

ABSTRACT

One important aspect that must be mastered in learning English is pronunciation. The fluency of pronunciation is influenced by how often we say the words, so the more we speak, the better the pronunciation will be. To improve students' pronunciation abilities in learning English, appropriate techniques are needed. This research was conducted to know drama techniques applied to enhance students' pronunciation mastery in EFL class of one Islamic Senior High School and knowing about the challenges and opportunities during drama techniques applied to improve students' pronunciation mastery in EFL class of one Islamic Senior High School. This research uses qualitative research with a descriptive approach namely describing the research descriptively. The research subjects would typically be students who researched as 10th grade students in EFL classes and apply drama techniques. There are five students and two teachers who were interviewed. The application of drama techniques in learning English in EFL classes with the aim of improving students' pronunciation is played in the classroom during learning hours and also outside of learning. In applying this drama technique, there are several steps taken by students and teachers in learning, namely determining the topic of the drama, compiling a drama script, dividing roles, practicing dialogue and the final step is performing the drama. There are five supporting factors in applying drama techniques to improve students' pronunciation, namely cooperation, environment, special schedule, and having competent supervisors and complete and adequate facilities provided. Meanwhile, the factors that hinder the application of drama techniques to students with the aim of improving pronunciation in EFL classes are unequal understanding, lack of student interest, and student participation in the program fluctuates. Sometimes students feel enthusiastic about learning, sometimes students feel bored with these activities.