

CHAPTER V

CLOSURE

A. Conclusion

Based on the findings of this study, it can be concluded that Taylor Swift's songs serve as a valuable tool in engaging EFL students in learning English listening skills while also presenting certain challenges that learners must overcome.

First, Taylor Swift's songs play a significant role in enhancing students' motivation and involvement in listening activities. The storytelling nature of her lyrics builds emotional engagement, which encourages students to listen more attentively and repeatedly, supporting better language retention. The songs also offer exposure to authentic language, allowing learners to become familiar with natural pronunciation, intonation, and sentence structures that are different from what they usually find in classroom materials. The popularity and accessibility of her music also support self-directed learning, where students actively explore lyrics, interpret meanings, and practice pronunciation, fostering more personalized and student-centered language development.

Second, despite these benefits, students face several challenges when using Taylor Swift's songs for listening practice. One of the main obstacles is understanding complex vocabulary and figurative expressions, as the lyrics often include idioms, metaphors, and poetic phrasing that are not easily translated or understood. Some songs also feature fast-paced delivery and connected speech,

which makes it harder for students to catch individual words and phrases—especially if they are not yet familiar with natural speech patterns. Another issue is maintaining a balance between enjoyment and intentional learning, as some students tend to engage passively rather than using the songs as a structured learning resource. Without applying strategies such as lyric analysis, vocabulary decoding, or repetition, students may not fully benefit from music-based learning.

These findings suggest that although music, especially Taylor Swift's songs, can be an effective resource for improving EFL students' listening skills, its effectiveness is highly dependent on how students interact with the material and the learning strategies they employ. Therefore, structured guidance and teaching support can further optimize the use of music in language learning.

B. Suggestions

Based on the conclusions drawn from this study, several recommendations are proposed for students, educators, and future researchers to maximize the potential of music-based learning in EFL listening comprehension.

1. For EFL Students

Students who want to improve their English listening skills through music should employ active learning strategies rather than passive listening. Rather than just enjoying the song, students should focus on lyric analysis, vocabulary recognition, pronunciation practice, and comprehension practice. Utilizing resources such as lyric videos, dictionaries, and translation tools can

also help students better understand figurative expressions and complex phrases. Additionally, combining repeated listening and note-taking techniques will further improve understanding and retention of new words and expressions.

2. For Teachers and Educators

Educators should consider integrating music-based learning activities into formal EFL teaching to improve students' listening comprehension. Selecting appropriate songs based on students' proficiency levels and designing structured pre-listening and post-listening tasks can optimize the benefits of music in language learning. Teachers can develop activities that encourage students to identify key vocabulary, discuss the meaning of songs, and practice pronunciation through song lyrics. Additionally, implementing collaborative learning strategies, such as group discussions and lyric-based exercises, can help students engage more deeply with the material while improving their overall listening skills.

3. For Future Researchers

This research primarily focuses on qualitative exploration of students' experiences in using Taylor Swift songs for EFL listening comprehension. Future research might consider using a mixed methods approach by including quantitative analysis to measure the direct impact of song-based learning on students' listening proficiency. Additionally, the research could be extended to different genres of music or other artists to determine whether certain musical styles or linguistic patterns affect comprehension differently.

Exploring the role of song-based learning at different levels of education, such as in primary or secondary education, can also provide valuable insights into the adaptability and effectiveness of this approach across different student demographics.