

## ABSTRACT

Layla, I. (2024). *Lecturers' Voice vs Students' Voice: Implementing of English Drama Performance*. Skripsi, English Department, Teacher Training and Education Faculty the Islamic University of Kadiri. Supervisor I: Entusiastik, SS., MA. Supervisor II: Irwan Sulistyanto, M.Pd.

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This research explores the techniques lecturers employ in teaching English drama and discusses the benefits of English drama performance for students. The study uses a qualitative method, with primary data collected through interviews with an English Drama Lecturer and Focus Group Discussions (FGD) with student representatives who participated in the English Drama course. Secondary data is gathered from documents related to the research topic, including the course syllabus and a videotape of an English drama performance. The findings reveal that the lecturer utilized six teaching techniques: lecturer presentation, group discussions, student presentation, improvisation, role-play, creating a supportive environment, and drama performance. Implementing English drama performance provides six significant benefits for students: improving pronunciation and grammar, increasing vocabulary, enhancing fluency, boosting self-confidence, reducing anxiety, and fostering a supportive learning environment. This study highlights the effectiveness of English drama as a pedagogical tool in improving students' speaking abilities. The results suggest that integrating drama into English language teaching can greatly contribute to students' linguistic and personal development, offering valuable insights for educators seeking innovative methods to improve language learning outcomes.