

ABSTRACT

This study aims to identify the challenges faced by English teachers in teaching vocabulary at the Junior High School level and to explore the strategies they implement to overcome these challenges. The research method employed was a qualitative descriptive case study. The participants of this research were three experienced English teachers at a junior high school in Tasikmalaya, West Java. Data were collected through semi-structured interviews and analyzed using thematic analysis. The research findings revealed that teachers face three main challenges in vocabulary instruction: students' limited vocabulary mastery and retention, learner diversity in terms of English proficiency, and instructional constraints such as limited teaching time and inadequate facilities. To address these challenges, the teachers applied two primary strategies: interactive and multimedia-based vocabulary instruction utilizing visual media, digital tools, and game-based activities, and vocabulary practice through meaningful use such as encouraging daily interactions and dialogues. This study concludes that an interactive, student-centered, and context-based approach is crucial in supporting the success of English vocabulary acquisition at the junior high school level.

Keywords: Challenges, Junior High School, Teachers' Strategies, Teaching Vocabulary.