

## **ABSTRAK**

VINA DESTRIANA, 2024. “*INVESTIGATING STUDENT-TEACHER’S EXPERIENCES IN TEACHING ENGLISH DURING KAMPUS MENGAJAR PROGRAM TO SUPPORT TEACHER PROFESSIONAL DEVELOPMENT: AN AUTOBIOGRAPHICAL NARRATIVE INQUIRY*”. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi. Tasikmalaya.

*Dalam studi pengembangan profesi guru, perhatian yang diberikan umumnya terbatas pada bagaimana pengalaman mahasiswa keguruan membangun profesionalitasnya. Berdasarkan fakta tersebut, penelitian ini bertujuan untuk menginvestigasi bagaimana pengalaman mengajar bahasa Inggris seorang mahasiswa keguruan selama program Kampus Mengajar angkatan enam di tingkat Sekolah Dasar dapat membangun profesionalismenya sebagai calon guru. Penelitian ini menggunakan metode kualitatif dengan desain penelitian inkuiri naratif autobiografi dimana partisipan dari penelitian ini adalah diri saya sendiri. Studi ini mengeksplorasi pengalaman mengajar saya dalam tiga kegiatan utama: (1) fase pra-aktif pengajaran, (2) fase interaktif pengajaran, dan (3) fase pasca-aktif pengajaran. Data dikumpulkan dari catatan mingguan beserta laporan mingguan Kampus Mengajar yang dianalisis menggunakan struktur analisis naratif. Hasil penelitian ini mengungkapkan bahwa pengalaman saya dalam mengajarkan bahasa Inggris selama program Kampus Mengajar mampu membangun profesionalisme yang saya miliki sebagai calon seorang guru. Pada akhirnya, kontribusi penelitian ini adalah untuk memfasilitasi pengembangan profesionalisme calon guru berdasarkan pengalaman mengajar sebagai sarana untuk membangun pengembangan profesional guru.*

**Kata Kunci:** *Pengalaman mengajar, Zona Bahasa Inggris, Pembangunan profesionalitas guru, Kampus Mengajar*

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In teacher professional development studies, attention is generally limited to how student teachers' experiences build their professionalism. Based on this fact, this study aims to investigate how a teacher education student's experience teaching English during the sixth-year of the *Kampus Mengajar* program at a primary school can build her professionalism as a prospective teacher. This study uses a qualitative method with an autobiographical narrative inquiry research design where the study participant is myself. This study explores my teaching experience in three main activities: 1) pre-active phase of teaching, 2) inter-active phase of teaching, and 3) post-active phase of teaching. The data were collected from weekly notes and weekly *Kampus Mengajar* reports which were analyzed by narrative analysis structure. The results of this study revealed that my experience in teaching English during the *Kampus Mengajar* program was able to build my professionalism as a future teacher. Ultimately, the contribution of this study is to facilitate the development of prospective teachers' professionalism based on teaching experience as a means to build teachers' professional development.

**Keywords:** Teaching experience, English Zone, Teacher professional development, *Kampus Mengajar*