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INDONESIAN AND PHILIPPINES ENGLISH AS FOREIGN LANGUAGE STUDENTS (EFL): PERCEPTIONS AND ATTITUDES TOWARD ENGLISH LANGUAGE

by

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Abstract:

Students' perceptions and attitudes are two relevant variables in the learning process. This study is motivated by understanding students' perceptions and attitudes in learning English as a Foreign Language (EFL), especially between Indonesian and Filipino students. This study aims to analyze the attitudes of senior students in Indonesia and the Philippines towards learning English. This study compared senior high school students in Indonesia with junior high school students in the Philippines. The research method used was mixed, i.e., quantitative and qualitative methods, through filling out questionnaires and interviews to collect data from both groups of students. The results showed different perspectives between students in Indonesia and the Philippines regarding English language learning and their attitudes toward the learning process. The findings provide greater insight into the factors influencing students' views and attitudes in English language learning, which can help educators develop more effective learning measures in Indonesia.

Keywords: EFL perception, English attitude, EFL perception comparison

Abstrak:

Persepsi dan sikap siswa adalah dua variabel yang relevan dalam proses pembelajaran. Penelitian ini dilatarbelakangi oleh pentingnya pemahaman tentang persepsi dan sikap siswa dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL), terutama antara siswa Indonesia dan Filipina. Tujuan dari penelitian ini adalah untuk menganalisis sikap siswa senior di Indonesia dan Filipina terhadap pembelajaran Bahasa Inggris. Penelitian ini membandingkan siswa kelas satu SMA di Indonesia dengan siswa kelas empat SMP di Filipina. Metode penelitian yang digunakan adalah campuran, yaitu metode kuantitatif dan kualitatif, melalui pengisian kuesioner dan wawancara untuk mengumpulkan data dari kedua kelompok siswa. Hasil penelitian menunjukkan perbedaan perspektif antara siswa di Indonesia dan Filipina terkait pembelajaran Bahasa Inggris, serta sikap mereka dalam proses belajar tersebut. Temuan ini memberikan wawasan yang lebih luas tentang faktor-faktor yang mempengaruhi pandangan dan sikap siswa dalam pembelajaran Bahasa

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Inggris, sehingga dapat membantu pendidik dalam mengembangkan langkah-langkah pembelajaran yang lebih efektif di Indonesia.

Kata Kunci : *persepsi EFL, sikap, perbandingan persepsi EFL*

INTRODUCTION

English is one of the most widely spoken languages in the world and an official language in many Commonwealth countries where it is widely known and understood (Seraj et al., 2021). In this context, English language learning in Indonesia starts from the primary education level to provide insight into foreign languages while building a foundation for Indonesian students to compete at the global level. With English language skills, students can communicate internationally, especially in absorbing science and technology (Vellayan, 2021).

Various variables influence language learning, including students' developmental level, age, perceptions, attitudes, and motivation (Karim et al., 2024). This research focuses on students' perceptions and attitudes as variables in English as a Foreign Language (EFL) learning. It is based on the fact that perception and attitude are two affective dimensions widely researched in language acquisition. Students' learning perception reflects their viewpoint or understanding of the material received during the learning process. A good and correct perception of the material will help students achieve competencies and learning objectives (Ivenz & Klimova, 2022).

However, although there are many previous studies, there are still some gaps that need to be addressed, including (1) the lack of studies comparing the attitudes and perceptions of students from different cultural backgrounds, (2) the lack of quantitative data supporting quantitative results in student perception studies; and (3) variations in research designs used in previous literature (Jannah et al., 2024). This study addresses these gaps by analyzing Indonesian and Filipino high school students' perceptions and attitudes towards learning English.

The contribution of this study is expected to provide a deeper insight into the factors that influence students' views and attitudes in English language learning (Pahamzah & Juniardi, 2020). Practically, the results of this study are expected to help educators and curriculum developers design more effective teaching methods that suit the needs of

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students in both countries. In line with that, this study also wants to explore related contexts and theories that influence learning to provide a comprehensive picture of the dynamics of EFL learning.

Students learning perception is crucial in understanding and interpreting material during the learning process. Effective perception can improve understanding and achieve learning objectives better (Ivenz & Klimova, 2022). It suggests that the way students perceive information greatly influences their learning outcomes. Furthermore, these perceptions are influenced by their sensory experiences, life experiences, and cognitive processes (Tian et al., 2024). For example, students who have positive learning experiences are more likely to be able to understand the material better than those who experience difficulties. In other words, combining these factors creates a frame of mind for students that will influence how they absorb new knowledge, so understanding the factors that influence these perceptions is critical to designing effective learning strategies.

Perception is a dynamic process and can vary depending on the interaction of individuals with their environment (Albeta et al., 2023). This process goes through three stages: selection, organization, and interpretation (Butler, 2019). At each stage, there are key dimensions that influence how we capture information, including interest and enjoyment (Khurram & Palpandan, 2023), perceived value and relevance (F. Chen & Abdullah, 2024), and the classroom environment itself (Tan et al., 2022). For example, students who feel comfortable and interested in the material being studied tend to be more focused and able to organize information well. In addition, a classroom environment that is supportive and relevant to students' experiences will increase the value they feel towards learning. Thus, understanding these perceptual dynamics is important in creating effective and enjoyable student learning experiences.

When designing learning instructions, teachers should take students' perceptions seriously (CHNANI¹ & Alahmed). This is important because positive perceptions can influence students' motivation and engagement in learning English as a foreign language (EFL) (Kendler, 1974). In addition, attitudes toward language, which can be divided into linguistic and non-linguistic attitudes, play an important role in language acquisition (Holmes, 2018). Students with a positive attitude towards language tend to be more

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successful in learning a language than those who do not (Immanuella et al., 2023). Therefore, creating a supportive and positive learning atmosphere is vital to improving students' learning outcomes, so teaching strategies should be tailored to their perceptions and attitudes towards the language being learned.

At the senior high school level, English is a core subject with limited teaching time, so many students seek additional learning opportunities to improve their skills (Soon & Aziz, 2022). In this context, students' learning strategies greatly influence their attitudes and serve as an important motivational trigger (Al-khresheh, 2024). Gardner (cited in (Dalimunthe et al., 2022) distinguishes between attitudes towards language learning and attitudes towards the language community. Both contribute to how students interact with the language they are learning. In addition, motivation and self-confidence also affect students' competence in learning English as a foreign language (EFL) (Ninsiana et al., 2022). Therefore, it is important for educators to provide sufficient time and subject matter and create learning strategies that can encourage positive attitudes and increase students' confidence in language learning.

Attitude toward language consists of three main components: attitude, orientation, and interest. Attitudes reflect students' opinions about English speakers, subjects, and teachers who teach the language (Goode, 2020). Meanwhile, orientation relates to motivation, which can be divided into integrative - the desire to communicate with native speakers or instrumental, which focuses more on mastering the language for a specific purpose such as a career. Interest relates to students' emotional reactions to the English language (Imamyartha et al., 2023). On the other hand, attitudes toward language cannot be separated from cognitive, affective, and behavioral components, which can be analyzed using Bloom's Taxonomy (Ferrer et al., 2022). Personal, social, and economic factors influence these attitudes, ultimately impacting students' identity, culture, and future career prospects. By understanding these dimensions, educators can design more effective and relevant learning approaches according to students' needs and backgrounds. Last, this study's findings contribute to the authors' coverage of English scholarly publications in the Industrial Revolution (Turmudi, 2020).

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A comparison between the learning environments in Indonesia and the Philippines (Turmudi & Hajan, 2020) shows stark differences in the approaches used in the classroom. Classrooms in the Philippines tend to be more active, where students are more engaged in interactive activities and experience learning in a fully English environment (per Curriculum 2013). Meanwhile, Indonesian students rely more on self-directed learning, which results in less direct exposure to language practice in authentic contexts. This contrast highlights the importance of structured support to improve language learning outcomes in both countries. By implementing more interactive methods and incorporating engaging media, students in Indonesia can have a more well-rounded learning experience, effectively improving their English language skills.

The research questions posed in this study are:

1. How do Indonesian and Filipino students perceive EFL?
2. What are the attitudes of Indonesian and Filipino students towards EFL?

METHOD

Design

This research uses a quantitative approach by presenting a questionnaire with questions aimed at investigating students' perspectives and attitudes towards learning English (EFL) (Creswell, 2017). This research focuses on understanding how students' perceptions and attitudes, such as interest, comfort in learning, self-confidence, competence, motivation, effort, and the classroom environment, can influence the learning process and students' understanding.

Participant

In this study, the research subjects are from two different countries participant, with an equal number of participants: 15 students from Indonesia (SMA N 1 Abung Semuli) and 15 from the Philippines President Manuel A. Roxas Memorial School South (SpEd). The researcher conducted the sampling process through a Zoom meeting to speed up students and SMA N 1 Abung Semuli by prioritizing comfort and flexibility.

Instrument

In this study, two main instruments were used to collect data: questionnaires, interviews, and observations.

Questionnaire: The questionnaire consisted of 20 questions that used Likert scales to measure different aspects of students' perceptions and attitudes. These questions cover topics such as interest in learning, value of education, and classroom environment. The quantitative data obtained from the questionnaire was analyzed using descriptive statistics to identify patterns and trends in students' responses. The questions in this questionnaire were mixed, with Likert scale response options to measure students' level of agreement with various statements. Before use, the questionnaire was pilot-tested on a small group of students to ensure clarity and relevance of the questions (Creswell, 2017). Validity was measured using the expert validation method, where several experts in the field of language education contributed to reviewing the questionnaire's content. The reliability of the questionnaire was tested using the split-half technique, where the results of two sets of questions were compared to ensure the consistency of students' answers.

Interviews: Interviews were conducted in a semi-structured manner to explore the quantitative results of the questionnaire. A total of 20 selected students from each country were interviewed using 10 questions that allowed the researcher to explore the students' views and experiences of EFL. The qualitative data from the interviews was analyzed using a thematic analysis approach to identify themes and patterns in the student's answers.

In addition to questionnaires and interviews, classroom observations were conducted to observe students' interactions during the teaching and learning process. The observations used were structured observations, where specific criteria were set to observe important aspects of EFL teaching. It helped the researcher understand the context of classroom learning and students' interactions with the teacher and their classmates.

Using a combination of these instruments, the research is expected to understand students' perceptions and attitudes towards EFL learning comprehensively.

Data collecting technique

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The questionnaire is a data collection technique that gives respondents a set of questions or written statements to answer. Questionnaires are an efficient data collection technique if the researcher knows the variables to be measured and what to expect from the respondents. In addition, questionnaires are also suitable for use when the number of respondents is large enough and spread over a large area. Questionnaires can be closed or open questions or statements given to respondents directly or sent by various intermediaries such as posts or the Internet.

Data collection in this study was conducted through questionnaires and interviews, designed to obtain quantitative and qualitative information regarding students' perceptions and attitudes toward EFL learning.

The two main tools used for data collection were questionnaires and interviews. The questionnaire contained 20 Likert-scale questions measuring students' perceptions and attitudes. Meanwhile, a semi-structured interview was conducted with 10 questions that allowed the researcher to explore information in depth. Data was collected from high school first graders in Indonesia and junior high school fourth graders in the Philippines. The study involved about 40 students from each country as respondents.

In the field, the data collection sequence went in the following order: The first stage took two weeks of online questionnaire administration, where students were asked to complete the questionnaire within the specified time. The second stage after the questionnaire was interviews with 20 selected students from each country to explore the questionnaire results. The interviews lasted for one month, with each interview session lasting about 30-45 minutes. The interview was under an apparent ethical clearance, such as voluntarily and without coercion, confidentiality of their answers, and a comfortable atmosphere in about 6 weeks.

Data analysis technique

Data collection in this study was conducted through questionnaires and interviews, designed to obtain quantitative and qualitative information regarding students' perceptions and attitudes toward EFL learning. Data Analysis: Quantitative data was processed using statistical tools to generate frequencies and averages of students' responses. As for the

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qualitative data, the interview transcripts were analyzed to extract key themes relevant to the issue of students' perceptions and attitudes towards EFL learning. Using this combination of data collection techniques, this study aims to provide a deeper understanding of students' perceptions and attitudes in the context of EFL learning in Indonesia and the Philippines.

RESULT AND DISCUSSION

Results

Referring to research questions, the study reveals English Foreign Language(EFL) students' perceptions of English and their attitudes towards English between Indonesian and Filipino students.

Indonesian students

In this study, data were collected from 30 Indonesian and 30 Filipino students, 15 from the first grade of high school in Indonesia and 15 from the fourth grade of junior high school in the Philippines, respectively. The data collected included students' perceptions and attitudes toward learning English as a Foreign Language (EFL) through questionnaires and interviews (See Table 1).

Table 1. Quantitative data from a questionnaire

Aspect Measured	Indonesia (N=15)	Filipina (N=15)
Interest in EFL	4.2	4.5
Value of Education	3.8	4.0
Class Environment	4.0	4.3
Motivation to Learn	3.9	4.6
Attitude toward Learning	4.1	4.4

Notes: The Likert scale ranges from 1 (Strongly Disagree) to 5 (Strongly Agree).

Further, the results from the interviews with 30 students (15 from Indonesia and 15 from the Philippines) are shown in Table 2.

Table 2. Qualitative data from interviews (n=30).

Theme	Elaboration
Interest in Learning	Students in both countries showed a reasonably high interest in EFL learning. However, Filipino students reported more positive experiences than Indonesian students.
Learning Experience	Students in the Philippines felt more engaged in the learning process due to the use of technology and more interactive teaching methods than Indonesian students.
Constraints to Learning	Students in both countries mentioned constraints, such as limited learning time and inadequate learning resources.

This study's results show significant differences in Indonesian and Filipino students' perceptions and attitudes towards EFL learning. Filipino students tend to show more positive attitudes and influence their learning environment more than Indonesian students. This finding can help educators design teaching methods that suit the needs of students in each country.

Discussion

The study seeks to find answers: 1). what are Indonesian and Filipino students' perceptions of EFL? 2) what are Indonesian and Filipino students' attitudes towards EFL?

Influence of environment and exposure to English

Environment and exposure to English play an important role in shaping students' perceptions and attitudes towards EFL learning. In the Philippines, students are exposed to English more as it is used as the language of instruction in school and the media. This exposure creates a higher sense of comfort and confidence in Filipino students than in Indonesian students, who are less exposed. It aligns with Wilde et al.'s (2020) opinion that "consistent exposure to the target language improves communication skills and cultural

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understanding of the language." In other words, an environment rich in English use greatly influences how students learn and understand the language.

Indonesian students often find English an unfamiliar and challenging language due to its lack of use in everyday life. This situation causes them to experience challenges in understanding and actively participating in the learning process. A lack of interaction with English outside the classroom can contribute to students' lack of motivation and confidence in using the language (Amoah & Yeboah, 2021). This indicates that a less supportive environment can hinder the development of students' language skills.

A supportive learning environment is crucial for students' language acquisition. International schools in major cities in Indonesia are often the only places where students can access intensive English. However, not all students can study in such an environment (Papi & Hiver, 2020). In other words, limited access to a supportive environment can significantly affect language learning outcomes.

Overall, the ease of access to learning materials also affects the quality of English comprehension. An environment with adequate resources, such as English books, movies, and digital learning programs, can increase students' interest. Greater access to English-language resources directly correlates to improving students' language competence (Hazaymeh, 2021). This suggests the need for policy development that increases access to a wide range of learning materials and methods.

Initiatives to increase exposure to English outside the classroom are also important. Bilingual programs or using English media in daily activities can accelerate students' learning. Language use in a broader social context encourages students to practice and improve their communication skills (Agustina & Setiawan, 2020). Therefore, creating an environment rich in English outside the classroom can help students overcome fear and improve their speaking skills.

Finally, it is important to realize that educational policy changes that support the widespread use of English positively impact students. Integrating English-oriented learning experiences into the curriculum can provide richer experiences for students. A more holistic approach to language teaching can help address the gap between theory and practice (Hovy &

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Yang, 2021). With concrete steps to increase exposure to English, students will be better prepared to face the challenges of an increasingly complex globalized world.

The findings show significant differences in Indonesian and Filipino students' perceptions and attitudes towards learning English, which can be attributed to environmental factors. In the Philippines, exposure to English is very high as it is the language of instruction in education and media (Kulsawang & Ambele, 2024). Filipino students report better comfort levels and motivation in learning English. In contrast, Indonesian students feel less exposed, so English feels more foreign and challenging to them and emphasizes that a deep understanding of the subject significantly contributes to students' positive attitude. However, the use of English sounds suitable for Indonesian EFL Learners (Turmudi & Hajan, 2020).

Intrinsic and extrinsic motivation

Motivation plays a significant role in learning, especially in mastering a foreign language such as English. In this context, students in Indonesia tend to have high extrinsic motivation, which is often driven by factors such as the hope of getting a good job or academic success. Extrinsic motivation can be a strong driver for students to learn a language if linked to a clear goal (Filgona et al., 2020). On the other hand, this extrinsic motivation is often insufficient to build long-term interest in English learning, which is necessary to establish good language acquisition.

In contrast, Filipino students tend to show higher intrinsic motivation towards English. They feel that the language is highly relevant and integrated into their daily lives, making them more enthusiastic and engaged in learning. Intrinsic motivation can create deep interest and perseverance in learning, which is beneficial for long-term academic success (Huescar Hernandez et al., 2020). With higher intrinsic motivation, Filipino students feel closer to English. They are more willing to participate in learning activities involving the language.

However, this difference in motivation can also be influenced by the educational environment. In Indonesia, English lessons are often considered an additional subject and are not integrated into students' everyday contexts. This leads to students feeling that they are learning only to fulfill academic demands, not out of self-drive. Ferrer et al. (2022) said, "When learning is not connected to students' daily lives, their motivation to engage in learning

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may decrease." This situation emphasizes the importance of a more integrative approach to language teaching.

Socioeconomic factors also play a role in influencing student motivation. Those from backgrounds with strong educational support tend to have higher intrinsic motivation to learn. Parents' education level and access to quality educational resources can directly impact students' learning motivation (Chen et al., 2018). Suppose students feel that their environment supports their efforts in learning English. In that case, their intrinsic and extrinsic motivation can increase significantly.

Nowadays, it is important to develop learning strategies to increase both types of motivation. In Indonesia, approaches focusing on project-based assignments or extracurricular activities can create more relevant learning experiences for students. Activities that encourage collaboration and peer interaction can increase students' intrinsic motivation (Liu, 2020). By introducing a strong reason to learn English in a broader context, students will hopefully feel the need to learn and use it daily.

Indonesian students tend to be intrinsically motivated to learn English, such as for work or formal education. This can be seen in English, which is limited to academic contexts and not as an everyday language. On the other hand, Filipino students are more intrinsically motivated as they feel that English is an important part of their daily lives. Previous research shows that attitudes towards language can influence learning motivation (Zilin et al., 2023). Students who have a positive attitude toward English tend to be more active in the learning process, as evidenced by Halepoto et al. (2022).

Finally, to improve the quality of English language teaching, there must be an effort to balance intrinsic and extrinsic motivation. Facilitating a learning environment that rewards academic achievement while nurturing students' interest and curiosity will create a holistic learning experience. Understanding each student's motivation and designing approaches that enable both can contribute effectively to positive learning outcomes (Amtu et al., 2020). Thus, English learning can be valued as an essential skill for the future, not just as a school subject (Turmudi & Hajan, 2020). It implies that a better English skills must be in English speaking countries where English is daily written and spoken for communication.

Educational policy factors

Educational policies play a crucial role in shaping students' learning experiences, especially in teaching English. In the Philippines, English is the language of instruction in schools, which helps students become familiar with using this language from an early age. Coyle and Meyer (2021) state that "an effective language policy can improve students' academic proficiency in English and facilitate deeper learning." This situation gives Filipino students an advantage in understanding and using English in academic contexts and in their daily lives.

Although English is taught in schools in Indonesia, it is often considered an additional subject rather than an essential part of the curriculum. This impacts students' perceptions of English, where they often perceive it as a formal requirement a step towards passing exams - rather than a skill that needs to be integrated into life. The lack of integration of English into students' daily lives can reduce their motivation and language acquisition (Lamb & Arisandy, 2020). This inadequate policy highlights the need for reforms to make English more integral to learning.

Developing a more relevant and contextualized curriculum is also crucial to improving the quality of English learning. Learning that is only theoretical and impractical will not facilitate students to apply the language in authentic contexts. A curriculum that emphasizes direct experience and practice in using English will be more effective in improving students' abilities (Sancar et al., 2021). Therefore, curriculum companies must actively involve teachers and experts in designing learning programs that suit students' needs and global challenges.

The education policy in the Philippines that prioritizes the use of English as the language of instruction in schools has significantly impacted students' perceptions (Turmudi & Hajan, 2020). Students in the Philippines perceive that this language is imperative in their lives. In Indonesia, English is often seen as an add-on rather than the primary language used in daily activities. This is relevant to the finding that educational policies that support the widespread use of English can improve students' motivation and attitudes, as stated by Manalo et al. (2022).

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Finally, inter-policy integration is also indispensable for English language learning to be more effective. It includes cooperation between ministries of education, curriculum development agencies, and even the private sector to provide students with the resources they need. Cross-sectoral collaboration can create a more supportive environment for students to learn and use English effectively (Marín-González et al., 2022). By involving various stakeholders, it is hoped that education policies can be improved to provide better and more relevant learning experiences for students in Indonesia and the Philippines.

Links between findings and theory

The findings of this study show that exposure to English and students' motivation are strongly influenced by environmental factors, which is in line with social learning theory. This theory emphasizes the importance of social and environmental interactions in an individual's learning process. An environment rich in the target language can enhance one's ability to communicate and understand the social context of the language (Brevik & Rindal, 2020). In this case, Filipino students exposed to English in their environment showed more positive attitudes and motivation than Indonesian students. Thus, it meets with the previous study by Turmudi and Hajan (2020).

Furthermore, the students' intrinsic and extrinsic motivation findings reflect Maslow's basic needs theory, which suggests that individual motivation is rooted in psychological and social needs. When students feel that mastering English can facilitate achieving their goals, they tend to have extra motivation to learn. Motivation that builds on an individual's need to succeed in social and academic contexts can strengthen learning (Borkowski & Thorpe, 2023). This suggests that understanding students' needs is crucial in designing an effective curriculum.

The different education policies between Indonesia and the Philippines also reflect Giddens' theory of structuration, which suggests that education policies and practices influence each other in shaping student behavior. The findings from this study show that in the Philippines, policies supporting English use in schools significantly contribute to students' language proficiency. Policies that provide greater access and opportunities to use English in learning contexts can optimize student learning outcomes (Cheung et al., 2021). Thus,

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appropriate educational policies can strengthen the interaction between the learning environment and academic outcomes.

In addition, the theory of constructivism in education can explain how students construct their knowledge through learning experiences. Research findings show that students who engage in interactive learning experiences show better development of English language skills. Learning processes that involve interaction and direct experience can strengthen concept understanding (Chuang, 2021). It indicates that a curriculum encouraging experiential learning and collaboration can improve students' language competence more effectively.

Following learning theory, students' perceptions and attitudes toward learning are strongly influenced by their experiences with the language (Cholimatus, 2016). Students' daily experiences related to the use of English in social and academic contexts play an important role in shaping their attitudes. Research by Ortega et al. (2023) confirms that individual life experiences significantly shape perspectives and understanding of learning materials.

Finally, the connection between the findings of this study and theory explains the importance of a holistic approach to English language teaching. Incorporating a supportive learning environment, understanding student motivation, and integrating relevant educational policies are key to improving the learning experience. An interdisciplinary approach to education can create a more holistic learning experience and strengthen students' ability to master language (Yang et al., 2022). Therefore, the results of this study show that implementing educational theories in practice can have a significant impact on English language learning in various contexts.

From this discussion, it can be concluded that the differences in Indonesian and Filipino students' perceptions and attitudes towards English language learning are influenced by language exposure, learning motivation, and each country's education policy. The future of English language learning in Indonesia can be improved through a more contextualized approach, which relies on academic policies and involves various stakeholders to create a supportive learning environment. In addition, efforts are needed to change negative perceptions of English, so students are more motivated to learn.

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CONCLUSION AND IMPLICATION

Conclusion

The results of this study show that the environment strongly influences perceptions and attitudes toward English Indonesian and Filipino students, exposures, and educational policies. Filipino students tend to have more positive perceptions and attitudes towards English than Indonesian students, which are primarily influenced by their habitual use of English.

This difference shows the importance of more thorough exposure, approaches, and educational policies in teaching English to Indonesian students so they can feel more comfortable and motivated to learn this language.

Limitation

However, this study shows limitations. The sample consisted of students in Indonesia and the Philippines, so the results may not fully represent student populations in other countries who are also learning English. The small sample size (30 students per country) may not be sufficient for strong generalization. This study relied on questionnaires and interviews as the primary method for collecting data, which may lead to response bias. Students may need to give answers considered "correct" instead of those that reflect their views. Factors such as socioeconomic background and variations in teaching methods were not analyzed in depth. This study did not consider changes in student attitudes over time or after specific learning experiences. These results reflect current conditions and do not give an idea of the dynamics that may occur. Recognizing these limitations, this study hopes to understand better students' perceptions and attitudes towards learning English.

Implication

This research yields important implications for education policy regarding English language teaching in Indonesia and the Philippines. The findings support the theory that a supportive learning environment and high motivation can improve language learning outcomes. This suggests a more contextual and relevant approach to language education. In Indonesia, there needs to be an improvement in English teaching strategies to be more inclusive and accessible to students. Increased exposure to English outside the classroom,

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such as bilingual programs and English media content, is highly recommended. In the Philippines, while student perceptions are positive, further support is needed for students with limited access to quality educational resources. Focusing on developing communication skills, including critical thinking in English, will prepare for global challenges. With these measures, it is hoped that the quality of language teaching can improve and positively impact student motivation.

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BIOPROFILE

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