

CHAPTER I

INTRODUCTION

This chapter unfolds this research's urgency from the experts' perspective to strengthen the research's validity. This chapter discusses the background, the research questions, the research purposes, the research significance, the research scope, the conceptual framework, and the previous studies.

A. Background

Nowadays, technology is developing more rapidly. It is a common thing that its impact is felt in various aspects of the lives of every modern person. Education is one of the things that has a very significant impact. The presence of new technologies that are increasingly sophisticated gives birth to a variety of digital media in learning. Thus, an outline can be drawn that the most significant impact of the rapid improvement in the quality of technology is felt by Generation Zeru or GenZ students. GenZ's intelligence in using gadgets makes them need to be literate, especially in digital reading (digital literacy). Digital literacy is "the ability to understand and use information in various formats from various sources when presented through computers" and, particularly, through internet media (Gilster, 1997). Therefore, the high intensity of the use of GenZ students' devices can impact GenZ students' ability to interpret a reading's meaning and identify bias from a reading.

The prevalence of digital media in reading has led to many updates in improving the reading skills of GenZ students. One famous one is visual literacy. McLuhan (1982) identified that visual literacy had become a vital learning skill that involves creating multimodal meaning by integrating written text, visual images, and design elements from multiple perspectives. In determining how a message will be perceived, they articulate how its meaning can be socially and culturally mediated. GenZ increasingly recognizes the principle of visual literacy with the availability of various platforms for expressing a reading in the internet universe. The existence of webtoon, Instagram, YouTube, and other media makes GenZ

students more astute in absorbing information quickly. As one of the things that began to develop, visual literacy media is now increasingly diverse. One of them is through music videos.

Interestingly, as something commonly known to people, a video in music can be used as a reference to train the critical reading skills of GenZ students. In school learning, researchers or lecturers usually only provide song lyrics to train students' critical reading skills in interpreting the meaning and identifying bias in reading. Meanwhile, Jain Gada (2021) identified that music can help students find their learning zone and arouse their enthusiasm for learning. Readers must know that music is more than just a medium to train students' listening skills. However, music videos that explain the contents of the song lyrics can help train the critical reading skills of GenZ students.

The use of music videos to help train the critical reading skills of GenZ students certainly has a gap in the problems that arise for GenZ students. The right song selection is undoubtedly the primary concern in this case. The selection of music video topics must have issues related to the current GenZ world. It is intended that GenZ can thoroughly feel the message conveyed by the singer. In addition, the ambiguity of the clip depiction in the music video will give birth to several interpretations of meaning and bias from each individual. Therefore, GenZ students must know tips for making interpretations and identifying bias in existing music videos.

Based on the problems that arise, students' ability to interpret meaning and identify bias is the core problem of this study. Interpretation is the act of explaining, reframing, or demonstrating one's understanding of an issue (Beck, 2002). In this case, the ability to interpret meaning refers to the ability of students to capture and record back in their memory the visible or invisible message or intention in the given music video. Meanwhile, it is necessary to know that the term bias in reading is the ability of learners to process information through the tendency to support or oppose an idea or ideology to their beliefs, opinions, and attitudes. Bias occurs when people search for, interpret, and remember evidence to confirm their pre-existing beliefs and reject views that differ from their views (Wang, 2020).

In previous research, Wang (2020) examined a person's recognition bias through their perspective on their pre-existing beliefs and social stigma. These pre-existing beliefs are also called my side biases, while social stigmas are social biases. Therefore, the gap between this study and previous studies can be seen from the media in measuring students' critical reading skills in interpreting meaning and identifying these biases. The use of myside bias as a support for students in determining bias and interpreting meaning is still used to determine how influential their pre-existing beliefs are on the message musicians want to convey. Then, researchers used music videos as visual literacy media. The music videos used are related to social issues that arise among GenZ so that they can apply their bias to the fullest.

Gen Z's frequent use of the internet now makes it necessary to pay more attention to the urgency of GenZ students' understanding in receiving reading information so that it becomes useful for their lives. The first step is to instill excellent critical reading comprehension in GenZ students so that they can determine the interpretation of meaning and identify bias as a whole and according to their abilities. Like what was done in Romero's research (2021) conducted research on critical and visual literacy for 21st-century students as reflective viewers and thinkers who can read digital texts. This study aimed to explore and identify the needs of our 21st-century EFL/ESL learners' views and thinking through memes in the EFL/ESL classroom. The results from this study indicate the need for emphasis on critical thinking and visual literacy skills in the EFL/ESL classroom. As images dominate the world around them, university EFL students must be exposed to materials such as memes, stimulating their understanding of the people and events that shape today. As printed monomodal texts still dominate the reality of higher education curricula, engaging students in new strategies, vocabulary, and processes is crucial to enhancing students' critical visual literacy skills and global understanding.

In this study, researchers aimed to research English language education students at UIN Sunan Gunung Djati Bandung who were studying critical reading courses. It is intended because, as one of the students who has experienced the

lecture phase in the related course. Researchers need help interpreting messages from readings containing heavy content, such as social or political issues. In addition, researchers also feel that the ability of Gen Z students to analyze bias in reading still needs to be improved so that students can become wise and critical readers to produce helpful knowledge.

B. Research Questions

Based on the background above, there are two research questions as follows:

1. How is 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?
2. How does the EFL student's ability to make meaningful interpretations and analyze bias using my side bias of visual messages through music videos?

C. Research Purpose

The aims of this research are as follows:

1. To determine the implementation of my side bias to EFL students by making meaningful interpretations and analyzing bias using my side bias of visual messages through music videos.
2. To find out the EFL student's ability to make meaningful interpretations and analyze bias using my-side bias of visual messages through music videos.

D. Research Significances

The results of this study are likely beneficial theoretically and practically, as described in the following section.

1. Theoretical Significances

a. Teacher

The study results were intended as a reference and source of information for other teachers to explore my side bias strategy in interpreting and analyzing bias through music videos.

b. Researcher

The study results were intended as a reference and source of information for another researcher to explore my side bias strategy in interpreting and analyzing bias through music videos.

2. Practical Significances

a. Teacher

The study results were intended to motivate the other teachers to implement my side bias strategy in interpreting and analyzing bias through music videos while teaching critical reading.

b. Researcher

The study results were intended to motivate the other researchers to implement my side bias strategy in interpreting and analyzing bias through music videos while teaching critical reading.

E. Theoretical Framework

Burmark (2002) calls it "21st-century primary literacy, which is no longer simply being able to read and write. However, our students live in a visually rich world where they permanently encounter and create meaning and knowledge through images. They must learn to process words and images. They must move gracefully and fluidly between text and image, between the literal and figurative worlds". Wileman (1993) defines visual literacy as the interpretation of images against the ability to interpret and understand the information presented in images or graphics and find meaning in images. Based on this understanding, visual literacy is the ability of students to read an image or video critically so they can fully absorb information related to the message and intention conveyed in the image or video. It cannot be denied that visual literacy is still closely related to critical literacy.

Burnt (2005) mentions that critical literacy is the skill to understand hidden or implied meanings by separating facts from opinions, examining the characteristics of narratives from different points of view, reconstructing images from details, and applying their prior knowledge to other aspects of life. It also includes analysis, synthesis, argumentation, interpretation, evaluation, problem-solving, and reasoning, among all the other skills that comprise the critical thinking

process. Therefore, if it is associated with essential visual critical literacy, it will help encourage students' understanding of the issues raised in this visual literacy. For example, in a music video, critical literacy will help students interpret the music video's meaning and the issues raised in the music video so that students can apply these issues from their point of view and knowledge and aspects of their lives.

After understanding critical and visual literacy, the following explanation will lead to an essential part of critical literacy: meaning or message. According to Brown (1993), a message is "a brief communication given from one person or group to another by message or even other authority; a verbal, written, or recorded communication." Then, messages can be understood through textual or visual means. Based on the above opinion, statements such as sound or video can be channeled through writing or recording. Therefore, video music is a form of media channeling messages from musicians.

According to the rapid development of critical and visual literacy, digital media can be used as a bridge to convey political, social, and cultural aspirations. One of them is through music videos. A music video is a short film or video that accompanies the music, generally a song. In the modern era, music videos are a marketing tool for promoting a record album (Moller, 2011). It is also confirmed that Dzyak's (2010) opinion explains that music videos are made primarily to display and market music to increase recorded album sales. However, in this study, video music explores students' critical and visual literacy skills regarding the meaning and social issues raised in a song. Frequently, music video makers in this Gen Z era make music videos with social issues raised and visualized by graphics or the actions of an actor.

The birth of several new media in the critical and visual literacy movement has made Gen Z more literate in digital literacy. Then, researchers must examine how much and how many needs generation Z students need to explore their critical and visual literacy in the digital learning environment to face the rapid development of this digital world, with the high consumption of music video lovers among teenagers (Wright, 2019). In this research, researchers need to know how critical Gen Z EFL students are in interpreting the meaning of the music video and relate

their knowledge, background in life, and point of view of political, social, or cultural scope issues in a music video that they enjoy every day as a means of entertainment.

In this case, increased critical literacy and visual literacy media also raise new problems in students' critical thinking skills. In this study, the researcher will examine students' ability to interpret the meaning and recognize bias in several music videos related to current issues that can make participants more literate in the current social situation. One of the most challenging things to train in students' literacy skills is their ability to recognize and acknowledge bias in their reading. Bias means an expression of one's inclination toward an author's ideas, opinions, or ideologies (Galdas, 2017). My side biases are used to interpret the meaning and recognize bias. Myside bias is a common cognitive bias in which a person processes information in a way that is biased toward their prior beliefs, opinions, and attitudes. In that sense, my side bias refers to the tendency to process information favoring one's position (Wang, 2020).

F. Previous Studies

First, recognition bias through the lens of pre-existing beliefs and social stigma in a separate study; pre-existing beliefs are also called my side biases, whereas social stigmas are called social biases. In this study, researchers found that the majority of those who participated attributed more bias to others than to themselves; participants perceived the asymmetry of others to be much more prominent than their own beliefs and social stigmas. The study discovered that the asymmetry of others in bias recognition disappears when participants simultaneously predict others' beliefs and social stigma. Results indicate that bias recognition through pre-existing beliefs and social stigmas can be mitigated if readers recognize that all people are biased (Wang, 2020). Second, According to Romero (2021) Visual literacy and critical thinking are closely related because both require various cognitive processes, ranging from direct identification to complex interpretation at multiple levels of abstraction. The researcher in this study used memes to discover the critical and visual thinking demands of twenty-first-century

EFL/ESL students. As a result of this study, several concerns were detected regarding the shortcomings and difficulties of 21st ELF/ESL students in decoding multimodal texts. In particular, there is a need for further training to improve our students' ability to read and comprehend multimodal ensembles in the EFL/ESL classroom, especially in the case of high-level critical visual literacy reading skills, including critical and visual dimensions.

Third, The incorporating widespread music media literacy into the curriculum. In this case, these suggestions go beyond legislators, educators, and parents. Everyone, even those who make a living in the music business, should share the same concern for the health and well-being of young people. Collaborating is standard and essential to ensure the best possible outcomes for future generations (Wright, 2019). Lastly, Aisami (2015) identified student learning styles and visual literacy for student learning. Utilizing visual literacy in an instructional system design (ISD), the approach has been shown to improve learners' target retention and optimize learning. Also, visualization of learning concepts and motivation to learn has been found to help students understand concepts more strongly and foster their critical and creative thinking.

