

**THE EFFECT OF USING THE SHADOWING TECHNIQUE THROUGH  
FROZEN MOVIE ON STUDENTS' SPEAKING PERFORMANCE**

**SKRIPSI**

*Submitted in Partial Fulfillment of the Requirement  
For The Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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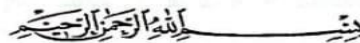
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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## ABSTRACT

**Khairunnisakh. 2202050020. The Effect of Using the Shadowing Technique Through Frozen Movie on Students' Speaking Performance. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.**

This study aims to analyse the impact of applying the shadowing technique using the movie Frozen on the speaking skills of students at MAN 1 Medan. The method chosen for this study is quantitative with a quasi-experimental design. The study population consists of 20 classes of 11th-grade students, with two classes selected as the sample, comprising 60 students. The sample was divided into two groups: the experimental class and the control class. The experimental class received instruction using the shadowing technique derived from the film Frozen, while the control class was taught using traditional teaching methods. The instruments used in this study included speaking tests comprising pre-tests and post-tests, which assessed pronunciation, fluency, and intonation. The data obtained were then analyzed using SPSS. A normality test indicated that the data were not normally distributed; therefore, the Mann-Whitney U test was used to test the hypotheses. The results showed an increase in the average score of the experimental class from 6.83 on the pre-test to 8.75 on the post-test, while the control class showed an increase from 6.38 to 7.13. The results of the Mann-Whitney U test showed a significance value of 0.000, which is less than 0.05. Based on the results obtained, it can be concluded that the shadowing technique using the movie Frozen has a significant effect on students' speaking skills.

**Keywords:** *Shadowing Technique, Movie, Speaking Performance, Frozen*

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Medan, 10 April 2026

Khairunnisakh

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# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of The Study**

English has become one of the most important languages and is now one of the main languages people use around the world. The role of English as a global language has profoundly influenced people to master English as a world-wide language in the future. English helps people from different cultural and linguistic backgrounds interact and collaborate at an international level (Ahmed, 2024). Therefore, English is taught as a foreign language or second language in various countries, including Indonesia, where English is considered as an important subject in the education curriculum from elementary to higher education levels.

Among the four language skills, which are listening, speaking, reading, and writing, speaking is one of the most important skills and must be developed continuously (Leong & Ahmadi, 2017). Speaking performance are essential for communication in various contexts, such as social, academic, and professional environments (Arputhamalar, 2022). However, Many EFL (English as a Foreign Language) learners, especially in Indonesia, find themselves in while trouble speaking and pronouncing words correctly. These problems can make them less confident and lower their ability to talk clearly in everyday situations (Sari & Jaya, 2018).

The same challenges were also found among students at MAN 1 Medan, where this research will be conducted. Based on a casual conversation with an English teacher at MAN 1 Medan, students' pronunciation skills are generally

considered to be quite good. however, their fluency in speaking still needs improvement. The teacher said that most students appear to lack confidence when speaking English, which affects their fluency and confidence when participating in speaking activities in class. As a result, students tend to give short or incomplete answers, indicating that they are not yet able to speak fluently and effectively in oral communication. The phenomenon above is also supported by (Sembiring et al., 2025), who report that students commonly face problems such as limited vocabulary, pronunciation difficulties, afraid of making mistakes, and nervousness when talking to others.

Although teachers at MAN 1 Medan have used several methods such as reading aloud, exercises, and role-playing, these approaches do not always provide examples of correct language usage or allow students to practice speaking continuously. Consequently, Students still lack exposure to natural English, especially in terms of pronunciation, intonation, and rhythm commonly used by native speakers. Therefore, other methods are needed that can provide more authentic language examples and encourage students to practice speaking repeatedly.

One Method that has become more popular in language learning is the shadowing Technique. According to Ulfa and Fatimah (2019, p. 228), as cited in (Gumelar & Munawaroh, 2023a) stated that Shadowing is a technique where students listen to or watch an audio or video and then repeat what they hear or see, with a short delay, so they can copy the speaker closely. This method was created to help with listening and speaking abilities. Shadowing is not just repeating

sounds without understanding. It's about saying what you hear right away. Shadowing means speaking what you hear without having known it beforehand. Shadowing is about trying to make clear and correct speech sounds (Sugiarto et al., 2020, p. 116, as cited in Gumelar, Munawaroh, et al., 2023). In English as a foreign language classes, movies are often used as a tool to help students practice speaking. Using movies for shadowing activities can really help students improve their speaking performance more than traditional teaching methods. This shows that movies are a great source of language input that is meaningful and helpful for learning English (Jin, 2023).

Of the various learning media available, the movie *Frozen* is considered excellent because the dialogue features clear pronunciation, including natural intonation, speed, and tone of voice. This makes it easier for students to imitate the way native speakers talk (Giawa et al., 2021). Learning with *Frozen*, especially with the way the voices change and the subtitles, helps students correct their pronunciation mistakes, improve their speaking performance, and build their confidence in speaking English. The film also keeps students interested, making pronunciation practice more fun and effective than traditional learning methods (Rahma & Mubarok, 2021).

However, although films and shadowing techniques are widely recognized as effective for improving speaking performance, there has not been much research combining the two methods using a single animated film such as *Frozen*, especially in the context of foreign language learning in Indonesia. Previous studies have typically only used films to improve vocabulary or pronunciation

separately. For example, there is research showing that Frozen can improve students' vocabulary when used as teaching material, and has been proven effective in improving pronunciation accuracy, confidence, and motivation, especially when enriched with voice-over and subtitling activities.

However, very few studies have specifically examined the effect of using the shadowing technique through the movie Frozen on improving overall speaking performance, such as pronunciation, fluency, intonation, and confidence. The majority of existing studies focus more on separate aspects, such as vocabulary or pronunciation improvement alone, without evaluating how shadowing using animated films as a whole can affect overall speaking performance in a structured learning environment.

Therefore, this study makes a new contribution by combining the shadowing technique using the animated film Frozen and exploring its impact on students' speaking performance more comprehensively. This approach not only provides examples of language in real life, but also helps students practice speaking repeatedly and regularly, thus providing a learning experience that is more similar to how people interact in everyday life. Thus, this study is expected to address the shortcomings of previous studies and provide concrete evidence of the effect of shadowing techniques through Frozen movie-based learning in teaching English as a Foreign Language (EFL) in Indonesia.

## **1.2 The Identification of The Problems**

Based on the research background, the problems found are:

1. Many students at MAN 1 Medan have poor speaking performance, especially in terms of pronunciation, fluency, and intonation.
2. The learning methods currently used do not provide real language experience or continuous speaking practice, making it difficult to improve their speaking performance.
3. Students need more engaging learning methods that allow them to practice repeatedly with real-life language examples, such as the shadowing technique using the movie Frozen.

## **1.3 Scope and Limitation**

This study focuses on the application of shadowing techniques through the movie Frozen to improve the speaking performance of students at MAN 1 Medan by involving two classes, namely the experimental class and the control class, using a pre-test and post-test design. The limitations of this study are that it was only conducted in one school and the treatment duration was relatively short, so the results cannot represent the conditions of students in a broader educational context or over a longer learning duration.

## **1.4 Formulation of The Problems**

1. How did the use of shadowing techniques through the movie Frozen improve the speaking performance of students at MAN 1 Medan in the terms of Pronunciation, Fluency and intonation?

### **1.5 The Objectives of The Study**

The objective of this study is:

1. To determine the effect of using the shadowing technique through the movie Frozen on the speaking performance of students at MAN 1 Medan in the terms of pronunciation, fluency and intonation.

### **1.6 Significance of The Study**

#### **1. Theoretically:**

This research is expected to strengthen the theoretical basis of film-based shadowing as an effective technique for improving speaking performance in English as a Foreign Language (EFL) learning.

#### **2. Practically:**

- a. For English teachers: To provide alternative speaking teaching techniques that can create a more engaging and effective learning experience.
- b. For students: To improve speaking performance. Especially pronunciation, fluency, and intonation through exposure to authentic language and repeated practice.
- c. For researchers: To serve as a reference for research related to shadowing, film-based learning, and speaking performance improvement in the context of English as a Foreign Language (EFL).

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **2.1 Theoretical Framework**

##### **2.1.1 Speaking Performance**

Speaking Performance is an observable or measurable action, which is done to convey messages effectively to listeners. Speaking Performance in public is done by following certain rules and ensuring that the message conveyed is clearly understood by the listeners. Forms of speaking performance include speeches, debates, presentations, dialogues, or monologues. Thus, Speaking Performance can be considered a form of exercise that helps students demonstrate their ability to speak in front of a large audience (Irawan et al., 2022). Speaking Performance involves an interactive process in which students create, receive, and process information while communicating and developing meaning (Brown, 1994). In line with this view, Brown (2006) states that Speaking performance is not only about how fluently someone speaks, but also includes several important aspects such as pronunciation, fluency, intonation.

According to Sembiring et al. (2025), students often face various problems such as limited vocabulary, difficulty in pronunciation, fear of making mistakes, and nervousness when talking to other people. These problems are also often experienced by many EFL (English as a foreign language) learners in Indonesia, who have difficulty speaking and pronouncing words correctly. This can lower students' confidence and affect their ability to communicate clearly in everyday situations (Sari & Jaya, 2018). Therefore, a learning method is needed that can

provide authentic language information while encouraging students to be more active in using the language orally.

### **2.1.2 Shadowing Technique**

Shadowing is a learning method in which students listen to people speaking in their native language, then immediately repeat what they hear, imitating their pronunciation, tone, and speed of speech (Murphey, 2001). Shadowing is an effective, accessible, and scientifically supported technique for improving English speaking performance and fluency. This method involves students in real-time speaking practice, helping them memorize the sounds, rhythms, and patterns of English (kizi, 2025).

### **2.1.3 Movie as Learning Media**

Movies are a great learning tool for teaching English because they provide both visual and audio input, as well as exposure to different accents (Goctu, 2017). Movies attract students' attention and provide examples of more natural language use than those found in textbooks. Movies also provide visual images that help students understand the subject matter and improve their learning skills. Nowadays, teaching English is more difficult than in the past. To help students improve their language skills, teachers must use teaching materials that are of high quality, interesting, and in line with the times, as well as being a means of ensuring that students learn well. Many studies discuss the use of videos in developing specific language skills, especially the ability to understand various forms of speech (Gruba, 2006 ; Suvorov, 2008).

#### **2.1.4 Second Language Acquisition (SLA)**

Second language acquisition (SLA) is the process by which a person learns a second language or foreign language through meaningful exposure and understanding of the language being learned. According to Krashen, (1984), language learning occurs when learners receive comprehensible input, i.e., input that is already understandable but slightly above their current ability. In this view, speaking ability develops naturally as a result of continuous exposure to meaningful language, rather than through direct teaching of grammatical structures.

In the context of this study, the use of the shadowing technique through the movie *Frozen* is in line with Krashen's SLA theory. The movie *Frozen* provides authentic and easily understandable input, supported by visual contexts that aid language comprehension. On the other hand, the shadowing technique encourages students to immediately repeat what they hear, allowing them to process the input more deeply and enrich their pronunciation, intonation, and rhythm. Additionally, Krashen's affective filter hypothesis states that low anxiety levels facilitate language acquisition. The enjoyable and familiar nature of the movie *Frozen* helps reduce learners' fear and anxiety when making mistakes, thereby encouraging a decrease in the affective filter and improving learners' speaking performance.

Therefore, using the shadowing technique through the movie *Frozen* is expected to significantly improve students' speaking performance, especially in terms of pronunciation, fluency, and intonation. This theoretical basis helps to use

experimental designs to evaluate how effective the shadowing technique is compared to commonly used teaching methods.

## **2.2 Review of Previous Studies**

Reviewing previous studies is important so that we know where this study stands in the world of science. By analyzing previous studies, researchers can identify common topics, methods used, and find unanswered questions. This serves as the basis for distinguishing this study from others. The following are some related studies that form the basis for this research:

- a. Yulistia & Gumelar (2025) conducted a quasi-experimental study to examine the impact of shadowing techniques on the speaking skills of 11th grade students at SMAN 1 Cihara. This study divided the students into two groups, namely the experimental group and the control group. Both groups took oral speaking skills tests before and after the application of shadowing techniques. The results showed that the experimental group obtained a higher average score after the test, namely 69.22, compared to the control group, which only scored 67.97. The paired t-test showed a significant increase with a significance value of 0.000, which is less than 0.05. This indicates that the shadowing technique significantly improves students' speaking skills, especially in terms of pronunciation, fluency, and confidence. However, this study did not use audio-visual media such as films, thus opening up new research opportunities addressed in this study by combining the shadowing technique with film media to improve students' speaking skills.

- b. Sari & Jaya (2025) conducted research on the effectiveness of the shadowing technique in improving the speaking performance and pronunciation accuracy of 11th grade EFL students in Palembang. This study used a pre-experimental design with one group, which involved pre-tests and post-tests. There were 32 students involved in this study, and they were given speaking tests before and after applying the shadowing technique. The results showed a significant improvement in students' speaking performance, as seen from the increase in the average score from 5.06 on the pre-test to 8.81 on the post-test, with a significance value of 0.000, which is less than 0.05. This study proves that the shadowing technique is effective in improving students' speaking performance, especially in terms of fluency and pronunciation accuracy, as students become more familiar with the speech patterns of native speakers through repeated repetition. However, this study only used audio material without combining audio-visual media, so there are still gaps that can be filled by further research. In this study, the shadowing technique was applied through film-based learning to improve more contextual and communicative speaking practices.
- c. (Gumelar & Munawaroh, 2023b) conducted a quasi-experimental study to examine the impact of shadowing techniques on the speaking performance of 11th grade students at SMAN 10 Pandeglang. This study involved 60 students who were divided into two groups, namely the experimental group and the control group. Both groups underwent oral speaking

assessments before and after the study, and the results were analyzed using SPSS 22. The findings showed that the experimental group experienced a significant improvement, with the average score rising from 52.33 in the pre-test to 75.33 in the post-test, which was higher than the average score of the control group, which was only 71.17. The paired sample t-test showed a significance value of 0.000, which is less than 0.05, indicating that the shadowing technique had a statistically significant impact on students' speaking performance. These results indicate that the shadowing technique is effective in improving students' speaking performance. However, this study did not use audio-visual media such as films, so there are still research gaps that can be addressed by combining the shadowing technique with film-based learning to make speaking practice more contextual and varied.

- d. Surayya et al. (2024) conducted a quasi-experimental study to examine the impact of shadowing techniques combined with VOA Learning English materials on the speaking performance of undergraduate students at Hamzanwadi University. This study divided participants into two groups, namely the experimental group and the control group. Both groups were given speaking tests before and after the intervention, and the results were assessed based on several aspects such as pronunciation, fluency, intonation. The results showed that the experimental group experienced a significant improvement, from an average score of 62.40 on the initial test to 71.70 on the final test, while the control group experienced only a small

improvement. These findings indicate that the use of shadowing techniques with authentic audio-visual media such as VOA can improve students' speaking performance, especially in terms of pronunciation and fluency. However, this study only focused on university students and VOA media, so there is still room for further research applying shadowing techniques through film-based media at different levels of education.

- e. Rosyidi et al. (2022) conducted a quasi-experimental study to examine the effect of shadowing techniques on the speaking performance of students at the Nusantara Global Education Institute. This study involved 78 third-semester students who were divided into two groups, namely the experimental group and the control group. Both groups underwent speaking tests before and after the intervention, and the results were analyzed using the SPSS program. The results showed that the experimental group experienced a greater improvement in speaking performance than the control group. The average score of the experimental group increased from 69.53 to 77.26, while the control group only increased from 68.97 to 74.24. The hypothesis test showed a significance value of 0.000, which is less than 0.05, meaning that the shadowing technique had a statistically significant effect on students' speaking performance. These results indicate that the shadowing technique is effective in improving speaking performance, particularly in terms of pronunciation and fluency. However, this study only focused on university

students, so there is still room for further research at the high school level using film-based media.

Based on a review of previous studies, it can be concluded that the shadowing technique has been proven effective in improving students' speaking performance, especially in terms of pronunciation, fluency, and intonation. However, most previous studies used audio-based materials or focused on higher education, with limited integration of audio-visual media, such as films, especially at the high school level. Although there is one study that uses authentic media, it relies more on a learning platform than a film-based method. Thus, there is still a gap in research on the effectiveness of using the shadowing technique through film media, particularly the film *Frozen*, to improve students' speaking performance in a more contextual, engaging, and authentic learning environment. Therefore, This study aims to fill this gap by exploring the effect of using the shadowing technique through the *frozen* movie on students' speaking Performance, thereby providing pedagogical insights and empirical evidence for English language learning research

### **2.3 Conceptual framework**

This study aims to examine the effect of using the shadowing technique through the movie *Frozen* on students' speaking performance. The theoretical framework used is based on the belief that good speaking performance can be developed through learning methods that provide authentic language material and encourage students to actively speak words.

In this study, the independent variable is the use of the shadowing technique through the movie *Frozen*, while the dependent variable is students' speaking performance. The shadowing technique requires students to listen to the dialogue from the movie and then immediately repeat it. This method helps improve pronunciation, fluency, and intonation through continuous listening and practice. The movie *Frozen* is used as an authentic and engaging learning tool. This movie provides easy-to-understand language information, supported by images that make the material easier to comprehend. The students' speaking performance in this study were assessed from several aspects, namely pronunciation, fluency, intonation.

This research framework also relies on the belief that the use of the shadowing technique and film-based learning creates a more relaxed learning atmosphere, providing opportunities for interaction and effective speaking practice. This is expected to significantly improve students' speaking performance.

#### **2.4 Research Hypotheses**

This study proposes the following hypotheses to examine the effect of the shadowing technique through *Frozen* movie on students' speaking performance.

##### **Alternative Hypothesis**

H<sub>1</sub>: There is a significant effect of using the shadowing technique through *Frozen* movie on students' speaking performance.

**Null Hypothesis**

H<sub>0</sub>: There is no significant effect of using the shadowing technique through *Frozen* movie on students' speaking performance.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **3.1 Research Design**

This study used quantitative method to examine the effect of shadowing techniques through the movie Frozen on students' speaking performance. The quantitative method was chosen because the researcher wanted to test hypotheses, examine the relationship between variables, and analyze numerical data with the help of statistics. Creswell & Creswell (2020) states that quantitative methods emphasize objective measurement and numerical data analysis to test a particular theory or explanation. In line with this, this study focuses on measuring students' speaking ability scores before and after the treatment.

The research design will be used quasi-experimental. According to Sugiyono (2023), quasi-experimental research is used when researchers cannot control all variables or randomly assign subjects to experimental and control groups. With this design, researchers can observe changes in the dependent variable after the treatment is administered.

In this design, there were two groups of students, namely the experimental group and the control group. Both groups were given a pre-test to measure their speaking skills before the treatment. The experimental group received treatment using the shadowing technique through the movie Frozen, while the control group was taught using conventional teaching methods. After the treatment, both groups were given a post-test to determine the improvement in students' speaking skills.

A quasi-experimental research method with an experimental group and a control group was used in this study due to several limitations in the classroom learning context. In this study, the experimental class was taught using the shadowing technique through the movie *Frozen*, while the control class was taught using conventional learning methods. This study allowed for a systematic evaluation of the impact of the shadowing technique on students' speaking performance based on quantitative data.

### **3.2 Location and Time**

This study was conducted at MAN 1 Medan, located in Medan, North Sumatra. This school was chosen as the research location because it represents a formal high school that teaches English as a compulsory subject, and students are expected to develop speaking performance in a way that fits the curriculum. In addition, the school also provided the facilities and support needed to carry out the research activities, especially in the process of assessing speaking and classroom interaction.

This research was conducted in the second semester. The research schedule was adjusted to the school's academic calendar so as not to disturb the learning process. Data collection, such as the implementation of pre-tests, treatment sessions, and post-tests, was carried out during English lessons that had been scheduled for that academic year.

**Table 3.1 Research Schedule**

Num.	Activity	Month						
		Oct ,,25	Nov ,,25	Dec ,,25	Jan ,,26	Feb ,,26	Mar ,,26	Apr ,,26
1.	Proposal submission							
2.	Proposal Completion							
3.	Proposal Supervision							
4.	Proposal Approval							
5.	Proposal Seminar							
6.	Research Permit Letter							
7.	Data Processing							
8.	Thesis Supervision							
9.	Thesis Approval							
10.	Thesis Defense							

### 3.3 Population and Sample

#### 3.3.1 Population

The population in this study was grade XI students at MAN 1 Medan in the second semester who came from 20 classes of grade XI. The 20 classes had similar characteristics, such as student age, curriculum used, and English learning materials taught. According to (Sugiyono, 2023), a population is a generalized area consisting of objects or subjects that have certain characteristics determined by the researcher to be studied and concluded. Thus, the 20 classes of grade XI

was selected as the population for this study because they were in line with the research objective, which was to examine the effect of using the shadowing technique through the movie Frozen on students' speaking performance.

### 3.3.2. Sample

In this study, the sample was determined using purposive sampling technique. According to Sugiyono (2023), this technique is carried out based on certain considerations, such as the suitability of the sample with the research objectives and characteristics possessed by the subjects. From the 20 eleventh grade classes that form the population, two classes was selected as a sample consisting of 60 students. These classes were selected because their English language abilities are generally similar, allowing for optimal application of the research treatment.

**Table 3.2 Population and Sample of the Study**

No	Group	Class level	Number of classes	Number of students	Percentage
1	Population	XI	20 classes	652 Students	100%
2.	Sample	XI	2 classes	60 Students	10% (classes) / 9.20% (students)

This study used a quasi-experimental design with a control group that was tested before and after treatment. Thus, there were two groups participating in this study, namely the experimental group and the control group. The two groups were given a pre-test to determine their speaking abilities before the treatment. The

experimental group learned through shadowing using the movie Frozen, while the control group was taught using conventional teaching methods. After receiving the treatment, both groups were given a post-test to determine the improvement in the students' speaking performance.

### **3.4 Variables and Operational Definition of Variables**

#### **3.4.1 Variables of this Study**

In this study, there are two main variables, namely independent variables and dependent variables.

##### **a. Independent Variable (X)**

The independent variable in this study is the shadowing technique through the movie Frozen.

The shadowing technique is a speaking learning method that instructs students to directly imitate the speech of native speakers by paying attention to pronunciation, intonation, and fluency through the medium of the movie Frozen.

##### **b. Dependent Variable (Y)**

The dependent variable in this study is students' speaking ability. The speaking ability refers to students' ability to express ideas orally in English, paying attention to pronunciation, fluency, intonation after being given treatment.

#### **3.4.2 Operational Definition of this Study**

Operational definitions aim to explain how to measure and observe variables in research in a real time. According to Sugiyono (2023), these

operational definitions are important so that the variables being studied can be measured and tested in a way that can be seen and calculated in real time.

**Table 3.3 Operational Definition of Variables**

<b>Variable</b>	<b>Definition</b>	<b>Indicators</b>	<b>Instrument</b>	<b>Scale</b>
<b>Independent Variable (X):</b> Shadowing Technique through Frozen Movie	This speaking technique is carried out by having students directly imitate the dialogue in the movie Frozen. Students are asked to pay attention to aspects such as pronunciation and fluency.	1. Accuracy of pronunciation 2. Accuracy of intonation 3. Fluency in imitating dialogue	Learning using clips from the movie Frozen and shadowing activities.	Nominal
<b>Dependent Variable (Y):</b> Students' Speaking Ability	Students' ability to express ideas orally in English improved after they were given the shadowing learning method through the movie Frozen.	1. Pronunciation 2. Fluency	Speaking test (pre-test and post-test)	Interval

### 3.5 Research Instrument

Research instruments are tools that are scientifically and systematically designed to collect, measure, and analyze data. Researchers usually need to decide which instruments to use based on the type of study they are conducting (Oben, 2021). In this study, a speaking test will be used as the instrument in the form of a

pre-test and post-test. This instrument is designed to obtain data on students' speaking performance before and after treatment related to the application of the shadowing technique through frozen movies.

### 3.5.1 Types and Forms of Instruments

The instruments will be used in this study are:

1. **Pre-test:** Previously, student were asked to read aloud a dialogue excerpt from the frozen movie. This test was conducted to assess students' initial speaking abilities before they received the treatment.
2. **Treatment:** During the treatment, students practiced the shadowing technique using video clips from the movie Frozen. They listened and directly followed the speaker's pronunciation, fluency, and intonation.
3. **Post-test:** The students were again asked to read aloud an excerpt from the movie Frozen. This test was conducted to assess the students' speaking skills after they received the treatment.

### 3.5.2 Assessment rubric

**Table 3.4 Speaking Test Assessment Rubric**

<b>Pronunciation</b>	<b>Fluency</b>	<b>Intonation</b>	<b>Score</b>
Pronunciation is very clear and close to that of a native speaker	Speaks very fluently without annoying pauses	Intonation is very accurate and natural	4
Pronunciation is fairly clear with a few mistakes	Fairly fluent, with a few pauses	Intonation is fairly accurate, although not yet consistent	3
Pronunciation is unclear and	Not very fluent with	Intonation is	2

there are frequent errors	many pauses	inaccurate and sounds flat	
Pronunciation is difficult to understand	Not fluent and there are many pauses	Intonation is inaccurate and monotonous	1

*Source: Adapted from Brown (2004)*

### 3.5.3. Validity of the Instrument

The instrument that used in this study is a speaking test assessed based on an analytical assessment rubric. This rubric covered three main aspects, namely pronunciation, fluency, and intonation. To ensure that the instrument will be capable of measuring the ability being studied, this study conduct a content validity test. Content validity indicates how appropriate the content of the tool is to the research objectives. The assessment rubric will be developed based on the speaking assessment theory proposed by Brown (2004) and adapted to the research objectives, namely to measure students' speaking performance, especially in the suprasegmental aspect. In addition, the rubric also will be consulted with English teachers to ensure that the tool was appropriate, clear, and in line with the students' skill levels.

### 3.5.4. Reliability of the Instrument

The instruments used in this study were guaranteed reliability through the inter-rater reliability method, which involves more than one assessor to evaluate students' speaking abilities. According to Brown (2004), using more than one assessor to evaluate speaking performance can reduce the influence of subjectivity and make assessment scores more consistent.

In this study, students' speaking performance in the pre-test and post-test was assessed by two people, namely the researcher and the English teacher, using

the same assessment criteria. The scores given by both assessors were recorded and added together to obtain each student's final score. This method was used to ensure that the assessment was more objective and the results were more consistent and reliable.

### **3.6 Technique of Analyzing Data**

The data in this study were analyzed quantitatively. Data from the experimental group and control group were calculated and processed using statistical analysis to answer the research questions.

#### **3.6.1 Normality test**

The data were analyzed using a normality test to determine whether the distribution followed a normal pattern before conducting a hypothesis test. The Shapiro-Wilk test was used to determine whether the data were normally distributed. The results of the normality test showed that the significance value (Sig.) was less than 0.05, indicating that the data were not normally distributed.

Therefore, a non-parametric statistical test was used because the data did not meet the requirements for a normal distribution. Consequently, the Mann-Whitney U test was used to test for differences between the experimental group and the control group.

#### **3.6.2 hypothesis Testing**

The purpose of the hypothesis testing in this study is to demonstrate that using the shadowing technique can help improve students' speaking skills. The analysis was conducted using the Mann-Whitney U test through SPSS to compare the scores obtained by the experimental group and the control group. This test was

used because the results of the normality test indicated that the data were not normally distributed.

**CHAPTER IV**  
**RESULTS AND DISCUSSION**

**4.1 Research Findings**

This study aims to examine how the shadowing technique affects students' speaking skills through the use of a frozen movie. Data were collected from two group by using pre-test and post-test. The experiment group was taught using the shadowing technique, while the control group was taught using conventional teaching methods.

**4.1.1 Trends of the variables**

This analysis was conducted to demonstrate the development of students' abilities in the experimental and control classes based on the average scores obtained from the pre-test and post-test.

**Table 4.1 mean in the experiment class and control class**

<b>Class</b>	<b>N</b>	<b>Pre-test Mean</b>	<b>Post-test Mean</b>
Experiment	30	6.83	8.75
Control	30	6.38	7.13

In the pre-test, the average score for the experimental class was 6.83, while the average score for the control class was 6.38. This indicates that the initial proficiency of students in the experimental class was higher than that of the control class, although the difference between the two classes was not significant.

Following the treatment, improvements were observed in both classes. In the experimental class, the average post-test score increased by 8.75, while in the control class it increased by 7.13. These improvements indicate that the teaching

method used had an impact on the students in both classes. However, the improvement in the experimental class was higher than in the control class.

#### 4.1.2 Findings of Data Analysis Assumption Tests

This testing is conducted to ensure that the data meets the required criteria before moving on to the next testing step. In this study, the analytical assumptions test includes a reliability test and a normality test, which are conducted prior to hypothesis testing.

##### A. Reliability Test

A reliability test was conducted to determine the consistency of the two rater's assessments of student learning outcomes. Cronbach's Alpha was used to measure this reliability.

<b>Data</b>	<b>Cronbach's Alpha</b>	<b>Interpretation</b>
Pre-test	0.868	Reliable
Post-test	0.962	Reliable

**Table 4.2 Reliability Analysis**

Based on the analysis results, it was found that the Cronbach's Alpha for the pretest was 0.868 and for the posttest was 0.962. These results indicate that the assessment tool is reliable, as the Cronbach's Alpha values exceed 0.70. Thus, it can be concluded that the data from both raters demonstrate good consistency and can be used for further analysis.

## B. Normality Test

A normality test was conducted to determine whether the research data are normally distributed. This study used the Shapiro-Wilk test to assess the normality of the data.

**Table 4.3 Normality Test Results**

<b>Data</b>	<b>Sig.</b>	<b>Interpretation</b>
Pre-test	0.006	Not Normal
Post-test	0.003	Not Normal

The results of the normality test show that the significance value for the pre-test is 0.006 and for the post-test is 0.003, with both values being less than 0.05. This indicates that the research data do not follow a normal distribution. Nevertheless, the analysis can still be conducted using a non-parametric test, specifically the Mann-Whitney test.

### 4.1.3 Findings of Hypothesis Testing

Hypothesis testing in this study was conducted to determine whether there were significant differences in student learning outcomes between the experimental and control classes after different treatments were applied.

Based on the results of the previous normality test, it was found that the data in this study were not normally distributed. Therefore, the hypothesis analysis was conducted using a non-parametric method, namely the Mann-Whitney U test.

The research hypotheses for this study are as follows:

### **Alternative Hypothesis**

H<sub>1</sub>: There is a significant effect of using the shadowing technique through *Frozen* movie on students' speaking performance.

### **Null Hypothesis**

H<sub>0</sub>: There is no significant effect of using the shadowing technique through *Frozen* movie on students' speaking performance.

The results of the Mann-Whitney test are shown in the following table:

**Table 4.4 the result of the Mann-Whitney test**

<b>Variable</b>	<b>Mann-whitney U</b>	<b>Z</b>	<b>Sig. (2-tailed)</b>
Posttest	203.000	-3.687	0.000

Based on the analysis conducted, a significance value (Asymp. Sig. 2-tailed) of 0.000 was obtained, which is below the significance threshold of 0.05 ( $0.000 < 0.05$ ). Therefore, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This indicates a significant difference in student learning outcomes between the experimental and control classes.

The Z-score of -3.687 indicates that the difference between the two groups is highly significant. Thus, it can be concluded that the intervention in the experimental class using the shadowing technique has an impact on students' learning outcomes.

## 4.2 Discussion

Based on the data analysis conducted the results of this study indicate that the use of the shadowing technique with the movie Frozen can significantly improve students' speaking performance. This improvement is evident from the higher post-test scores of students in the experimental group compared to the control group. The experimental group achieved a higher average score (8.75) than the control group (7.13), indicating that students who learned using the shadowing technique demonstrated better results in pronunciation, fluency, and intonation.

In terms of pronunciation, students in the experimental group showed significant improvement after undergoing the intervention. Before the treatment, many of them still made mistakes when pronouncing certain English words and were often influenced by their native language when speaking. However, after participating in shadowing exercises using the movie Frozen, the students became more familiar with correct pronunciation because they repeatedly listened to and imitated the native speakers in the film. Through repeated practice, students gradually learned to pronounce words more clearly and accurately. This finding supports Murphey's (2001) argument that shadowing helps students imitate native speakers' pronunciation more naturally. This finding is also consistent with research conducted by Sari and Jaya (2025), which showed that shadowing activities improve students' pronunciation accuracy because they continuously practice imitating authentic English.

Improvements were observed in the students' Fluency. At the beginning of the study, most students tended to spend a lot of time pausing, hesitating, and

speaking slowly because they lacked confidence and were not yet accustomed to speaking English fluently. After the program was implemented, students showed improved fluency by speaking sentences more smoothly, with less hesitation and pause. This was due to the shadowing technique, which encouraged students to imitate speech immediately after hearing a dialogue, helping them produce speech automatically without overthinking grammar or word choice. Consistent practice also boosted students' confidence and comfort when communicating in English. These findings align with Krashen's Second Language Acquisition theory, which explains that consistent exposure to comprehensible input contributes to the natural development of students' speaking skills. Furthermore, these results are consistent with a study conducted by Yulistia and Gumelar (2025), which showed that students who improved their skills through the shadowing technique demonstrated significant improvements in fluency and confidence when speaking.

In addition, improvements in the students' intonation were also evident after implementing the shadowing method. Before the implementation of the treatment, many students spoke with flat and monotonous intonation, making their voices sound unnatural. However, after practicing with the movie *Frozen*, students began to imitate the variations in pitch from native speakers, emotional expressions, and stress patterns within sentences. Through this film, which features expressive and natural dialogue, students were able to understand the use of intonation in everyday communication. As a result, their speech became more natural and expressive. These findings support research by Surayya and colleagues (2024), which shows that the shadowing technique combined with

authentic audio-visual materials can improve students' intonation and oral expression because they directly imitate the speaking style of native speakers.

Compared to the control group, the experimental group showed greater progress in every speaking dimension because the students were actively engaged in listening and speaking activities during the learning sessions. In contrast, students in the control group used conventional methods that provided less realistic language exposure and fewer opportunities for repeated speaking practice. Consequently, the growth in speaking skills among students in the control group was not as significant as that of the experimental group.

Overall, the results of this study indicate that the shadowing method using the movie *Frozen* was effective in improving students' speaking skills. The repeated imitation activities helped students improve their pronunciation, enhance their fluency, and develop more natural intonation. Furthermore, the use of movie-based learning created a more enjoyable and engaging learning environment, which encouraged students to practice speaking more actively and with greater confidence.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **5.1 Conclusion**

Based on the findings from the research, data analysis, and discussion described in the previous chapter, the following conclusions can be drawn:

1. The research findings indicate that student learning outcomes in the experimental class improved after the implementation of the shadowing technique. This improvement is clearly shown by the difference in scores between the pretest and posttest, where the posttest scores were significantly higher than the pretest scores. This suggests that the shadowing technique is effective in helping students better understand the learning material.
2. From the hypothesis test using the Mann-Whitney test, a significance value of 0.000 was obtained, which is smaller than 0.05. This indicates a significant difference between student learning outcomes in the experimental class and the control class. Therefore, the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected.
3. The shadowing technique has proven to be more effective in improving student learning outcomes, particularly in speaking skills. The reason behind this is that the technique actively involves students in the learning process through imitation and direct practice, thereby improving students' pronunciation, fluency, and intonation.
4. Overall, the findings of this study indicate that the use of active learning techniques that encourage student participation has a more positive impact

on student learning outcomes than conventional teaching methods, which tend to be passive.

5. These findings are consistent with previous studies conducted by Yulistia & Gumelar (2025) and Sari & Jaya (2025), which also confirmed the effectiveness of the shadowing method in improving students' speaking skills. However, this study offers a new perspective by using film-based media and employing a more reliable experimental design, which further strengthens the argument that the shadowing technique can produce better and more relevant learning outcomes.

Therefore, it can be concluded that the use of the shadowing method has a significant and beneficial impact on students' learning progress.

## **5.2 Suggestions**

Based on the results of the study, the researchers offer several suggestions that are expected to benefit various parties, namely:

### **1. For Teachers**

Teachers should be more creative in selecting and applying teaching methods that suit students' needs. The shadowing technique can be used as one teaching option, particularly for developing speaking skills. By applying this technique, it is hoped that students will become more engaged, gain confidence, and participate directly in the learning process.

### **2. For Students**

Students are encouraged to be more active and engaged in the learning process, particularly when applying the shadowing technique. Additionally,

students are advised to utilize this technique independently outside of class hours as practice to improve their speaking skills, such as by imitating English audio or video content.

### **3. For Educational Institutions**

Educational institutions are expected to support the implementation of innovative learning methods by providing adequate facilities, such as audio-based learning materials or technology that can support the implementation of the shadowing technique.

### **4. For Future Researchers**

Future researchers are encouraged to expand this study to a broader scope, in terms of the number of respondents, educational levels, and the variables examined. Additionally, future research could also examine the effectiveness of the shadowing technique on other language skills, such as listening, pronunciation, or fluency, in greater detail.

In conclusion, the consistent, organized, and sustained use of the shadowing method can be an effective learning approach for improving students' speaking skills. By imitating and practicing directly, students become more engaged, use the language more often, and are able to improve their fluency, pronunciation, and confidence when speaking.

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# APPENDICES

**Appendix 1. Pre-test of the Experimental Class (Rater-1)**

<b>Num.</b>	<b>Student Name</b>	<b>Pronunciation (1-4)</b>	<b>Fluency (1-4)</b>	<b>Intonation (1-4)</b>	<b>Total</b>
1	ABABIL AKBAR	2	2	2	6
2	AINA JUWITA MATONDANG	2	2	2	6
3	ALDINA ZULAIKHA NURILLAH	2	2	1	5
4	ANINDYTA AGALINA NESYA	3	3	3	9
5	AQILAH AYU ZAHRAH DALIMUNTHE	2	2	2	6
6	BARIE MUMTAZ	2	2	2	6
7	DARUL QUTHNI	2	2	2	6
8	DINDA AYU PERMATA DEWI	2	2	2	6
9	DINI WAHYUNING TYAS	2	2	2	6
10	DZAKIRAH ZAHRA HASIBUAN	3	3	2	8
11	FADHILLAH FAUZA	2	2	2	6
12	FAHIRA AYU NABILA BB	2	2	1	5
13	FAUZAN RAKHA ARAFAT	2	2	1	5
14	HAYKAL SHIDDIQ HUTABARAT	2	2	2	6
15	HUMAIROH DALIMUNTHE	3	2	2	7
16	IZROIL RAFI FUAD ZAIM TANJUNG	3	3	3	9
17	KAYLA AYUDIA	3	3	3	9
18	KEISHA ARSY SALSABILA	3	2	2	7
19	KHALILA DINDA AINIYAH	2	2	2	6
20	KHUMAIROH ALIKA PUTRI LUBIS	3	3	3	9
21	LEGISKA NAYLA SHADIQAH	3	2	2	7
22	MIFTAH RAIHANNA HARAHAHAP	2	2	1	5
23	MUHAMMAD ALDI	2	2	2	6
24	MUHAMMAD FAHLEVI	3	2	2	7
25	MUHAMMAD IMAM FARISI	3	2	2	7
26	MUHAMMAD RAJA ALI MURTADHO	3	2	2	7
27	NAUFAL FADHLURRAHMAN RITONGA	2	2	2	6
28	RAFA AHMAD DEYANDRA SIREGAR	3	2	2	7
29	RAFIF AHMAD ALTAQI HUTASUHUT	2	2	2	6
30	RIPAN ARIF SIREGAR	3	2	2	7
<b>Total</b>		73	65	60	198

### Appendix 2. Post-test of the Experimental Class (Rater-1)

Num.	Student Name	Pronunciation (1-4)	Fluency (1-4)	Intonation (1-4)	Total
1	ABABIL AKBAR	3	2	3	8
2	AINA JUWITA MATONDANG	3	2	2	7
3	ALDINA ZULAIKHA NURILLAH	3	3	2	8
4	ANINDYTA AGALINA NESYA	4	4	4	12
5	AQILAH AYU ZAHRAH DALIMUNTHE	3	3	3	9
6	BARIE MUMTAZ	3	3	3	9
7	DARUL QUTHNI	3	2	2	7
8	DINDA AYU PERMATA DEWI	3	2	3	8
9	DINI WAHYUNING TYAS	3	2	3	8
10	DZAKIRAH ZAHRA HASIBUAN	4	4	4	12
11	FADHILLAH FAUZA	3	3	3	9
12	FAHIRA AYU NABILA BB	3	2	2	7
13	FAUZAN RAKHA ARAFAT	2	2	2	6
14	HAYKAL SHIDDIQ HUTABARAT	3	2	2	7
15	HUMAIROH DALIMUNTHE	3	2	3	8
16	IZROIL RAFI FUAD ZAIM TANJUNG	4	4	4	12
17	KAYLA AYUDIA	4	4	4	12
18	KEISHA ARSY SALSABILA	3	2	3	8
19	KHALILA DINDA AINIYAH	3	2	3	8
20	KHUMAIROH ALIKA PUTRI LUBIS	4	4	4	12
21	LEGISKA NAYLA SHADIQAH	3	3	3	9
22	MIFTAH RAIHANNA HARAHAP	2	2	2	6
23	MUHAMMAD ALDI	3	2	2	7
24	MUHAMMAD FAHLEVI	3	2	3	8
25	MUHAMMAD IMAM FARISI	3	3	3	9
26	MUHAMMAD RAJA ALI MURTADHO	3	3	3	9
27	NAUFAL FADHLURRAHMAN RITONGA	2	2	2	6
28	RAFA AHMAD DEYANDRA SIREGAR	4	3	3	10
29	RAFIF AHMAD ALTAQI HUTASUHUT	3	3	3	9
30	RIPAN ARIF SIREGAR	3	3	3	9
<b>Total</b>		93	80	86	259

**Appendix 3. Pre-test of the Experimental Class (Rater-2)**

<b>Num.</b>	<b>Student Name</b>	<b>Pronunciation (1-4)</b>	<b>Fluency (1-4)</b>	<b>Intonation (1-4)</b>	<b>Total</b>
1	ABABIL AKBAR	3	2	3	8
2	AINA JUWITA MATONDANG	3	2	2	7
3	ALDINA ZULAIKHA NURILLAH	3	2	2	7
4	ANINDYTA AGALINA NESYA	3	2	3	8
5	AQILAH AYU ZAHRAH DALIMUNTHE	3	2	2	7
6	BARIE MUMTAZ	3	2	3	8
7	DARUL QUTHNI	3	2	3	8
8	DINDA AYU PERMATA DEWI	3	2	2	7
9	DINI WAHYUNING TYAS	3	3	2	8
10	DZAKIRAH ZAHRA HASIBUAN	3	3	2	8
11	FADHILLAH FAUZA	3	2	2	7
12	FAHIRA AYU NABILA BB	2	2	1	5
13	FAUZAN RAKHA ARAFAT	2	2	2	6
14	HAYKAL SHIDDIQ HUTABARAT	2	2	2	6
15	HUMAIROH DALIMUNTHE	2	2	2	6
16	IZROIL RAFI FUAD ZAIM TANJUNG	3	3	3	9
17	KAYLA AYUDIA	3	3	3	9
18	KEISHA ARSY SALSABILA	3	2	2	7
19	KHALILA DINDA AINIYAH	2	2	2	6
20	KHUMAIROH ALIKA PUTRI LUBIS	3	3	3	9
21	LEGISKA NAYLA SHADIQAH	2	2	2	6
22	MIFTAH RAIHANNA HARAHAHAP	2	2	2	6
23	MUHAMMAD ALDI	2	2	2	6
24	MUHAMMAD FAHLEVI	3	2	3	8
25	MUHAMMAD IMAM FARISI	3	2	3	8
26	MUHAMMAD RAJA ALI MURTADHO	3	2	2	7
27	NAUFAL FADHLURRAHMAN RITONGA	3	2	2	7
28	RAFA AHMAD DEYANDRA SIREGAR	2	2	2	6
29	RAFIF AHMAD ALTAQI HUTASUHUT	2	2	2	6
30	RIPAN ARIF SIREGAR	2	2	2	6
<b>Total</b>		79	65	68	212

**Appendix 4. Post-test of Experimental Class (Rater-2)**

<b>Num.</b>	<b>Student Name</b>	<b>Pronunciation (1-4)</b>	<b>Fluency (1-4)</b>	<b>Intonation (1-4)</b>	<b>Total</b>
1	ABABIL AKBAR	4	3	3	10
2	AINA JUWITA MATONDANG	3	3	2	8
3	ALDINA ZULAIKHA NURILLAH	3	3	2	8
4	ANINDYTA AGALINA NESYA	4	3	4	11
5	AQILAH AYU ZAHRAH DALIMUNTHE	3	3	3	9
6	BARIE MUMTAZ	3	3	3	9
7	DARUL QUTHNI	3	3	3	9
8	DINDA AYU PERMATA DEWI	3	3	3	9
9	DINI WAHYUNING TYAS	4	3	3	10
10	DZAKIRAH ZAHRA HASIBUAN	4	4	4	12
11	FADHILLAH FAUZA	3	3	3	9
12	FAHIRA AYU NABILA BB	3	2	2	7
13	FAUZAN RAKHA ARAFAT	3	2	2	7
14	HAYKAL SHIDDIQ HUTABARAT	3	2	2	7
15	HUMAIROH DALIMUNTHE	3	2	3	8
16	IZROIL RAFI FUAD ZAIM TANJUNG	4	4	4	12
17	KAYLA AYUDIA	4	4	4	12
18	KEISHA ARSY SALSABILA	3	2	3	8
19	KHALILA DINDA AINIYAH	3	2	2	7
20	KHUMAIROH ALIKA PUTRI LUBIS	4	4	4	12
21	LEGISKA NAYLA SHADIQAH	3	2	3	8
22	MIFTAH RAIHANNA HARAHAP	3	2	2	7
23	MUHAMMAD ALDI	3	2	2	7
24	MUHAMMAD FAHLEVI	3	3	3	9
25	MUHAMMAD IMAM FARISI	3	3	3	9
26	MUHAMMAD RAJA ALI MURTADHO	3	3	3	9
27	NAUFAL FADHLURRAHMAN RITONGA	3	2	2	7
28	RAFA AHMAD DEYANDRA SIREGAR	3	3	2	8
29	RAFIF AHMAD ALTAQI HUTASUHUT	3	3	3	9
30	RIPAN ARIF SIREGAR	3	3	3	9
<b>Total</b>		<b>97</b>	<b>84</b>	<b>85</b>	<b>266</b>

**Appendix 5. Pre-test of the Control Class (Rater-1)**

<b>Num.</b>	<b>Student Name</b>	<b>Pronunciation (1-4)</b>	<b>Fluency (1-4)</b>	<b>Intonation (1-4)</b>	<b>Total</b>
1	ABDUL HAFIZ RAMADHAN	3	2	3	8
2	ABDURRAHMAN AL FAQIH LUBIS	2	2	2	6
3	AINUR WILDA SIREGAR	2	2	1	5
4	ALFIANSYAH	2	2	2	6
5	ALVARO LAISINA	2	2	2	6
6	AQILLA ZAHrani HENDRAWAN	2	2	2	6
7	ARIF AZMAN HARAHAHAP	2	2	1	5
8	AYU DYAH	2	2	2	6
9	AZKA ULIMA HUSNA NADEAK	2	2	2	6
10	DESVINA HAURA FAIRUZ	3	2	2	8
11	DESVITA HAURA FAIRUZ	2	2	1	5
12	DEWI ANDINI	3	2	2	7
13	DHAFIRA KHAIRIYAH BATUBARA	2	2	1	5
14	FADHILATUN NISA MANURUNG	2	2	2	6
15	FAZA MARWAN AZKA	2	2	2	6
16	FIRLY BAGUS CAHYO	2	2	1	5
17	FITRYAH HANDAYANI DAULAY	3	3	2	8
18	KHADIJAH LIMBONG	2	2	2	6
19	KHANSA ALYA PRAMANA	3	2	3	8
20	M FAUZAN AL FAKHRI	3	2	2	7
21	MUHAMMAD FATHUR RAIS	3	2	3	8
22	MUHAMMAD FAUZAN RIZQI S.	2	2	2	6
23	MUHAMMAD JIBRIL IMAMAN	2	2	1	5
24	MUHAMMAD NABIL ALTHAF	3	2	2	7
25	NAFIZA ALMIRA	3	2	3	8
26	NAJWA AYU AZZAHRA	3	2	2	7
27	NARA RAISSA FAHRI	3	3	2	8
28	RAKKA SYAH ANANDA SIREGAR	2	2	1	5
29	SAFA ZAHIRAH ARIFIN	2	2	2	6
30	SHALIHA SALSABILA IMAN	2	2	2	6
<b>Total</b>		71	62	57	191

**Appendix 6. Post-test of the Control Class (Rater-1)**

<b>Num.</b>	<b>Student Name</b>	<b>Pronunciation (1-4)</b>	<b>Fluency (1-4)</b>	<b>Intonation (1-4)</b>	<b>Total</b>
1	ABDUL HAFIZ RAMADHAN	3	4	3	10
2	ABDURRAHMAN AL FAQIH LUBIS	3	2	2	7
3	AINUR WILDA SIREGAR	3	2	2	7
4	ALFIANSYAH	3	2	2	7
5	ALVARO LAISINA	3	2	2	7
6	AQILLA ZAHRANI HENDRAWAN	3	2	3	8
7	ARIF AZMAN HARAHAP	2	2	1	5
8	AYU DYAH	3	2	2	7
9	AZKA ULIMA HUSNA NADEAK	2	2	2	6
10	DESVINA HAURA FAIRUZ	3	3	2	8
11	DESVITA HAURA FAIRUZ	2	2	2	6
12	DEWI ANDINI	3	2	2	7
13	DHAFIRA KHAIRIYAH BATUBARA	2	2	1	5
14	FADHILATUN NISA MANURUNG	2	2	2	6
15	FAZA MARWAN AZKA	3	2	2	7
16	FIRLY BAGUS CAHYO	2	2	1	6
17	FITRYAH HANDAYANI DAULAY	3	3	2	8
18	KHADIJAH LIMBONG	2	2	2	6
19	KHANSA ALYA PRAMANA	3	2	3	8
20	M FAUZAN AL FAKHRI	3	2	2	7
21	MUHAMMAD FATHUR RAIS	4	3	3	10
22	MUHAMMAD FAUZAN RIZQI S.	2	2	2	6
23	MUHAMMAD JIBRIL IMAMAN	2	2	1	6
24	MUHAMMAD NABIL ALTHAF	3	3	2	8
25	NAFIZA ALMIRA	3	3	3	9
26	NAJWA AYU AZZAHRA	3	2	2	7
27	NARA RAISSA FAHRI	4	3	3	10
28	RAKKA SYAH ANANDA SIREGAR	2	2	1	5
29	SAFA ZAHIRAH ARIFIN	2	2	2	6
30	SHALIHA SALSABILA IMAN	3	2	2	7
<b>Total</b>		81	68	61	212

**Appendix 7. Pre-test of the Control Class (Rater-2)**

<b>Num.</b>	<b>Student Name</b>	<b>Pronunciation (1-4)</b>	<b>Fluency (1-4)</b>	<b>Intonation (1-4)</b>	<b>Total</b>
1	ABDUL HAFIZ RAMADHAN	3	2	3	8
2	ABDURRAHMAN AL FAQIH LUBIS	3	2	2	7
3	AINUR WILDA SIREGAR	2	2	1	5
4	ALFIANSYAH	2	2	1	5
5	ALVARO LAISINA	2	2	2	6
6	AQILLA ZAHRANI HENDRAWAN	3	2	2	7
7	ARIF AZMAN HARAHAHAP	2	2	1	5
8	AYU DYAH	2	2	2	6
9	AZKA ULIMA HUSNA NADEAK	2	2	2	6
10	DESVINA HAURA FAIRUZ	3	3	2	8
11	DESVITA HAURA FAIRUZ	3	2	1	6
12	DEWI ANDINI	3	3	2	7
13	DHAFIRA KHAIRIYAH BATUBARA	2	2	1	5
14	FADHILATUN NISA MANURUNG	2	2	2	6
15	FAZA MARWAN AZKA	2	2	2	6
16	FIRLY BAGUS CAHYO	2	2	1	5
17	FITRYAH HANDAYANI DAULAY	3	2	2	7
18	KHADIJAH LIMBONG	2	2	2	6
19	KHANSA ALYA PRAMANA	3	2	3	8
20	M FAUZAN AL FAKHRI	3	2	2	7
21	MUHAMMAD FATHUR RAIS	3	2	3	8
22	MUHAMMAD FAUZAN RIZQI S.	2	2	2	6
23	MUHAMMAD JIBRIL IMAMAN	2	2	1	5
24	MUHAMMAD NABIL ALTHAF	3	2	2	7
25	NAFIZA ALMIRA	3	2	3	8
26	NAJWA AYU AZZAHRA	3	2	2	7
27	NARA RAISSA FAHRI	3	3	2	8
28	RAKKA SYAH ANANDA SIREGAR	2	2	1	5
29	SAFA ZAHIRAH ARIFIN	2	2	2	6
30	SHALIHA SALSABILA IMAN	2	2	2	6
<b>Total</b>		74	63	56	192

**Appendix 8. Post-test of the Control Class (Rater-2)**

<b>Num.</b>	<b>Student Name</b>	<b>Pronunciation (1-4)</b>	<b>Fluency (1-4)</b>	<b>Intonation (1-4)</b>	<b>Total</b>
1	ABDUL HAFIZ RAMADHAN	4	3	3	1
2	ABDURRAHMAN AL FAQIH LUBIS	3	3	2	8
3	AINUR WILDA SIREGAR	3	2	2	7
4	ALFIANSYAH	3	2	2	7
5	ALVARO LAISINA	3	2	2	7
6	AQILLA ZAHRANI HENDRAWAN	3	3	3	9
7	ARIF AZMAN HARAHAHAP	2	2	1	5
8	AYU DYAH	3	2	2	7
9	AZKA ULIMA HUSNA NADEAK	2	2	2	6
10	DESVINA HAURA FAIRUZ	3	3	2	8
11	DESVITA HAURA FAIRUZ	3	2	1	6
12	DEWI ANDINI	3	2	2	7
13	DHAFIRA KHAIRIYAH BATUBARA	2	2	1	5
14	FADHILATUN NISA MANURUNG	2	2	2	6
15	FAZA MARWAN AZKA	3	2	2	7
16	FIRLY BAGUS CAHYO	2	2	1	6
17	FITRYAH HANDAYANI DAULAY	3	2	2	8
18	KHADIJAH LIMBONG	2	2	2	6
19	KHANSA ALYA PRAMANA	3	3	3	9
20	M FAUZAN AL FAKHRI	3	2	2	7
21	MUHAMMAD FATHUR RAIS	4	3	3	10
22	MUHAMMAD FAUZAN RIZQI S.	2	2	2	6
23	MUHAMMAD JIBRIL IMAMAN	2	2	2	6
24	MUHAMMAD NABIL ALTHAF	3	3	3	9
25	NAFIZA ALMIRA	3	3	3	9
26	NAJWA AYU AZZAHRA	3	2	2	7
27	NARA RAISSA FAHRI	4	3	3	10
28	RAKKA SYAH ANANDA SIREGAR	2	2	1	5
29	SAFA ZAHIRAH ARIFIN	2	2	2	6
30	SHALIHA SALSABILA IMAN	3	2	2	7
<b>Total</b>		83	69	62	207

## Appendix 9. SPSS Output of Reliability Test

### 1. Pre-test

Case Processing Summary			
		N	%
Cases	Valid	60	100.0
	Excluded <sup>a</sup>	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.868	2

### 2. Post-test

Case Processing Summary			
		N	%
Cases	Valid	60	100.0
	Excluded <sup>a</sup>	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics	
Cronbach's Alpha	N of Items
.962	2

### Appendix 10. SPSS Output of Normality Test

Tests of Normality						
	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest_Mean	.141	60	.005	.941	60	.006
Posttest_Mean	.139	60	.006	.934	60	.003

a. Lilliefors Significance Correction

### Appendix 11. SPSS Output of Mann-Whitney U Test

Ranks				
	Class Group	N	Mean Rank	Sum of Ranks
Posttest_Mean	Experimental Class	30	38.73	1162.00
	Control Class	30	22.27	668.00
	Total	60		

Test Statistics <sup>a</sup>	
	Posttest_Mean
Mann-Whitney U	203.000
Wilcoxon W	668.000
Z	-3.687
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: Class Group

**Appendix 11. Documentation**



## Appendix 12. Lembar Permohonan Persetujuan Judul Skripsi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umma.ac.id> e-mail: [fkip@umma.ac.id](mailto:fkip@umma.ac.id)

### PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Khairunnisakh  
NPM : 2202050020  
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance: An Experimental Study	

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh  
Dosen Pembimbing

Arianto, S.Pd., M. Hum.

Medan, 30 Oktober 2025  
Hormat Pemohon,

Khairunnisakh

### Appendices 13. Form K-1



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Khairunnisakh  
NPM : 2202050020  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 119 SKS

IPK = 3,61

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance: An Experimental Study	
	Students' Perceptions toward the Use of Shadowing Technique through Harry Potter Movie in Learning English Intonation	
	Students' Perceptions toward the Use of Shadowing Technique in Learning English Intonation	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Oktober 2025  
Hormat Pemohon,

Khairunnisakh

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan

## Appendices 14. Form K-2



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**Form K-2**

Kepada : Yth. Bapak Ketua/Sekretaris  
 Program Studi Pendidikan Bahasa Inggris  
 FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Khairunnisakh  
 NPM : 2202050020  
 Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance: An Experimental Study**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

**Arianto, S. Pd., M.Hum.**

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, Desember 2025  
 Hormat Pemohon,

  
 Khairunnisakh

Keterangan

Dibuat rangkap 3 :  
 - Untuk Dekan / Fakultas  
 - Untuk Ketua / Sekretaris Prog. Studi  
 - Untuk Mahasiswa yang Bersangkutan

## Appendices 15. Form K-3

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3**

Nomor : 84/II.3-AU//UMSU-02/ F/2026  
Lamp : ---  
Hal : **Pengesahan Proyek Proposal  
Dan Dosen Pembimbing**

Bismillahirrahmanirrahim  
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .

Nama : **Khairunnisakh**  
N P M : 2202050020  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance: An Experimental Study**  
Pembimbing : **Arianto, S.Pd., M.Hum.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **12 Januari 2027**

Medan, 23 Rajab 1447 H  
12 Januari 2026 M

Wassalam  
Dekan

  
Dra. Hj. Samsuurnita, M.Pd.  
NIDN.0004066701



- Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
  2. Ketua Program Studi
  3. Pembimbing.
  4. Mahasiswa yang bersangkutan

**WAJIB MENGIKUTI SEMINAR**



## Appendix 16. Berita Acara Bimbingan Proposal



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: [www.umhu.ac.id](http://www.umhu.ac.id) Email: [info@umhu.ac.id](mailto:info@umhu.ac.id)



### BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama : Khairunnisakh  
NPM : 2202050020  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance: An Experimental Study

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
25/10-2025	initial discussion / research problem	
28/10-2025	Finalization of specific research problem	
4/11-2025	draft research proposal charter	
11/11-2025	Construction novelty / novelty research gap	
18/11-2025	Elaborate theoretical framework from previous studies.	
24/11-2025	Elaborate the research methodology and research design	
01/01-2026	ACC	

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, Januari 2026

Dosen Pembimbing

(Arianto, S.Pd., M.Hum.)

## Appendices 17. Berita Acara Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

### BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin, Tanggal 26 Bulan Januari Tahun 2026 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

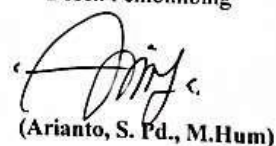
Nama Lengkap : Khairunnisakh  
 N.P.M : 2202050020  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance: An Experimental Study

No	Masukan dan Saran
Title	The term "Experimental Study" is incorrect because there was no Control Group. Should be changed to A quasi or A pre-Experimental study
Introduction	- The language is still repetitive. - Local empirical data is needed - Emphasize the what is being tested is overall Speaking performance.
Research Methodology	Chapter II must be completely revised in terms of design, instruments, and analysis to make the research methodologically valid.
Result and Discussion	Important note for students: Consistency of methodological terms is crucial for academic validity.
Conclusion	[ ] Disetujui [ ] Ditolak [ <input checked="" type="checkbox"/> ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

  
 (Dr. Hj. Darmawati, M.Pd)

Dosen Pembimbing

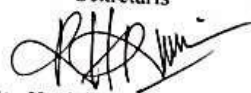
  
 (Arianto, S. Pd., M.Hum)

Panitia Pelaksana

Ketua

  
 (Dr. Pirman Ginting, S.Pd., M.Hum)

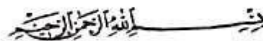
Sekretaris

  
 (Rita Harisma, S.Pd., M.Hum)

## Appendices 18. Lembar Pengesahan Hasil Seminar Proposal



**MAJELIS PENDIDIKAN TINGGI**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
 Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30  
 Website: <http://www.fkip.umstu.ac.id> E-mail: [fkip@umstu.ac.id](mailto:fkip@umstu.ac.id)



### LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Khairunnisakh  
 N.P.M : 2202050020  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Proposal : The Effect of Using the Shadowing Technique Through Frozen Movie  
 on Students' Speaking Performance

Pada hari Senin, tanggal 26 bulan Januari, tahun 2026 sudah layak menjadi proposal skripsi.

Medan, Februari 2026

Disetujui oleh:

Dosen Pembahas

(Dr. Hj. Darmawati, M.Pd.)

Dosen Pembimbing

(Arianto, S.Pd., M.Hum.)

Diketahui oleh  
 Ketua Program Studi,

(Dr. Pirman Ginting, S.Pd., M.Hum.)

## Appendices 19. Berita Acara Bimbingan Skripsi



MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238  
Website: <http://www.fkip.umma.ac.id> E-mail: [fkip@umma.ac.id](mailto:fkip@umma.ac.id)



### BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Khairunnisakh  
N.P.M : 2202050020  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
05/03-2026	Discussing chapter IV (data analysis and findings)	
10/03-2026	revising chapter IV by adding comparison in the discussion section	
12/03-2026	revising grammar in chapter IV	
4/04-2026	Discussing chapter V (conclusion and suggestion)	
7/04-2026	revising chapter V by adding comparison in the conclusion	
9/04-2026	revising grammar in chapter V	
10/04-2026	ACC	

Medan, 11 April 2026

Diketahui oleh:  
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Dosen Pembimbing

(Arianto, S. Pd., M. Hum.)

## Appendices 20. Surat Keterangan Riset



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**KANTOR KEMENTERIAN AGAMA KOTA MEDAN**  
**MADRASAH ALIYAH NEGERI 1 MEDAN**  
 Jalan Willem Iskandar No.7 B Telepon (061) 44025069;  
 Email : [info@man1medan.sch.id](mailto:info@man1medan.sch.id); Website : [www.man1medan.sch.id](http://www.man1medan.sch.id)

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**SURAT KETERANGAN**  
 Nomor : B-260 //Ma.1/PP.00.6/02/2026

Berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan nomor : 433/II.3-AU/SUMSU-O2/F/2026 hal : Permohonan Izin Riset.

Yang bertanda tangan dibawah ini :

Nama	: Reza Faisal, S.Pd., M.PMat
NIP	: 19810801 200501 1 003
Jabatan	: Kepala Madrasah Aliyah Negeri 1 Medan

dengan ini menerangkan :

Nama	: Khairunnisakh
NIM	: 2202050020
Program Studi	: Pendidikan Bahasa Inggris

adalah benar nama yang bersangkutan diatas telah selesai melaksanakan penelitian dan pengambilan data di Madrasah Aliyah Negeri 1 Medan dengan judul "The Effect of Using the Shadowing Technique through Frozen Movie on Students' Speaking Performance" dari tanggal 12 s.d 28 Februari 2026.

Demikian surat keterangan ini diperbuat, untuk dapat dipergunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terima kasih.

Medan, 28 Februari 2026

Kepala



Reza Faisal



## Appendices 21. Curriculum Vitae

# KHAIRUNNISAKH

PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

khairunnisakh13@gmail.com

+62-82369184079

IPK Sementara 3.65

Medan



### EDUCATION

---

**Universitas Muhammadiyah Sumatera Utara**

Bachelor of English Education | GPA 3.65/4.00

- Teaching Practice at MAN 1 Medan
- Completed PLP 1,2,3 at MAN 1 Medan
- Assisted in classroom activities and student learning process
- Participant in PhD Dissertation Research

### ORGANIZATION EXPERIENCE

---

**English Education Department Student Association ( HMJ PBI UMSU)**

- Head of ICT Division | Period 2025/2026
- Treasurer of Leadership Training Committee | January 2025
- Secretary of English National Competition Committee | December 2025

### SKILL

---

#### Hard Skill

- Microsoft Word
- Canva (Graphic Design)
- CapCut (Video Editing)

#### Soft Skill

- Teamwork
- Communication
- Responsibility