ABSTRACT

Nurhakim, M. Ardheka (2023): **Exploring the EFL Students Critical Reading Skills in Making Interpretations and Analyzing Bias Using My Side Bias in Visual Messages through Music Video**

This study aims to determine the critical reading ability of EFL students in interpreting meaning and analyzing bias in visual messages through music videos using my-side bias for EFL students in the 3rd semester of the English Education Study Program at Universitas Islam Negeri Sunan Gunung Djati Bandung. Specifically, this study aims to determine the implementation of my side bias to EFL students in making meaningful interpretations and analyzing bias using my side bias of visual messages through music videos and to find out the EFL students' ability to make meaningful interpretations and analyzing bias using my side bias of visual message by using my side bias through music videos.

This research is a type of qualitative research that uses descriptive analysis. In this study, my-side bias is the main strategy EFL students use in analyzing bias and interpreting visual messages through music videos. The researcher collected the data in this study through observation in learning activities, document analysis and interviews. The number of participants in the observation was 34, while, in the interview, the researcher chose 6 people from 34 students based on the learning achievements that students achieved in the critical reading class. The results showed that, during the observation, in interpreting and analyzing bias in music videos is well implemented. Students could follow the learning activities and understand the application of my-side bias in analyzing bias and interpreting visual messages in music videos.

In addition, student performance results show that using my-side bias in analyzing bias and interpreting visual messages through music videos is in a good category. It aligns with the responses of students who feel a positive impact after using my side bias in analyzing bias and interpreting visual messages through music videos. The students' positive responses show that using my-side bias can help students easily understand the topic, bias, and visual messages in music videos. Thus, students can find the author's bias correctly and understand the visual message clearly.

Using my-side bias can help students analyze bias and interpret visual messages precisely, clearly, and relevantly. Students' responses to the use of my-side bias are positive because it impacts the lives of students who tend to watch music videos. Moreover, using my-side bias is recommended to produce results of bias analysis and interpretation of meaning that are precise and more aligned with the reader's opinion.