

CHAPTER V

CONCLUSION

A. Conclusion

Based on the findings and discussion, this study concludes that Celine Dion's *The Power of the Dream* can be used as authentic material for teaching listening to second-semester English Education students. The song was implemented through pre-listening, while-listening, and post-listening activities, including vocabulary preparation, repeated listening, gap-fill exercises, lyric activities, discussion, and shadowing. These activities helped students engage with the listening material and understand spoken English.

The findings also show that the song had several strengths, including creating an enjoyable and less stressful learning environment, increasing students' motivation and participation, supporting listening comprehension and vocabulary learning, and providing exposure to pronunciation, rhythm, intonation, and connected speech. However, students also experienced difficulties with fast pronunciation, connected speech, unfamiliar vocabulary, and some poetic expressions. Therefore, the use of English songs can be beneficial when the song is appropriately selected and supported by suitable lecturer guidance and listening activities.

B. Suggestion

Based on the findings and conclusions of this study, the researcher proposes the following suggestions:

1. For Students

Students are encouraged to use English songs as independent learning resources to improve their listening comprehension and expand their English vocabulary beyond classroom learning. Listening to English songs regularly while paying attention to the lyrics, pronunciation, rhythm, and meaning of unfamiliar words may help students develop better listening skills and become more familiar with authentic spoken English. Students are also encouraged to actively participate in classroom listening activities and apply various listening strategies to improve their overall language proficiency.

2. For Lecturers

English lecturers are encouraged to integrate authentic English songs into listening instruction as alternative teaching materials to create a more enjoyable, meaningful, and motivating learning environment. When selecting songs, lecturers should consider students' English proficiency levels, the clarity of pronunciation, vocabulary difficulty, speech rate, and the educational value of the song lyrics. Lecturers are also advised to design listening activities based on the three stages of listening instruction—pre-listening, while-listening, and post-listening to maximize students' listening comprehension and classroom participation.

3. For Future Researchers

Future researchers are encouraged to conduct further studies on the use of English songs in teaching listening by involving larger numbers of participants, different educational levels, or various classroom contexts to obtain more comprehensive findings. They may also investigate different song genres, teaching techniques, or digital media to explore how authentic listening materials influence other aspects of English language learning, such as pronunciation, speaking, vocabulary acquisition, or learner motivation. In addition, future studies may employ mixed-method or experimental research designs to examine the effectiveness of English songs in improving students' listening comprehension and other language skills.