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List of Abbreviations

Symbol	Meaning
1. VLS	Vocabulary learning strategies
2. P1	First participant
3. P2	Second participant
4. I	Interview (if the participant was only interviewed once)
5. I1	First interview
6. I2	Second interview
7. Ob	Observation (if the participant was only observed once)
8. Ob1	First observation
9. Ob2	Second observation
10. TB	Teachers' beliefs
11. Det	Determination strategies
12. Mem	Memory strategies
13. Cog	Cognitive strategies
14. Met	Metacognitive strategies
15. Ureal	Using a realia
16. Trans	Translation method
17. Mpoint	Make a point
18. Twpf	Teaching new words in phrases form
19. Twtt	Teaching words through a text

20. Asrs	Ask students to retell a story
21. SRI	Stimulated recall interview

Transcription Convention Used in this Study

Symbol	Meaning
1. ..	(two dots) means hmm/ mmm/ eee
2. […]	(three dots at beginning, in the middle, at the end of statement) means unimportant words omission
3. ( )	inaudible
4. [xxx]	Mentioning name

ABSTRACT

Vocabulary (kosakata) merupakan komponen penting dalam belajar dan menggunakan bahasa asing, karena memiliki kosakata yang terbatas dapat mempengaruhi kualitas pembelajaran sebuah bahasa. Oleh karena itu, guru perlu mengetahui tentang *vocabulary learning strategies* (VLS) sehingga mereka dapat memfasilitasi pembelajaran peserta didik. Namun, studi tentang VLS masih terbatas di Indonesia. Untuk mengisi kesenjangan tersebut, penelitian ini menyelidiki *teachers' beliefs* tentang VLS. Peserta penelitian ini adalah dua guru bahasa Inggris di sebuah Sekolah Dasar di Jawa Barat. Dengan menggunakan metode kualitatif, penelitian ini mengumpulkan informasi *beliefs* (keyakinan) dan *practices* (praktik) guru mengajar melalui wawancara semi-terstruktur dan observasi kelas. Temuan awal menunjukkan bahwa kedua guru menggunakan teori strategi kosakata dari Schmitt (1997) seperti *determination strategies*, *memory strategies*, *cognitive strategies*, dan *metacognitive strategies*. Mereka juga menggunakan strategi yang tidak dapat diklasifikasikan ke dalam teori Schmitt (1997) yaitu *using a realia*, *translation method*, *make a point*, *teaching new words in phrases form*, *teaching words through a text*, dan *ask students to retell a story*. Penelitian ini diharapkan dapat memberikan informasi bagi para guru di Indonesia akan pentingnya menerapkan strategi pembelajaran kosakata yang paling sesuai untuk para siswa.