Become a Multilingual by Means of Artwork in Information Technology

T Tawami¹, A N Yulianti²*
¹Departemen Sastra Inggris, Universitas Komputer Indonesia, Indonesia
²Departemen Sastra Jepang, Universitas Komputer Indonesia, Indonesia

Email: arni.nuryulianti@mahasiswa.unikom.ac.id

Abstract. The purpose of this research is to find out how much influence the artworks as a media to learning a foreign language and to explain an easy way to learn a foreign language with artwork as media. The method used in this research was the descriptive method to describe the correlation between artwork and language. The result of this research was to know how far people use artwork as a media for learning a foreign language. The research was done by discussing foreign language and artwork as learning media. The conclusion of the research was that the artwork is one of the most capable media for learning foreign languages. Aside from being a medium for learning, we can also find fun entertainment from works of art. The artwork is also very easy to find on the internet and books that discuss it.

1. Introduction

Language is the most prominent person’s identity. Therefore, language plays an important role in inter-group relationships when language and culture intersect. This is a natural multilingual situation, which has been built before [1]. Language is one of the human media, because of that the regulation of global human resources is related to the process and practice of the language system [2]. The use of various languages in education can be related to many factors such as the existence of various languages of the country or region, certain social or religious attitudes, or the desire to promote national identity [3].

The CLIL (Content and Language Integrated Learning) program is one of the learning models used to explore foreign languages. CLIL is used as a general term to show European learning models intended for foreign languages [4]. Usually, this program uses a guidebook that contains two languages. Science books and general lessons are usually bilingual, guidebooks for mother tongue, religion, and citizenship usually use the first language.

According to Turnbull explained that in the past, in France, the use of the first language to learn foreign languages was not permitted. Teachers require all students to discuss and report using the foreign language learned conversely; many scholars now argue that the first language can be a tool when learning foreign languages [5]. However, everyone has a way of learning and capturing different information. According to Rebecca, everyone has their behavior and strategy to improve their foreign language [6]. Cook described that one of them is audio-lingual teaching, which divides Language into four listening, speaking, reading, and writing skills [7].

Not only strategy, but the selection of media for learning is also very important. If we can find media that is suitable and not boring, it can make it easier for us to learn something. One of them is from the artwork. Aniruddh D. Patel said music might be created by humans; if it was like that, it was the same as humans when they found the fire. An invention that can change human life and change themselves for the better [8]. Helena Bouvier also wrote no art except useful art [9]. For this reason, artwork can be used as a medium for foreign language learning.

In this era of globalization, it is not difficult to find and introduce art to the world. The internet is the most popular thing in the world; the internet is also used by institutions, organizations, businesses,
and individuals in introducing the products or services they have [10]. The artwork is also one of the fields of business for some people. The purpose of this study was to find out how much influence artworks as a media for learning foreign languages, and the method used in the study was descriptive to describe the correlation between artwork and language.

2. Method
This research used descriptive method to find out whether an artwork could be used as a medium for foreign language learning and used the results of questionnaires about the artwork as a medium of foreign language learning. The questionnaire contained eight questions, with 36 respondents.

3. Results and Discussion
To find out whether an artwork can be used as a medium for foreign language learning, we need to know how much influence and what artwork can improve the use of our foreign language. To find out how much influence the artwork has on foreign language learning, research has been conducted through questionnaires or surveys of 36 respondents with different ages and genders (see Figure 1 and 2).

![Figure 1. Age](image)

![Figure 2. Gender](image)

Some 58.3% range in age from 17-20 years, 33.3% range in age from 21-24 years, and the remaining 8.3% range in age from 25 years and over. In this questionnaire, some respondents still doubt that learning foreign languages is important (see Figure 3).
As many as 94.5% answered "yes," and some still doubt. The reason respondents answered that learning foreign languages was most important because of job competition. We all know that looking for a job requires skill that is capable of competing to get a decent job; one of the pluses of applying for a job is foreign language skills. To improve the ability of foreign languages, a learning media that is not boring or too formal is needed (see Figure 4).

More than 50% of respondents agreed that artwork could be used as a medium to improve foreign language skills. According to those who agree, foreign language learning through works of art is included in the fun. Learning from the media of art is also arguably not too formal, in an era like today; we can find all kinds of artwork from various countries only through the internet that can be accessed via smartphones. For respondents who still answer maybe and disagree, according to them, the work of art can only be as entertainment and does not have a relationship to the improvement of foreign language skills. Indeed, not all works of art directly provide knowledge about foreign languages. It could be just an introduction or explanation related to a foreign language (see Figure 5).
According to respondents, sound/vocal/music art can be a work of art that can improve or be used as a medium for foreign language learning. The way it works like this, when we listen to a foreign language song, it is quite difficult to know the lyrics directly in one hearing, we will automatically search the song lyrics on the website and find out what language is used in the song. At such a time, we have indirectly tried to recognize the foreign language. In the global era like now, it is also not difficult to find foreign language music works (see Figure 6).

![Figure 5. Branch of art](image)

**Figure 5. Branch of art**

Many websites have provided links to download popular songs on the internet. Not only hundreds, even millions of websites about music with various languages found on the internet. Besides searching for songs, we can also search for song lyrics that we want easily (see Figure 7).

![Figure 6. Search for foreign language songs. The figure was adopted from www.google.com was taken on Dec 4, 2018.](image)

**Figure 6. Search for foreign language songs. The figure was adopted from www.google.com was taken on Dec 4, 2018.**
In addition to web forms, we can also search for song lyrics in the form of videos. Everybody used to use YouTube to find the desired video. Sometimes music artists make private YouTube channels to share their work with their fans. In addition to the official channel from the artists themselves, many fan’s YouTube channels also share videos of their favourite singer song lyrics (see Figure 8).

The model of song lyrics in the form of this video is arguably more entertaining. The appearance made by the channel owner can be different; it makes us not bored with the lyrics we read and will arouse passion for learning the foreign languages used in the songs we listen to. However, not only sound/vocal/ music works that directly add to our knowledge of foreign languages. Theatre/ drama
artwork is also included in works of art that can facilitate us in learning foreign languages (see Figure 9).

![Figure 9. Theatre/drama art. The figure was adopted from www.google.com was taken on Dec 4, 2018.](image)

Besides learning about foreign languages, we can also know the correct way of pronunciation, intonation, and expression in using the foreign language we are learning. Because in every language must have a unique way of pronunciation and intonation. Apart from what has been described above, other works of art can also improve the ability of our foreign languages (see Figure 10).

![Figure 10. Literary art. The figure was adopted from www.google.com was taken on Dec 4, 2018.](image)

In addition to music and theatre, literary arts can also be an attractive medium for learning foreign languages. This media is very fun for those who are already translating foreign languages. However,
some people still think this media cannot be used for learning foreign languages most of those who disagree because they think that art has nothing to do with language.

4. Conclusion
Foreign language is very necessary for this era of globalization. Learning foreign languages alone is not easy for some people. Therefore, other media are needed to learn foreign languages besides formal learning in school. The artwork is one of the most capable media for learning foreign languages. Aside from being a medium for learning, we can also find a fun entertainment from works of art. The artwork itself pretty easy to find on the internet and books.

Acknowledgments
The authors thank to University of Computer Indonesia that has been guided so the study can run well.

References
[1] Divita, D. 2011. Becoming multilingual: An ethnographic approach to SLA beyond the classroom. In Beyond the language classroom. Palgrave Macmillan, London. 5 (pp. 72-87).
[2] Brown, S. 2018. Voices of Multilingual Learners. Art as a Way of Talking for Emergent Bilingual Youth: A Foundation for Literacy in PreK-12 Schools. 7 (8), pp. 10 - 20
[3] Ochs, J. M. 2012. The benefits of art analysis in English 101: multilingual and American writers respond to artwork of their choice. 7(5), pp. 3 - 9
[4] Dalton-Puffer, C., Nikula, T., and Smit, U. (Eds.). 2010. Language use and language learning in CLIL classrooms. 7. John Benjamins Publishing. 6 (1), pp. 4 -14.
[5] Turnbull, M., and Dailey-O’Cain, J. (Eds.). 2009. First language use in second and foreign language learning. Multilingual Matters. 44. pp. 6 - 12
[6] Rebecca, L., and Oxford, P. 2003. Language learning styles and strategies: An overview. Learning Styles and Strategies. 9 (2), pp. 3 - 7
[7] Cook, V. 2016. Second language learning and language teaching. Routledge. 8 (1), pp. 3 – 10.
[8] Patel, A. D. 2010. Music, language, and the brain. Oxford university press. 9 (1), pp. 1 - 10
[9] Bouvier, H. 2002. Lèbur: seni musik dan pertunjukan dalam masyarakat Madura.. Yayasan Obor Indonesia. 14, pp. 1 - 10
[10] Soegoto, E. S. 2014. Entrepreneurship Menjadi Pebisnis Ulung Edisi Revisi. Elex Media Komputindo.