CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the concept of ability, the standard grading system, the concept of preposition, the types of preposition, the concept of guided writing, and the roles in guided writing.

2.1 The Concept of Ability

According to Nicholls (1989), the definition of ability depends on obvious clarification between luck and skill and the point that task difficulty and ability are best judged as a high or low with reference to the action of members of a normative reference group. Hence, the aspect of ability express the concept of capacity. This concept is elicited by ability testing. In addition, this concept is different from Shumow and Schmidt (2014). He claimed that the concept of ability (whether it is fixed or changeable), is a belief that has been shown to impact on a learner’s behavior through persistence, effort, and motivation. It means that the explanation by the teachers to learners will influence the students’ ability.

2.2 The Standard Grading System

Grade represents the culmination of the assessment process. They indicate the quality of a students’ ability. No grading system is perfect. It is important to acknowledge that grades are influenced by subjectivity and measurement error. Only following by systematic assessment plan can you have confidence that your instructional process is valid and that the grades you assign represent a fair evaluation of student performance (Wandberg and Rohwer, 2010).
In addition, According to McMillan (2008), typically, each descriptor is delivered with a letter grade, as demonstrated in table below. The matches between scale descriptors and letter grades are arbitrary. What one person may assume constitutes a B another person might think describes a C. That the focus on academic performance. This does not leave much room for academic enablers (e.g., effort, progress), though in my experience teachers find a way to include them.

McMillan (2008) also claimed that there is no provision for student to student comparison, nor is there any provision for improvement over time. What is emphasized is proficiency on the standard. It does not matter how much students learned or changed to be able to demonstrate that proficiency. This is counter intuitive to the way many think about education, as taking students from point A to point B, as stated table below.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Outstanding, advanced, exceptional: complete knowledge of all content: mastery of all standards</td>
</tr>
<tr>
<td>B</td>
<td>Very good: better than proficient: complete knowledge of most content: mastery of most standards</td>
</tr>
<tr>
<td>C</td>
<td>Proficient or acceptable: some knowledge: some mastery of standards</td>
</tr>
<tr>
<td>D</td>
<td>Making progress or developing: lacks knowledge of most content: mastery of only a few standards</td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory: lack knowledge of content: no mastery of standards</td>
</tr>
</tbody>
</table>

McMillan (2008)
2.3 The Concept of Preposition

According to Kimber (2005), a preposition shows a connection between two words, one being represented by the prepositional complement of the various kinds of relation meaning. The instances of preposition are; in, front, out, to, of, used before a noun or pronoun to show place, position, and time”. Therefore, the preposition is best defined as a word that indicates a relation between the noun or pronoun to another word, such as verb, an adjective, and noun or pronoun.

The explanation above has similar meaning with Means (2006). He stated that a preposition constitutes a word that usually shows direction, position, or time. A preposition refers to a noun or noun substitute to form a phrase. Furthermore, Means claimed that there are three types of troublesome preposition done by students; between or among, in or into, and besides or beside. The preposition between is used to connect two noun or noun substitutes to the rest of sentences. Meanwhile, the preposition among is used to connect three or more nouns or pronouns to the rest of sentences. Then, the preposition in refers to position and the preposition into refers to motion or movement. Moreover, the preposition beside means “next to” or “by the side of.” It is different from preposition besides, which means “in addition to.”

From definitions above, it can be concluded that preposition is a word placed before noun or pronoun to show the connections. For example, I put my book in the bag. This sentence is complete, but if without the word “in”, there is no sense of the sentence. The book might be placed under the bag, on the bag or
beside the bag most of the problem that found by students' is unknowingly the use of preposition. Therefore, preposition has very important function and for some students it is difficult to learn use of preposition because most of them have different function may have different meaning. Hence, the student easily makes mistake in their composition.

2.4 The Types of Preposition

There are many types of prepositions. In this study only explain some types of preposition based on the expert.

1. According to Stroman, et al. (2008), mention the example of Preposition of place:

   In  It points to the area or something that enclosed, a room, a building (*Put your hand in the bag*). And preposition *in* for the names of towns, states, and countries (*She lives in Malang*).

   On  to designate streets (*She lives on Ijen Street*).

   At  It refers to general vicinity, were presence at a place indicated (*She lives at 16 Tlogomas Street*).

2. According to Suppiah (2013), mentioned the example of Preposition of time:

   At  is used to explain about a part of the day considered as a point (*My father will arrive home at night*).

   In  is used to about longer periods of time such as seasons (*I could not go to school in winter*)
On is used to explain about particular of the week, date/month or part of particular day (I will be free on Friday/We go to Malang on December)

2.5 The Concept of Guided Writing

Tyner (2004) stated that guided writing as an instructional writing context chiefly teaching the writing process through modeling, support, and practice. Guided writing activities help students learn to write by providing them with a partially completed draft or some other form of assistance. Guided writing activities are typically done in the classroom, so the teacher can interact with students individually as well as with the entire class. By implementing guided writing it is very useful as a guidance for students to write the paragraphs coherently.

Moreover, Graham and Kelly (2010), stated that guided writing constitutes an principal elements of a balanced writing curriculum, giving an further supported step towards independent writing. It contributes to the teaching sequence as shown in the Primary Framework. Through guided writing, children are advocated during the different stages of the writing process. As an activity, it should be carefully addressed towards groups of children related to their current targets or specific needs. Within the teaching sequence, guided writing would normally follow on from shared writing, though not necessarily during the same session. Teachers should take into account the objective of the guided session and select the children accordingly. The aim is to provide support that is going to help students to promote their writing and to work with increasing independence.
Furthermore, Frase (2008), claimed that the guided writing requires the teacher to work closely with small groups of students related to common need. During a guided writing lesson, the teachers gather a small group and model writing, or maybe the teachers and the students complete a shared writing experience together. It means that by using guided writing, the learning process will be more effective because it derives the students to write correctly based on the common needs. Frase (2008) also claims that the guided writing gives the teacher the opportunity to bring together students who are struggling with similar skills for a mini-lesson, or a retraining session. This is because guided writing constitutes a technique that provides them the chance to review a present taught writing skill in a group or in a whole class setting and to implement new skills through independent writing (Badger & White, 2000). By the guided writing, they are advocated during the different steps of the writing process. By implementing this technique, they will be taught to sharpen their skills until they are ready to write independently (Badger & White, 2000).

From the aforementioned definitions of guided writing it can be drawn a conclusion that guided writing constitute a writing guidance given by the teachers in order to provide background knowledge about certain topic to their students. In addition, guided writing plays a principal role as writing guidance for students to write text comprehensively. Moreover, it makes students easier to prepare the writing material before they start writing.

2.6 The Roles in Guided Writing
Guided writing is a step by step recipe for writing that includes planning, writing, editing, revising and publishing. Guided writing is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing (Ockuz, 2007). Through guided writing, students are supported during the different stages of the writing process. Based on Ontario Ministry of Education and Training (1997) mentioned several roles of guided writing for the teacher and students:

1. The teachers uses various assessment strategies to identify a group of students with similar needs, abilities, or interests
2. The teacher chooses appropriate resources for the lesson
3. The teacher provides the students with examples that demonstrate the focus skill of the lesson
4. The teacher leads the whole group in applying the skill cooperatively
5. The teacher monitors and scaffolds students as they apply the skill
6. The teacher makes ongoing observations and assessments of students’ progress
7. The teacher maintains a balance between teacher support and student independence
8. The teachers asks appropriate questions, encourages dialogue, and helps students improve their understanding of the skill.

And for the students are;

1. Develop a better understanding of a specific skill by participating in the whole-group activity.
2. Develop the confidence to use the skill independently.
3. Work on a specific skill in a safe, supportive environment.