

Student Perceptions Toward Using English Terms in Learning for the Creative Multimedia Advertising Certificate Program at Kulim Community College

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Abstract: This study is to identify the perception among students of the use of English terms in learning the Creative Multimedia Certificate in Advertising (SMP) program at Kulim Community College. A total of 103 students from the study sessions of Session I 2021/2022 and Session I 2022/2023 have been selected as a study sample. This study is a quantitative study in the form of a survey using a questionnaire instrument containing 22 question items. The data obtained was analyzed using SPSS software version 23.0. The results of the study of student perception of the use of English terms in student understanding, the ease of the learning process and student interest recorded a high mean tendency level of 4.24, 4.30 and 4.33. The researcher hopes that the results obtained from the study can be beneficial and help lecturers and students with the use of English terms in learning to increase the understanding and interest of students to facilitate the teaching and learning process.

Keywords: Learning, English terms, teaching and learning, SMP field

1. Introduction

Community College Malaysia is one of the institutions that is a leader in vocational education and training (TVET) for individuals who have graduated from the Malaysian Education Certificate (SPM) on a full-time basis by offering the Community College Certificate study program. Until 2021, there will be 104 community colleges operating in Malaysia as an alternative route for graduates before entering the labor market or continuing their education to a higher level (Azlim et al., 2015). Community colleges are among the main channels in providing quality TVET education to improve the quality of the country's workforce and help develop a quality workforce to meet the needs of industry and the economy in the latest era of globalization (Jaafar & Maaki, 2018). Kulim Community College is one of the community colleges in the Northern Region that offers a full-time Community College Certificate study program. The two programs offered are the Business Operation Certificate and the Multimedia Creative Advertising Certificate where both are Technical and Vocational Training (TVET) fields that offer admission to further studies with minimum qualifications only by passing SPM.

The Advertising Creative Multimedia Certificate Program (SMP) is a study program designed to train students in the field of advertising in a practical way that is in line with the development of current technology. In particular, this study program uses Bahasa Malaysia as the medium of instruction. However, there is the use of English terms in the learning process that has a deep understanding of specific terms related to the field. This is because based on the courses offered in this program focusing on graphic design skills and video production as well as the basics of photography which as a whole involves the use of certain software in producing assignments and projects in related fields (Broyles & Slater, 2014). The use of this English term is synonymous with terms that students will use in the world of work. The presentation of lecturers in teaching using English terms, especially technical terms, is to avoid student confusion.

In relation to that, the initiation of this research proposal was carried out because the majority of the number of students in this program consisted of students whose SPM results were not encouraging enough to continue their studies to a higher level. Based on the following points, it has become a question whether the use of specific terms in English when learning this program helps understanding and facilitates the learning process and can attract students'

interest throughout the study period. Because of this, the idea of conducting this study was born to identify students' perceptions of the use of English terms in learning the Creative Multimedia Certificate in Advertising program at Kulim Community College.

This study was conducted with the aim of achieving the following objectives: 1) identifying the use of English terms to help students understand in learning the Advertising Creative Multimedia Certificate program; 2) identifying the use of English terms in facilitating the learning process of students in learning the Advertising Creative Multimedia Certificate program; and 3) identifying the use of English terms in attracting students' interest in learning the Advertising Creative Multimedia Certificate program. Based on the purpose of this study, the questions that need to be answered through this study are as follows:

- a) Can the use of English terms help students' understanding in learning the Advertising Creative Multimedia Certificate program?
- b) Can the use of English terms facilitate the learning process of students in learning the Advertising Creative Multimedia Certificate program?
- c) Can the use of English terms attract students' interest in learning the Advertising Creative Multimedia Certificate program?

2. Literature Review

Understanding the language used during the teaching and learning process is an important factor in ensuring students understand and accept the information presented. According to Febriyanti (2018), some students who have a good command of English also sometimes do not understand the technical terms of English that are used during the teaching and learning process because the technical terms that are used have a different meaning to spoken normal English. Shariff (2004) found that students will rarely ask questions during the teaching and learning process because of the difficulty in communicating in English where students have problems with pronunciation and understanding of technical terms in English as well as problems in structuring sentences.

The mastery and use of a language in the world of education is one of the important factors in playing a role in influencing the facilitation of a good teaching and learning process. The use of appropriate language can facilitate the teaching and learning process that takes place well if a student listens carefully. According to Musa and Abd Halim (2015), listening skills affect a student's focus and concentration on something taught during the teaching and learning process. The use of easy-to-understand language needs to be practiced by instructors and students to ensure that two-way communication occurs well during the teaching and learning process. This is supported by a study conducted by Ilias et al. (2022) who stated that effective two-way communication can help facilitate the teaching and learning process to take place well.

Attitude and interest in something is very important to enable a person to do something without feeling forced. The same goes for students' interest in using English during the learning process. This is supported by the study of Shishavan and Sadeghi (2009) who thinks that interest and a good attitude towards learning combined with efforts can produce better and quality learning goals. The result of using good teaching and learning methods can attract students to follow the learning process with a level high mastery of learning. Based on the results of a study conducted by Kunasaraphan (2015) opined that if the level of students' proficiency in English is less than satisfactory, it will have a significant impact on students' interest in learning a subject in English. According to Suhono (2017) found that overall many students are not very interested in the use of English but have to learn it because they are aware that it is useful.

3. Methodology

The study carried out is a quantitative study which is a survey method. This method was chosen based on suitability with the form of the study being carried out because it is more practical and realistic to get good feedback from the selected respondents.

The selected study population consisted of students of the Advertising Creative Multimedia Certificate study program at Kulim Community College. The study session involved for this population consists of students of Session I 2021/2022 and Session I 2022/2023. The total population in this study is 145 people. A total of 103 students have become respondents as a sample to help answer the questions of this study. The sample size of this study is appropriate by using Krejcie and Morgan's (1970) sample size determination table.

The research instrument that has been used by the researchers in this study is a set of questionnaires that contain four parts, namely Parts A, B, C and D with 22 question items. There are four question items in Part A which aim to get the demographic information of the respondents. While the 18 question items in Sections B, C and D are the information required in relation to the research questions being conducted. The Likert scale used is adapted from Likert (1932) which is classified into five rankings as shown in Table 1 to measure respondents' responses to each question item.

Table 1: Interpretation of Likert scale.

Score	Scale
1	Strongly disagree
2	Not agree
3	Not sure
4	Agree
5	Strongly agree

The study data obtained from the study sample was analyzed using the Statistical Package for Social Sciences (SPSS) Version 23.0 software and presented in the form of mean, and the percentage of each variable studied was categorized into three mean scores as classified by Mohd Najib et al. (2011) such as Table 2.

Table 2: Interpretation of min score.

Score	Perception scale
1.00 –2.33	Low
2.34 –3.67	Moderate
3.68 –5.00	High

A pilot study was conducted to test the validity and reliability of each question item in the questionnaire that was used appropriately, easily understood and had a clear meaning by the respondents. This is supported by Roberts and Priest (2006) who states that reliability refers to the ability of a data research instrument to be accurate and consistent every time it is tested. According to Konting et al. (2009), an alpha value that exceeds 0.6 is an item reliability value that can be used. This value shows that each item used is understandable and suitable for use.

A pilot study was conducted on 20 Kulim Community College students who were randomly selected using a questionnaire method that was conducted online using the Google Form application. Based on the Cronbach's Alpha value that has been obtained which is 0.793, this value has shown that the set of questionnaires for this study is suitable for use in real research.

4. Results and Discussion

4.1 The Use of English Terms in Helping Students' Understanding in Learning

Based on Table 3, the items in this section show that item B3 has received the highest mean score of 4.48. Then followed by item B6 got a value of 4.36, B2 got a value of 4.23, B4 got a value of 4.19 and B5 got a value of 4.18. While the findings for item B1 got the lowest mean score value of 4.02. Although this item got the lowest score value, the value is still at the high mean interpretation level. The results of the analysis conducted show that the overall mean score for the items in this section is 4.24. This value shows that the sample of respondents involved feel they understand the use of English terms used in learning. The findings of the study on the items in this section can prove that students who get less than excellent results in English at the SPM level are also able to understand their learning because the terms used are terms that are easy to pronounce, simple, easy to understand and commonly used in class. For the statement of item B3 that obtains the highest mean score shows understanding in learning to help students to answer the questions/exercises given correctly (Yusof et al., 2018).

Table 3: The mean score of the items for the use of English terms in helping students' understanding in learning

	Mean	Interpretation
B1 Easy to remember what has been taught	4.02	High
B2 Retelling the lessons learned	4.23	High
B3 Answer the given questions/exercises correctly	4.48	High
B4 Improve my achievements	4.19	High
B5 Get a good grade in the assessment	4.18	High
B6 Can speak English well	4.36	High
Overall	4.24	High

4.2 The Use of English Terms in Facilitating the Student's Learning Process in Learning

Based on Table 4, the highest total mean score is 4.45 on item C3. Respondents agree with the statement of this item that the English terms used facilitate the learning process because the terms used are appropriate to their level of ability.

Then followed by the highest mean score for items C5, C6, C4, and C2. The overall mean score for the items in this section is 4.30 which shows it is at a high level in the interpretation table. The results of the items in this section show that the respondents agree that the use of English terms has facilitated the learning process because it is easy for them to do the exercises and tasks given.

Table 4: The mean score of the items for the use of English terms in facilitating the learning process of students in learning

		Mean	Interpretation
C1	Easy to use	4.26	High
C2	According to my ability level	4.22	High
C3	Easy to understand	4.45	High
C4	Commonly used in class	4.27	High
C5	Easy to make tutorial notes	4.33	High
C6	Easy to make assignments	4.29	High
	Overall	4.30	High

4.3 The Use of English Terms in Attracting Students' Interest in Learning

The results of the analysis of the items in this section can be referred to in Table 5 which shows that the overall mean score is 4.33. The overall mean score of this section is the highest of the items in Section B and C. This shows that the respondents agree that the use of English terms can help attract their interest in learning. This can be proven on item D5 which got the highest mean score of 4.41, where the respondents did not feel bored in learning using English terms. Next can be seen the mean score on items D2, D6, D5, and D3 which recorded a mean score with a more equivalent amount. While the lowest mean score on item D1 recorded a value of 4.17. But this amount is still at a high level of interpretation.

Table 5: Mean score of items for the use of English terms in attracting students' interest in learning

		Mean	Interpretation
D1	Increased interest in learning	4.17	High
D2	More confident when studying	4.39	High
D3	Study harder	4.27	High
D4	It's fun to learn	4.35	High
D5	Don't feel bored	4.41	High
D6	Able to concentrate while studying	4.38	High
	Overall	4.33	High

5. Conclusion

Overall, this study found that respondents have a high level of understanding when learning to use English terms in their learning. Respondents also agree that the use of English terms facilitates their learning process in the Advertising Creative Multimedia Certificate study program. In addition, respondents agreed that the use of English terms can attract their interest in learning.

Based on the findings of this study, the researcher suggests that lecturers can use various English terms in teaching in order to attract students' interest in learning. The use of English technical terms needs to be paralleled with Bahasa Malaysia terms so that students are not confused in receiving the lecturer's presentation in the teaching and learning process. Lecturers and the college need to expand the use of English in the college so that students understand better and are able to speak in English with confidence. This can help students in learning the Creative Multimedia Advertising Certificate at Kulim Community College.

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