



THE 7<sup>th</sup>  
INTERNATIONAL  
SEMINAR 2013  
SATYA WACANA CHRISTIAN UNIVERSITY  
The Faculty of Language & Literature

# PROCEEDINGS

## LANGUAGE POLICY AND PLANNING: WHAT ARE THE ISSUES?

November 20 - 21, 2013  
Satya Wacana Christian University  
Salatiga, Indonesia



**WS**

Widya Sari Press

## **Proceedings**

The 7<sup>th</sup> International Seminar

The Faculty of Language and Literature

Satya Wacana Christian University

Language Policy and Planning: What are the Issues?

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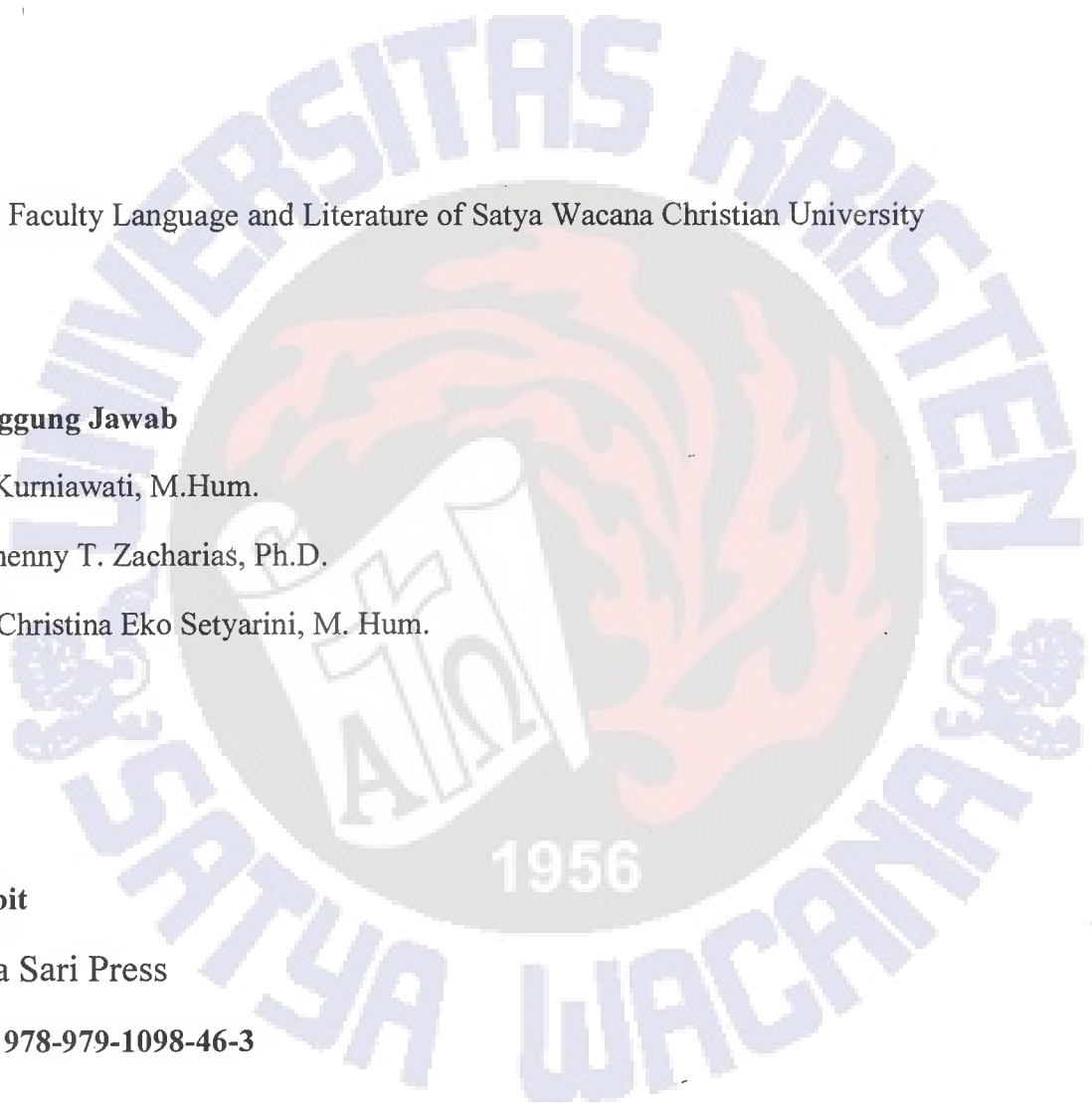
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### **Penerbit**

Widya Sari Press

ISBN: 978-979-1098-46-3



## PREFACE

The theme of this year's seminar "Language Policy and Planning: What are the Issues?" is selected to address the possible challenges and best practices of language policy and planning in a variety of contexts, from the local/institutional to national/global. In multilingual countries, such as Indonesia, China, Singapore, decision on which particular language to use sometimes creates a dilemma. Exposing a certain language might sacrifice the mastery of other language (s). Moreover, the decision itself has been influenced by many factors, such as political, social, and economical situations.

The seminar is hoped to provide opportunities for students, teacher-practitioners as well as researchers to share their studies, knowledge, as well as practical applications on language policy and planning.

We would like to offer our appreciation to all invited speakers (Prof. Hywel Coleman, Prof. Richard Baldauf, Dr. Obaidul Hamid, and Prof. Fuad Abdul Hamid), paper, workshop and poster presenters who have taken the time to participate in the seminar. We are also grateful to have financial supports from our generous sponsors which made this seminar possible to hold. Finally, the seminar would not have been realized without the support of various hard-working and dedicated committee members and English Teacher Education program students. It is their commitment that made the preparations of this event a very rewarding and humbling learning experience for me.

This publication presents some of the unedited full papers of the presentation in the 7<sup>th</sup> International Seminar, around the theme: "Language Policy and Planning: What are the Issues?". We hope that these papers will give significant contributions to issues surrounding the language policy and planning.

Salatiga,

Anita Kurniawati, M.Hum.

Conference Chair

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## UTILIZING VIDEOGAMES TO SHAPE GOOD SOCIAL MEMBERS: A CRITICAL MEDIA LITERACY PERSPECTIVE

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### Abstract

Videogames have been considered to be one reason behind the increasing violence in today's life. However, considering that they seem to be an inseparable part of the young generation's life and that as a form of popular culture they are a site of contestation between the dominant and subordinate cultures, this paper would like to dig out how videogames can be manipulated as a medium to create good social members. To reach the objective, critical media literacy would be utilized because it enables viewers and learners to independently question exposed information in the dominating media culture at present; thus to be critical users of a popular culture product.

Keywords: video games, critical media literacy, power and information, ideology

### Introduction

I am not a gamer although I sometimes play snoods or bubbles and ballistic. This maybe the reason why I feel very much concerned knowing most games teenage students today love to play: *Assassin Creed*, *Point Blank*, *Resident Evil*, *God of War*, *Grand Theft Auto*, to mention some. These games share one thing in common: violence. Later published games, such as *Farcry 3*, which is actually not the most recently-published one, expose young gamers not only to violence and cruelty, but also nudity. If 2D games do not visualize the act of hurting and killing as real ones, the invention of 3D technology enables the portrayal of seemingly real characters and actions in a makeshift world, making the games better resemble events in real life. What is more alarming is these young game players do not just sit passively and watch. They actively take part in the violent acts of shooting, maiming, killing by acting as one of the characters. The better they are at these, the higher their scores; and thus, fun, success, pride, popularity and peer admiration are earned as if they had just done a heroic act. As Grossman quoted by Olfman (2003 cited in Imre, 2009) argued, videogames associates violence with pleasure.

Is it surprising if they transfer such behavior into the real world? Leo (2011) questioned whether "all this constant training in make-believe killing has no social effects", juxtaposing a similarity between Dylan Klebold and Erick Harris', the actors in the Colorado massacre, actions and those in the game *Postal*, and then related it to the fact that most youngsters are addicted to games in which "hurting and maiming is the central fun activity". APU's, an Indonesian high school student, confession to the Education and Culture Minister Muhammad Nuh that he felt satisfied after stabbing Deni Januar, a vocational school student, to death in a student brawl in South Jakarta in 2012 may lead us to the same question Leo expressed. Despite the more serious actions the Indonesian government has taken in dealing