>After consulting the result above into standardization,the result of students' listening ability before using westlife song was fair.</p> <p>In learning listening English,the problems faced by students</p> |
| 11 | S-11 | <p>Through the use of the story that was familiar with the students,it made the students active and had spirit to read the story on the paper delivered by the teacher.</p> |
| 12 | S-12 | <p>Having got the pre-test result of both classes, the experimental class using origami and the control class taught without using origami.</p> |
| 13 | S-13 | <p>After giving treatments, the next step is given the students a post-test.</p> |
| 14 | S-14 | <p>From the above incident which discribed in the above monologue, Gardner was very angry and disappointed.</p> |
| 15 | S-15 | <p>After getting result of the test, the result was analyzed by giving 1 score for each correct answer and 0 correct score for each wrong answer.</p> <p>To get the score of each student, the right answer was time in ten then timed 2.</p> <p>To find the percentage of the score, the number of wrong answers are divided with the number of items, then multiply 100% the result is 50%.</p> <p>After analyzing the students' percentage of the errors, it was computed and categorized into some criterion.</p> <p>To find out the students' ability in using adjective clause, the result of the data analysis is categorized into the table to find out the students' level of mastery as follow:</p> |
| 16 | S-16 | CLEAR |
| 17 | S-17 | CLEAR |
| 18 | S-18 | CLEAR |
| 19 | S-19 | <p>After finding out all the score, the last step is the writer put the data into T-test formula.</p> |
| 20 | S-20 | <p>Before find the difference of vocabulary mastery between students taught using realia and students taught using word card. The writer find the sum of squared deviation each group.</p> |
| 21 | S-21 | <p>For observing the students' participation, it showed that students still have difficulties in speaking and did not respond well for learning process using fishbowl technique to improve speaking ability.</p> <p>From the reflecting above, it got solution of the problem of learning process by using fishbowl technique to improve students' speaking ability.</p> <p>After applied the fish bowl technique, the researcher give a test.</p> <p>After doing the post test, the writer gave questionnaire to the students.</p> |
| 22 | S-22 | <p>After classifying the students' score, the data was calculated to find the result of t-test from data has been collected.</p> <p>From the result of students after being taught by using Experiential Learning through Cooking Show and before being taught by using Experiential Learning</p> |

through Cooking Show. It can be concluded :

| | | |
|----|------|---|
| 23 | S-23 | CLEAR |
| 24 | S-24 | To solve the problem,the movie file was sent to the students who brought laptop and students who brought laptop receive the movie file from the teacher. |
| 25 | S-25 | CLEAR |
| 26 | S-26 | CLEAR |
| 27 | S-27 | CLEAR |
| 28 | S-28 | After giving treatments, the next step was gave the students a post-test. To obtain percentage of students' grade, the calculation used the following formula : Looking for the mean (x) before treatment, the formula was as follows : |
| 29 | S-29 | Based on analyzing data, the mean of students' speaking ability who were taught with using problem based learning method was 57,0167. |
| 30 | S-30 | CLEAR |

Tabel di atas menunjukkan bahwa dari 30 skripsi yang dianalisis terdapat 39 kalimat yang terindikasi *dangling modifier*. *Dangling modifier* tersebut sebagian besar dimulai dengan *present participle*, yaitu skripsi dengan kode S-2, S-3, S-5, S-6, S-7, S-8, S-9, S-10, S-12, S-13, S-15, S-19, S-21, S-22, dan S-28. Sedangkan skripsi dengan kode S-1, S-3, S-15, S-20, S-24, dan S-28 *dangling modifiernya* dimulai dengan *toinfinitive*. *Dangling modifier* yang dimulai dengan *past participle* adalah skripsi dengan kode S-4, S-21, dan S-29. Skripsi dengan kode S-11, S-14, dan S-22 menggunakan *dangling modifier* yang dimulai dengan *prepositional phrase*. Pada skripsi dengan kode S-16, S-17, S-18, S-23, S-25, S-26, S-27, dan S-30 tidak terindikasi menggunakan *dangling modifier* dalam kalimat-kalimatnya.

Tabel di atas juga menunjukkan bahwa semua *dangling modifier* disebabkan karena *main clause* tidak berisi *subject* (doer of action) yang sama, misalnya bagian *main clause* memuat *subject* yang lain, atau bagian *main clause* berupa *expletive construction* atau *passive construction* sehingga *subject* menjadi tidak jelas. Oleh karena itu frasa-frasa tersebut menjadi *dangling modifier*.

Untuk mengatasi atau mengoreksi *dangling modifier* yang ditemukan dalam Hasil Penelitian dan Diskusi, penulis mengoreksinya dengan cara mengganti *subject* pada bagian *main clause* sehingga cocok baik pada bagian *phrase* (modifier), maupun *main clause* atau menambahkan *subordinating conjunction* dan *subject* (doer of action) pada *phrase* sehingga menjadi *complete introductory clause* (*adverbial clause*). Tabel berikut menyajikan *dangling modifier* tersebut dan cara mengoreksinya. Dalam mengoreksi kalimat-kalimat yang terindikasi *dangling modifier*, penulis juga mengoreksi grammarnya agar kalimat-kalimatnya memiliki tingkat keterbacaan yang baik.

Tabel 2
Cara mengoreksi *dangling modifier* yang ditemukan

| NO | KODE SKRIPSI | DANGLING MODIFIER | KOREKSI |
|----|--------------|--------------------------------|---|
| 1 | S-1 | To solve the problem,the movie | To solve the problem,the teacher sent the movie |

| | | | |
|---|-----|---|---|
| | | file was sent to the students who brought laptop and students who brought laptop receive the movie file from the teacher. | file to the students who brought laptop and students who brought laptop receive the movie file from the teacher. |
| 2 | S-2 | After getting the result of pre- test of control group, it is known that the mean of pre test work. After getting the result of pre test of experimental class, it is known that the mean of pre test work. After the computation, the found the t-test score is 5.03 | After getting the result of pre- test of control group, the writer knows that the mean of pre- test work. After getting the result of pre-test of experimental class, the writer knew the mean of pre-test work. After the computation, the writer found t-test score that is 5.03. |
| 3 | S-3 | After giving treatments, the next step was gave the students a post-test. To obtain percentage of students' grade, the calculation used the following formula : Looking for the mean (x) before treatment, the formula was as follows : | After giving treatments, the writer gave the students a post-test. To obtain percentage of students' grade, the writer used the following formula: Looking for the mean (x) before treatment, the writer used the formula as follows: |
| 4 | S-4 | Based on analyzing data, the mean of students' speaking ability who were taught with using problem based learning method was 57,0167. | Based on analyzing data, the researcher found the mean of students' speaking ability who were taught using problem based learning method was 57,0167. |
| 5 | S-5 | After collecting the data, the test was organized, analyzed and interpreted. | After collecting the data, the researcher organized, analyzed and interpreted the test. |
| 6 | S-6 | After getting the result of the research, the data were discussed. 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 80,36 was better than pre-test 65,61. | After the researcher had got the result of the research, the data were discussed. After the researcher had conducted the research and (had) known the result of the test of those classes, it can be seen that the final result of post-test 80,36 was better than pre-test 65,61. |
| 7 | S-7 | After giving the test, the students' result is collected to be scored and it is analyzed. | After the test was given, the researcher collected the students' result to be scored and analyzed. |
| 8 | S-8 | After analyzing, there are 77,21 % dominant mood in 158 clause find and dominant mood is declarative mood because it produces giving information. | After analyzing the data, the researcher found there were 77,21 % dominant mood in 158 clauses and dominant mood was declarative mood because it produced giving information. |
| 9 | S-9 | After finishing computation of validity, the reliability, the level of difficulty and the discriminating power of the test item, the test was carried out to the before giving treatment and after giving treatment to know the students,level of vocabulary mastery focuses. After getting the result of the data | After finishing computation of validity, the reliability, the level of difficulty and the discriminating power of the test item, the writer carried out the test which was given before and after treatment to know the students' level of vocabulary mastery. After getting the result of the data calculation, |

| | | | |
|----|------|--|---|
| | | calculation, from the calculation of the result was found the mean of pre-test, before giving treatment. | the writer found the mean of pre-test from the calculation before giving treatment. |
| 10 | S-10 | After consulting the result above into standardization, the result of students' listening ability before using westlife song was fair. In learning listening English, the problems faced by students | After the researcher had consulted the result above into standardization, the result of students' listening ability before using westlife song was fair. When the students were learning listening English, they faced the problems. |
| 11 | S-11 | Through the use of the story that was familiar with the students, it made the students active and had spirit to read the story on the paper delivered by the teacher. | When the teacher through the use of the story that was familiar with the students, he made the students active and had spirit to read the story on the paper delivered by him. |
| 12 | S-12 | Having got the pre-test result of both classes, the experimental class using origami and the control class taught without using origami. | Having got the pre-test result of both groups, the writer taught the experimental group using origami, and the control group was taught without using origami. |
| 13 | S-13 | After giving treatments, the next step is given the students a post-test. | After giving treatments, the researcher gave the students a post-test in the next step. |
| 14 | S-14 | From the above incident which described in the above monologue, Gardner was very angry and disappointed. | From the above incident which was described in the above monologue, the writer found that Gardner was very angry and disappointed. |
| 15 | S-15 | After getting result of the test, the result was analyzed by giving 1 score for each correct answer and 0 correct score for each wrong answer. To get the score of each student, the right answer was time in ten then timed 2. To find the percentage of the score, the number of wrong answers are divided with the number of items, then multiply 100% the result is 50%. After analyzing the students' percentage of the errors, it was computed and categorized into some criterion. To find out the students' ability in using adjective clause, the result of the data analysis is categorized into the table to find out the students' level of mastery as follow: | After getting result of the test, the researcher analyzed it by giving 1 score for each correct answer and 0 correct score for each wrong answer. To get the score of each student, the researcher timed 2 the right answer which was time in ten. To find the percentage of the score, the researcher divides the number of wrong answers with number of items, then multiply 100% the result is 50%. After analyzing the students' percentage of the errors, the researcher computed and categorized it into some criterion. To find out the students' ability in using adjective clause, the researcher categorizes the result of the data analysis into the table to find out the students' level of mastery as follow: |
| 16 | S-16 | CLEAR | CLEAR |
| 17 | S-17 | CLEAR | CLEAR |
| 18 | S-18 | CLEAR | CLEAR |

| | | | |
|----|------|--|---|
| 19 | S-19 | After finding out all the score, the last step is the writer put the data into T-test formula. | After finding out all the score, the writer put the data into T-test formula in the last step. |
| 20 | S-20 | Before find the difference of vocabulary mastery between students taught using realia and students taught using word card. The writer find the sum of squared deviation each group. | Before finding the difference of vocabulary mastery between students aught using realia and students taught using word card, the writer found the sum of squared deviation each groups. |
| 21 | S-21 | For observing the students' participation, it showed that students still have difficulties in speaking and did not respond well for learning process using fishbowl technique to improve speaking ability. | In observing the students' participation, the writer found that students still had difficulties in speaking subject and could not respond the learning process using fishbowl technique well to improve their speaking ability. |
| | | From the reflecting above, it got solution of the problem of learning process by using fishbowl technique to improve students' speaking ability. | From the reflecting above, the researcher solved the problem of learning process by using fishbowl technique to improve students' speaking ability. |
| | | After applied the fish bowl technique, the researcher give a test. | After applying the fishbowl technique, the researcher gave a test. |
| | | After doing the post test, the writer gave questionnaire to the students. | After doing the post test, the students got questionnaire from the writer. |
| 22 | S-22 | After classifying the students' score, the data was calculated to find the result of t-test from data has been collected. | After classifying the students' score, the writer calculated the data that had been collected to find the result of t-test. |
| | | From the result of students after being taught by using Experiential Learning through Cooking Show and before being taught by using Experiential Learning through Cooking Show. It can be concluded : | From the result of students after being taught by using Experiential Learning through Cooking Show and before being taught by using Experiential Learning through Cooking Show, the writer can conclude : |
| 23 | S-23 | CLEAR | CLEAR |
| 24 | S-24 | To solve the problem,the movie file was sent to the students who brought laptop and students who brought laptop receive the movie file from the teacher. | To solve the problem,the teacher sent the movie file to the students who brought laptop and students who brought laptop receive the movie file from the teacher. |
| 25 | S-25 | Before the test was given, this test was tired out to know the instrument was valid and reliable or not. | Before the test was given, the researcher tried out the test to know (whether) the instrument was valid and reliable or not. |
| 26 | S-26 | CLEAR | CLEAR |
| 27 | S-27 | CLEAR | CLEAR |
| 28 | S-28 | After giving treatments, the next step was gave the students a post-test. | After giving treatments, the writer gave the students a post-test. |

| | | | |
|----|------|---|---|
| | | To obtain percentage of students' grade, the calculation used the following formula : | To obtain percentage of students' grade, the writer calculated the data by using the following formula : |
| | | Looking for the mean (x) before treatment, the formula was as follows : | Looking for the mean (x) before treatment, the writer used the formula as follows: |
| 29 | S-29 | Based on analyzing data, the mean of students' speaking ability who were taught with using problem based learning method was 57,0167. | Based on analyzing data, the researcher found the mean of students' speaking ability who were taught using problem based learning method was 57,0167. |
| 30 | S-30 | CLEAR | CLEAR |

Beberapa contoh berikut adalah kalimat yang teridikasi dangling modifier yang diambil dari Tabel 2.

- (1) *Looking for the mean (x) before treatment, **the formula** was as follows:*
- (2) *Based on analyzing data, **the mean of students' speaking ability** who were taught with using problem based learning method was 57,0167.*
- (3) *To obtain percentage of students' grade, **the calculation** used the following formula:*
- (4) *From the above incident which discribed in the above monologue, **Gardner** was very angry and disappointed.*
- (5) *After classifying the students' score, **the data was calculated** to find the result of t-test from data has been collected.*

Kalimat (1), (2), (3), (4), dan (5) di atas adalah kalimat-kalimat yang teridikasi dangling modifier. Hal itu disebabkan karena *main clause* tidak berisi *subject* (doer of action) yang sama, misalnya bagian *main clause* memuat *subject* yang lain, ataubagian *main clause* berupa *expletive construction* atau *passive construction* sehingga *subject* menjadi tidak jelas. Oleh karena itu frasa-frasa tersebut menjadi *dangling modifier*.

Untuk mengoreksi kalimat-kalimat yang terindikasi dangling modifier tersebut, penulis mengganti *subject* pada bagian *main clause* sehingga cocok baik pada bagian *phrase* (modifier), maupun *main clause* atau menambahkan *subordinating conjunction* dan *subject* (doer of action) pada *phrase* sehingga menjadi *complete introductory clause* (*adverbial clause*). Berikut ini cara atau solusi untuk mengoreksi kalimat (1), (2), (3), (4), dan (5) di atas.

- (1) *Looking for the mean (x) before treatment, the writer used the formula as follows:*
- (2) *Based on analyzing data, the researcher found that the mean of students' speaking ability who were taught using problem based learning method was 57,0167.*
- (3) *To obtain percentage of students' grade, the writer used the following formula:*
- (4) *From the above incident which was discribed in the above monologue, the writer found that Gardner was very angry and disappointed.*
- (5) *After the writer had classified the students' score, the data was calculated to find the result of t-test from data has been collected.*

SIMPULAN

Berdasarkan hasil penelitian di atas, penelitian ini dapat disimpulkan sebagai berikut. Dari 30 Hasil Penelitian dan Diskusi yang dianalisis, penulis menemukan *dangling modifier* pada 22 Hasil penelitian dan Diskusi tersebut. Dari jumlah tersebut, terdapat 39

kalimat yang terindikasi *dangling modifier*. Penulis tidak menemukan *dangling modifier* pada 8 Hasil Penelitian dan Diskusi. Kalimat-kalimat yang terindikasi *dangling modifier* tersebut dimulai dengan *present participle*, *past participle*, *to infinitive*, dan *prepositional phrase*. *Dangling modifier* tersebut disebabkan karena *main clause* tidak berisi *subject* (doer of action) yang sama, misalnya bagian *main clause* memuat *subject* yang lain, atau bagian *main clause* berupa *expletive construction* atau *passive construction* sehingga *subject* menjadi tidak jelas. Dalam mengatasi masalah tentang *dangling modifier*, penulis mengoreksi kalimat yang terindikasi *dangling modifier* yaitu dengan mengganti *subject* pada bagian *main clause* sehingga cocok baik pada bagian *phrase* (modifier), maupun *main clause* atau menambahkan *subordinating conjunction* dan *subject* (doer of action) pada *phrase* sehingga menjadi *complete introductory clause* (*adverbial clause*).

Dengan mempertimbangkan hasil penelitian, beberapa saran dapat diberikan, yakni: Dosen Mata Kuliah Writing seharusnya memperdalam kajian tentang masalah-masalah kalimat dalam paragraf, khususnya *dangling modifier* dan beberapa teknik bisa digunakan oleh dosen untuk mengevaluasi tulisan yang dibuat oleh mahasiswa, misalnya dengan cara *peer review* atau *peer correction* sehingga mahasiswa tahu secara langsung bagaimana *dangling modifier* terbentuk dan bagaimana cara mengatasinya. Dosen pembimbing skripsi seharusnya meningkatkan kualitas pembimbingan kepada mahasiswa baik berkaitan dengan sistematika penulisan skripsi maupun tata bahasa Inggris sehingga kesalahan-kesalahan dalam penulisan kalimat yang salah satunya adalah *dangling modifier* tidak dibuat lagi oleh mahasiswa.

Mahasiswa seharusnya meningkatkan kemampuan menulis Hasil Penelitian dan Diskusi yang baik sesuai dengan sistematika penulisan skripsi dan tata bahasa yang benar dengan membaca beberapa buku bacaan terkait sehingga mereka mampu meminimalisir kesalahan dalam menulis kalimat.

DAFTAR PUSTAKA

- Bram, B. (1995). *Write Well*. Yogyakarta: Kanisius.
- Broadman, C. A. & Frydenberg, J. (2002). *Writing to Communicate: Paragraphs and Essays* (2nd ed.). New York: Pearson Education, Inc.
- Checkett, G.F- & Checkett, L. (2004). *The Write Start with Readings: Paragraphs to Essays*. US: Pearson education, Inc.
- <http://tresnahadi.blogspot.com/2011/11/definisi-modifier-dalam-bahasa-inggris.html>
[diunduh pada tanggal 5 Desember 2014]
- Meyers, A. (2005). *Gateways to Academic Writing*. New York: Pearson Education, Inc.
- Oshima, A. & Hogue, A. (1999). *Writing Academic English* (3rd ed.). New York: Pearson Education, Inc.
- _____. (2006). *Writing Academic English* (4th ed.). New York: Pearson Education, Inc.
- Pengertian Dangling Modifier. <http://www.wordsmile.com/pengertian-contoh-kalimat-dangling-modifier> [diunduh pada tanggal 5 Desember 2014]
- Sugiyono. (2011). *Metode Penelitian Kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.