

**UNDERSTANDING TEACHER COLLABORATION
STRATEGIES FOR STUDENT ENGAGEMENT IN 7TH GRADE
(EFL) CLASSES AT SMP LABSCHOOL JAKARTA**



Intelligentia - Dignitas

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***A Skripsi Submitted in Fulfillment of the Requirement for the
Degree of Sarjana Pendidikan***

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF LANGUAGE AND ARTS
UNIVERSITAS NEGERI JAKARTA**

2025

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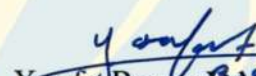
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ACKNOWLEDGEMENT

I would like to express my deepest gratitude to the God Almighty, Jesus Christ, for His amazing ways in guiding me to complete this skripsi and for His continual love, guidance, and blessings throughout my studies. This skripsi is the result of exhaustion, perseverance, and hard work.

1. For that, I would like to extend my genuine and heartfelt appreciation to my supervisors, Dr. Hanip Pujiati and Yosafat Barona Valentino, S.Pd., M.Hum., for their invaluable direction, feedback, and support from the beginning to the end of the writing process. I could not have completed this skripsi without their guidance and support.
2. My sincere thank you to my reviewers and examiners, Suci Maharani, M.Pd., Hernita Ratna Aulia, S.S., M.Hum., and Sulhizah Wulan Sari, M.Hum., for their constructive feedback that helped improve the quality of my skripsi.
3. Also, thank you to my academic advisor, Tara Mustikaning Palupi, M.Hum., for her consistent support since the beginning of this academic journey. And to all ELESP lecturers, especially Ma'am Imas, Ma'am Tara, Prof. Ilza, and Mr. Wayan, for all the knowledge and guidance you have shared throughout my academic journey.
4. I am especially grateful to my mother and siblings for their support and prayers. Most especially my sister, who constantly motivated and supported me from the very beginning. I truly could not have completed this skripsi without her constant judgment, pressure, and never-ending questions.

5. And a special thank you goes to my twisted sisters, Caca and Fitri, who have been my rock throughout this journey. I genuinely do not think I could have done this without them. We started strong, flopped hard, but came back somehow stronger to finish. Also, to my lesser but still twisted sisters, Indah and Regina, thank you for being an incredible support system. I am truly blessed to have you queens in my life. My appreciation also extends to my friends from class 21DB, especially those who have been part of my journey since the early days: Nabilah, Hifdzi, Haura, Grace, Gina, Imel, Ila, Tina, Raka, Dany, and Lanang. My friends from BEM Prodi, Beaver, Beafy Gaming, and, of course, my beloved HUKI, Yasmin, Putri, and Hifdzi. And to the entire ELESP 2021 class.

6. And a special shoutout to my silent supporters: Little Mix, Scarlet Witch, The Walking Dead, Grey's Anatomy, Glee, The Haunting of Hill House and Bly Manor, American Horror Stories, the Fear Street trilogy, 2 Broke Girls, The Fosters, Queer Eye, the Scream franchise, Scream Queens, Final Destination, The Chronicles of Narnia, and the upcoming Fantastic 4 movie. Thank you for accompanying me throughout the journey of writing my skripsi. Without your presence, I would not have found the strength and motivation to finish it without going insane or to the grave.

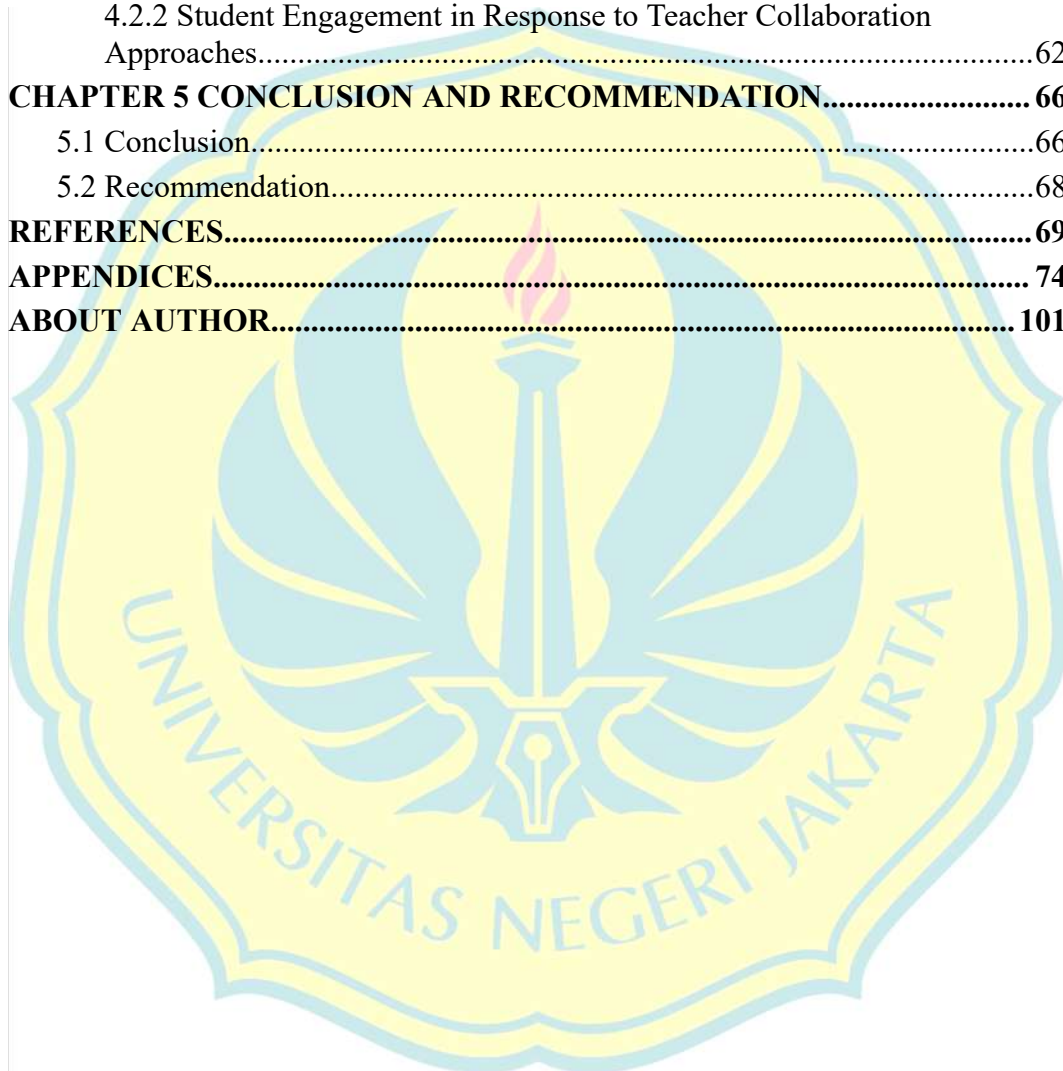
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Geraldo Isa Masa Udi

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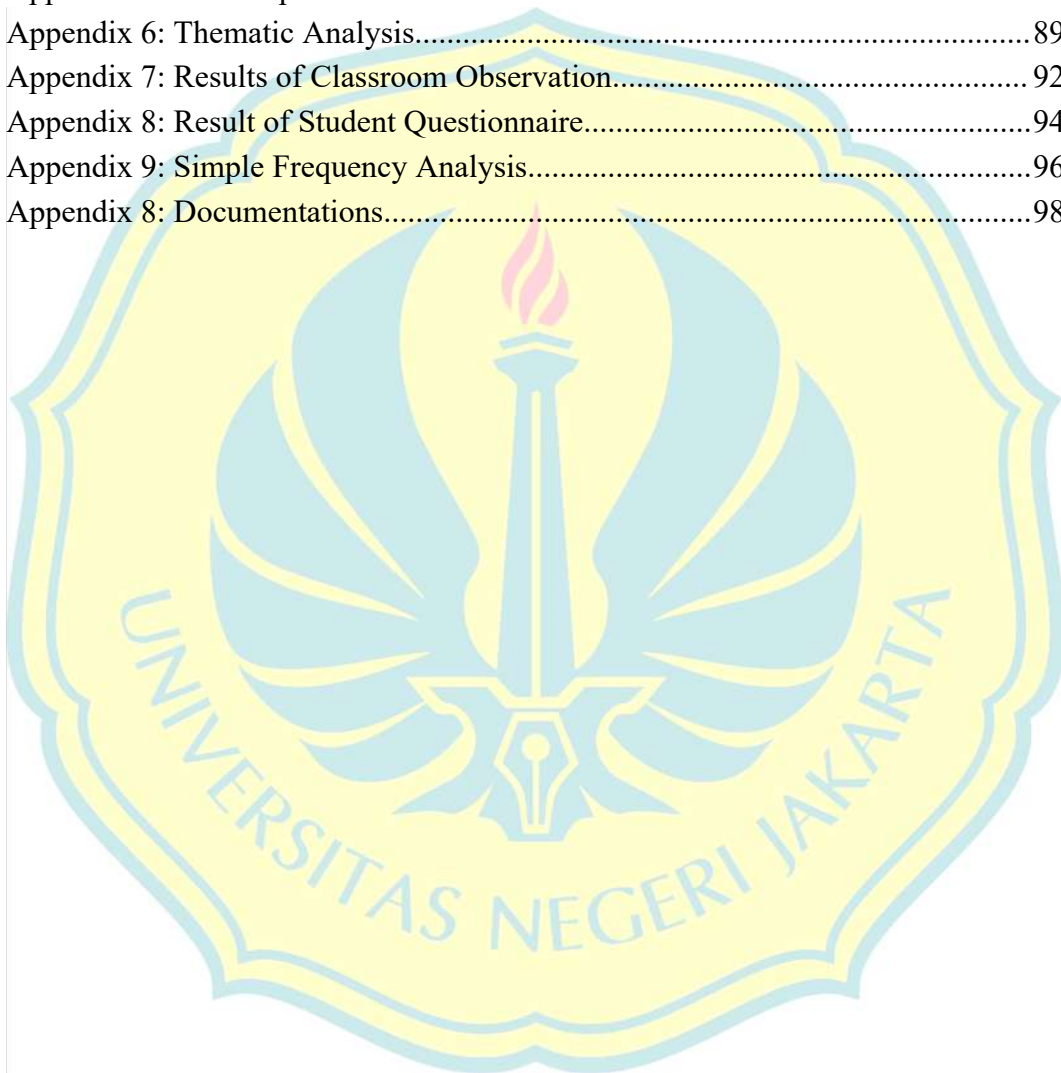
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ABSTRACT

Geraldo Isa Masa Udi. 2025. Exploring Teacher Collaboration and Student Engagement in 7th Grade English Class. A *Skripsi*, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study explores the role of teacher collaboration in supporting student engagement in 7th grade English as a Foreign Language (EFL) classrooms at SMP Labschool Jakarta. In Indonesia, one of the major challenges in EFL learning is low student engagement, often caused by traditional, teacher-centered methods that limit student participation. Despite the *Kurikulum Merdeka* reforms, many teachers continue to struggle with implementing student-centered approaches that encourage active learning. This study investigates whether teacher collaboration can serve as an effective strategy to address this issue. Using descriptive qualitative design combined with a convergent mixed-methods approach, this study collected data through interviews, classroom observations, and student questionnaires. The findings reveal that improved lesson planning creates a supportive classroom environment and provides varied teaching styles that cater to different learning needs. Students reported feeling more focused, motivated, and comfortable in class. The results also highlight the importance of clear communication, professional teamwork, and shared responsibility between teachers. This concludes that teacher collaboration can positively affect student behavior and affective engagement in EFL classrooms by creating more interactive and inclusive learning experiences.

Keywords: *Teacher collaboration; Student engagement; English as a Foreign Language (EFL); English learning; Teaching strategies*

ABSTRAK

Geraldo Isa Masa Udi. 2025. Exploring Teacher Collaboration and Student Engagement in 7th Grade English Class. A *Skripsi*, Jakarta: English Language Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

Penelitian ini mengkaji peran kolaborasi guru dalam mendukung keterlibatan siswa di kelas Bahasa Inggris sebagai Bahasa Asing tingkat kelas 7 di SMP Labschool Jakarta. Di Indonesia, salah satu tantangan utama dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing adalah rendahnya keterlibatan siswa, yang seringkali disebabkan oleh metode pengajaran tradisional yang berpusat pada guru dan membatasi partisipasi siswa. Meskipun telah diterapkannya reformasi Kurikulum Merdeka, banyak guru masih menghadapi kesulitan dalam menerapkan pendekatan yang berpusat pada siswa dan mendorong pembelajaran aktif. Penelitian ini bertujuan untuk menyelidiki apakah kolaborasi antar guru dapat menjadi strategi yang efektif untuk mengatasi permasalahan tersebut. Dengan menggunakan desain deskriptif kualitatif yang dikombinasikan dengan pendekatan *convergent mixed-methods*, penelitian ini mengumpulkan data melalui wawancara, observasi kelas, dan kuesioner siswa. Temuan penelitian menunjukkan bahwa peningkatan perencanaan pembelajaran mampu menciptakan lingkungan kelas yang mendukung siswa serta menyediakan variasi gaya mengajar yang sesuai dengan kebutuhan belajar yang beragam. Siswa menyatakan bahwa mereka merasa lebih fokus, termotivasi, dan nyaman di kelas. Hasil penelitian juga mengamati pentingnya komunikasi yang jelas, kerja sama profesional, dan tanggung jawab antar guru. Kesimpulannya, kolaborasi guru dapat memberikan dampak positif terhadap perilaku siswa dan keterlibatan afektif mereka di kelas dengan menciptakan pengalaman belajar yang lebih interaktif dan inklusif.

Kata Kunci: Kolaborasi antar guru; Keterlibatan siswa; Bahasa Inggris sebagai Bahasa Asing; Pembelajaran Bahasa Inggris; Strategi mengajar