ABSTRACT

The goals of the research are: 1) to find out whether the students can differentiate correct sentences from the sentences containing dangling modifier or not; 2) to find out whether the students have the ability to revise it or not; 3) to find out the types of mistake that students make in revising it. The function of this research is to give knowledge to the readers, especially to the students, about dangling modifier and the ways to revise it. The research methods are library research from books, journals and websites and field research. The writer uses “random sampling” by giving ‘Multiple Choices’ & ‘Fill in the Blanks’ questionnaires to the 50 students from five classes randomly. It can be concluded that: 1) the students are able to differentiate correct sentences with the sentences containing dangling modifier well; 2) they also have ability to revise it, but from this additional analysis, that compared the results of incorrect answers from the students that doing the two test (I &II), the writer concluded only 18 from 32 students that really present their good understanding on revising it; 3) there are 6 types of mistake that the students often made those are: subject for the modifier to refer to, problem on tenses, on sentence element, the lack of ability to construct grammatical sentence, in the case of passive and active form, cutting the important information, and the students change the structure of the words in the sentence. (OS)

Keywords: Dangling Modifier
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Olyvia Soesanto
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