

CHAPTER VI

CONCLUSIONS AND SUGGESTION

A. Conclusions

After analysing Swift's video clip *Look What You Made Me Do*, it can be concluded that the video clip functions as a symbolic form of resistance to negative media constructions directed at Swift. Through the perspectives of popular literature theory and mediatization, this research reveals that popular culture is not merely entertainment but also a space for negotiating meaning, identity, and power. These findings suggest that popular cultural works have the potential to challenge dominant narratives shaped by the media while offering alternative perspectives in understanding social realities and public representations.

In the video clip, Swift challenges the dominant narratives about her public reputation constructed by the media through lyrics, symbols, visual metaphors, and various personas. This demonstrates that Swift transforms the negative labels assigned to her into symbols of control and empowerment, part of the process of negotiating media constructions. Using irony, satire, hyperbole, and self-parody, Swift reclaims public criticism and reconstructs her identity through scenes such as a golden cage, a snake throne, and a graveyard. Swift uses these as counter-narratives in her artistic performances, replacing the accusations and controversies surrounding her. This negotiation process demonstrates that meaning in popular culture is always contested and open to reinterpretation. As a result, Swift can

reposition herself from an object of media representation to an active subject controlling and reconstructing her own narrative.

Furthermore, this study demonstrates that media logic significantly shapes social reality in video clips. Media construction is characterised by drama, urgency and conflict-focused narratives, which contribute to public perceptions of celebrities and public figures. In Swift's case, media narratives contribute to the formation of a negative narrative that is continuously produced by the media. The analysed video clips reflect that public opinion is formed not naturally, but through a process of repeated exposure, message framing, and active participation by internet users. This research supports Hjarvard's argument that emphasises the active role of media in shaping social reality and identity in the context of today's popular culture. Understanding these dynamics is crucial to uncovering how media not only reflect but also shape public views and beliefs.

In conclusion, *Look What You Made Me Do* can be understood as a popular literature text that functions as a form of resistance and identity reconstruction. Through this work, Swift negotiates the pressures of media construction while revealing the mechanisms by which media logic shapes celebrity culture and public perception. This study contributes to the fields of popular literature and media studies by demonstrating that video clips can function as powerful cultural texts that not only reflect social realities but also challenge and reconstruct them through symbolic representation and artistic expression.

B. Suggestion

Based on research into Swift's negotiation of media constructions in the video clip *Look What You Made Me Do*, it demonstrates that media plays a significant role in shaping social reality, public identity, and public perception of individuals. The findings of this study also demonstrate that a work of popular culture serves not only as entertainment but also as a means of conveying criticism and resistance to dominant narratives. Therefore, several recommendations can be put forward for future researchers, educators, students, and the public.

First, for future researchers, this study can serve as a reference for developing studies on popular culture and media construction. Research could utilise other objects such as films, novels, social media content, or music by other artists to gain a broader perspective on the relationship between media, power, and identity. Furthermore, future research could integrate and combine the theories used in this study with other theories such as critical discourse analysis, feminism, semiotics, or other relevant theories to produce more in-depth interpretations.

Second, The findings of this study have important implications for English Language Teaching (ELT), particularly in the teaching of literature, critical literacy, and media literacy. As a form of popular literature, the video clip *Look What You Made Me Do* can be used as an authentic learning resource to help students analyse literary elements such as theme, symbolism, characterisation, conflict, and figurative language, while also

exploring how meaning is constructed through the interaction of lyrics, visuals, and cultural context. This ability helps learners improve their reading comprehension of authentic texts, expand their academic and figurative vocabulary, and strengthen their speaking and writing skills by enabling them to express interpretations, support arguments with textual evidence, and communicate ideas more critically and coherently. Through the analysis of symbols such as the snake and the representation of Taylor Swift's identity transformation, students can develop interpretative skills and learn to identify implied meanings beyond the literal text.

Furthermore, this study encourages the development of critical literacy by enabling students to examine how media framing, stereotypes, and public discourse shape social reality and influence public perception. Through this process, learners become more capable of questioning the credibility of media messages, identifying bias and ideological perspectives, and understanding that media representations are socially constructed rather than objective reflections of reality. In addition, this study promotes media literacy by helping students critically evaluate how the media constructs celebrity identities, reinforces or challenges dominant narratives, and influences audience attitudes and opinions. These abilities prepare learners to become more responsible and reflective consumers of digital media.

Therefore, integrating popular literature, such as music videos, into English Language Teaching (ELT) provides multiple educational benefits. It enhances students' language skills by improving reading comprehension,

expanding vocabulary, and strengthening speaking and writing through evidence-based interpretation and discussion. It also develops literary competence by enabling students to analyse symbolism, figurative language, and characterisation in authentic texts. Furthermore, it fosters critical thinking by encouraging learners to analyse, evaluate, and justify their interpretations using textual evidence, while increasing cultural awareness through the exploration of social issues, media practices, and cultural values represented in popular literary works.

Furthermore, the lyrics of the song *Look What You Made Me Do* can serve as authentic literary material to develop students' English Teaching skills. The lyrics introduce students to authentic English skills commonly used in real-life communication, allowing them to expand their skills through words and expressions related to emotions, identity, conflict, media, and reputation. Learning vocabulary through song lyrics also helps students understand how words are used in meaningful contexts, making it easier to remember and apply them in speaking and writing activities. Furthermore, the lyrics contain various forms of figurative language, such as metaphor, irony, symbolism, and hyperbole, which encourage students to go beyond the literal meaning and understand the implied message. Analyzing these literary devices helps students develop deeper reading comprehension while increasing their awareness of how language is used creatively to convey emotions and ideas. The lyrics also present important themes, including identity reconstruction, resistance, reputation, media influence, and self-

empowerment. Learning about these themes allows students to connect the literary text to real-life social issues and fosters meaningful classroom discussions. Additionally, song lyrics can be used in speaking and writing activities, such as presentations, group discussions, reflective writing, and argumentative essays, allowing students to express their interpretations and support their ideas with textual evidence.

Meanwhile, the music video clip provides a multimodal learning experience by combining spoken language, visual images, music, gestures, facial expressions, costumes, camera movement, and symbolic representation. These visual elements help students improve their listening comprehension by connecting spoken lyrics with visual context, enabling them to more effectively understand unfamiliar concepts and expressions. The video clip also supports students in understanding abstract concepts through visual symbols such as snakes, graves, thrones, and the character "Old Taylor," illustrating how meaning is constructed through verbal and nonverbal communication modes. Furthermore, analysing these symbols encourages students to develop visual and media literacy by understanding how visual narratives, editing techniques, and cinematic elements shape audience interpretations and communicate the ideology of a particular message. Through the combination of lyrics and visual representation, students learn that meaning is created not only through words but also through images, sounds, and other multimodal elements.

By integrating song lyrics and music video clips, teachers can design interactive classroom activities that simultaneously develop students' listening, reading, speaking, and writing skills while fostering critical thinking skills. For example, students can analyse comprehension, figurative language, themes, and characterization in song lyrics; interpret visual symbols such as snakes, graves, and the "old Taylor" character in the video clip; discuss issues of media representation and public perception through class debates; compare verbal and visual elements that convey the same message; and write a critical essay explaining how language and visual media construct celebrity identities. Through these activities, students not only improve their English language skills but also learn to understand language in authentic contexts, critically interpret literary and visual texts, convey media messages purposefully, and connect literary works to contemporary social issues. This approach ultimately supports the development of linguistic competence, literary competence, media literacy, and critical literacy, which are essential skills for English language learners in the 21st century.