

## PREFACE

This thesis, entitled “ENGLISH STUDENT-TEACHERS’ PEDAGOGICAL CONTENT KNOWLEDGE IN ‘KAMPUS MENGAJAR’: A NARRATIVE INQUIRY,” presents the experiences of English student-teachers teaching at the primary school level while participating in the *Kampus Mengajar* program. The study aims to explore how these student-teachers build their Pedagogical Content Knowledge (PCK) through real teaching practices. The focus of this research aligns with the writer’s academic background in English Education. It is expected to serve as a valuable reference for future English educators, particularly those preparing to teach in primary school settings and lacking prior field experience.

This thesis comprises five chapters: introduction, literature review, research methodology, findings and discussion, and conclusion and suggestions. The introduction outlines the background of the study, the research problem, objectives, and significance. The literature review presents previous studies and key concepts related to PCK, the *Kampus Mengajar* program, and English language instruction at the primary level. The research methodology explains the narrative inquiry design, data collection procedures, and data analysis techniques. The findings and discussion chapter provides a narrative-based analysis of participants' experiences, while the conclusion highlights the research's main insights and practical implications.

I want to express my sincere gratitude to everyone who supported me throughout the completion of this thesis. Suggestions and constructive feedback are warmly welcomed to improve the quality of this research. Hopefully, this study can bring meaningful benefits to both academic readers and future practitioners.

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