

## PREFACE

This research thesis entitled “**Investigating Student-Teacher’s Experiences in Teaching English during *Kampus Mengajar* Program to Support Teacher Professional Development: An Autobiographical Narrative Inquiry**” is discusses my experience as an English education student teaching English at the primary school level during the *Kampus Mengajar* program. This research is relevant to the researcher’s profession as a student in the English Education department. This research will be useful as a reference for beginner teachers who do not have teaching experience.

This research thesis consists of five chapters. **First**, an introduction which presents the background information from my study such as context of the study, gap of the study, formulation of the problem, significance of the study, and aims of the study. **Second**, the literature review provides an overview of the theoretical framework that discussed the *Kampus Mengajar* program, English Zone, Teaching Experience, and Teacher Professional Development (TPD) and discussed a study of the relevance of research. **Third**, the research procedure describes the methodology of my study. It explains the types of my research design, focus of the research, setting and participant, data collection technique, and data analysis using the narrative analysis method proposed by Labov (1972). **Fourth**, research findings and discussion described the result from the data that has been analyzed and interpretation of the findings. **Five**, the conclusion and suggestion are the closing part which provides the essence for thesis contents and advice for the future research. Eventually, I gratefully accept suggestions and constructive criticism from the readers to improve this research thesis. Hopefully, my research thesis can be useful and provide benefits for researchers and readers.

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