













Students think that lecturers strongly need to motivate students to develop writing ability (90%), while 7% of students want to meet the need of being motivated by lecturers, and 3% of them think that motivation is not needed. This happens because during the learning processes of writing, lecturers tend to give them more assignments. Motivation is importantly done by giving a good grade based on the students' true writing competence, but it also provides material or non-material benefits for students in a way that they try to write well.

During this time, students only understand that they solely write to carry out an obligation. Students are not aware of the importance of writing. Even worse, they do not have an adequate understanding of the advantages of writing. Therefore, lecturers are expected to motivate students to write.

Students think that a learning method is strongly needed to be re-examined (80%), while 15% of them state it is need, and the remaining 5% think it is unnecessary. Learning has been done to explore the capabilities of each student. It means that each student's ability to write individually has not been monitored. Lecturers only take heed of writing ability in general. Thus, it is necessary to have a learning method that determines the ability of individual students to write.

Students assume that the materials and instructional media are extremely needed (75%), while 20% of them think that it needs to be developed, and the remaining 5% think it is not needed. During this time, Indonesian General Course (MKU) learning is more precisely concerned with studying Indonesian theories, yet the ability to write is ignored. Although more theories need to be studied, it would be better if both theory and practice go hand in hand. Therefore, it is necessary to develop materials that can enhance students' writing competence. In addition, it is urgent to seek a solution for the limited availability of instructional media. Lecturers are expected to be more creative and innovative. Moreover, learning may happen in the class, or outside the classroom. It is not only done by the lecturer, but also by a practitioner or an author.

## 6. Conclusion

Learning to write scientifically through Indonesian General Course (MKU) has not been pursued optimally. The learning objectives of this course consider failed because the selection of learning models are less suitable with students' needs.

## 7. Suggestion

Based on the analysis of students' needs, it is necessary to improve existing teaching methods. Indonesian General Course (MKU) learning model should be able to motivate students to be willing and be able to write scientific papers.

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