



**THE EFFECT OF USING FRIED'S TECHNIQUES  
ON STUDENTS' ARGUMENTATIVE WRITING ABILITY  
AT XI GRADE SMA NEGERI 7 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to English Education Study Program of State College for Islamic  
Studies Padangsidimpua, in Partial Fulfillment of the Requirement for the Degree  
of Islamic Educational Scholar (S. Pd.I) in English Program*

**BY:**

**ROBIANTI SIREGAR**

**Reg. No: 07 340 0064**

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)  
PADANGSIDIMPUAN  
2012**



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**BY:**

**ROBIANTI SIREGAR**

**Reg. No: 07 340 0064**

**ADVISOR I**

  
**Drs. ABDUL SATTAR DLY, M.Ag**  
**NIP. 19680517 199303 1 003**

**ADVISOR II**

  
**EKA SUSTRI HARIDA, M.Pd**  
**NIP. 19750917 200312 2 002**

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTMENT  
THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)  
PADANGSIDIMPUAN  
2012**

Hal : Skripsi a.n  
Robianti Sirgar  
Lamp : 5 (lima) Examplar

Padangsidimpun, 20 Mei 2012  
Kepada Yth  
Bapak Ketua Sekolah Tinggi Agama  
Islam Negeri Padangsidimpun  
di-  
Padangsidimpun

**Assalamu 'alaikum Wr. Wb**

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n **Robianti Siregar** yang berjudul **"THE EFFECT OF USING FRIENDS TECHNIQUE ON STUDENTS' ARGUMENTATIVE WRITING ABILITY AT XI GRADE OF SMA NEGERI 7 PADANGSIDIMPUN"**

Kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd. I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpun.

Untuk itu dalam waktu yang tidak lama kami harapkan saudara dapat dipanggil untuk mempertanggung jawabkan Skripsinya dalam sidang Munaqasyah.

Demikian kami sampaikan kepada Bapak atas kerja sama yang baik kami ucapkan terimakasih.

**Wassalamu 'alaikum Wr.Wb**

**Pembimbing I**



**Drs. Abdul Sattar Daulay, M.Ag**  
Nip. 19680517 199303 1003

**Pembimbing II**



**Eka Sustris Harida, M. Pd**  
Nip. 19750917 200313 2002



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PADANGSIDIMPUAN**

**DEWAN PENGUJI  
UJIAN MUNAQASAH SARJANA**

**NAMA : ROBIANTI SIREGAR  
NIM : 07 340 0064  
JUDUL : THE EFFECT OF USING FRIEDs TECHNIQUE ON  
STUDENTS WRITING ARGUMENTATIVE ABILITY AT  
XI GRADE SMA NEGERI 7 PADANGSIDIMPUAN**

**Ketua : H. Ali Anas Nasution MA.**

(  )

**Sekretaris : Rayendriani Fahmei Lubis, M. Ag**

(  )

**Anggota : 1. H. Ali Anas Nasution MA.**

(  )

**2. Rayendriani Fahmei Lubis, M. Ag**

(  )

**3. Eka Sustri Harida, M.Pd**

(  )

**4. Magdalena, M. Ag**

(  )

Diuji di STAIN Padangsidimpuan pada tanggal, 23 Mei 2012

Pukul 09.00 s/d 12.00

Hasil/ Nilai: 67.25 (C)

Indeks Prestasi Kumulatif (IPK): 3,00

Predikat: gagal/ cukup/ baik/ amat baik/ cumlaude

\*) Coret yang tidak perlu



**MINISTRY OF RELIGION  
STATE COLLEGE FOR ISLAMIC STUDIES(STAIN)  
PADANGSIDIMPUAN**

## **LEGALIZATION**

**Thesis Titled** : **THE EFFECT OF USING FRIEDs TECHNIQUE ON  
STUDENTS ARGUMENTATIVE WRITING  
ABILITY AT XI GRADE OF SMA NEGERI 7  
PADANGSIDIMPUAN**

**Written By** : **ROBIANTI SIREGAR**

**Reg. No** : **07. 340 0064**

**Has been accepted as a requirement of obtaining degree Sarjana Pendidikan  
Islam (S. Pd. I).**

**Padangsidimpuan, 23 Mei 2012**

**Chairman/Chairman of the Senat,**



**DR. H. IBRAHIM SIREGAR, MCL**

**NIP. 19680704 200003 1 003**

## SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : ROBIANTI SIREGAR

NIM : 07 340 0064

Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris - 2

Judul Skripsi : **THE EFFECT OF USING FRIEDS TECHNIQUE ON  
STUDENTS NARRATIVE WRITING ABILITY AT XI  
GRADE SMA NEGERI 7 PADANGSIDIMPUAN**

Dengan ini saya buat dengan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing, dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang kode etik mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.



angsidimpuan, Mei 2011

**ROBIANTI SIREGAR**  
**NIM. 07 340 0064**

## **DECLARATION LETTER OF WRITING OWN THESIS**

Name : ROBIANTI SIREGAR  
Registration Number : 07 340 0064  
Department/ Study Program : Tarbiyah/TBI - 2  
The Title of thesis : **THE EFFECT OF USING FRIEDS  
TECHNIQUE ON STUDENTS  
ARGUMENTATIVE WRITING ABILITY  
AT XI GRADE SMA NEGERI 7  
PADANGSIDIMPUAN**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispossession of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, Mei 2011

Declaration Maker



**ROBIANTI SIREGAR**  
**NIM. 07 340 0064**



## LEMBAR PERSEMBAHAN

*Pelajarilah olehmu akan ilmu sebab mempelajari ilmu,  
Akan memberikan rasa takut kepada Allah, menuntut ilmu  
merupakan ibadah, mengagung - agungkannya merupakan tasbih, meneruskannya merupakan jihad,  
mengajarkannya kepada orang yang belum mengetahuinya merupakan sedekah, dan menyerahkannya  
kepada ahlinya merupakan pendekatan diri kepada Allah (H. R Ibnu Abdul)*

*Ya Allah .....  
Engkau telah anugerahkan  
Ilmu yang bermamfaat bagi hamba  
Sujud syukurku sembahkan  
Padamu ya Allah*

*Ayah.....Ibu  
Kini kasih sayangmu tidak akan pernah pudar dimakan waktu  
Kau telah membesarkanku dengan usapan kedua tanganmu yang begitu lembut  
Kau telah membesarkanku dengan hati yang begitu suci  
Kau telah mendidikku dengan kerendahan hatimu*

*Terimakasih ibu, terimakasih ayah  
Jasa-jasamu tidak akan kulupakan sampai akhir hidupku  
Semoga Allah akan meridhoimu untuk selamanya  
Sujud syukur kepadaMu Ilahi*

*Kini kupersembahkan karya tulis ilmiah untuk orang yang kusayang*

*Ayahanda : Guslan Sir (Alm )  
Ibunda : Nur Halimah Hrp  
Abangda : Abdul Rosat Sir. S.Pd, Tapanuli Sir. S.Pd,  
Amiruddin Sir. S.T, Ahmad Dalil Sir,  
Adinda : Nur Jumaida Sir, Adian Sir, Siti Aminah Sir*

*Dan keponakan-keponakan yang sangat kucintai*

*Afgani Ilmi Sir, Lexi Amira Putri Sir, serta sahabat-sahabat terbaikku yang telah banyak mewarnai  
kehidupanku : Ade Candra, Laila Sari matondang, Sofiani, Nur Leni Munthe, ayanti Sipahutar,  
Siti Rapiyah, Sry Budianti, Abdul Majid, Nur Alamiah, Eli Sadora, dll, terimakasih telah  
menghadirkan dalam tiap bait doamu.*

*Sembah sujud ananda*



## SHEET OFFERINGS

*Because ye will learn the science of studying science,  
Will give a sense of fear of God, studying  
is worship, mengagung - agungkannya a rosary, forward it is jihad, teaching it to people who do  
not know is charity, and handed it to a professional approach to Allah.  
(Ibn Abdul H. R)*

*Ya Allah .....*  
*Thou has bestowed*  
*Science for the beneficial slave*  
*Prostrate gratitude worshipped*  
*You God*

*Mother's father .....*  
*Now your love will never fade with time*  
*You have raised me with a sweep second hand so soft*  
*You have raised me with a heart so pure*  
*You have to educate me humble heart*

*Thank you mom, Thank you dad*  
*Of your righteousness will not forget until the end of my life*  
*May God be forever meridhoimu*  
*Prostration of gratitude to Thee Divine*

*Scientific papers are now dedicate to people who loved*  
*Father: Guslan Sir (Late)*  
*Mother: Nur Halimah HRP*  
*Abangda: Sir Abdul Rosat. S.Pd, Tapanuli sir. S.Pd,*  
*Amiruddin Sir. S.T, Ahmad Evidence Sir,*  
*Adina: Nur Jumaida Sir, Adian Sir, Siti Aminah Sir*

*And nieces and nephews that I love so much*  
*Afgani Ilmi Sir, Lexi Amira Putri Sir, and best friends who have lots of colored life: Ade Candra,*  
*Laila Sari Matondang, Sofiani, Nur Leni Munthe, Irmayanti Sipahutar, Siti Rapiah, Abdul*  
*Majid, Nur Alamiah, Eli Sadora, and others., thank you for your prayers to bring in each stanza.*  
*Ananda worship*



## ACKNOWLEDGMENT



Glory is to the Almighty Allah SWT, the Most Gracious, and the Most Merciful for His blessing on me during this thesis.

This thesis is aimed at fulfilling the requirement for the Degree of Islamic Scholar at the English Education Study Program of State College for Islamic Studies Padangsidempuan. So many people have given suggestion, encouragements, and assistances in completing this thesis. Therefore, it is important to deliver acknowledgment to:

1. Drs. Abdul Sattar Daulay, M.Ag., and Eka Sustris Harida M.Pd., as the consultants for their advising and suggestion in process of completing this thesis.
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3. The Headmaster and English teacher of SMA Negeri 7 Padangsidempuan, Drs. H. Ahmad Syaukani and Arnisa Siregar S.Pd for their helping during conducting the research.
4. My beloved parent, Guslan Siregar (late) and Nur Halimah Harahap, thanks for everything. I will always put you in deepest of my heart. Being your daughter is a gift for me. I'm so proud of you mom and dad. I will not forget to pray for you forever until the end of my life.
5. My brothers and sisters (Abdul Rosad Siregar, S. Pd., Tapanuli Siregar, S.Pd., Amiruddin Siregar St., Ahmad Dalil Siregar, Adian Siregar, Nur Jumaida Siregar and Siti Aminah Siregar). My sisters in law (Nur Lailasari Lubis, S.Pd. and Nur Mailis, S.Pd). Thanks for everything. I know your love encourages me to be strong.
6. My cute cousins: Abdul Ghani siregar and Lexi Amira Putri siregar, all of you are a huge gift for me. Hope you will be nice and precious kids for your parents.

7. My beloved friends: Ade Candra, Nur Leni Munthe, Sofiani, Laila sari Matondang, Abdul Majid and others.

This thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidempuan, April 2012



ROBIANTI SIREGAR



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**Reg. Number : 07 340 0064**

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PROGRAM STUDY  
STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)  
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**Reg. Number : 07 340 0064**

**Advisor I**

**Advisor II**

**Drs. Abdul Sattar Daulay, M.Ag**  
**NIP.19680517 199303 1 003**

**Eka Susti Harida M.Pd**  
**NIP.19750917 20031 2**

**ENGLISH EDUCATION STUDI PROGRAM  
PROGRAM STUDY**

**STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN)  
PADANGSIDIMPUAN  
2012**



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PADANGSIDIMPUAN**

Hal : Skripsi a.n  
**ROBIANTI SIREGAR**  
Lamp : 5 (lima) Exemplar

Padangsidimpuan, April 2012  
Kepada Yth  
Bapak Ketua STAIN Padangsidimpuan  
di -  
Padangsidimpuan

*Assalamu 'alaikum Wr. Wb*

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap Skripsi a.n **ROBIANTI SIREGAR** yang berjudul **"THE EFFECT OF USING FRIENDS TECHNIQUE ON STUDENTS' NARRATIVE WRITING ABILITY AT XI GRADE OF SMA NEGERI PADANGSIDIMPUAN"**. Kami berpendapat bahwa Skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan syarat-syarat guna mencapai gelar Sarjana Pendidikan Islam (S.Pd.I) dalam Ilmu Tarbiyah pada STAIN Padangsidimpuan.

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*Wassalamu 'alaikum Wr.Wb*

**Pembimbing I**

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**NIP.19680517 199303 1 003**

**Pembimbing II**

**Eka Sustris Harida M.Pd**  
**NIP.19750917 20031 2**



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PADANGSIDIMPUAN**

**DEWAN PENGUJI  
UJIAN MUNAQASAH SARJANA**

**NAMA :ROBIANTI SIREGAR**  
**NIM :07 340 0064**  
**JUDUL :”THE EFFECT OF USING FRIEDs TECHNIQUE ON STUDENTS’  
NARRATIVE WRITING ABILITY AT XI GRADE OF SMA  
NEGERI PADANGSIDIMPUAN”.**

Ketua : H. Ali Anas Nasution, M.A ( )  
Sekretaris : Rayendriani Fahmie, M.Ag ( )  
Anggota : 1. H. Ali Anas Nasution, M.A ( )  
2. Rayendriani Fahmie, M.Ag ( )  
3. Eka Sustris Harida, M.Pd. ( )  
4. Magdalena, M. Ag, ( )

Diuji di STAIN Padangsidimpuan pada tanggal, 23 Mei 2012  
Pukul 09.00 s/d 12.00  
Hasil/ Nilai: 67,25 (C)  
Indeks Prestasi Kumulatif (IPK): 3,0  
Predikat: gagal/ cukup/ baik/ amat baik/ cumlaude  
) Coret yang tidak perlu





**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PADANGSIDIMPUAN**

## **PENGESAHAN**

**Skripsi Berjudul : "THE EFFECT OF USING FRIEDs TECHNIQUE ON  
STUDENTS' NARRATIVE WRITING ABILITY AT XI  
GRADE OF SMA NEGERI PADANGSIDIMPUAN".**

**Ditulis Oleh : ROBIANTI SIREGAR**

**NIM : 07 340 0064**

**Telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana  
Pendidikan Islam (S. Pd. I).**

**Padangsidimpuan, 23 Mei 2012**

**Ketua/Ketua Senat**

**DR. H. IBRAHIM SIREGAR, MCL**

**NIP. 19680704 200003 1 003**

## **SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI**

Saya yang bertanda tangan di bawah ini:

Nama : ROBIANTI SIREGAR

NIM : 07 340 0064

Jurusan/Prodi : Tarbiyah/Tadris Bahasa Inggris - 2

Judul Skripsi : **THE EFFECT OF USING FRIENDS TECHNIQUE ON STUDENTS' NARRATIVE WRITING ABILITY AT XI GRADE SMA NEGERI 7 PADANGSIDIMPUAN**

Dengan ini saya buat dengan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing, dan tidak melakukan plagiasi sesuai dengan kode etik mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang kode etik mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan hukum yang berlaku.

Padangsidempuan, Mei 2011

**ROBIANTI SIREGAR**  
**NIM. 07 340 0064**

## **DECLARATION LETTER OF WRITING OWN THESIS**

Name : ROBIANTI SIREGAR  
Registration Number : 07 340 0064  
Department/ Study Program : Tarbiyah/TBI - 2  
The little of thesis : **THE EFFECT OF USING FRIEDs TECHNIQUE  
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Padangsidimpuan, Mei 2011  
Declaration Maker

**ROBIANTI SIREGAR**  
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## LEMBAR PERSEMBAHAN

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Dan keponakan-keponakan yang sangat kucintai

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Siti Rapih, Sry Budianti, Nur Alamiah, Eli Sadora, dll, terimakasih telah menghadirkan dalam  
tiap bait doamu.

Sembah sujud ananda



## SHEET OFFERINGS

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*Mother's father .....  
Now your love will never fade with time  
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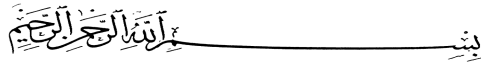
*Thank you mom, Thank you dad  
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May God be forever meridhoimu  
Prostration of gratitude to Thee Divine*

*Scientific papers are now dedicate to people who loved  
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3. The Headmaster and English teacher of SMA Negeri 7 Padangsidempuan, Drs. H. Ahmad Syaukani and Arnisa Siregar S.Pd for their helping during conducting the research.
4. My beloved parent, Guslan Siregar (late) and Nur Halimah Harahap, thanks for everything. I will always put you in deepest of my heart. Being your daughter is a gift for me. I'm so proud of you mom and dad. I will not forget to pray for you forever until the end of my life.
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This thesis is still so far from being perfect based on weakness of the writer. Therefore, the writer expects the constructive criticism and suggestions from the readers to improve this thesis.

Padangsidimpuan, April 2012

ROBIANTI SIREGAR

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## ABSTRACT

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Judul Skiripsi : THE EFFECT OF USING FRIEDs TECHNIQUE ON STUDENTS  
WRITING NARRATIVE ABILITY AT IX GRADE OF SMA Negeri 7  
PADANGSIDIMPUAN.

This thesis deals with the effect of using FRIEDs technique on students' narrative writing ability. The rsearch was conducted to find out wheter the use of FRIEDs technique has a significant effect on students' narrative writing ability. The populations of the research were the students 2011/2012 XI grade of SMA Negeri 7 Padangsidimpuan which consists of five classes and every class consist twenty seven students. Two classes were taken as sample by using claster sampling method, so the total of the sample was 54 students. The samples were divided in to two group namely experimental and control group. The experimental group was taught by using FRIEDs technique while the control group was taught by using conventional technique or without FRIEDs technique. Writing test was conducted as instrumnt for collecting data. The topic of the test while Pre-test used "unforgettable moment in my school" and while Post-test used "unforgettable moment in my life" which should be written at least 150 words. The result of the data analysis showed that t-observed was 7, 19 at the significant 0, 05 and the value of t-table was 2,00. It means that t-oserved value 7, 19 is higher than t-table value 2, 00 or it can be symbolized as  $7, 19 > 2, 00$ . Thus, the hypothesis which stated that there is a significant effect of using FRIEDs techniques on students' narrative writing ability is accepted.

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IX GRADE OF SMA Negeri 7 PADANGSIDIMPUAN.

### ABSTRACT

The aim of the research was to know the effect of using FRIEDs technique on students' argumentative writing ability. This thesis deals with the effect of using FRIEDs technique on students' argumentative writing ability. The research conducted by quantitative method and types of the research was experimental research.

The populations of the research were the students 2011/2012 XI grade of SMA Negeri 7 Padangsidimpuan which consists of five classes and every class consist twenty seven students. Two classes were taken as sample by using cluster sampling method, so the total of the sample was 54 students. The samples were divided in to two groupsss namely experimental and control group.

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## CHAPTER I

### INTRODUCTION

#### **A. The Background of the Problem**

Languages exist among members of community. Human beings always deal with other expressing and informing ideas, thoughts, desires and feelings in their daily life by means of language. This language as the most prominent means of communication functions as a social phenomenon and is determined by its use in communications context. In various situations people always use language either in written or spoken form to convey their message, ideas and feeling. When their thought is expressed in written form it is called writing. According to curriculum 2010 writing is one of the skills that should be mastered by students besides listening, reading, and speaking. For students who are in second year in senior high school are expected to be able to write some texts such as recount, argumentations and procedures. One of them is argumentative text.

Argumentative texts is a kind of text used in persuading and convincing. It is closely related to exposition and is often found combined with it. Lado said that writing is considered as the most difficult skill among the language skill<sup>1</sup>.

It is same as the experience of the writer during teaching practice (PPL) in SMA Negeri 7 Padangsidimpuan where the students have difficulties in writing

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<sup>1</sup>Universitas I. K. I. P. *Approach Method and Technique*, New York: M.C. Grow Hill, 1983  
p. 173

especially in argumentative. When the researcher asked students to write argumentative text, almost the students could not do it well. It can be shown from the students' low score in their writing. Students are frustrated when confronted with writing assignments. Not only they must face the content with a variety of language demands such as vocabulary, syntax, audience, discourse pattern, but they are all often instructed to develop their ideas without further guidance as to what this entails. As students learn written English, they learn that writing less affords fewer opportunities to make mistakes, routes they might not take in their first language when they could allow their thoughts deeper and more fully develop consideration.

Based my experience at during teaching practice (PPL), many students can not convey their idea at writing, they also less practice, because lazy and uninterested to studying English, or less motivation from of environment, or family and the teacher doesn't using strategy to effort developing their idea, and the teacher only used conventional technique. Teachers must choose suitable technique to learn, there are many techniques like jigsaw, study group, FRIED and others that can be chosen.

The researcher had idea to use RRIEDs techniques Russikop introduces a technique to help students develop ideas in writing. The name of technique is FRIEDs.<sup>2</sup> FRIEDs is a technique to develop ideas when students find themselves

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<sup>2</sup> Karen A. Russikoff. 2011. New Ways in Teaching Writing, (Online)  
([Hhttp://www.csupomona.edu/~Irc/uwc\\_gwt.prep.shtml](http://www.csupomona.edu/~Irc/uwc_gwt.prep.shtml), accessed on October 13, 2011)

saying “I don’t know what else to say, and you are telling me to develop”. Continue to explain that this heuristic will help them over this common rough spot and may ease them into much wider consideration than a little list might otherwise seem to offer. FRIEDs is acronym of fact, reason, incident, example, and details. Fact is information known to be true or proven such as dates, statistics or other figures, such as amounts of money. Reason tells why it is happen. Incidents describe something to explain and details may be defined as adjectives and adverbs that add spice and color to on otherwise unfocused vision. In writing argumentative writing, this technique hopefully can help the students to write argumentative writing more easily. It is acceptable since they are meant to generate specific development of students’ ideas.

Looking the problem above the researcher attractive to this item, in other words, the researcher wanted to see “The effect of using FRIEDs techniques on students’ argumentative wrting abilitiy at XI grade SMA Negeri 7 Padangsidimpuan”

## **B. Identification of the Problem**

Based on the backgrounds of the problems above, it can be identified that :

1. The students less motivation in study argumentative writing.
2. The students untresting in study argumentative writing.
3. They also less the practice, because limited tools learning media .
4. Limited learning facilities.

5. And less the teacher to knowing to teach technique in argumentative writing

### **C. Limitation of the Problems**

Based on identification of the problem above, and as known that in studying there are many problems in teaching, so researcher limited the problems on using FRIEDs technique to generate idea of the students in writing ability. The writing is about argumentative writing.

### **D. Formulation of the Problem**

To make the problem clearer in this research, the writer formulated them as follow:

Was there the effect of using FRIEDs technique to students' writing ability at XI Grade SMA Negeri 7 Padangsidimpuan?

### **E. The Purposes of the Research**

The purposes of the research were:

To know the effect of using FRIEDs technique to students' writing ability at XI Grade SMA Negeri 7 Padangsidimpuan.

### **F. Significances of the Research**

The findings of this research are accepted to be useful to make wisdom:

1. For students to motivate them interest in writing narrative writing.

2. Encourage teachers to be creative in applying the various techniques so that the students are interesting in writing argumentative writing.
3. For another who wants to do research the same problem as information about the topics.

### **G. Definition of Operational Variable**

To avoid ambiguity, there are two variables to identify or to explore:

1. FRIEDs technique stands for six words. They are Fact, Reason, Incident, Example, and Details. Which is used to develop ideas when students find themselves saying: "I don't know what else to say, and you are telling me to develop this".
1. Writing narrative is the form of writing used to relate the story of facts or events. It places occurrences in time and tells what happened according to natural time sequence.

### **H. Outline of the Thesis**

The systematic of this research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it was consist of background of the problem, is many students can not to convey their idea at writing, and the teacher don't' using starategy to effort developing their idea, and the teacher only used conventional technique. Identification of the problem is teachers did not know the techniques to teach, limitation of the problem is problem on using FRIEDs technique to



generate idea of the students in writing ability. Formulation of the problem is was there the effect of using FRIEDs technique to students' writing ability, the aims and usefulness of the problem is to know whether the effect of using FRIEDs technique to students writing ability is significant or not, and the significances of the research is encourage teachers to be creative in applying the various techniques so that the students are interesting in writing argumentative. Next, the Definition of Operational Variables consist writing is the form of writing to relate the story of facts or events and FRIEDs techniques they are Fact, Reason, Incident, Example, and Details. .

In the chapter two, it was consist of the theoretical description is about definition writing and FRIEDs technique, conceptual framework is hoped that the students would develop their ideas and imagination in learning argumentative writing by using FRIEDs technique and they will enjoy the process of doing task in making argumentative writing, and hypothesis there is a significant effect of using FRIEDs technique on students argumentative writing.

In the chapter three, it was consist of research methodology is find out the effect of using FRIEDs technique in teaching writing argumentative it is experimental research, and in research methodology consist of time and place of the research, research methodology, population and sample, instrumentation collecting data is using test as instrument for collecting data, the technique are Pre-test, Treatment and Post-test, and the last the techniques of data analysis is a test use a formula statistical Ttest and outline thesis.

In the four chapter, it was the result of the research talking about the analysis of data (the result of research) is the effect of FRIEDs technique on students argumentative writing is significant. This chapter consist of Description of Data, Hypothesis Testing, and Discussion.

And the finally, in the chapter five consist of conclusion is based result analysis data effect of using FRIEDs technique on students writing argumentative is significant, implication and suggestion is the English teacher should be able to help students to develop their ideas in writing argumentative. It can be done by applying FRIEDs technique that has been proved can help students develop their idea in writing argumentative.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A. Theoretical Descriptions

This chapter contains the term used which should be clarified for the benefit of the readers. The explanation is essential as the requirement of writing as a scientific report so that is no confusion about the terms intended.

##### 1. Writings

Writing is stated idea' Maggie Sokolik as quoted by Nunan states that writing is both a physical and a mental act. At the most basic level, writing is the physical act committing words or ideas to some medium, whether it is hieroglyphics inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental works of inventing ideas, thinking about how to express them, organizing them into statements and paragraphs that will be clear to a reader.<sup>1</sup>

Furthermore, writing is the act forming letters and characters on paper, wood, stone or other material for the purpose of recording the ideas which characters and words express or of communicating them to others by visible

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<sup>1</sup> David Nunan. *Practical English language Teaching* (America: The Mc Grow Hill Companies, 2003 ),1st edition, p. 88

signs. Writing is also anything written or printed expressed in characters or letter writing.<sup>2</sup> And Hendry Guntur Tarigan said:

“Menulis ialah menurunkan atau melukiskan lambang-lambang grafik yang menggambarkan suatu bahasa yang difahami oleh seseorang, sehingga orang lain dapat membaca lambang-lambang grafik tersebut kalau mereka memahami bahasa dan gambaran grafik tersebut”<sup>3</sup>

(It means that writing is lowering or drawing the graphic symbols graph describe a language to be understood by a person, so that others can read the symbols of graph while they want to understand the language at the graphic).

According to O’Malley and Lorraine Valdez Pierce, Writing is a personal act in which writers take ideas or prompts and transform them into “self-initiated” topics. The writer draws on background knowledge and complex mental processes in developing new insights.<sup>4</sup> Another stated that writing is one of form manifestations language function as media communications and as phenomenon competence linguistics to expression in using written language and that other in form oral written.<sup>5</sup>

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<sup>2</sup>*Ibid*, p. 88

<sup>3</sup> Henry Guntur Tarigan. *Menulis Sebagai Keterampilan Berbahasa* (Bandung: Angkasa, 1986), p. 21

<sup>4</sup> J. Michael O’Malley and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners* (USA: Addison Wesley Publishing Company, 1996), p. 136

<sup>5</sup> Pardiyo. *Writing Clues for Better Writing Competence* (Yogyakarta: Graha Ilmu, 2006), p. 1

John Langan explains that writing was concerned with the final product of writing like article, the report, dissertations, the story creators of language were allowed to focus on the content and the message and their own individual intrinsic motives were put at the center of learning that is the process approach to writing in the approach process help students to build repertoires of strategies for having the right attitude, knowing your subject, prewriting, drafting, and rewriting.<sup>6</sup>

Next, James M. McCrimmon stated Writing is hard work. But writing is also opportunity to convey something about yourself, to communicate ideas to people beyond your immediate vicinity, to learn something you didn't know. To make good use of those opportunities, you need to develop the confidence that will enable you to overcome whatever frustrations a writing assignment may present.<sup>7</sup> The last explained by John W Creswell who stated that writing as thinking.<sup>8</sup>

Furthermore Franklin quoted by John W. Creswell proposes their main of writing the following manner:<sup>9</sup>

- a. Develop an outline it could be a sentences or word outline or a visual map of ideas.

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<sup>6</sup>Jhon Langan, *College Writing Skills with Reading's* (New York: McGraw-Hill Book, 1989), p. 89

<sup>7</sup> James M. McCrommon. *Writing With a Purpose* (Boston: Houghton Mifflin Company, 1986), p. 6

<sup>8</sup> John W. Creswell. *Research Design, Qualitative Quantitative, and Mixed Method and Approaches* (Sage Publications: 2003), p. 54

<sup>9</sup> Ibid, p. 55.

- b. Write out a draft and then shift and shift sort ideas, moving around entire paragraph in the manuscript.
- c. Finally, edit and polish each sentence.

From various definition of writing above the writer conclude that writing is a means of development thinking. Thinking is characterized by the ability to record the factors involved, to classify otherwise to order them. It means that through writing the reassumes that there are the observations and thought to explore elaborate these thought to develop his own power on thinking and to convey the other result of this thought as clearly as completely possible, and can be called as below:

- a. Writing is one of component system communication.
- b. Writing is drawing a mind, deep, and idea to form symbols languages graphic and,
- c. Writing is to doing for using notes and communications.

## 2. Types of writing

There are many types of writing according to Sanggam Siahaan the types of writing divided into three, they are narrative, descriptive, and expository.<sup>10</sup> Whereas there are four types of writing stated by Zaenal Arifin and Arman Tassay: descriptive, expository, argumentative and narrative.<sup>11</sup>

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<sup>10</sup> Sanggam Siahaan. *The English Paragraph* (Pematang Siantar: Graha Ilmu, 2007), p. 110

<sup>11</sup> Zaenal Arifin and Arman Tasai. *Cermat Berbahasa Indonesia* (Jakarta: Akademika Presindo, 2006), p. 142

Another expert supports it there types are narrative writing, descriptive writing, exposition and argumentative writing.<sup>12</sup>

Based on the statement above, it can be concluded that there are four types of writing are: narrative writing, descriptive writing, exposition and argumentative writing.

a. Narrative Writing

According to George E. Wishon and Julia M. Burks, Narrative writing is the form of writing used to relate the story of acts or events. Narrative places occurrences in time and tells what happened to natural time sequence. Types of narrative include shorts story, novels, and news stories, as well as a large part of our everyday social interchange in the form of letters and conversation.<sup>13</sup>

And the narrative writing makes a point and point is often defined in the opening sentence, but can also be found as the last sentence in the opening paragraph. Since a narrative relies on personal experiences, it often is in the form of story. When the writer writes this technique, he or she must be sure to include all the conventions of storytelling: plot, characters, setting, climax, and ending. It is usually filled with details that

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<sup>12</sup> George E. Wishon and Julia M. Burks, *Lets Write English* (New York: American Books companies, 1980), p. 377

<sup>13</sup> George E. Wishon and Julia M. Burks. Loc Cit

are carefully selected to explain, support, or embellish the story. All of the details relate to the main point the writer is attempting to make.<sup>14</sup>

b. Descriptive Writing

George E. Wishon and Julia M. Burks state descriptive writing is the form of discourse used in creating sensory impersonal and alliance emotion all reactions, descriptions reproduces the way things look, smell, taste, feel or sounds. It may also evoke moods, such as loneliness and fear whether descriptions are embodied in words, sentences, or an entire passage. Descriptions provide the light. It is to create a visual image of people, places, event of time days of times, days or reasons. It may tell us about their trait of characters and personality. At time same that description being used for this primary, it may also employ to create moods or evoke emotion.<sup>15</sup>

c. Expository Writing

Expository writing is the form of writing use in giving information, making explanations, and interpreting meanings. It concludes editorial, essays, informative and instructional material. Used in combination with narrative, exposition supports and illustrates. Used apart

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<sup>14</sup> *Ibid*, p. 378

<sup>15</sup> *Ibid*, p. 379



from narrative, it stands alone as an essay. Used alone or with narrative, exposition may be developed in a number of ways.<sup>16</sup>

d. Argumentative Writing

Argumentative writing is the form of writing used in persuading and convincing. It is closely related to exposition and is often found combined with it. And also used to make a case or to prove or disprove a statement or proposition.<sup>17</sup>

From four types of writing above, the writer focused on argumentative writing that will be explained next.

### 3. Argumentative Writing

Argumentative writing is first of all a way of thinking. You observe something and draw a conclusion from it, the relation between the observation and the conclusion is an argument, and argument consists of two statements, one of which is a conclusion from the others.<sup>18</sup> George E. Wishon and Julia M. Burks stated argumentative writing is the form of writing used in persuading and convincing.<sup>19</sup>

The new sport is more than a sport. It is a serious scientific venture that deserves more than casual interest. It offers opportunities to increase human knowledge. We may learn, for the first time, the true shape of the

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<sup>16</sup> *Ibid*, p. 382

<sup>17</sup> *Ibid*, p. 383

<sup>18</sup> James M. McCrimmon, *Op. Cit*, p. 343

<sup>19</sup> George E. Wishon and Julia M. Burks. *Op. Cit*, p. 147

search, explore mysteries of weather, and find out just how the sun affects life. Whatever is learned will be shared with the world. Thus, adventure opens doors of cooperation between East and West. To a world looking for lasting peace, cooperation in science offers more hope than competition in weapons.<sup>20</sup> Based on some definitions above, researchers conclude that argumentative is the form of writing used in persuading and convincing, and an argument consists of two statements, one of which is a conclusion from the others.

Next paragraph is one of argument examples, what we know of prenatal development makes such attempts, attempts made by a mother to mold the character of her unborn child by studying poetry, art, or mathematics during pregnancy seem utterly impossible. How could such extremely complex influences pass from the mother to the child? There is no connection between their nervous systems. Even the blood vessels of mother and child do not join directly. They lie side by side and the chemicals are interchanged through the walls by a process that we call osmosis.<sup>21</sup>

#### **a. The Structure of Argumentative**

In its simplest form an argument consists of two statements, one of which is a conclusion from the other. Here the second statement is a conclusion from the first. The first statement is what tends to make the second believable. It is called a premise. The two statements taken together constitute

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<sup>20</sup> George E. Wishon and Julia M. Burks. *Loc. Cit*

<sup>21</sup> James M. McCrimmon. *Op. Cit*, p. 358

an argumentative. An inference is a thought process that moves from an observation through some knowledge or belief to a conclusion.<sup>22</sup>

### **b. Common Types of Arguments**

Common types of arguments by identifying common kinds of premises and inferences.

#### 1. Types of Premises

The most common types of premises are statements of fact, judgments, and expert testimony.

Statements of fact may be verified by checking them against the fact they report. If the statements corresponds to the fact, it is “true” if it does not, it is “false”. Statement of fact make the most reliable premises.

Judgments are conclusions inferred from facts. You saw that in the student outline on teen age marriages the main premises were conclusion (judgments) from the subpremise beneath them.

Expert Testimony is a statements by person presumed to be an authority on the subject. The statement may be factual, as when a doctor describes the conditions revealed by an autopsy, or it may judgment, as when a psychiatrist testifies that in her opinion a defendant is insane.<sup>23</sup>

From some definition above the researcher conclude common types of arguments by identifying commons kinds of Premises.

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<sup>22</sup> *Ibid*, p. 344

<sup>23</sup> *Ibid*, p. 350-351

Types of premises are:

- Statements of fact make the most reliable premises.
- Judgments are conclusions inferred from facts.
- Expert testimony is a statements by person presumed to be an authority on subject.

## 2. Types of Inferences

In this section types of inferences and one minor. The types are:

Generalization is the type of reasoning that draws a conclusion about a whole class from a study of some of its members. The members used are called a sample, and the conclusion infers that what is true of the sample will be true of the whole class. Well known examples are questionnaires that attempt to describe public opinion on an issue by polling a sample and extending the results to the whole population.

Causal Relation is a method of developing your writing. It is also a form of reasoning. You want to know whether cigarettes really do cause lung cancer, you want to know what causes malnutrition, the decay of cities, the decay of teeth..

Causal Generalization the kind of causal analysis we have been considering works best when we are dealing with events in which all possible causes can be isolated and tested independently of each other. Many problems do not permit such a procedure. You cannot, for instance, test the hypothesis

that fluorides prevent tooth decay by eliminating all other possible factors affecting decay heredity, prenatal environment, diet, and so forth. Basically, you are generalizing from contrasted samples and making a causal relation inference from the generalization. You are combining generalization and causal relation in a causal generalization.

Analogy it can also be considered as arguments based on similarities. From the premise that two very different things are alike in some significant way, the arguments concludes that an infrence about one will also apply to the other.<sup>24</sup>

From some definition above the researcher conclude common types of arguments by identifying commons kinds of infrences.

Types of Infrences are:

- Generalization is the type of reasoning that draws a conclusion about a whole class from a study of some of its members.
- Causal Relation is a mothod of developing your writing, it is also a form of reasoning.
- Causal Generalization the kind of causal analysis we have been considering works best when we are dealing with events in which all possible causes can be isolated and tested independently of each other.
- Analogy it can also be considered as arguments based on similaritiers.

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<sup>24</sup> *Ibid*, p. 352-361

#### 4. FRIEDs Technique

There is one technique that can help the students to write narrative writing easier called FRIEDs technique. According to Karen A. Rusikoff, FRIEDs technique is a technique which is used to develop ideas when students find themselves saying “I don’t know what else to say, and you are

Another expert said FRIEDs techniques is explained to generate idea details by asking as many questions as can think of about subject and includes to some the questions below : <sup>25</sup>

- a. What or fact?
- b. When or incidents?
- c. Why or reasons?
- d. How or example?
- e. Where or details?

FRIEDs technique stands for five words. They are Fact, Reason, Incident, Example, and Details.<sup>26</sup>

- a. Fact

These are pieces information known to be true or proven. Frequently facts include numbers, such as dates, statistics or other figures, such as amount of money. But they can include any proven statement as

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<sup>25</sup> Jhon Langan. *Op. Cit*, p. 93.

<sup>26</sup> *Ibid*, p. 113

well, such as the earth is around, the sun rises from the east or this teacher is a tough grader.

b. Reason

A brief warning should be issued here because reasons may also create a grammatical trap. Even though we use them every day, for example, Because we think this way, they may also cause fragments if left complete.

c. Incident

An incident is described as something what happened to you and you or someone you know. A major advantage of incident is that they contain many rich details that the writers already know and can consequently use more readily in written work. Usually of narrative quality, incident tends to be longer than the previous acronym items and can release or ease students away from of more words equals more mistakes.

d. Examples

Examples of examples may seem at first repetitions and redundant but because there are several types of example, it is helpful to explain. Example always follows words such as: such as, for example, for instance, and sometimes like, to create, for example, spaghetti, and lasagna. Example can also demonstrate a specific idea without the use of alert terms.

In writing narrative, it is often provided example to explain statement that made. Here are several statements and supporting examples:

The first day of school was frustrating

- 1) My sociology course was cancelled. Then, I couldn't find the biology lab. And the lines at the bookstore were so long that went home without buying my textbooks.
- 2) That washing machine is unreliable.
- 3) The water temperature can't be predicted; it stops in mid cycle it sometimes shreds my clothing.
- 4) My grandmother is a thrifty person.

She washes and reuses aluminum foil. She wraps gifts in newspaper. And she's worn the same Sunday suit for twenty years.

In this case, the example helps us see for ourselves the truth of the statement that has been made. It also helps audience fully understand the point and lively specific example also add interest to the narrative writing.

#### e. Details

Most commonly details may be defined as adjectives and adverbs that add specific and color to an otherwise unfocused vision. Thorough narration a statement is made be clear by relating in detail something that has happens to us. In the storytelling details were presented in the order in



which they happened. A person might say, for example, “I was embarrassed I took my driver’s test”.

From explanations above the researcher make a concluding FRIEDs techniques is stands for five words are:

1. Fact is these are pieces information known to be true or proven.
2. Reason is a brief warning should be issued here because reasons may also create a grammatical trap.
3. Incident is described as something what happened to you and you or someone you know.
4. Example of examples may seem at first repetitions and redundant but because there are several types of example, it is helpful to explain.
5. Detail most commonly details may be defined as adjectives and adverbs that add specific and color to an otherwise unfocused vision.

## **B. Review of Related Finding**

Taking about related finding, the researcher found research is done by person, according to thesis of Laila Sari “The effect of using FRIEDs technique on students’ writing ability”. The concluding of his research is there was a signifacant effect to students’ achivement in teaching writing by using FRIEDs.<sup>27</sup>

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<sup>27</sup> Laila Sari, The Effect of Using FRIEDs Technique on Students Writing, Achievement teaching writing. <http://www.skripsi.tentang.writing.com>, Retrieved on 21 Juni 2011.

If the researcher mentioned above research about writing by using FRIEDs technique, in this research the researcher is intrest to do research about teaching writing argumentative by using FRIEDs technique.

### **C. Conceptual Framework**

Indonesian students, especially in Senior High School face so many difficulties in learning English as a foreign language. One of the difficulties is writing. In teaching writing especially argumentative, there are various techniques that the teacher can use although there is no single best way for learning writing. Learning argumentative writing is a teaching technique where the teacher set up imaginative writing task so that their students are thoroughly engage and frequently strives harder than usual to produce a greater variety of correct and appropriate language. It is hoped that the students would develop their ideas and imagination in learning argumentative writing by using FRIEDs technique and they will enjoy the process of doing task in making argumentative writing.

### **D. The Hypothesis**

The hypothesis of the study can be stated as follow: “There is a significant effect of using FRIEDs technique on students’ argumentative writing ability at SMA Negeri 7 Padangsidempuan”.

## CHAPTER III

### METHODOLOGY OF THE RESEARCH

#### A. The Research Method

##### 1. Research Design

This research was aimed to find out the effect of using FRIEDs technique in teaching argumentative writing, it is called experimental research. The effect of using FRIEDs technique was proved by comparing data gained from both experimental group and control group. The experimental group was the group that was provided special treatment or taught by using FRIEDs technique, while the control was the group that taught without using FRIEDs technique. The research will designed as follow:

**Table 1**  
**The Design of the Research**

Experimental Group	Pre-test	Teaching argumentative writing by using FRIEDs technique	Post-test
Control Group	Pre-test	Teaching argumentative writing without using FRIEDs technique. (using Conventional Technique )	Post-test

## 2. Place on Schedule of Research

This research has been done at SMA Negeri 7 Padangsidimpuan. And this subject of research was at the Grade XI of students of SMA Negeri 7 Padangsidimpuan 2012 Academic years, this research had been done from July 2011 to April 2012. So, that this research has been done for about nine months.

## 3. The Population and Sample

### a. Population

Population is the number of person or things, which are observed to get data in a research. Best and Khan said that a population is any group of individuals that have one or more characteristics in common that are interest to the research.<sup>1</sup> The population is the second years students of SMA Negeri 7 Padangsidimpuan in 2011/2012 academic year. The population consists of five classes with 136 students.

**Table 2**  
**The Number of Second Year Students**

Class	Total
XI-IA 1	27 Students
XI-IA 2	27 Students
XI-IS 1	28 Students
XI-IS 2	27 Students
XI-IS 3	27 Students

Sources: SMA Negeri 7 Padangsidimpuan on 2011/20012 Academic the Second Years

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<sup>1</sup> Jhon Best. *Research In Education Englewood Cliffs* (New jersey: Prentice Hall, 2002), p.

b. Sample

Sample is small number of person or things which are representative to the character of entire population. According to Best and Khan, sample is a small proportion of a population selected for observation and analysis, by observing the characteristics of the population from which is drawn.<sup>2</sup>

So, the researcher took cluster sampling as sample from the population. Where two classes choosen as sample, the researcher choosen classes XI-IA 1 as experiment or using FRIED technique, and class IX-IA 2 as control class or without using FRIED technique (using conventional technique). It can be seen there in the table as follows:

**Table 3**  
**The Sample of Research**

No	Class Experiment (Using Fried Technique)	Class Control Without using Fried Technique)
1	XI-IA 1 (27 Students)	XI- IA 2 (27 Students)

**B. Procedure of the Research**

In conducting the research, the writer took the follwing step:

1. The research was started on April, the research consist of consultation and observation to eleventh grade of SMA NEGERI 7

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<sup>2</sup> *Ibid*, p. 14

PADANGSIDIMPUAN as object the research, then set the research and prepared test

2. Sample of the research was taken from of population because the number of population was more one hundred.
3. To determine control class and experimental class, the writer gave pre-test to the sample. After getting the result, the writer started the score from very high score to very low score, and grouped them in to the same class of argumentative writing. They are control class and experimental class.
4. The writer used FRIEDs technique in teaching argumentative writing in experimental class, while in the control class their English teacher taught them without FRIEDs technique or conventional technique.
5. After giving the treatment, the writer gave them post-test to measured their ability after getting the treatment. Indicator of answer in post-test same with in the pre-test.
6. To test the hypothesis, the writer analyzed the result of pre-test and post-test with T-tset.
7. From the analyzing of the data the writer take the conclusion.

### **C. The Instrument for Collecting Data**

A research must have an instrument in this research because a good instrument can go guarantee for take the valid data. Suharsimi Arikunto said that Instrument of research is a tool of facility is used by the researcher in collecting

data.<sup>3</sup> So, the process is easier and better with the more careful, complete and systematic.

This research has used written test as the instrument for collecting the data. The students were asked to write a narrative writing based on the topic given the by researcher. The topic is about “unforgettable moment in their life”. It is limited to a short story (at least 150 words). Experimental group and control group are given the same test either in Pre-test or in Post-test. It can be seen from the following table:

**Table 4**  
**Instrumentations**

<b>Class</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	√	√	√
Control Class	√	X	√

In scoring test, the cumulative score ranges from 0-100. To know there is a significant effect of using FRIEDs techniques on students’ narrative ability, so there are five indicators used based on Brown and Bailey,<sup>4</sup> as follow:

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<sup>3</sup> *Ibid*, p. 06

<sup>4</sup> Brown and Bailey. *Language Assessment Principles and Classroom Practice* (America, 2004), p. 244

## 1. Content

The scoring of content depends on the students' capability to write their ideas and information in the form of logical sentences. The criteria of scoring these are, as follow:

**Table 5**

No	Score	Scoring
1	30-27	Excellent to very good Knowledgeable, substantive, relevant to assigned topic
2	26-22	Good to average Some knowledge of subject, mostly relevant to assigned topic, but lacks detail
3	21-17	Fair to poor Limited knowledge of subject, little substance, inadequate development topic.
4	16-13	very poor Does not show knowledge of subject, non substance or not enough to evaluate

## 2. Organization

The organization refers to the students' capability to write their ideas and information such a good logical order to topic and supporting sentences are clearly stated. The criteria of giving the score as the following:



**Table 6**

No	Score	Scoring
1	20-18	Excellent to very good Provide fluent expression, ideas clearly stated, sentences are organized, logical sequence cohesive.
2	17-14	Good to average Somewhat choppy, loosely organized but the main ideas stand out.
3	13-10	Fair to poor Non- influent ideas, confused or disconnected, lack logical sequencing and development.
4	09-07	very poor Does not communicate, no organization or not enough to evaluate.

### 3. Vocabulary

The criteria of scoring vocabulary are given below:

**Table 7**

No	Score	Scoring
1	20-18	Excellent to very good Effective words/ idiom choice and usage, word form mastery, appropriate register.

2	17-14	Good to average Occasional error of word/ idiom form, choice, usage but meaning not obscured
3	13-10	Fair to poor Frequent errors of words idiom form, choice, usage, meaning confused and obscured.
4	09-07	Very poor Little knowledge of English vocabulary, idioms, word form or not enough to evaluate

#### 4. Language Use

Language use refers to competence in writing down the sentence either in simple. Complex or compound sentence correctly or logically. It also refers to the ability if using the arrangement in the sentences and some other words such as: nouns, adjectives and time signals. The criteria for scoring the language use are given below:

**Table 8**

No	Score	Criteria
1	25- 22	Excellent to very good Effective complex construction, few error arrangements, tenses, numbers, word order, articles, pronouns, prepositions.
2	21-18	Good average

		Some ineffective complex construction, frequent errors on the use of sentence elements.
3	17-11	Fair to poor Major problem in simple complex construction, tense, word order/function, articles, preposition, meaning confused and obscured.
4	10-05	Very poor Usually no mastery of sentence construction rules dominated by errors, does not communicate, not enough to evaluate.

#### 5. Mechanic / Punctuation

The score for mechanic depends on the students' competence to write spelling, punctuation, capitalization, paragraphing, and hand writing whether or not can be read. The criteria of scoring the mechanic are given below:

**Table 9**

No	Score	Criteria
1	5	Excellent to very good Demonstrated mastery of punctuation, few errors of capitalization and handwriting.
2	4	Good to average Occasional errors of punctuation, capitalization, writing sentences, but meaning not obscured

3	3	Fair to poor  Frequent errors of punctuation, capitalization, writing sentences, poor hand writing, meaning confused or obscured.
4	2	Very poor  No mastery of convention, dominated by errors spelling punctuation, capitalization, writing sentences, handwriting not enough to evaluate.

Based on the scoring above the researcher can conclude that every indicator can be taken the scoring as below:

**Table 10**

No	Indicators	Scoring
1	Content	30
2	Organization	20
3	Vocabulary	20
4	Language Use	25
5	Mechanic / Punctuation	5
6	Total	100

Based on those indicators, so to write narrative writing is classified in quantitative and qualitative system. The scale can be seen in this table.<sup>5</sup>

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<sup>5</sup>Saifuddin Azwar. *Tes Prestasi Fungsi dan Pengembangan Pengukuran Prestasi Belajar* (Jakarta: Pustaka Pelajar, 1996), p. 140

**Table 11**  
**The Scale of Score**

Qualitative Form	Quantitative
Very good to excellent	90-100
Average to very good	70-89
Poor to very good	30-69
Very poor	0—29

Experiments that apply a treatment can be done by applying a test or measurement in two ways before the treatment, which is a pre-test and after the treatment, which is a post-test, all sections are conducted in six (6) meetings. This allows for identifying change case by the treatment by comparing before and after result from a similar test.

To collect data, fact and the information needed from in this research, the researcher used the test as instruments for collecting data. Test is some of questions or views and other tool is used for measured skills, knowledges, and intelligence ability.<sup>6</sup> The techniques are:

1. Pre-test

The researcher gave the test to students to conducted find out the homogeneity of the sample. Where the researcher asked students to write a argumentative paragraph based on their own experience in class experiment and class control. The researcher gave same topic, is the topic about

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<sup>6</sup> Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2005), p. 156.

“unforgettable moment in mylife” time given is 90 minutes. The function of the pre-test is to find the mean scores of FRIED group and conventional group before the researcher gives treatment.

## 2. Treatment

In this treatment the researcher has two techniques to teaching narrative writing there are FRIED techniques used at class experiment, and without FRIED technique or conventional technique used at class control. The experimental group and the control group are gave some same material, which is consisted of communication aspects. They experimental group is given treatment, it is taught by using FRIED technique and the control group is without using FRIED technique or taught by the conventional technique.

## 3. Post-test.

After giving treatment to class experiment and control, the researcher gave test conducts a post-test which the same test with the pre-test. researcher asked the students to write a argumentative paragraph based on their own experience in class experiment and control, where the writer give the topic same is about “unforgettable moment in my schools” after 90 minutes, writer collected the test, and has been conducted in the previous of the research. This post-test is the final test in the research, especially measuring the treatment, whether is significant or not. After conducting the post-test, the researcher analyzed the data. And the researcher had find out the effect of using FRIED technique in the experimental group.

## D. The Technique for Analyzing Data

A test is used in this research in order to prove the hypothesis that stated “There is a significant effect on using FRIEDs technique in teaching argumentative writing”. The formula of the test is:

$$T\text{-test} = \frac{M_1 - M_2}{\sqrt{\left[ \frac{\sum x_1 + \sum x_2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

T : The value which the statistical significance

M1 : The average score of the experimental class.

M2 : The average score of the control class.

X1<sup>2</sup> : Deviation of the experimental class.

X2<sup>2</sup> : Deviation of the control class.

n1 : Number of experimental.

n 2 : Number of the control <sup>7</sup>

## E. The Validity and Reliability of the Test

### 1. The Validity of the Test

The concept of validity is referred to the text measured. Arikunto says that validity is the extent to which it measured what it is supposed to measure and nothing else. This research used construct validity that is concerned

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<sup>7</sup>Burhan Bungin. *Metodologi Penelitian Kuantitatif* (Jakarta: Pustaka Media, 2005) p. 190.

with the meaning and interpretation of the test scores obtained in term of theoretical construct. It is to measure the writing skills that established by the topic based on the key words which are provided by writer.<sup>8</sup>

## 2. The Reliability of the Test

Reliability is one of the characteristics of the test. Reliability refers to consistency of measurement. It means that if the test is repeated in different occasion and by different people, the outcome should not fluctuate too much. The test in this research used writing test form. The scoring of the writing test involved the subjectivity, thus to find out whether the test reliable or not, the writer uses inter-rater reliability.

Arikunto says that in inter rater reliability, coefficient correlation between the two sets of scores can be obtained by using Pearson Product Formula as Follows:<sup>9</sup>

$$r_{xy} = \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}}$$

in which:

r =The reliability of the test

$\sum X$ = Sum of score X

$\sum Y$ = Sum of score Y

N =The number of students

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<sup>8</sup> Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara, 2006. P. 42

<sup>9</sup> *Ibid.* P. 43



According to Arikunto, the reliability of the test can be categorized as follows:

0,00-0,20= Reliability is very low

0,20-0,40= Reliability is low

0,40-0,60= Reliability is average

0,60-0,80= Reliability is high

0,80-0,1,00= Reliability is very high

## CHAPTER IV

### RESEARCH FINDING

As mentioned in earlier chapter, in order to evaluate the effect of using FRIEDs techniques on writing argumentative students, the writer has calculated the data using Pre- test and post test in experimental and control group. The writer used the formulation of T-test to test the hypothesis. Next, the researcher described the data analysis of the test was obtained before using FRIEDs techniques in experimental group, the data is presented in the below table:

#### A. The Data and Data Analysis

##### 1. Experimental Group

###### a. Pre test

**Table 12**

**The data Score Pre-Test Experimental Group**

<b>Total Score</b>	<b>1480</b>
<b>Mean Score</b>	<b>54.81</b>
<b>Mode Score</b>	<b>53</b>
<b>Median Score</b>	<b>53</b>
<b>Min score</b>	<b>43</b>
<b>Max score</b>	<b>73</b>

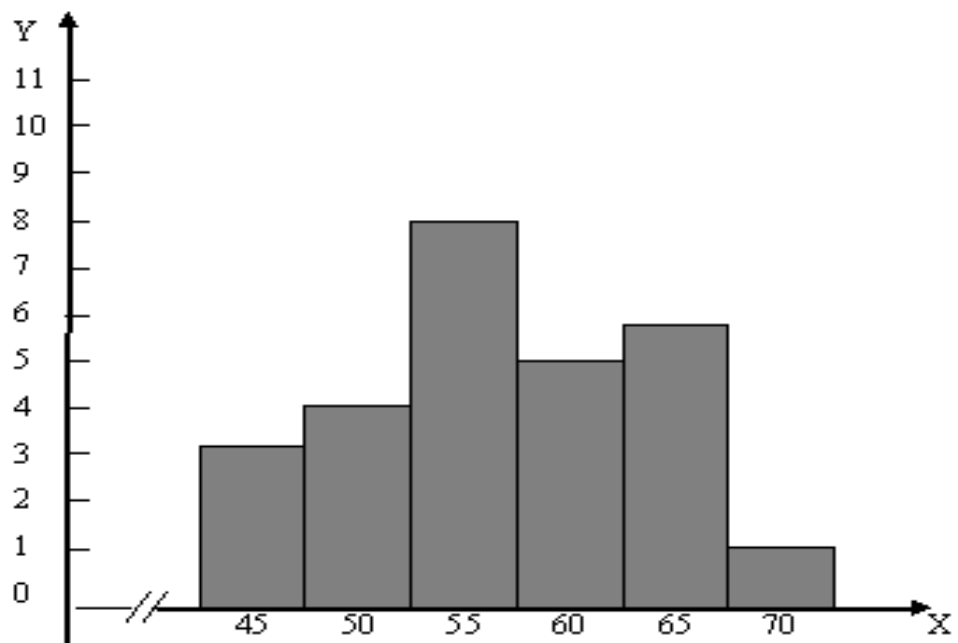
The Students' write argumentative writing before using FRIEDs technique categories low, it can be seen from the score of Pre- test Experimental group by mean score 54.81.

Based on the table above the sum of score pre- test in experimental group was 1480, mean was 54.81, mode was 53, median was 53. The researcher got the highest score was 73, the lowest score is 43 and score interpretation is enough. Next, the calculation of how to get it can be sin in the appendix **H**. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

**Table 13**  
**The Frequency Distribution Of Students' Score**

<b>No</b>	<b>Interval</b>	<b>Median</b>	<b>Frequency</b>	<b>Percentages</b>
1	43-47	45	3	11.11%
2	48-47	50	4	14.81%
3	53-57	55	8	29.62%
4	58-62	60	5	18.51%
5	63-67	65	6	22.22%
6	68-73	70	1	3.70%
	<b>Total</b>		27	100%

Based on the table above, it can be drawn at histogram as below.



Picture 1: Histogram of students' score of Experimental group

b. Post- test

The data analysis of the test was obtained after using FRIEDs technique in Experimental, the data was presented in the below table:

**Table 14**  
**The Data Post- test of Experimental group**

<b>Total</b>	<b>1997</b>
<b>Mean</b>	<b>73.96</b>
<b>Mode</b>	<b>69</b>
<b>Median</b>	<b>70</b>
<b>Min score</b>	<b>64</b>
<b>Max score</b>	<b>93</b>

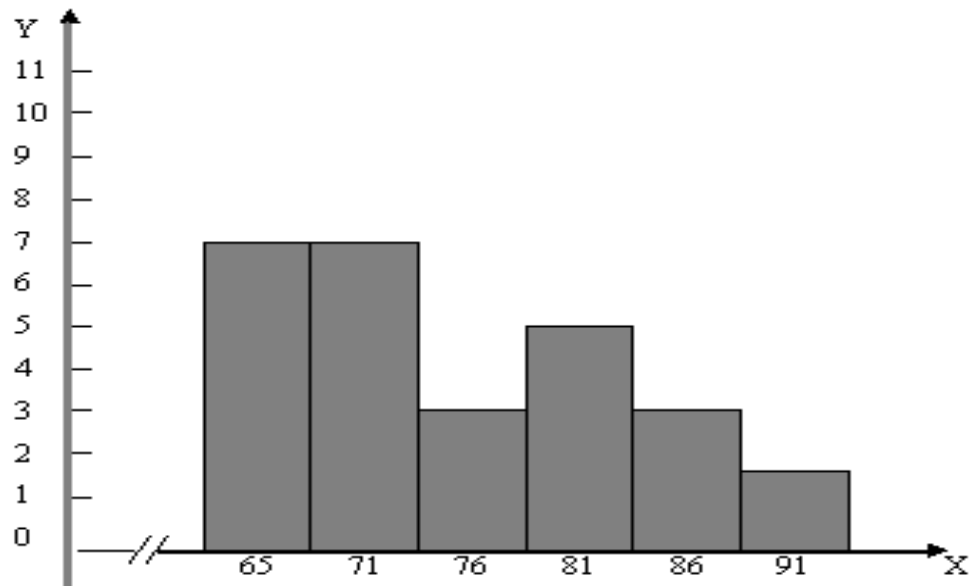
Based on the table above the sum of score post- test in experimental group was 1997, mean was 73.96, mode was 69, median was

70. The researcher got the highest score was 93, the lowest score is 64 and score interpretation is high. Next, the calculation of how to get it can be seen in the appendix I. Then, the computed of the frequency distribution of the student's score of group can be applied in to table frequency distribution as follows:

**Table 15**  
**The Frequency Distribution of Students' Score**

<b>No</b>	<b>Interval</b>	<b>Median</b>	<b>Frequency</b>	<b>Percentages</b>
1	64-68	65	7	25.9%
2	69-73	71	7	25.9%
3	74-78	76	3	11.1%
4	79-83	81	5	18.6%
5	84-88	86	3	11.1%
6	89-93	91	2	7.40%
	<b>Total</b>		27	100%

Based on the table above, it can be drawn at histogram as below.



Picture 2: Histogram of students' score of Experimental group

## 2. Control Group

### a. Pre-test

The data analysis of the test was obtained before using conventional techniques or without FRIEDs technique in control group, the data is presented in the below table:

**Table 16**

**The Data Scores of Pre-test Control Group**

<b>Total Scores</b>	<b>1516</b>
<b>Mean Scores</b>	<b>56.28</b>
<b>Mode Scores</b>	<b>68</b>
<b>Median Scores</b>	<b>55</b>
<b>Min Score</b>	<b>44</b>
<b>Max Score</b>	<b>68</b>

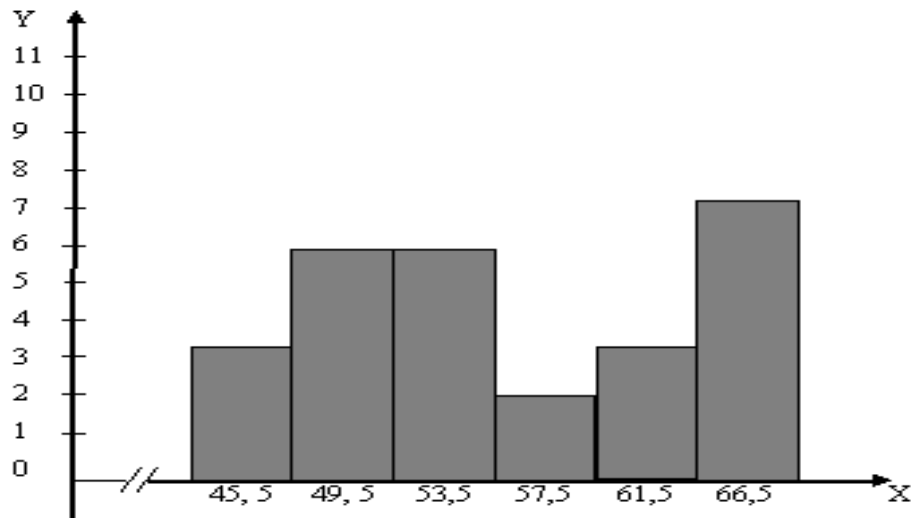
The students' write argumentative writing before using conventional techniques or without FRIEDs technique categorized low, it can be seen from the score of Pre-test, control group mean score 56.28.

Based on the table above the sum of score pre- test in control group was 1516, mean was 56.28 mode was 68, median was 55. The researcher got the highest score was 68, the lowest score is 44 and score interpretation is enough. Next, the calculation of how to get it can be seen in the appendix J. Then, the computed of the frequency distribution of the students' score of group of control can be applied in to table frequency distribution as follows:

**Table 17**  
**The Frequency Distribution of Students' Score**

No	Interval	Median	Frequency	Percentages
1	44-47	45.5	3	11,11%
2	48-51	49.5	6	22,22%
3	52-55	53.5	6	22,22%
4	56-59	57.5	2	7,40%
5	60-63	61.5	3	11,11%
6	64-68	66.5	7	25,92%
	Total		27	100%

Based on the table above, it can be drawn at histogram as below.



Picture 3: Histogram of students' score of control group

b. Post-test

The data analysis of the test was obtained after using conventional or without FRIEDs technique in control group, the data is presented in the below table:

**Table 18**  
**The Data Post-test of Control Group**

<b>Total Scores</b>	<b>1725</b>
<b>Mean Scores</b>	<b>63.88</b>
<b>Mode Scores</b>	<b>65</b>
<b>Median Scores</b>	<b>65</b>
<b>Min Scores</b>	<b>45</b>
<b>Max Scores</b>	<b>75</b>

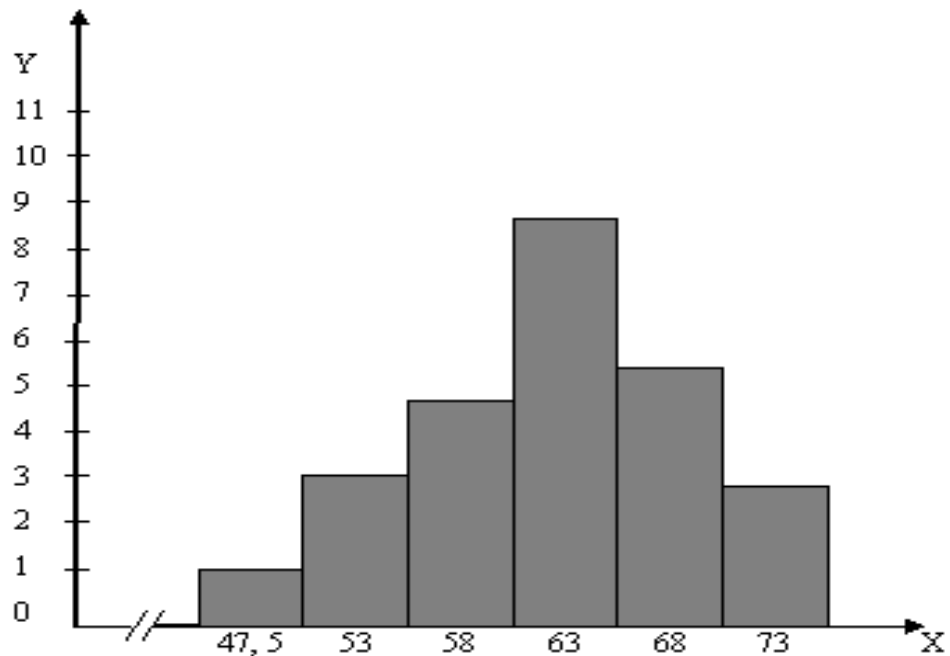


Based on the table above the sum of score post- test in control group was 1725, mean was 63. 88 mode was 65, median was 65. The researcher got the highest score was 75, the lowest score is 45 and score interpretation is enough. Next, the calculation of how to get it can be seen in the appendix **K**. Then, the computed of the frequency distribution of the students' score of group of control can be applied in to table frequency distribution as follows:

**Table 19**  
**The Frequency Distribution of Students' Score**

No	Interval	Median	Frequency	Percentages
1	45-50	47,5	1	3.70%
2	51-55	53	3	11.1%
3	56-60	58	5	18.6%
4	61 - 65	63	9	33.3%
5	66 -70	68	6	22.2%
6	71 -75	73	3	11.1%
	Total		27	100%

Based on the table above, it can be drawn at histogram as below.



Picture 4: Histogram of students' score of control group

From the histogram above, it can be seen that the more score was 63. 88. And the total mean scores Post- test of experimental group is bigger than control group ( $73.96 > 63.88$ ). It can be said that the experimental group is better than control group.

The researcher concluding of result both experimental group and control group by look analysis the data score pre-test and post test, whereas students' argumentative writing after using FRIEDs techniques increased. It means FRIEDs technique is significant on students writing argumentative, and this FRIEDs technique is good to teaching argumentative writing.

### 3. The Hypothesis Testing

The hypothesis of research was “there was a significant effect of FRIEDs technique to students’ writing argumentative”. Next, the calculation of how to get it can be seen in the Appendix L and M. The data will be analyzed to prove hypothesis by using formula of T-test. The steps were as follow:

1. The first steps, to find average scores each group.

a. The average scores of experimental group.

$$\begin{aligned} \text{a) } M_1 &= \frac{X_1^2}{X_1} \\ &= \frac{9595}{487} \\ &= 19,70 \end{aligned}$$

b. The average scores of control group.

$$\begin{aligned} \text{b) } M_2 &= \frac{X_2^2}{X_2} \\ &= \frac{1982}{200} \\ &= 9,91 \end{aligned}$$

2. The second steps, to find deviation scores each group

a. The deviation scores of experimental group

$$\text{a. } \sum x_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n_1}$$

$$\begin{aligned}
&= 9595 - \frac{487^2}{27} \\
&= 9595 - \frac{237169}{27} \\
&= 9595 - 8784,037 \\
&= 810,963
\end{aligned}$$

b. The deviation scores of control group

$$\begin{aligned}
\Sigma_2 &= \Sigma X_2^2 - \frac{(\Sigma x_2)^2}{n^2} \\
&= 1982 - \frac{200^2}{27} \\
&= 1982 - \frac{40000}{27} \\
&= 1982 - 1481,48 \\
&= 500,52
\end{aligned}$$

3. The third steps, to use the formulat of T- test

**Table 20**  
**List of Score**

No	Symbol	Score
1.	M <sub>1</sub>	19,70
2.	M <sub>2</sub>	9,51
3.	$\Sigma x_1^2$	810,963
4.	$\Sigma x_2$	500,52
5.	n <sub>1</sub>	27
6.	n <sub>2</sub>	27

$$\begin{aligned}
Tt &= \frac{M_1 - M_2}{\sqrt{\left[ \frac{\sum x_1 + \sum x_2}{n_1 + n_2 - 2} \right] \left[ \frac{1}{n_1} + \frac{1}{n_2} \right]}} \\
&= \frac{19,70 - 9,91}{\sqrt{\left[ \frac{810,96 + 500,52}{52} \right] \left[ \frac{2}{27} \right]}} \\
&= \frac{9,79}{\sqrt{\left[ \frac{1311,48}{52} \right] \left[ \frac{2}{27} \right]}} \\
&= \frac{9,79}{\sqrt{25,22 \left[ \frac{2}{27} \right]}} \\
&= \frac{9,79}{\sqrt{\frac{50,44}{27}}} \\
&= \frac{9,79}{\sqrt{1,86}} \\
&= \frac{9,79}{1,36} \\
&= 7,19
\end{aligned}$$

d.  $f = (n_1 + n_2 - 2) = 27 + 27 - 2 = 52$  Next, do test missing one

The score of class using FRIEDs techniques is better than without using FRIEDs techniques. The result of using FRIEDs techniques (post-test of

experimental group) is (1997) and the result of the class without using FRIEDs techniques (post-test of control group) is (1725) so  $1997 > 1725$ . The obtained statistical result to is 7.19 and degree of freedom (df) = 52. In testing hypothesis, the basic theory that the researcher used was: the hypothesis is significant if  $t\text{-calculated} > t\text{-critic}$ . Based on the calculation of t-test, where  $t\text{-calculated}$  (7.19) is higher than  $t\text{-table}$  (2.00) at the level of significance of  $P=0,05$ . It means from calculations about, it is concluded that the result of experimental is significant, next FRIEDs techniques has significant effect to improve writing argumentative students at SMA Negeri 7 Padangsidempuan. So, the hypothesis of this study was accepted.

#### 4. Reliability of Writing Test

Before using the test to collect the writer's research data, the writer made a try out of the test. Since scoring the writing test involves subjectivity where the test was scored at by two raters, therefore the inter rater reliability proposed to investigate the reliability of the test. Firstly, the student's writing scores were counted for each component the two sets of scores produced were calculated on adopted to formula.

$$N=27$$

$$\sum x=1697$$

$$\sum y=1970$$

$$\sum xy=113881$$

$$\sum x^2=107940$$

$$\sum y^2 = 119341$$

(See Appendix N)

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \cdot \sum x^2 - (\sum x)^2\} \{N \cdot \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{27(113881) - (1697)(1970)}{\sqrt{\{(27)(107940) - (1697)^2\} \{(27)(119341) - (1970)^2\}}} \\
 &= \frac{3074787 - 2833990}{\sqrt{\{2914380 - 2879809\} \{3222207 - 3880900\}}} \\
 &= \frac{72690}{\sqrt{\{87651\} \{140550\}}} \\
 &= \frac{72690}{3552851394} \\
 &= 0,82
 \end{aligned}$$

From calculation, the coefficient reliability of writing in this research had a very high coefficient correlation.

## 5. Validity of the Test

This research conducted the construct validity in which the writer made a try out to check the clarity of the test and measure the validity of the test. The try out was given to another sample and the same test was scored by two raters. From the calculation, the writers made sure that the students were able to write a text argumentative. Therefore, writing test was valid.

## **B. Discussion**

In this rant, the writer discussed the findings in related theories or findings. Where, Russikoff says “New ways in teaching writing using FRIEDs technique”. It means learning by FRIEDs techniques can help develop their ideas in writing argumentative.

Further Laila Sari’s Thesis entitled “The effect of using FRIEDs technique on students writing ability”. She proved there was effect of using FRIEDs technique on students. So, she also proved with Russikoff’s theory that learning by using FRIEDs technique can help develop their ideas at writing argumentative. And the researcher has found to improve writing ability. In writing argumentative by using FRIEDs techniques, the researcher found the students’ argumentative before learning by using FRIEDs techniques categorized low. It can be seen from the result group both of Pre -test most of students still have means scores 54. 81 and 56. 28. Where, the standardization of English must be 75, next after using FRIEDs techniques, the students’ writing narrative increasing. It can be seen from the total scores of experimental groups, that is 73. 96. Moreover, the last score of the calculation above indicated  $T_{\text{calculated}} > T_{\text{table}}$  ( $7.19 > 2.00$ ) so, the hypothesis was accepted. Finally, there was significant effect between using FRIEDs techniques on students’ writing argumentative.

The researcher has also found the same thing. Thus, it can be stated that FRIEDs techniques can increase the students’ writing argumentative, finally there



was significant effect between using FRIEDs technique on students argumentative writing.

### **C. The Threats of the Research**

The researcher as former in doing the research has many weaknesses. It is caused by many aspects. In this case the writer stated many researchers' limited, they are:

1. As the former, the writer had the lack of knowledge.
2. The processing of data, may be has simple one, so that is why the result is not good as the expert done, and far from being the perfect, because of the limit of the writer.
3. The students needed more time for working pre-test and post-test. And they were shy to do instruction from the researcher
4. The limited of English books in the researcher's campus.
5. The limited of the instrument of research.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

This chapter of the effect of FRIEDs techniques on XI grade Students' writing argumentative, shown the significant effect. Based on the result of data analysis that has describes in the previous chapter, the writer concludes as follow:

The result of the data, the hypothesis in this research is significant it means that, T calculated is the higher than t tabel ( $7.19 > 2.00$ ) so, the hypothesis is accepted the students who were taught by using FRIEDs technique get better score than those who were taught by using without FRIEDs technique.

#### B. Suggestion

Based on the conclusion and implication of thus research that have mentioned above. The writer wants to give some suggestion as follows:

1. For all students are hoped to be more active in next teaching and learning especially in using FRIEDs techniques to build up students' writing argumentative.
2. The English teacher should be able to help students to develop their ideas in writing narrative. It can be done by applying FRIEDs technique that has been proved can help students develop their idea in writing argumentative.
3. To English lecturers at STAIN Padangsidimpuan should active in using English when the learning process.

4. To the chief of the English section at STAIN Padangsidempuan to repair the curriculum of English subject better.
5. Other researchers are suggested to do a further research on how to help students in order to be able to write argumentative writing easily.

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## **CURRICULUM VITAE**

### **A. Bio Data**

**Name** : **ROBIANTI SIR**  
**Sex** : **Female**  
**Place/Date of birth** : **Pangkal Dolok, 21 September 1989**  
**Religion** : **Islam**  
**Marital Status** : **Single**  
**Nationality** : **Indonesia**  
**Blood Group** : **O**  
**Height/Weight** : **153cm/45kg**  
**Address** : **Pangkal Dolok, Padanglawas Utara Regency.**  
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**Telp/Mobile** : **087767063599**

### **B. Parent**

**Father's** : **Guslan Siregar (late)**  
**Mother's** : **Nur Halimah Harahap**

### **C. Educational Background:**

**Primary School at SDN No. 142916 Pangkal Dolok** 1997-2003  
**Junior High School at SMP N 1 Pasarmatanggor** 2003-2005  
**Senior High School at SMA Muhammadiyah 11 P.sidimpuan** 2005-2007  
**S1 Taddris English Programe at STAIN P.sidimpuan** 2007-2012

**APPENDIX A**

Pre Test  
Instrument of Data Collection

Direction :

Write down your name on the top of your paper and write argumentative writing with you chosen one of the some topic below, at least 150 words. Ninety minutes is allocated for this test.

1. Almost women like flowers
2. Work makes me happy
3. Water is important in our life

**APPENDIX B**

Post Test  
Instrument of Data Collection

Direction :

Write down your name on the top of your paper and write argumentative writing with you chosen one of the some topic below, at least 150 words. Ninety minutes is allocated for this test.

1. Almost women like flowers
2. Work makes nick happy
3. Water is important in our life



## APPENDIX C

### Lesson Plan

#### (Experimental Group and Control Group)

<b>School</b>	<b>: SMA N 7 Padangsidempuan</b>
<b>Subject</b>	<b>: Writing</b>
<b>Class/semester</b>	<b>: XI –IA 1 and XI-IA 2 /2</b>
<b>Time</b>	<b>: 1 x 45 minutes</b>

#### I. Standard Competence

Students are able to understand argumentative writing

#### II. Bases Competence

After finishing the lesson, the students are supposed to be able to:

- a. Mention the definition of writing.
- b. Mentions of the kind of writing.
- c. Mentions of the definition of argumentative writing.
- d. Mention the characteristics of argumentative writing.
- e. Find an idea to write argumentative writing.
- f. Make framework of argumentative writing.
- g. Develop the framework of become a argumentative writing.

#### III. Method of Teaching

##### A. Experiment Class:

1. Using FRIEDs techniques.
2. Discussion
3. Motivating
4. Give assignment

##### B. Control Class:

1. Using conventional techniques
2. Discussion
3. Motivating
4. Give assignment test.

**IV. Teaching Material**

- a. English text book
- b. Researcher's handbook
- c. English dictionary

**V. Teaching and Learning activities:****1. Experimental Group****A. Learning preparation:**

1. Greet the students
2. Introducing
3. Motivating

**B. Main activities:**

1. Teacher explains about what is FRIEDs
2. Teacher explain the step to write argumentative writing through FRIEDs Technique
3. Teacher give an example of argumentative writing that use FRIEDs technique.
4. Discussion

**C. Closing**

1. Teacher reviews the explanations before.
2. Post-test.

**2. Control Group****A. learning preparation:**

1. Greet the students
2. Introducing
3. Motivating

**B. Main activities:**

1. Teacher give an idea of argumentative writing as an example.
2. Teacher the example of framework from the idea.
3. Teacher give explanation how to develop the framework.

### C. Closing

1. Teacher reviews the explanations before.
2. Post-test.

**APPENDIX D****The scores of Pre-test Experimental Group**

<b>No</b>	<b>Student's Initial names</b>	<b>Scores Pre-test</b>
1	RP	65
2	SYS	60
3	MD	64
4	Y	53
5	VYD	58
6	AA	53
7	SG	53
8	PN	63
9	J	73
10	S	63
11	SW	63
12	SR	53
13	N	48
14	DM	48
15	AES	53
16	LL	58
17	SU	59
18	TS	48
19	L	53
20	HE	64
21	SAN	43
22	LAH	53
23	M	47
24	DF	43

25	HS	53
26	E	48
27	JS	60
28	<b>Total</b>	<b>1480</b>
29	<b>Mean</b>	<b>54.81</b>
30	<b>Mode</b>	<b>53</b>
31	<b>Median</b>	<b>53</b>
32	<b>Min score</b>	<b>43</b>
33	<b>Max score</b>	<b>73</b>

## APPENDIX E

### Post- test of Experimental group

No	Student's Initial names	Scores Post-test
1	RP	85
2	SYS	85
3	MD	80
4	Y	69
5	VYD	79
6	AA	64
7	SG	65
8	PN	80
9	J	90
10	S	80
11	SW	80
12	SR	69
13	N	69
14	DM	70
15	AES	64
16	LL	69
17	SU	85
18	TS	70
19	L	74
20	HE	74
21	SAN	64
22	LAH	64
23	M	65
24	DF	69
25	HS	67
26	E	74
27	JS	93

28	<b>Total</b>	<b>1997</b>
29	<b>Mean</b>	<b>73.96</b>
30	<b>Mode</b>	<b>69</b>
31	<b>Median</b>	<b>70</b>
32	<b>Min score</b>	<b>64</b>
33	<b>Max score</b>	<b>93</b>

## APPENDIX F

### The scores of Pre-test Control Group

No	Student's Initian names	Scores Pre-test
1	RY	65
2	NH	68
3	AS	58
4	MAS	68
5	NS	55
6	AZH	50
7	LS	50
8	UE	52
9	TA	55
10	TS	68
11	EH	50
12	EZS	60
13	UA	50
14	YFY	45
15	AH	52
16	RH	45
17	STD	62
18	RI	44
19	RN	58
20	GHI	65
21	GRH	55
22	AKH	48
23	FRG	65
24	PDD	60



25	AEL	48
26	IFR	68
27	RBY	52
28	<b>Total</b>	<b>1516</b>
29	<b>Mean</b>	<b>56.28</b>
30	<b>Mode</b>	<b>68</b>
31	<b>Median</b>	<b>55</b>
32	<b>Min score</b>	<b>44</b>
33	<b>Max score</b>	<b>68</b>

## APPENDIX G

### Post-test of Control Group

No	Student's Initial Names	Scores Control group
1	RY	65
2	NH	75
3	AS	70
4	MAS	72
5	NS	65
6	AZH	55
7	LS	56
8	UE	65
9	TA	65
10	TS	78
11	EH	55
12	EZS	65
13	UA	62
14	YFY	45
15	AH	65
16	RH	55
17	STD	70
18	RI	58
19	RN	65
20	GHI	68
21	GRH	65
22	AKH	56
23	FRG	70
24	PDD	70

25	AEL	60
26	IFR	72
27	RBV	58
28	<b>Total</b>	<b>1725</b>
29	<b>Mean</b>	<b>63.88</b>
30	<b>Mode</b>	<b>65</b>
31	<b>Median</b>	<b>65</b>
32	<b>Min score</b>	<b>45</b>
33	<b>Max score</b>	<b>75</b>

**APPENDIX H****The experimental group (Pre- test)**

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

43	43	47
48	48	48
48	53	53
53	53	53
53	53	53
58	58	59
60	60	63
63	63	64
64	65	73

2. High score = 73
3. Low score = 43
4. Range = high score – low score = 73 – 43 = 30
5. The total of classes (BK) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (27)$$

$$= 1 + 3,3 (1,43)$$

$$= 1 + 4,719$$

$$= 5,719 \approx 6$$

6. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{30}{6}$$

$$= 5$$

7. Mean score  $\bar{X} = \frac{\sum f_i X_i}{\sum F_i}$

<b>Interval</b>	<b>Fi</b>	<b>Xi</b>	<b>Fixi</b>
43 - 47	3	45	135
48 - 52	4	50	200
53 - 57	8	55	440
58 - 62	5	60	300
63 - 67	6	65	390
68 - 73	1	70,5	70,5
<b>i = 5</b>	<b>27</b>		<b>1535</b>

$$x = \frac{1535}{27} = 56,85$$

8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\mathbf{b} = 53 - 0,5$$

$$= 52,5$$

$$\mathbf{p} = 5$$

$$\mathbf{n} = 27$$

$$\mathbf{F} = 7$$

$$\mathbf{f} = 8$$

$$\begin{aligned}
&= 52,5 + 5 \left( \frac{\frac{1}{2} 27 - 7}{8} \right) \\
&= 52,5 + 5 \left( \frac{13,5 - 7}{8} \right) \\
&= 52,5 + 5 \left( \frac{6,5}{8} \right) \\
&= 52,5 + 5(0,81) \\
&= 52,5 + 4,05 \\
&= 56,55
\end{aligned}$$

9. Modus = 53

$$10. \text{ Score Interpretation} = \frac{1480}{100 \times 37} \times 100\%$$

$$= \frac{1480}{3700} \times 100\%$$

$$= 54$$

**The Table is Score of Interpretation**

<b>Interval</b>	<b>Interpretation</b>
0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	High
81%-100%	Very high

**APPENDIX I****The experimental group (Post- test)**

6. Maximal and minimum score were gotten by setting the variable score from low score to high score.

64	64	64
64	65	65
67	69	69
69	69	69
70	70	74
74	74	79
80	80	80
80	85	85
85	90	93

7. High score = 93
8. Low score = 64
9. Range = high score – low score = 93 – 64 = 29
10. The total of classes (BK) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (27)$$

$$= 1 + 3,3 (1,43)$$

$$= 1 + 4,719$$

$$= 5,719 \approx 6$$

6. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{29}{6}$$

$$= 4,8 = 5$$

7. Mean score  $\bar{X} = \frac{\sum f_i X_i}{\sum F_i}$

<b>Interval</b>	<b>Fi</b>	<b>Xi</b>	<b>Fixi</b>
64 – 68	7	65	455
69 – 73	7	71	497
74- 78	3	76	228
79- 83	5	81	405
84- 88	3	86	258
89- 93	2	91	182
<b>i = 5</b>	<b>27</b>		<b>2025</b>

$$\bar{X} = \frac{2025}{27} = 75$$

#### 8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\mathbf{b} = 69 - 0,5$$

$$= 68,5$$

$$\mathbf{p} = 5$$

$$\mathbf{n} = 27$$

$$\mathbf{F} = 7$$

$$\mathbf{f} = 7$$

$$\mathbf{Me} = 68,5 + 5 \left( \frac{1/2 \cdot 27 - 7}{7} \right)$$

$$= 68,5 + 5 \left( \frac{13,5 - 7}{7} \right)$$



$$\begin{aligned}
 &= 68,5 + 5 \left( \frac{6,5}{7} \right) \\
 &= 68,5 + 5 (0,92) \\
 &= 68,5 + 5,92 \\
 &= 74,42
 \end{aligned}$$

9. **Modus** = 69

$$10. \text{ Score Interpretation} = \frac{1997}{100 \times 37} \times 100\%$$

$$= \frac{1997}{3700} \times 100\%$$

$$= 73$$

**The table is score of interpretation**

<b>Interval</b>	<b>Interpretation</b>
0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	High
81%-100%	Very high

**APPENDIX J****The control group (Pre- test)**

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

44	45	45
48	48	50
50	50	50
52	52	52
55	55	55
58	58	60
60	62	65
65	65	68
68	68	68

2. High score = 68

3. Low score = 44

4. Range = high score – low score = 68 – 44 = 24

5. The total of classes (BK) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (27)$$

$$= 1 + 3,3 (1,43)$$

$$= 1 + 4,719$$

$$= 5,719 \quad =6$$

6. Interval (i)

$$i = \frac{R}{BK}$$

$$= \frac{24}{6}$$

$$= 4$$

7. Mean scores  $\bar{X} = \frac{\sum fiXi}{\sum Fi}$

<b>Interval</b>	<b>Fi</b>	<b>Xi</b>	<b>Fixi</b>
44 - 47	3	45,5	136,5
48 - 51	6	49,5	297
52 - 55	6	53,5	321
56 - 59	2	57,5	115
60 - 63	3	61,5	184,5
64 - 68	7	66,5	462
<b>i = 4</b>	<b>27</b>		<b>1516</b>

$$= \frac{1516}{27}$$

$$= 56,14$$

### 8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$b = 64 - 05 = 63,5$$

$$p = 4$$

$$h = 27$$

$$F = 20$$

$$F = 7$$

$$Me = 63,5 + 4 \left( \frac{\frac{1}{2}27 - 20}{7} \right)$$

$$\begin{aligned}
 &= 63,5 = 4\left(\frac{13,5 - 201}{7}\right) \\
 &= 63,5 + 4\left(\frac{-6,51}{7}\right) \\
 &= 63,5 + 4(-0,92) \\
 &= 63,5 + 4(-3,68) \\
 &= 59,82
 \end{aligned}$$

9. **Modus** = 50

$$10. \text{ Score Interpretation} = \frac{1516}{100 \times 37} \times 100\%$$

$$= \frac{1516}{3700} \times 100\%$$

$$= 56$$

**The table is score of interpretation**

<b>Interval</b>	<b>Interpretation</b>
0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	High
81%-100%	Very high

**APPENDIX K****The control group (Post- test)**

1. Maximal and minimum score were gotten by setting the variable score from low score to high score.

45	55	55
55	56	56
58	58	60
62	65	65
65	65	65
65	65	65
68	70	70
70	70	72
72	75	75

2. High score = 78

3. Low score = 45

4. Range = high score – low score = 78–45 = 33

5. The total of classes (BK) =  $1 + 3,3 \log n$

$$= 1 + 3,3 \log (27)$$

$$= 1 + 3,3 (1,43)$$

$$= 1 + 4,719$$

$$= 5,719 \quad =6$$

6. Interval (i)

$$\mathbf{i} = \frac{R}{BK}$$

$$= \frac{33}{6}$$

$$= 5,5 = 6$$

7. Mean scores  $\bar{X} = \frac{\sum f_i X_i}{\sum F_i}$

<b>Interval</b>	<b>F<sub>i</sub></b>	<b>X<sub>i</sub></b>	<b>Fix<sub>i</sub></b>
45– 50	1	47,5	47,5
51 – 55	3	53	159
56 – 60	5	58	290
61 – 65	9	63	567
66 - 70	6	68	408
71 - 75	3	73	219
<b>i = 6</b>	<b>27</b>		<b>1726,5</b>

$$\bar{X} = \frac{1690,5}{27} = 62,61$$

### 8. Median

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$$\mathbf{b} = 61 - 0,5$$

$$= 60,5$$

$$\mathbf{p} = 5$$

$$\mathbf{n} = 27$$

$$\mathbf{F} = 9$$

$$\mathbf{f} = 9$$

$$\begin{aligned}
 \mathbf{Me} &= 60,5 + 6 \left( \frac{1/2.27 - 9}{9} \right) \\
 &= 60,5 + 6 \left( \frac{13,5 - 9}{9} \right) \\
 &= 60,5 + 6 \left( \frac{4,5}{9} \right) \\
 &= 60,5 + 6 (0,5) \\
 &= 60,5 + 3 \\
 &= 63,5
 \end{aligned}$$

9. **Modus** = 63

$$10. \text{ Score Interpretation} = \frac{1725}{100 \times 37} \times 100\%$$

$$= \frac{1725}{3700} \times 100\%$$

$$= 60$$

**The table is score of interpretation**

<b>Interval</b>	<b>Interpretation</b>
0%-20%	Very low
21%-40%	Low
41%-60%	Enough
61%-80%	High
81%-100%	Very high

## APPENDIX L

Table

The Score pre-test and post- test of Experimental Group

Number of student ( n )	Pre- test	Post- test	$X_1$	$X_2^2$
(1)	(2)	(3)	(4)	(5)
1	65	85	20	400
2	60	85	25	625
3	64	80	16	256
4	53	69	16	256
5	58	79	21	441
6	53	64	11	121
7	53	65	12	144
8	63	80	17	289
9	73	90	17	289
10	63	80	17	289
11	63	80	17	289
12	53	69	16	256
13	48	69	21	441
14	48	70	22	484
15	53	64	11	121
16	58	69	11	121
17	59	85	26	676



18	48	70	22	484
19	53	74	21	441
20	64	74	10	100
21	43	64	21	441
22	53	64	11	121
23	47	65	18	324
24	43	69	15	225
25	53	67	14	196
26	48	74	26	676
27	60	93	33	1089
<b>Total</b>	<b>1480</b>	<b>1997</b>	<b>487</b>	<b>9595</b>

## APPENDIX M

Table

The Score of Pre- test and Post- test Control Group

Number of student ( n )	Score Pre- test	Score Post- test	$X_2$	$X_2^2$
1	65	65	0	0
2	68	75	7	49
3	58	70	12	144
4	68	72	4	16
5	55	65	10	100
6	50	55	5	25
7	50	56	6	36
8	52	65	13	169
9	55	65	10	100
10	68	75	7	49
11	50	55	5	25
12	60	65	5	25
13	50	62	12	144
14	45	45	0	0
15	52	65	13	169
16	45	55	10	100
17	62	70	12	144

18	44	58	14	196
19	58	65	7	49
20	65	68	3	9
21	55	65	10	100
22	48	56	8	64
23	65	70	5	25
24	60	70	10	100
25	48	60	12	144
26	68	72	4	16
27	52	58	6	36
<b>Total</b>			<b>200</b>	<b>1982</b>

### APPENDIX O : The Table Of Distribution

Nilai persentil  
 Untuk distribusi t  
 NU= df  
 (bilangan dalam Badan Daftar Menyatakan t)

Df	Taraf Signifikansi untuk uji satu –ekor					
	.10	.05	.025	.01	.005	.0005
	Taraf Signifikansi untuk uji dua –ekor					
	.20	.10	.05	.02	.01	.001
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.859	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.345	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.888
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674

29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
60	1.296	1.671	2.000	2.390	2.660	3.460
120	1.289	1.658	1.980	2.358	2.617	3.373
oc	1.282	1.645	1.960	2.326	2.576	3.291

Sumber: Statistical Tables for Biological, Agricultural, and Medical Research, Fisher.  
R.A dan Yates, F. Table 111, Oliver and Boyd Ltd. Edinburgh.

**APPENDIX N****The result scores corrected by two corrector**

No	Corrector I(x)	Corrector II(y)	Square		Cross product (xy)
			x <sup>2</sup>	y <sup>2</sup>	
1	63	65	3969	4225	4095
2	67	68	4489	4624	4556
3	62	68	3844	4624	4216
4	55	60	3025	3600	3300
5	70	74	4900	5476	5180
6	68	70	4624	4900	4760
7	52	58	2704	3364	3016
8	70	75	4900	5625	5250
9	55	57	3025	3249	3135
10	54	59	2916	3481	3186
11	55	60	3025	3600	3300
12	60	68	3600	4624	4080
13	73	75	5329	5625	5475
14	60	62	3600	3844	3720
15	67	69	4489	4761	4623
16	70	75	4900	5625	5250
17	57	60	3240	3600	3720
18	64	67	4096	4489	4288
19	61	63	3721	3969	3782
20	67	69	4489	4761	4623
21	74	76	5476	5776	5624
22	60	62	3600	3844	3720
23	55	60	3025	3600	3300
24	65	68	4225	4624	4420
25	70	73	4900	5329	5110
26	50	55	2500	3025	2750
27	73	74	5329	5476	5402
	$\Sigma x=1697$	$\Sigma y=1970$	$\Sigma x^2=107940$	$\Sigma y^2=119341$	$\Sigma xy=113881$



**KEMENTERIAN AGAMA  
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Padangsidimpuan, 12 mei 2010

Lamp : -----

Kepada:

Hal : Pembimbing Skripsi

Yth. 1. Drs. Abdul Sattar Daulay, M.Ag.

2. Eka Sustri Harida, M. Pd

Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat. Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : ROBIANTI SIR / 07 340 0064

Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-2

Judul Skripsi : **THE EFFECT OF USING FRIEDS TECHNIQUE ON STUDENTS' ARGUMENTATIVE WRITING ABILITY AT XI GRADE SMA NEGERI 7 PADANGSIDIMPUAN**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapa/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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---

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Nomor : Sti. 14/USB/P 22/2010

Padangsidimpuan, 12 mei 2010

Lamp : -----

Kepada:

Hal : Pembimbing Skripsi

Yth. 1. Drs. Abdul Sattar Daulay, M.Ag.  
2. Eka Sustris Harida, M.Pd  
Di-

Padangsidimpuan

Assalamu'alaikum Wr. Wb

Dengan hormat. Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil sidang Tim Pengkajian Kelayakan Judul Skripsi, telah ditetapkan judul skripsi Mahasiswa tersebut di bawah ini sebagai berikut:

Nama/NIM : ROBIANTI SIR / 07 340 0064

Jurusan/Prog. Studi : Tarbiyah/ Tadris B. Inggris-2

Judul Skripsi : **THE EFFECT OF USING FRIED'S TECHNIQUE ON STUDENTS' NARRATIVE WRITING ABILITY AT XI GRADE OF SMA N 7 PADANGSIDIMPUAN.**

Seiring dengan hal tersebut, kami mengharapkan kesediaan Bapak/Ibu menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa di maksud.

Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapa/Ibu, kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb

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PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDIA/TIDAK BERSEDIA~~  
PEMBIMBING I

*[Signature]*

~~BERSEDIA/TIDAK BERSEDIA~~  
PEMBIMBING II

*[Signature]*

19/10-2011





PEMERINTAH KOTA PADANGSIDIMPUAN  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS  
**SMA NEGERI 7 PADANGSIDIMPUAN**

Jl. Jend. A. H. Nasution No. Kec. Padangsidimpuan Batunadua Telp. ( 0634 ) 700654

**SURAT KETERANGAN**

Nomor: 071/08 / SMA.07/2012

Yang bertanda tangan dibawah ini kepala SMA Negeri 7 Padangsidimpuan Kota Padangsidimpuan Provinsi Sumatera Utara menerangkan bahwa:

Nama : **Robianti Sir**  
NPM : 07.340 0064  
Jurusan : Tarbiyah  
Program Studi : TBI  
Alamat : Jl.Situmba 1 Sihitang Padangsidimpuan

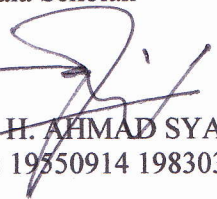
Benar telah melakukan penelitian di SMA Negeri 7 Padangsidimpuan dalam rangka penyelesaian skripsi dengan judul penelitian:

**“The Effect Of Using FRIEDs Technique On Students’ Narrative Writing Ablity At Grade Of SMA N 7 Padangsidimpuan”**

Demikian surat keterangan ini kami perbuat untuk dapat dipergunakan seperlunya.



Padangsidimpuan, 01 Maret 2012  
Kepala Sekolah

  
Drs. H. AHMAD SYAUKANI  
Nip: 19550914 198303 1 002



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
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Alamat : Jl.Imam Bonjol Km 4,5 Sihitang Telp (0634) 22080 Padangsidimpuan 22733  
*website: <http://stainpsp.ac.id>*

Padangsidimpuan, 25 Januari 2012

Nomor : Sti.14/B.2/PP.00.9/134 /2012

Lamp. : -

Hal : **Mohon Bantuan Informasi  
Penyelesaian Skripsi.**

Kepada Yth,  
Kepala SMA Negeri 7  
Padangsidimpuan  
di-

Tempat.

Assalamu'alaikum Wr.Wb.

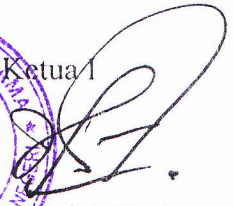
Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN)  
Padangsidimpuan menerangkan bahwa :

Nama : Robianti Sir  
Nomor induk mahasiswa : 07. 340 0064  
Jurusan/prog.Studi : Tarbiyah/TBI  
Alamat : Jl. Situmba 1 Sihitang  
Padangsidimpuan

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi  
dengan Judul “ **The Effect Of Using FRIEDs Technique On Students’ Narrative  
Writing Ability At XI Grade Of SMA N 7 Padangsidimpuan** “.

Sehubungan dengan itu, dimohon bantuan Bapak untuk memberikan data dan  
informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

a.n. Ketua  
Pembantu Ketua 1  
  
Drs. H. Irwan Saleh Dalimunthe, MA  
NIP. 19610615 199103 1 004

