

## **ABSTRACT**

**Syahrin, Alfi.,** 2024. The Challenges Faced by Teacher in Teaching English as Local Content Lesson to Young Learners at One State Elementary School in Muaro Jambi. A thesis. English Education Study Program. Faculty of Teacher Training and Education of Universitas Jambi in Academic year 2024/2025. The first Supervisor is Indri Anastasia, S.S., MA. The Second Supervisor is DRS. AHMAD RIDHA, M.A

***Keywords:*** *The Challenges, local content lesson, TFYL, Case Study*

The implementation of the 2013 curriculum makes English a local content lesson, where there are still several schools that use this curriculum and apply English only as a local content lesson. One of the schools that implements this curriculum is a state elementary school in Muaro Jambi. This research aims to find out what challenges teachers face when teaching English as a local content lesson and what methods or strategies teachers face these challenges. This research uses a qualitative method with a case study approach. The participant is an English teacher who taught at the elementary school. Data collection used in-depth interviews, observation, and supporting data/document methods. Data analysis was carried out using the thematic analysis method of Braun & Clarke (2006) and data analysis from Miles & Huberman (1996). This research examines David Nunan's (2011) theory of the challenges of teaching English to young learners. Findings from interviews, observations, and supporting data/document show several themes derived from the challenges teachers face in teaching English to young learners as local content, such as: lack of cognitive development of students' English, lack of supports from students' parents, student discipline, student different level of proficiency, and lack of teacher teaching preparation. Also, researcher found several strategies for teachers to face these challenges, such as: Providing memorized vocabulary and assignments to students, providing reward methods and providing support to students in class, using the ice-breaking

method to restore students' focus, creating study groups, teacher explain the lesson material more than once, carrying out student remediation, Provide teaching media.