

**LECTURERS' BELIEFS OF WRITING INSTRUCTION: AN  
INDONESIAN DESCRIPTIVE QUALITATIVE**

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**ABSTRACT**

This study aims to investigate how lecturers' beliefs were providing writing instructions to students. This research uses a descriptive qualitative. The participant is one person, Ms Sevia, who is a lecture at Yogyakarta University. The participant has been teaching writing-themed courses. This data is taken from in-depth interviews to see how a lecturer's belief becomes part of the written instruction in the descriptive qualitative. The results showed four factors: situation adaptation, self-evaluation, experience, and awareness of the lecturer's belief, Ms Sevia, in providing writing learning. Adaptation to conditions is a process that is often carried out by Ms Sevia because, for her, it is the first thing in dealing with students who will be with her in teaching and learning activities. The next factor is self-evaluation, which is the way Ms Sevia evaluates herself from various points of view so that it is not easy to blame the situation; thus, it becomes a mindfulness lesson. Besides, Ms Sevia's educational history has become an experience that shapes different mindsets and decisions in choosing components in the learning structure she makes. Finally, the awareness factor made Ms Sevia not heavy-hearted and very open to criticism and suggestions with discussion space to encourage each other for the continuity of education in Indonesia.

*Keywords: Descriptive qualitative, teacher belief, writing instruction*