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Learning Objectives and Environments: How Do They Affect Students' Motivation in English Language Learning?

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Abstract

This study aims to unravel what foremost students learning objectives and expected learning environment as well as to investigate how these two aspects might affect learning motivation. Both quantitative and qualitative research approaches were applied, and the data were collected from questionnaires and interviews. The questionnaire was distributed to 122 students, and the interview session covered eight students. Data from the questionnaire showed that 64.5% of students responded to 'always' for future job opportunities, 43.4% for understanding journals, 36.9 for scholarly needs, 36.9% for English as a prestigious language, around 36.2% for becoming a lecturer, 29% for going abroad, and 28.1% for parents' suggestion. Regarding the learning environments, it was discovered that 67.7% of students responded as 'strongly agreed' for teachers should be friendly, 52.9% for opportunities to express opinions, 52.5% for various teaching activities materials, and about 41% for the use of L1 (Indonesian language) in teaching. Moreover, the study showed that learning objectives affect motivation because English was believed for a better future opportunity, for academic requirements such as understanding journals, and for passing standardized test regulation. It was furthermore considered as prestigious and valued for the economy, learned to know its interesting cultures, deemed an attractive language

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through teachers' modeling, opened more overseas opportunities as to it is an international language, and parents saw it as a 'blessing' to learn. The study also explained that learning environments were influenced by teachers' personality, teaching methods and materials, and an expectation of a ubiquitous language.

Keywords: Learning objectives, learning environment, EFL learning, motivation.

1. INTRODUCTION

Language learning requires multiple facets to be effective. Some people will demonstrate strong abilities to learn in a short period, while others need years to do so. Many theories have been advised for novice language learners, however, amongst the many; it seems that the amount of learning environment exposure, motivation, and objective of the language learning are the general issues to be considered (Harmer, 2003; Kenworth, 1987; Oxford, 1990). These aspects contribute to another for the language learning process. Motivations make the energy for a learner to be persistent in learning; exposure provides the language input and aims to develop individual strategies, techniques in language learning. Moreover, similarly, Krashen (1987) and Goodman and Goodman (2010) stated two aspects, that is, motivation and natural language input to ensure the language learners could have the best learning experience. Likewise, studies from Haley and Rentz (2002), Bernat and Gvozdenko (2005), and Ballantyne et al. (2008) also agreed that language learners should be exposed to English-rich environments and have strong motivation to be successful.

A case at IAIN (Institut Agama Islam Negeri) Curup, Indonesia, was, for most of the year, a few students in the English Study Program wanted to postpone this major in their very early term, the third semester. They chose to defer college or transfer to another study program. On the grounds of pre-observance, the students claimed that they had switched to other programs because they felt it fits their needs even though the English program was their first preference. They quit learning because, when certain English subjects began, they felt distressed by the English language teaching. In their first semester, most students are enthusiastic, but then, are likely to lose interest in the next semesters. The enthusiasm for learning has fluctuated as they are vulnerable to ambivalence in learning purposes and do not fit their learning environment. As a result, some students demonstrate negligible improvement in learning during the first to the final semester, and only a few students will attain the expected learning outcomes.

Some studies have discussed learning exposure and factors that affect motivations. Gorsuch (2011) pointed out that to improve students' speaking skills is by increasing meaningful language input by providing English-rich environments. Another study conducted by Rahman et al. (2017) indicated that factors such as teachers, parents, and students' personal attitudes were confirmed in affecting students' motivation in language learning. Similarly, Ekiz and Kulmetov (2016) found that reinforcing the students' beliefs also motivated them to be in the form of aims in learning and future opportunities.

However, at the same time, there is a little investigation in what way this learning environment, motivation, and aims in language learning may support or contradict the students' learning outcomes; particularly in the context of students' personal circumstances such as parents' interferences, beliefs, and the learning environment at Islamic universities which is dissimilar with secular universities. At this point, the researchers develop two research questions; first, what foremost the students' learning objectives and expected learning environments at the English Department at IAIN Curup, Indonesia? Secondly, to what extent these two issues may affect students' learning motivation?

2. LITERATURE REVIEW

Motivational studies in relation to English language learning contribute to learning success. However, issues regarding learning objectives and learning environments seem apparent for some students in the English study programs at Islamic universities in particular. These theoretical frameworks start from discussing the concepts of motivation and how it relates to the learning process as well as learning outcomes. It views the cause-effect relationship to demonstrate that motivation is not to be ignored in learning. Further discussions specify the description of how learning objectives and environments can affect motivation in the area of English language learning.

2.1 Motivation Concepts

The source of motivation can be internal, which comes from the inner interest, and external that usually needs supports from the surrounding. According to [Ryan and Deci \(2000\)](#) and [Zinn \(2007\)](#), intrinsic motivation remains an important construct, reflecting the natural human propensity to learn and assimilate whilst extrinsic motivation is varied considerably in its relative autonomy and thus can reflect either external control or true self-regulation. It can also be in the form of curiosity and learning enjoyment ([Oudeyer et al., 2016](#)) or expecting rewards ([Reinholdt, 2006](#)) such as getting a job in the future, securing more opportunities, and traveling abroad ([Oletić & Ilić, 2014](#)).

2.2 Effect of Motivation in Learning

Motivation affects the way students behave toward learning. Sometimes, teachers find that some students appear reluctant to participate or give no response in class activities. Lack of motivation is among the causes of this situation. According to [Tohidi and Jabbari \(2012\)](#), motivation determines how students act toward subject materials. It can be in the form of the ability to setting up goals, spending how much effort and energy, having initiative or creativity, and keeping perseverance in the process of learning.

Moreover, motivation tends to lead to cognitive enhancement, help understanding risk in learning that will direct to overall increased performance. Motivated students would have a clear purpose to understand and use this as a power to control their energy and time. This energy will activate the cognitive process more

than before and create a sense of creativity to deal with any problems in learning. In addition, [Kusurkar et al. \(2013\)](#) mentioned four possibilities of how motivation could affect academic performance. They are cognitive psychological situation that builds student interests, performance-oriented, determination to achieve a certain level of study and pilot behavior toward positive outcomes.

2.3 Motivation and Learning Goals

It is clear that the learning goals are necessary to develop motivation for learning. The goals provide direction of study and nurture students' motivation. It also acts as academic self-management that allows students to bring control over their learning and eventually promote academic achievement ([Zimmerman & Risemberg, 1997](#)). In general, students have five goals in learning ([Han & Lu, 2018](#); [Hsieh & Hsieh, 2019](#); [Wu, 2008](#)): short, long, habit, area, and behavioral goals. Besides, the learning aims in English language learning are scholarship, traveling, business, and working in international companies. Other goals also include achieving high TOEFL or IELTS scores for further study, interested to understand English language people cultures, and having the ability to understand English journals ([Leaver et al., 2005](#); [Poedjastutie & Oliver, 2017](#)).

2.4 Motivation and Learning Environments

The learning environment is a specific area, according to [Woolfolk et al. \(2007\)](#), which is multi-dimensional, time-sensitive, and packed with a range of activities for students. In general, those with more chances to apply skills in a rich English environment tend to excel in English. Sometimes the learning environment, however, is not always supportive to students and leads to their failure. It may come from teachers' personality, anxiety, and sets of rules that all add effect to students' motivation and thus, success in learning. [Fowler and Şaraplı \(2010\)](#) study found that ELT students expect some English language learning environments: they wished to be free to express an opinion, teachers should avoid embarrassing them and be friendly in the classroom. Furthermore, teachers should use group/pair work activities and apply L1 (Indonesian Language) in teaching. Likewise, [Sağlam and Salı \(2013\)](#), in their study, advised that the foreign language environment should meet six components to achieve supportive student learning that should involve more physical activities, applied social-psychological process, have a clear instructional approach, focus on learner-centered, enrich linguistic aspect and engage to parental support as well.

3. METHODS

This section described the procedures applied to scrutinize the research questions. First, it used both quantitative and qualitative approaches as the research design. Second, it selected all English Department students at IAIN Curup, Indonesia, as the population; as well as utilizing the total and random stratified as the sampling techniques. Third, developing a questionnaire and interview guidance as the instruments to gain data. Finally, the data were analyzed by tabulating the questionnaire responses and transcribing the interview results.

3.1 Research Design

The mixed method was used where the quantitative approach involved using the statistical formula, mathematical and numerical data to interpret research questions (Sheard, 2018). Meanwhile, the qualitative approach investigated in-depth data in its natural setting like understanding how things are and why things happen. There were some questions in the form of a Likert scale, and this questionnaire is divided into five categories to quantify the students' purpose in learning and their thoughts about learning environments. Afterward, some students were interviewed to scrutinize in what way these learning objectives and learning environment shaped their motivation.

3.2 Participants of the Research

All students enrolled in the 2019/2020 academic year in the English study program at IAIN Curup, Indonesia, were the population in this study. They were in the second, fourth, and sixth semesters, with 179 students in total. This research applied two sampling techniques: total sampling and random stratified sampling. Random stratified sampling is the sampling frame that divides the sample into groups. It forms a similar unit together (Borgan et al, 2000) whilst total sampling takes all the population with the same interest to be studied. Total sampling was used to ask all the participants to respond to the given questionnaire and the random stratified sampling was chosen by selecting two to three students in each semester for the interview. Based on the conducted research, 122 students responded to the questionnaire, and eight students were available for interview.

3.3 Instruments and Data Collection

The data were collected by using a questionnaire and guided interview. Both instruments were developed based on Fowler and Şaraplı (2010), Sağlam and Sali (2013), and Poedjiastutie and Oliver (2017). It applied the closed-open ended type of questions by instructing the students to respond once among the Likert scale. The purpose of the scale is to assume that the intensity of responses changes from strongly agree to strongly disagree. This can also be modified to measure frequency from never to always (McLeod, 2019). The questionnaire was intended to examine the frequency of the students' learning objectives and expected learning environments. In addition, the students were allowed to further respond in short writings to fill in their thoughts, if any, to enrich the data.

The second stage was to interview eight participants and to obtain information on how their motivation may be influenced by their learning goals and learning environments. It was carried out in person by phone call. Each participant was questioned for 30 to 45 minutes depending on the flow of the conversation and the depth of needed (saturated) data. To ensure the interview session ran as expected, the researchers employed the interview guidance through a semi-structured interview technique. The interview was considered a suitable technique to raise natural responses from the participants to talk about their personal contexts and share their points of view. It also gained access to the students' perspectives that cannot usually be directly observed (Patton, 1990), such as experience.

3.4 Data Analysis

The data were divided into two categories: quantitative and qualitative data. First, the quantitative data were collected from the total response of a given questionnaire. Based on the five categories of the Likert scale, the data were tabulated for each question. After that, it was divided by the total number of participants. The results were in the form of individual percentages for each scale. Second, the qualitative data were the recorded interview. Each participant's replies were transcribed to see detailed responses. The next step was to coding the responses to see patterns and themes from each participant. All the participants' responses were treated similarly; finding patterns and themes. After finding the themes, the next stage was grouping each theme into categories to determine similarities and differences. These groups of themes were then reviewed if there was any lost data and or redundant data. The final step was to rename the new themes that were eventually defined, described and interpreted as research findings (Mortensen, 2020).

4. FINDINGS

The findings of the research were sorted into two categories; the quantitative data from the questionnaire and the qualitative data from the interview. The questionnaires were to find out the highest number of students' learning objectives and their preferred learning environments by presenting responses in percentage. Whilst, the interview results elucidated some points (themes) to unveil how these two issues influenced their learning motivation.

4.1 Questionnaire Results

4.1.1 Students foremost English learning objectives

The study outcome showed that, first, 64.5% of students directed their learning target to get more work prospects in the future. They claimed that after learning, through gaining English, a better future would open up. Second, 43.4% learned English to understand books and journals. Third, it was to pass a language test (36.9%) and to look prestigious (36.9%). It seemed that these two objectives were the consequences of the academic requirements for TOEFL to graduate and English can bring positive self-image as smart people. Fourth, 36.2% mentioned that they wanted to be like their English lecturers. It appeared that some students admired their lecturers and saw them as role models for their future. Fifth, having the opportunity to go abroad (29%), a certainty that English is a gate for communication worldwide. Last, there was the parental factor (28.1%), which influenced students' motivation in learning English and study choice. Thus, these findings indicate that most of the students learning objectives were influenced by their future expectations, academic requirements, and psychological reasons.

Table 1 wraps up the results from students' foremost English learning objectives, from the most to the least as viewed by the participants of this study.

Table 1. Students' foremost English learning objectives.

No.	Students' learning objectives	Frequency (%)
1	Work prospect opportunities.	64.5
2.	Understanding books and journals in English.	43.4
3.	Pass English language tests (e.g., TOEFL).	36.9
4	Appear prominent.	36.9
5	Desire to become lecturers.	36.2
6	Going to foreign countries.	29
7	Parental contemplation.	28.1

4.1.2 Students most prevailing expected learning environments

The results signified that about 60.7% of students agreed to the idea of teachers' personality that should be friendly and respectful. The students felt that teacher factors contribute a lot to their motivation in learning. Moreover, there was a similar portion of responses to teachers' personality for the English class activities. The students expected that the English language classroom activity should not be monotonous in the sense that there should be more pair or group works. In addition, the data indicated that being free to express opinions was 52.9%. The students possibly felt they were not given similar opportunities to practice English in class. As a result, they might think that the teachers were meticulous; prefer one or two students only, and tended to ignore others.

Another point was about technology, where the students agreed that the teachers should apply up-to-date technology in teaching (52.5%); updating their teaching media and source of materials. Although the students were in the English Department where English is used in teaching and learning, around 41% of students disagreed when the environment, probably the teachers, use English at all times. They prefer code-mixing or code-switching into L1 (Indonesian Language) when the teachers explain the materials.

To conclude, a supportive English language environment is necessary to ensure that language learners gain the most of the learning experience. This learning environment is possibly created, and the setting seems feasible to build. By having an accommodating learning environment, language learners would stand for motivation, achieve the optimum skills and ability. At the English study program of IAIN Curup, the students positively need a learning environment where the teachers are friendly, could apply various teaching methods (no repetitive class activities), use technology for learning, avoid judgment on the students' ability and never embarrass students for making mistakes. Moreover, some students also said that in the process of teaching and learning, they needed the teachers to use L1 (Indonesian language) as much as the target language (i.e., equally used) in teaching. They believed that if the teachers used English at all times, it would be difficult for them to follow the teachers' explanation.

Table 2 concludes the results from students' most prevailing expected learning environments in this study, from the most to the least.

Table 2. Students' expected learning environments.

No.	Students' expected learning environments	Frequency (%)
1.	Friendly and respectful teachers.	60.7
2.	Free to express opinions.	52.9
3.	Apply technology and updated learning materials.	52.5
4.	Use L1 (Indonesian language) in teaching.	41

4.2 Interview Results

The interviews showed that most of the participants replied positively to the questions concerning learning objectives. They, in fact, have ideal purposes starting from the very early year of their study. They have high encouragement toward learning motivation. However, in response to questions regarding learning environments, most of the participants felt discouraged in the sense that their learning environments did not support their studies, both through materials and emotionally.

4.2.1 English learning objective affect students' motivation

1. English is believed to lead to better future opportunities

In this study, the participants chose English as their major because they believed that it would bring a promising future, and they were undoubtedly convinced that their future jobs would not face difficulty if they were good at English. This belief seemed to raise motivation in learning.

Data (1) "I think...although we do not know how and what the future is like, I am confident that by having the ability to communicate in English there will be many jobs waiting. Who does not need English nowadays anyway? Everything is written in English".

2. English is for academic needs

The aim to pass standardized language tests, such as TOEFL and IELTS, had also become the participants' priority. The tests are required for both university enrollments and before graduation. If the students did not pass the test, they would be suggested to re-sit or otherwise fail to obtain the bachelor's degree certificate. The regulation from the university somehow had depressed the efforts in learning that eventually affect motivation.

Data (2) "I know TOEFL will test all four skills, and of course, it is more difficult because it is an international test. However, I must pass the test, whatever happens, and I do not want to disappoint my parents. I will study more for the test and sure to pass it easily".

In addition, some students decided to pass the exams for a particular reason, namely scholarship awards, or to pursue their Master's degree studies. The master-level study has become the subject of becoming lecturers in the future and was considered coveted work.

Data (3) "...to be a lecturer, if I may, is my objective. It does not mean I don't want to be a school teacher, but I wish I could go farther than that. I heard that studying abroad needs a high TOEFL score. That's why I will study more about TOEFL and maybe will take the course to get (the score of) 500".

In comparison, for the whole scholarly needs, English seems to have the privilege; all books, journals, theses, magazines, and newspapers are often written in English. This truism made many students wanted to study English deliberately to ease their learning.

Data (4) "...because now I am an English student and have to read all the books in English, I have to know how to read fast and understand the text. You know...there are many books and many online journals. If I don't understand English, I would have to translate (each one). That will take a long time".

3. English is prestigious and has an economic value

The participants were magnetized by English since it is considered a popular foreign language. There may be a perception that those who can speak English are regarded as intelligent individuals. For example, the job of guiding tourists provided a good chance for earning some money. The opportunity inspired the students to learn English.

Data (5) "In my village, some tourists come to see the mountain, Kaba. Nevertheless, nobody wants to guide the tourist because they cannot speak English. I am lucky to study English because usually, the tourists give me a good amount of money if I become their tour guide. My people said that they are happy to have me in the village and teach them English. I feel appreciated".

4. Teachers as positive role models

Unlike other subject teachers, the participants saw their English teachers as distinctive. They were depicted as persons who possess warm and friendly personalities. There was no pressure, anxiety, and the like in the classroom. This esteem is likely to form and reform the students' positive view about language teachers. Eventually, the positive views on English teachers would build the students' interest to learn the subject further.

Data (6) "I love English because I find my English teachers to always be interesting. They are fun, friendly and the class is full of games. I am talking about all the English teachers I have met in elementary, middle, and high schools. Even at the university, I think the lecturers are cool. That is why I want to be like them. I think becoming an English teacher or lecturer is amazing".

5. Parents contemplation

As far as education is concerned, prospective students often consider guidance from parents as to what should be the key priority and the university to study. Parents' talk is all in effect, but there was a discussion prior to the decision about the option of education; generally, the decision of parents was the final decision. The reasons were varied; however, it usually derives from the religious practices that a child needs parents' blessing (approval) to decide anything in life to be successful and prosper in the future.

Data (7) "If I could, I really want to study in different cities like Yogya or Bandung. But my parents do not allow me because I am the last child in the family. I have to take care of my parents. But I think the English program at this university is not bad".

Data (8) "...Honestly, I did not choose English for the first time because I was majoring in science and I am interested in biology. But what I can say...I just want to make my parent happy. I will try to study English, and hopefully, I will like it".

It is a fact that parents determined the future plan of most participants. This phenomenon did not seem to bring a negative effect on the students' motivation. There was a belief that their dreams need their parents' approvals (prayers) to come true and make them successful, although it was not preferable for the students.

6. Culturally interesting

The English culture was perceived positively. Probably this perception came from Western movies as well as through the 'nice' story of how Western people behave and act in their social life. The common witnesses for years were about queuing, where most students believe that Western people are good at obeying rules and respecting others. In comparison to what most people in Indonesia were seen more disobedience toward rules, and so on. The simple examples from the movies and or the experiences of others have developed students' curiosity to learn English as equal to its cultures.

Data (9) "...mmm Western people, I think have good manners. Their country is clean and everyone obeys the rule. So, I am sure it will be nice to go there. At least I just want to see their culture, which I think is totally different from ours".

7. English means going overseas

Somehow, other countries are depicted as being more desirable to visit. English is the only way to do this since it is an international communication language. Some students confessed to possessing a dream to reside overseas.

Data (10) "...going to Australia or the US is my dream since I was in high school. I met the former students who tell a good story about the countries. They sound remarkable to me because I think the facilities are really good and the people are friendly. I really want to go there one day. But now, I study first to get my dream".

4.2.2 *Learning environments influence students' motivation*

1. Teachers' negative personality

Teachers' personalities often affect the students' motivation in how they might like or dislike the lessons. The students in this research responded that they felt irritated when the teachers show a negative response to their ability. Prejudgment before giving opportunities usually showed to eradicate time. As a result, students felt low and lost motivation occurred.

Data (11) "I know I speak slowly, but I want to try and hope the teacher corrects me when I am wrong. But the teacher does not give me a chance and move on to other students. Sometimes the teacher says things that embarrass me, and that makes me sad".

Moreover, many students expected that teachers are 'parents' at the university. Although university students were anticipated to be more independent, the fact was that some of them needed the teachers as 'parents' who should advise to motivate them in learning. The students in this research think that those teachers who can only teach without personal engagement were unfriendly. Somehow, this type of teachers' personality, more or less, influences the students' motivation, as depicted in Data (12).

Data (12) “I think teachers must be friendly and should talk to students. I just feel I need to be close to the teachers before I learn more. If the teachers are friendly, the class is like a family. No anxiety and there will be motivation to study”.

The participants aspired to the learning environment to be affable. Having teachers with patience and welcoming was the personality that they thought affected their motivation level. Teachers should act and have the role of ‘parents’ at the university who give them academic advice and reminded them to always study.

2. Updating classroom activities and materials

Some teachers fail to understand the language teaching methods and keep persisting with their conventional teaching ways. As a result, the language class appeared monotonous and tedious.

Data (13) “...the class is usually lecturing, and the teachers explain the teaching materials. After that, we have little time to practice. However, there are not enough chances to have feedback from the teachers. When the time is over, usually we have an assignment. This activity is perpetual and I think it is boring”.

The participants thought that they needed more feedback from the teachers because practicing without proper advice was futile. The atmosphere where the teachers only gave lectures and assignments was deemed mind-numbing for the students’ learning environment. The class was tiresome and repetitive activities decreased motivation.

In addition, Information and Communication Technology (ICT) has been introduced in education nowadays to help students improve their learning experience. However, many teachers appeared to disregard the advantages of ICT. The finding of the research showed that some teachers did not cope with the ICT in teaching. In fact, they seemed persistent with using outdated books throughout the process of lecturing. They wanted the teachers to revitalize their teaching sources and use more up-to-date information in teaching, such as using the internet.

Data (14) “I do not know why the teacher keep using the old books because now we have the internet. I think it is boring to hear an explanation about the same things all the time. Like listening, why don’t the teacher ask us to look at YouTube than listen to the recording? It (i.e., YouTube) is real and up to date”.

Data (15) “...you can practice by yourself now. I mean...the four skills, speaking listening writing, and grammar, are easy if you want. We have chat groups, interactive videos, movies...all that you can use to improve the skills. But it depends on you actually. You know, the class sometimes does not use that”.

The research indicated that the learning environment that is supportive of improving language learning should be rich in English language input. One of the learning sources was using the Internet. Teachers were expected to look for the latest knowledge for their teaching materials in addition to textbooks, whilst students should be independent in searching for the learning sources to improve their language skills.

3. Hoping ubiquitously English but not 'completely' English

To some participants, when they enrolled in the English department, the expectation was to seek an atmosphere where all individuals speak in English. In the inner circle, classmates are the closest partners to talk to. Furthermore, discussing with teachers in English was more preferred. It is believed that by exposing them to full English, their skills would improve. Nevertheless, the participants revealed some obstacles during the teaching and learning process. Many students did not respond to English in the classroom. In fact, they disrespected those who were keen to talk in English and tagged them as "overconfident students". This situation brought a negative atmosphere once they were out of class, where the once motivated students became demotivated to talk English out of class.

Data (16) "I find most of my friends do not use English outside the classroom. When I try to talk in English with them, they say I am arrogant. I do not know with whom to practice anymore. I just feel my English is not improving every day".

On the contrary, some other students did not respond to English probably due to their low ability, i.e., limited number of vocabularies. They confirmed that the enthusiasm to talk in English was not the predicament; instead, it was the lack of vocabularies, and in the end, they retracted from the English environment.

Data (17) "I want to practice speaking in English, but my vocabularies are not good. I do not know what to say. I want to be like my friends who have the enthusiasm to always speak in English. But for me, I am not confident".

Data (18) "I know I have to get used to English at all times, but I do not understand what the lecturer says if it all in English. I want fifty-fifty with the English and Indonesian language".

Some of the students' ideal language learning environment at the university was to have all students and teachers use English at all times to communicate in and out of the classrooms. This is the ideal situation to practice English. Meanwhile, some others did not want this atmosphere and requested 'half English and half Indonesian' to understand the lectures and communication that happened in and out of the classrooms. This phenomenon showed that there is a gap between the students' levels of ability.

5. DISCUSSION

There were two issues developed in this research, namely the learning objectives and learning environments. Based on the findings, the students had some objectives in English language learning. The most dominant one was the future job possibilities because of the belief that the English language was the skills needed for competing at the market demand. Other purposes such as academic needs were minor issues due to the ongoing process of studying at universities. A small number of outer factors, such as family's and friends' interference, were also mentioned as the aim of learning English. In addition to the most expected learning environments, the students agreed that teachers' positive personalities were the most issues they expected in a learning environment. Another expectation was about the teaching methods and materials that should not be outdated and conventional. The students also hoped that the teachers

would open up more opportunities to let the students to express opinions in the classroom. A few students desired teachers to use L1 (Indonesian language) and English equally in the classroom because they felt unable to cope with full English usage. As mentioned by Harmer (2003), Kenworth (1987), and Oxford (1990), it is important that teachers consider these students' learning objectives because they are among the factors that affect the outcome of their learning process.

In addition, the study indicated that overall learning objectives affected positively the students' motivation. It developed and tended to elevate motivation because when the students first enrolled at the university, they tended to determine their short and long-term motivation. However, the learning environments opposed the learning objectives; it appeared to decrease the students' motivation. Meanwhile, Haley and Rentz (2002), Bernat and Gvozdenko (2005), Ballantyne et al. (2008), and Gorsuch (2011) have found that rich learning environment can assist learners to be meaningful in their learning outcomes. Hence, in this study, the factors from teachers' personality, teaching methods, and materials were the foremost issues that diminished their motivation. Most students did not like to be underestimated by the teachers in the classroom, and teachers' negative comments drop their motivation. Some teachers were thought of as fastidious and likely to skip chances for those 'slow response' students. Therefore, it is important that the students' motivation is built because a good motivation can warrant the students to have a paramount learning experience (Krashen, 1987; Goodman & Goodman, 2010).

Moreover, teachers' methods of teaching and materials were considered outdated that often delivered monotonously and repetitively. This was deemed unexciting. Ironically, the students felt that the learning environments were not supportive where they did not feel the English-rich environment; but at the same time, they expected the teachers to not apply 'full' English in teaching due to the students' lack of vocabularies to understand them. The study concluded that some students appeared to have low self-esteem during learning and this caused them to easily renounce the English major in their first year of study. The confidence to be persistent in the learning process tended to deteriorate when there were challenges either from teachers or from the 'boring' teaching methods. Hence, the literature has noted that teachers play a great role in managing or increasing students' interest in learning (Fowler and Şaraplı, 2010; Rahman et al., 2017), so it is essential that teachers become good models and prepare exciting teaching methods to do so.

To sum up, the earlier theoretical framework suggests that motivation level could be affected by many factors; learning objectives and environments are among them (Harmer, 2003; Kenworth, 1987; Oxford, 1990). Motivation is necessary for learning to ensure persistence during the process of study (Ryan & Deci, 2000; Zimmerman & Risemberg, 1997). The learning objectives are required to set a learning timeline and self-encouragement that act as internal motivation. Whilst the learning environment influenced more the outer motivation. Both sources of motivation should entail each other to obtain success in the learning process.

6. CONCLUSION

The research started with a phenomenon that some students majoring in English at the university under study have withdrawn from the learning process in the first

semesters of their study. In fact, up to ten students, every semester decided to stop studying at the university or moved to other study programs at the university. A pre-observation was conducted to elicit what appeared to be the predicament. Motivation was believed as one of the factors to affect this phenomenon. There were two issues concerning students' motivation: the learning objectives and the learning environment.

In the learning objectives, the results of the study revealed that more than 60% of the students admitted that learning English was due to the promising future that this language could offer. Less than 55% of the students said that English was an interesting language to learn due to their teachers, the culture of the language speakers, countries, and native speakers. Moreover, a smaller amount, about 4%, mentioned other people (such as parents) influenced their aims in learning English. Meanwhile, more than 61% of the students expected to have a learning environment where teachers should be more friendly and approachable, and apply various teaching activities to arouse their interest. ICT was stated as one of the media that was rarely used in the classroom. Using L1 (Indonesian language) as equal to English was also preferable in the process of teaching and learning.

Moreover, English was considered an interesting language through the model from teachers and the characteristics of the language itself. Then, the story or experiences of others (i.e., successful graduate students) amplified the belief that English was the best choice to get jobs in the future. Expectations to go overseas for traveling and studying was also another drive for them. The decision to study English was also suggested by their parents and other family members.

Unlike the learning objectives that appeared to raise the students' motivation in learning English, the learning environments were likely to drop the students' motivation. The research revealed that teachers' negative personality highly diminished their motivation; such as using offense statements to correct students' mistakes in particular. The students valued those teachers who could patiently lead them in the learning process. The teachers were also required to implement practices than theories, and utilized ICT (Internet) as the source of teaching materials. Likewise, the off-classroom environments were measured to not accommodate the English language exposure. Some students were restrained in speaking English due to their lack of vocabulary. All of these learning environments were pointed out as the issues that tended to create unexciting learning environments, eventually indicated a decline in learning motivation.

The study is expected to outlook results that could be recommended for the development of ELT especially in the area of students' motivation. It also is recommended to the university under study design developmental programs. The findings suggested that the participants in this research were "dependent learners", in the sense that they need figures to motivate them to study and a conscious-made environment to start learning. It implies that both teachers and stakeholders should provide services to resolve the issue. Furthermore, the students' orientation on getting jobs after graduation, somehow, should be assured by the institution to maintain their belief about securing a good future.

However, this research was far from ideal, and further explorations are necessary. First of all, the researchers have pointed the learning objectives and environments as the main issues in students' motivation based on the results of this study. There are also other issues concerning motivation, such as age, learning strategies, individual background, and gender, that should be taken into consideration

for future related studies to gain a better understanding of English learning for EFL students.

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