



**KEPUTUSAN DIREKTUR
UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA**
Nomor: 146 /SPs/KM/2026

TENTANG

**PENGANGKATAN PANITIA DAN PESERTA SEMINAR PROPOSAL TESIS
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GASAL TAHUN AKADEMIK 2025/2026**

Bismillahirrahmanirrahim,

DIREKTUR SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA:

- Menimbang** : a. Bahwa mahasiswa Program Studi Magister Pendidikan Bahasa Inggris yang telah menyusun Proposal Tesis Bobot 2 (dua) SKS sesuai Kurikulum Operasional, maka dipandang perlu melaksanakan Seminar Proposal Tesis.
- b. Bahwa untuk kelancaran kegiatan seminar sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat panitia Seminar Proposal Tesis dengan Surat Keputusan Direktur.
- Mengingat** : 1. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tanggal 8 Juli 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tanggal 30 Desember 2005, tentang Guru dan Dosen;
3. Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 tanggal 10 Agustus 2010, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Republik Indonesia Nomor 4 Tahun 2014 tanggal 30 Januari 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
5. Peraturan Presiden Republik Indonesia Nomor 8 Tahun 2012 tanggal 17 Januari 2012, tentang Kerangka Kualifikasi Nasional Indonesia;
6. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 tanggal 24 Januari 2020, tentang Standar Nasional Pendidikan Tinggi;
7. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 138/DIKTI/Kep/1997 tanggal 30 Mei 1997, tentang Perubahan Bentuk Institut Keguruan dan Ilmu Pendidikan (IKIP) Muhammadiyah Jakarta menjadi Universitas Muhammadiyah Prof. DR. HAMKA;
8. Keputusan Direktur Jenderal Pendidikan Tinggi Depdikbud Republik Indonesia Nomor 155/D/T/2007 tanggal 29 Januari 2007, tentang Izin Pembukaan Program Studi Pendidikan Bahasa Inggris Program Magister Pada Universitas Muhammadiyah Prof. DR. HAMKA di Jakarta yang diselenggarakan oleh Persyarikatan Muhammadiyah;
9. Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.01.13/2012 tanggal 16 April 2012, tentang Perguruan Tinggi Muhammadiyah;
10. Ketentuan Majelis Pendidikan Tinggi Pimpinan Pusat Muhammadiyah Nomor 178/KET/I.3/D/2012, tentang Penjabaran Pedoman Pimpinan Pusat Muhammadiyah Nomor 02/PED/I.0/B/2012, tentang Perguruan Tinggi Muhammadiyah;
11. Peraturan Pimpinan Pusat Muhammadiyah Nomor 01/PRN/I.0/B/2012 tanggal 16 April 2012, tentang Majelis Pendidikan Tinggi
12. Keputusan Pimpinan Pusat Muhammadiyah Nomor 66/KEP/I.0/D/2023 tanggal 24 Januari 2023, tentang Penetapan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Masa Jabatan 2023-2027;

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial



13. Statuta Universitas Muhammadiyah Prof. DR. HAMKA Tahun 2023;
14. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA tentang Perbaikan Surat Keputusan Rektor Nomor 530/A.31.01/2012 tentang Pengubahan Nama Program Pascasarjana menjadi Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA;
15. Keputusan Rektor Universitas Muhammadiyah Prof. DR. HAMKA Nomor 515/A.01.01/2023 tanggal 30 Mei 2023 tentang Pengangkatan Direktur Sekolah Pascasarjana UHAMKA Masa Jabatan 2023-2027.

Memperhatikan : Kurikulum Operasional Program Studi Magister Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA;

MEMUTUSKAN

- Menetapkan Pertama** : Mengangkat Panitia dan Peserta Seminar Proposal Tesis Program Studi Magister Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA Semester Gasal Tahun Akademik 2025/2026 sebagaimana tercantum dalam lampiran 1 keputusan ini;
- Kedua** : Ketua Program Studi sebagai Sekretaris Panitia mempersiapkan segala sesuatu mengenai pelaksanaan Seminar Proposal Tesis dan Sekretaris Bidang II Sekolah Pascasarjana UHAMKA mengatur masalah keuangan;
- Ketiga** : Ketua Program Studi mengajukan nama-nama mahasiswa yang akan mengikuti Seminar Proposal Tesis paling lambat seminggu atau 7 (tujuh) hari sebelum Seminar dilaksanakan;
- Keempat** : Mahasiswa peserta seminar Proposal Tesis sebagaimana tercantum pada lampiran 2 kolom 4 Surat Keputusan ini;
- Kelima** : Seminar Proposal Tesis dilaksanakan di Kampus Sekolah Pascasarjana UHAMKA oleh penguji pada hari dan tanggal sebagaimana tercantum pada lampiran 2 Surat Keputusan ini;
- Keenam** : Pelaksanaan Seminar Proposal Tesis di Ketuai oleh Direktur, diuji oleh dua orang penguji dan dua orang pembimbing sebagai anggota tim penguji seminar dari masing-masing mahasiswa yang mengikuti Seminar Proposal Tesis;
- Ketujuh** : Peserta Ujian Seminar Proposal Tesis harus memperhatikan dan mematuhi pelaksanaan teknis Ujian Seminar Proposal Tesis yang telah diinformasikan sebagaimana tercantum dalam tata tertib ujian.
- Kedelapan** : Semua biaya yang timbul dengan adanya Seminar Proposal Tesis ini dibebankan pada mahasiswa peserta Ujian Seminar Proposal Tesis yang diatur khusus untuk kepentingan tersebut;
- Kesembilan** : Hasil Seminar Proposal Tesis ditandatangani oleh Direktur dan diumumkan kepada peserta setelah selesai pelaksanaan seminar;
- Kesepuluh** : Keputusan ini berlaku sejak tanggal ditetapkan;
- Kesebelas** : Surat keputusan ini disampaikan kepada pihak-pihak yang terkait untuk dilaksanakan sebagaimana mestinya.
- Keduabelas** : Apabila dalam keputusan ini terdapat kekeliruan, maka akan diperbaiki sebagaimana mestinya.

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial





Ditetapkan di Jakarta

Pada tanggal, 5 Sya'ban 1447 H

24 Januari 2026 M

Direktur,

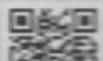


Prof. Dr. H. Ade Hikmat, M.Pd.

SALINAN keputusan ini disampaikan kepada yth.:

1. Rektor (sebagai laporan);
2. Sekretaris Bidang I dan II SPs;
3. Ketua Prodi Magister Pendidikan Bahasa Inggris SPs;
4. Dosen dan Mahasiswa SPs yang bersangkutan;
5. Arsip SPs.

Universitas Muhammadiyah Prof. DR. HAMKA

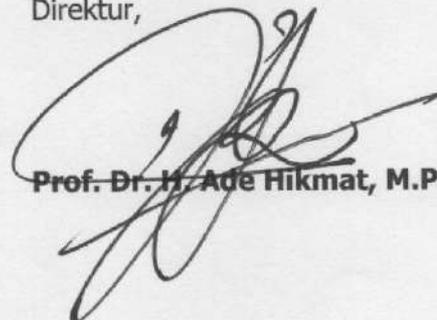


Lampiran 1 Keputusan Direktur Sekolah Pascasarjana UHAMKA
Nomor : /SPs/KM/2026
Tanggal : 5 Sya'ban 1447 H/ 24 Januari 2026 M

**PANITIA UJIAN SEMINAR PROPOSAL TESIS
PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GASAL TAHUN AKADEMIK 2025/2026**

- Penanggung Jawab : Rektor
Prof. Dr. H. Gunawan Suryoputro, M. Hum.
- Ketua : Direktur Sekolah Pascasarjana
Prof. Dr. H. Ade Hikmat, M.Pd.
- Sekretaris : Ketua Program Studi Magister Pendidikan Bahasa Inggris SPs
Siti Zulaiha, M.AL., Ph.D.
- Anggota Penguji : 1. Siti Zulaiha, M.AL., Ph.D.
2. Dr. Syaadia Arifin, M.Pd.
3. Silih Warni, Ph.D.
4. Hamzah Puadi Ilyas, Ph.D.
5. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
- Pelaksana Teknis : 1. Sekretaris Bidang I SPs, Prof. Dr. H. Abd. Rahman A. Ghani, M.Pd.
2. Sekretaris Bidang II SPs, Dr. Hj. Ihsana El Khuluqo, M.Pd.
3. Kepala Tata Usaha SPs, Deny Indra Nofendar, S.E.
4. Kasubag Akademik SPs, Nurlaelah, S.KM.
5. Kasubag Keuangan SPs, Enur Nurlaela, S.Kom.
6. Kasubag Umum SPs, Agus Purlianto, A.Md.
7. Staf Sekolah Pascasarjana
Universitas Muhammadiyah Prof. DR. HAMKA

Direktur,



Prof. Dr. H. Ade Hikmat, M.Pd.

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial



Lampiran 2 Keputusan Direktur Sekolah Pascasarjana UHAMKA
 Nomor : /SPs/KM/2026
 Tanggal : 5 Sya'ban 1447 H
 24 Januari 2026 M

**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SEMINAR PROPOSAL TESIS
 PROGRAM STUDI MAGISTER PENDIDIKAN BAHASA INGGRIS
 SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
 SEMESTER GASAL TAHUN AKADEMIK 2025/2026**

Hari, Tanggal : Senin, 26 Januari 2026
Tempat : Sekolah Pascasarjana Uhamka, Jl. Warung Buncit No. 17 Jakarta Selatan

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30						
PEMBUKAAN DAN PENGARAHAN SEMINAR PROPOSAL TESIS						
1.	07.30-08.15	2509069002	Iwan Hari Purnomo	English teachers' perceptions of AI integration in reading instruction at Yayasan Pendidikan smart insani	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	08.15-10.00	2309067024	Miftahul Jannah	Learning through doing: Exploring task-based learning in elementary English vocabulary instruction	1. Silih Warri, Ph.D. 2. Hamzah Puadi Ilyas, Ph.D.	1. Dr. Syaadiyah Arifin, M.Pd. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

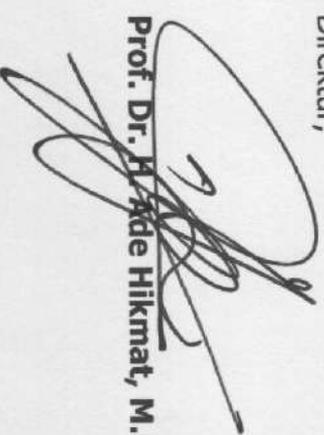
Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial





NO	WAKTU	NIMI	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
3.	10.00-10.45	2509069001	Nenik Prihartini	A Self-Reflective Case Study in the Use of Quizziz to Support Students' Speaking Skills in Descriptive text at SMA Negeri 51 Jakarta	1. Dr. Syaadiyah Arifin, M.Pd. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL, Ph.D. 2. Hamzah Puadi Ilyas, Ph.D.
4	10.45-11.30	2309067026	Lihan Khudori	Role Play as a Bridge for Communication in the Workplace: A Qualitative Study on the Development of English-Speaking Skills in Vicational High School Students	1. Dr. Syaadiyah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.	1. Siti Zulaiha, M.AL, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

Direktur,


Prof. Dr. H. Ade Hikmat, M.Pd.

Visi : Sekolah Pascasarjana Profetik dalam mendidik sumberdaya manusia yang memiliki kecerdasan spiritual, intelektual, emosional, dan sosial



**ROLE PLAY AS A BRIDGE FOR COMMUNICATION IN THE
WORKPLACE: A QUALITATIVE STUDY ON THE DEVELOPMENT OF
ENGLISH-SPEAKING SKILLS IN VOCATIONAL HIGH SCHOOL
STUDENTS**

THESIS PROPOSAL

**Submitted in the English Education Department of the School of Graduate
Studies in Partial Fulfillment of the Requirement of the Master of Education
Degree**



Written by:

Lihan Khudori

2309067026

**THE STUDY PROGRAMME OF ENGLISH EDUCATION THE SCHOOL
OF TEACHER TRAINING AND EDUCATION
THE UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA
JAKARTA
2026 M/ 1446 H**

**ROLE PLAY AS A BRIDGE FOR COMMUNICATION IN THE
WORKPLACE: A QUALITATIVE STUDY ON THE DEVELOPMENT OF
ENGLISH-SPEAKING SKILLS IN VOCATIONAL HIGH SCHOOL
STUDENTS**

A THESIS PROPOSAL

Written by

Name : Lihan Khudori

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Has been recommended to be presented on the Thesis Proposal seminar

Advisor	Signature	Date
1. Dr. Syaadiyah Arifin, M.Pd.		20-01-2026
2. Hamzah Puadi Ilyas, Ph.D		28-01-2026

Jakarta, 20-01-2026

Chair of English Education Department Graduate School

University of Muhammadiyah Prof. DR. UHAMKA

Siti Zulaiha M. A., Ph.D.

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the era of globalization and the Fourth Industrial Revolution, English proficiency particularly in speaking, has become a critical skill for success in the workplace. English serves not only as an international lingua franca but also as a medium for effective interaction in multicultural and professional environments that demand clarity, confidence, and contextual appropriateness (Bolton & Jenks, 2022; Schnurr, 2024). Competence in English speaking reflects a student's readiness to meet workplace demands, demonstrating both linguistic ability and communicative effectiveness (Sulistyanto et al., 2021).

In the context of Indonesia, vocational high schools (SMK) have a strategic role in preparing students for employment. However, English instruction in these institutions often lacks alignment with industry-specific communication needs. Many studies have indicated that English lessons are still too general and do not sufficiently reflect the real communication tasks required in various occupational sectors (Fadlia et al., 2020; Yuanti & Vardhani, 2021). This mismatch results in students' low confidence and limited opportunities to engage in meaningful, contextual speaking practices (Pratiwi & Murtini, 2024; Sari & Wirza, 2021).

Moreover, English teaching in SMK is often delivered through grammar-focused and teacher-centered approaches, which neglect the importance of speaking as a productive skill closely linked to students' future careers (Aziz & Anjaniputra, 2025; Hulwa & Wirza, 2025). The materials used are frequently generic and fail to represent the specific communicative demands of fields like marketing, hospitality, or business services. As a result, students are inadequately prepared to navigate workplace interactions, such as negotiating with clients, responding to customer inquiries, or giving professional presentations.

To address these gaps, English for Specific Purposes (ESP) offers a pedagogical framework that aligns instructional materials, methods, and assessments with students' vocational needs. ESP promotes purpose-driven learning that focuses on language use in specific professional contexts (Hutchinson & Waters, 1987; Dudley-Evans & St. John, 1998). Recent literature suggests that ESP has evolved into a transformative model capable of equipping learners with both linguistic and pragmatic skills needed in global workplaces (Mohammed, 2022; Ghafar, 2022; Chaovanapricha & Champakaew, 2024).

Within the ESP framework, role play emerges as a highly relevant strategy, especially for vocational students. Role play provides students with opportunities to simulate real-life professional scenarios such as working as receptionists, marketing officers, or customer service representatives that require effective spoken communication (Negara, 2021; Tomlinson, 2023). Through these simulations, learners can practice authentic dialogues, build confidence, and develop communicative competence in a safe, interactive environment (Ayuningtias & Yana, 2019; Suprayogi & Pranoto, 2020).

In addition, role play aligns with learner-centered and experiential learning approaches. It encourages students to actively participate, collaborate with peers, and reflect on their performance, all of which are critical components of language acquisition and vocational readiness (Blumberg, 2023; Muñoz, 2021). It not only develops students' speaking fluency but also enhances critical thinking, problem-solving, and interpersonal skills.

Although communicative language teaching (CLT) and task-based language teaching (TBLT) have been widely promoted, few studies have integrated ESP principles with role play in vocational contexts. Most research has focused either on general communicative competence or on ESP curriculum development, without emphasizing the intersection between ESP and experiential techniques like role play (Aziz & Anjaniputra, 2025; Ghafar, 2022). This highlights a gap in current pedagogical research.

Therefore, this study seeks to examine the use of ESP-based role play as a pedagogical strategy to improve students' speaking skills for workplace

Tomlinson (2023) emphasized the effectiveness of experiential techniques such as role play in enhancing both accuracy and fluency by embedding language use within authentic, problem-based scenarios. Pinatih (2021) demonstrated that role play integrated with ESP instruction allowed students to practice functional and professional discourse—including negotiation, marketing, and customer service—in ways that mirrored real workplace situations. Chaovanapricha and Champakaew (2024) expanded this discussion through their study in Thailand, confirming that ESP-based role play significantly improved students’ spoken proficiency and understanding of workplace discourse. Their findings reinforce the potential of combining ESP principles with interactive strategies to enhance professional communication skills.

Additionally, Blumberg (2023) and Muñoz (2021) stressed the value of learner-centered instruction, in which students are actively engaged in planning and reflecting on their learning. These approaches promote autonomy, decision-making, and interaction—key attributes in speaking development. Such insights are crucial for understanding how experiential and learner-centered methods can enhance communicative competence in vocational settings.

Despite the evidence supporting ESP and role play, most studies have investigated them separately. Few have focused on their integration within vocational English education, especially regarding speaking skills for workplace use. This gap justifies the current study, which explores how role play serves as a bridge between ESP objectives and the speaking demands of real-world vocational settings.

2.2 Theoretical Framework

2.2.1 English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is an instructional approach designed to meet learners’ professional and academic communication needs. Hutchinson & Waters, (1987) conceptualize ESP as an approach centered on learners’ goals and the communicative demands of specific disciplines. In the same vein, Dudley-Evans & St John, (1998) highlight three defining features of ESP: (1) purpose-

driven learning objectives, (2) curriculum and materials informed by systematic needs analysis, and (3) instructional practices that reflect real communication contexts in the target field.

Within vocational education, ESP functions as a bridge between school and industry by emphasizing functional and contextual language use. It equips learners with the communication skills required in real workplace situations—such as handling customers, negotiating, and presenting information—by prioritizing meaning-focused tasks over purely grammatical instruction. Recent developments indicate a shift from a language-centered to a learning-centered orientation (Mohammed, 2022; Salmani-Nodoushan, 2020), where students actively construct meaning through authentic, problem-based learning experiences.

However, ESP implementation in vocational contexts remains challenging. Ghafar, (2022) observes that many teachers struggle to design tasks that genuinely reflect workplace discourse. These limitations underscore the need for adaptive strategies such as role play, which brings workplace realities into the classroom through simulated, interactive communication experiences.

2.2.2 Role Play in ESP-Based Speaking Instruction

Role play is a communicative technique that enables learners to enact professional scenarios and practice English for specific occupational purposes. Research by Negara, (2021) and Pinatih, (2021) demonstrates that role play enhances fluency, confidence, and pragmatic awareness because learners engage in context-rich situations such as meetings, interviews, and customer service interactions. Tomlinson, (2023) emphasizes that role play is most impactful when supported by authentic and profession-relevant materials, allowing students to practice language that mirrors real workplace usage.

In the ESP framework, role play functions as an experiential learning tool that operationalizes theoretical knowledge into communicative performance. It supports collaboration, critical thinking, and adaptability—competencies essential for modern workplaces. Suprayogi & Pranoto, (2020) confirm that ESP-based role