

ABSTRACT

Pronunciation is a crucial component of communicative competence in English and plays a vital role in ensuring intelligibility in spoken interaction. In the Indonesian EFL context, teaching pronunciation remains challenging due to factors such as limited exposure to authentic language, mother tongue interference, and insufficient resources. While previous studies have examined pronunciation teaching strategies, there is a lack of research integrating the psychological, linguistic, and pedagogical dimensions of teachers' challenges, particularly in the high school setting. This qualitative case study investigates the challenges faced by three EFL teachers in a senior high school in Ciamis, Indonesia, and the strategies they employ to address them. Data were collected through classroom observations and semi-structured interviews, then analyzed thematically. The findings reveal five main challenges: low student self-confidence, limited time and resources, difficulties in connecting spelling and pronunciation, first language interference, and inconsistent practice. Teachers addressed these issues using ice-breaking, contextualized repetition, constructive feedback, bilingual explanations, and materials linked to students' interests. The study concludes that effective pronunciation teaching requires a balance between technical accuracy and affective support, consistent practice, and adaptive strategies tailored to learners' needs.