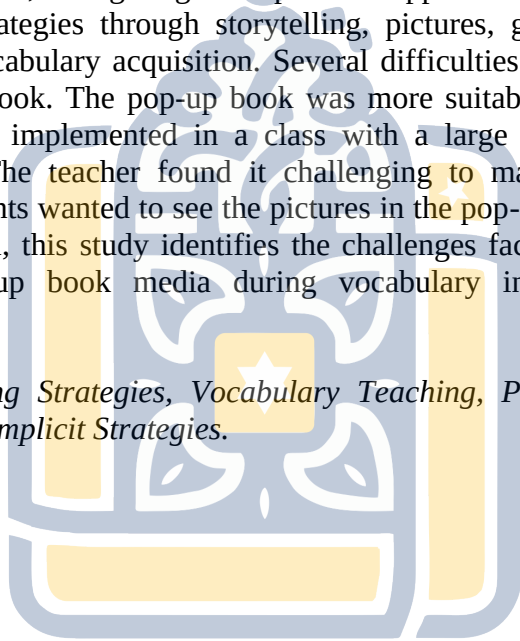


## ABSTRACT

Vocabulary is a fundamental component in learning English, especially for young learners, yet many elementary students still face difficulties due to less engaging teaching methods and limited use of interactive media; therefore, this study aims to investigate the teacher's strategies in teaching English vocabulary through pop-up book media and to explore the implementation of explicit and implicit strategies in the classroom. This research employed a qualitative case study design, with data collected through classroom observations, interviews, and documentation involving an English teacher at SDN 1 Blang Mangat. The findings revealed that the teacher applied explicit strategies such as direct explanation, repetition, and giving examples to support clear understanding, as well as implicit strategies through storytelling, pictures, games, and songs to facilitate natural vocabulary acquisition. Several difficulties observed during the use of the pop-up book. The pop-up book was more suitable for use in a small class. When it was implemented in a class with a large number of students, difficulties arose. The teacher found it challenging to manage the classroom because many students wanted to see the pictures in the pop-up book from a close distance. In addition, this study identifies the challenges faced by the teacher in implementing pop-up book media during vocabulary instruction in a real classroom setting.

**Keywords:** *Teaching Strategies, Vocabulary Teaching, Pop-Up Book Media, Explicit Strategies, Implicit Strategies.*



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