



The Correlation Between the Use of “Die with a Smile” Song by Bruno Mars and the Improvement of Pronunciation Ability at First Semester Student in English Education Department

Yusrotul Hasanah¹, Dinar Vincy Yunitaka Bahrudin², Linta Wafdan Hidayah³

^{1,2,3}English Education Department, Universitas Islam Madura, Pamekasan, Jawa Timur

Corresponding E-mail: yusrotulhasanah82@gmail.com

Received: 2025-03-17 Accepted: 2025-06-22

DOI: 10.24256/ideas.v13i1.6343

Abstract

This research aims to examine the relationship between the use of “Die with a Smile” song by Bruno Mars and the improvement of pronunciation ability at first semester students in English Education Department Universitas Islam Madura. The two variables in this research are the use of “Die with a Smile” song as independent variable (X) and the improvement of pronunciation ability as dependent variable (Y). Using quantitative methods and Pearson correlation analysis, this research involved twenty-five students as samples, with data collected through tests and questionnaires. The results of the analysis showed that the correlation value was 0.588, which indicated a positive relationship with a moderate correlation between the use of songs and students’ pronunciation ability. In addition, the significance value (Sig. 2-tailed) of ($p = 0.002$), which is below than 0.05, proves that the relationship is statistically significant indicating that the alternative hypothesis (H_a) accepted, and the null hypothesis (H_0) was rejected. Thus, the more often students use songs as a learning media, the better students’ pronunciation ability.

Keywords: *Correlation; Die with a Smile Song; Pronunciation Ability; Quantitative Research; Language Learning Media*

Introduction

The ability to communicate in both one’s mother tongue and a foreign language is so crucial in the modern world, particularly when it comes to understanding English, because practically human in the world uses English for communication, making it a worldwide language. This statement was supported by Zuniati & Suwarti (2023) one of the international languages that is spoken in many

countries including Indonesia is English, and is used to communicate with people in the world.

Learning a language means learning the language skills as well as understanding the components of the language and the cultural aspects associated with it. Furthermore, when it comes to learning English, there are four important skills that need to be mastered such as: speaking, writing, listening, and reading. According to Sukarya et al (2022) the English curriculum emphasizes the four language skills of speaking, listening, reading, and writing. According to Niah & Pahmi (2019) there are four fundamental skills in English that students need to work on improving: reading, speaking, listening, and writing. Moreover speaking is one of the four abilities that students need to acquire in order to gauge students' level of knowledge, particularly when studying English. Rizqa Putri et al (2024) stated that speaking skills are essential for language acquisition because it shows how well students can connect and communicate in real world settings.

In speaking skill especially in speaking English, there are aspects that must be considered. One important aspect that other people often pay attention is pronunciation. When speaking English, pronunciation is the most crucial component that facilitates conversation and discussion. According to Adawiah & Muliati (2024) pronunciation is one of the first things that people will notice and need to comprehend when beginning a discussion in English. Therefore, in learning English pronunciation, an aspect that is no less challenging is the difference between sound and symbols when pronounced making it feel difficult and complicated.

In addition, Aisyah et al (2023) stated that pronunciation involves using tone, intonation, word stress, and the sounds made to express the meaning and emotions of words. Learning pronunciation is important because students have good vocabulary or grammar do not mean anything if others cannot understand what people are saying. According to Burns & Claire (2003) that in pronunciation involves two features, namely segmental features and supra segmental features. Segmental features deal with sounds at the micro level such as: vowel, diphthong, and consonant. Suprasegmental at the macro level, suprasegmental properties are related to sounds, such as: word stress, linking, and intonation. This statement was supported by Mulatsih (2018) pronunciation refers to the ability of accurately applying the proper stress, rhythm, and intonation when speaking words in language. It means the pronunciation ability can help students become fluent in using language and words when speaking with others.

In fact, mastering English pronunciation is still a challenge for students, especially for first semester students at English Education Department Universitas Islam Madura. Because based on the statement of the lecture in charge of the speaking course, when students practice speaking English, the students' pronunciation ability is mostly still wrong, just a small percentage of students can

correctly enunciate the English vocabulary. As a result, more students struggle than succeed in pronouncing English vocabulary throughout the first semester.

The researcher found several challenges that make it difficult for first semester students to face in learning speaking. First, there is a lack of student motivation in learning English. Second, students tend to pronounce English words according to what is written in the book so, that students have limitations in pronunciation. Third, students find it very difficult to learn English because students are not used to practicing it in everyday life. Fourth, there is inconsistent spelling in the language. And the last, lack of interesting learning methods to train and support students' pronunciation ability. In addition, researchers also found several problems faced by students in pronunciation.

In this modern era, technology is developing to support the ease of learning languages, including in learning to improve pronunciation skills for students. One of the effective media to use in teaching pronunciation is song. According to Sari (2023) songs are a media in the form of musical or artistic works that are ideal for teaching English, especially pronunciation. The use of song can be an effective tool in helping students memorize vocabulary and improve students' pronunciation ability Rais et al (2020).

Therefore, listening to song especially English songs can make it easier for students to practice students' pronunciation ability. As stated by Fitria & Asrori (2022) that learning by using media such as English songs can improve students' pronunciation ability. With this point of view, to improve pronunciation ability, listening to English song becomes an easy media for students. In this research, researcher relate students' pronunciation ability to the use of songs as a learning media because, in the song there is a combination of melody and lyrics that can help students understand intonation, word stress, and pronunciation.

Based on the researchers experience in listening to songs, one of the relevant and effective songs is "Die with a Smile" by Bruno Mars which was just released in October 2024 and has become the most popular and viral song on various social media such as YouTube, TikTok, Instagram, and others. Therefore, researcher in this research focus on the song "Die with a Smile" as a learning media. This song displays clear pronunciation and a rhythm that is easy for listeners to follow, making it suitable for improving students' pronunciation ability.

Based on previous research, songs have been used in several studies as a teaching tool to help students understand English pronunciation, and it has proven effective. As in the research of Y. Putri (2021) entitled "Teaching Pronunciation Using English Songs at The Eleventh Grade of MA Plus Nurul Islam Sekarbela in The Academic Year 2020/2021" using the Classroom Action Research (CAR) method with research results showing that learning English through English songs can improve students' pronunciation ability.

Thus, during the learning process, students tend to be more actively involved in various speaking activities. So that the difference between previous and current research can be seen, namely in the use of research methods, in the previous research using Classroom Action Research and the researcher employed correlation analysis and a quantitative approach in this research. This research has similarities in the use of songs and focuses on improving pronunciation ability. However, this research has a gap in the form of minimal research that links the use of popular songs with improved pronunciation skills, especially among students.

It is equipped with data collection on student perceptions through questionnaires so that this research can present a comprehensive picture of the effectiveness method, both from cognitive and affective aspects. The novelty of this research is the use of the popular song "Die with a Smile" by Bruno Mars. This song was selected as the subject of analysis due to its rich linguistic features, including stylistic elements and expressive word choices. Additionally, its easily comprehensible lyrics and engaging content stemming from the collaboration of two artists with diverse backgrounds and musical styles make it a compelling topic for academic exploration.

This research aims to determine the relationship between pronunciation ability of first semester students with the frequency and way the use of "Die with a Smile" song. In this research entitled the approach combines musical elements, namely the popular and specific song which has not been widely used as an object of research as a relevant tool and in accordance with the needs and interests of today's young generation to explore and improve pronunciation ability. The findings of this research should significantly advance English language acquisition, particularly in creating a more creative and engaging method of enhancing students' pronunciation ability.

Method

In this research, the type of research used by researcher is quantitative method with correlational approach. According to Apuke (2017) quantitative research method involve measuring and analyzing variables to obtain a result. This explanation was supported by Creswell (2018) the quantitative approach is a research method that analyses an idea by establishing specific assumptions and collecting data to support those assumptions, even if that are controversial. To determine the correlation between two variables, the researcher employed a correlational research design.

As stated by Sugiyono (2016) that correlation design is a type of research that aims to identify whether or not there is a relationship between two or more variables. Furthermore, this research uses a correlational design and a quantitative methodology to accomplish its goals and provide answers to the problem formulation. This method is anticipated to yield valid data that will allow for the

conclusion of whether there is a relationship between the use of songs and the development of pronunciation ability. Because the population under study is small less than 100 people a total sampling strategy was employed in this research.

Based on opinion by Sugiyono (2016) that total sampling technique is utilized to select all population members as samples it is frequently employed in studies where the population is small or where generalizations with minimal errors are desired. However, the small sample size, consisting of only ($n= 25$) respondents, may be a limitation of this research, because doing so would restrict how broadly the results can be applied to the population. In this research, the population studied included all first semester students of the English Education Department at Universitas Islam Madura, with a consists of twenty-five students.

In this research, tests and questionnaires were employed as data collection methods. To ensure the validity of the instrument, the researcher conducted content validity by asking for input from expert lecturer in the field of English teaching, especially pronunciation and learning evaluation. Expert lecturer assessed whether the items in the assessment rubric and questionnaire were in accordance with the pronunciation ability indicators being measured. After revisions were made based on the validator's suggestions, the instrument was declared valid in terms of content.

In addition, the researcher also conducted a reliability test on the questionnaire instrument using the Alpha Cronbach test through the SPSS program. The test results showed that the Alpha Cronbach value 0.686 was more than 0.6, which indicated that the questionnaire instrument had a good level of reliability and was appropriate for use in gathering data for this research. In the test technique, the researcher first compiled ten pronunciation questions taken from the lyrics of the song "Die with a Smile", then socialized the test implementation procedure to the students. The students were then instructed to take turns performing the song in front of the class, while the researcher recorded each participant's performance.

The recording results were then analyzed carefully using an assessment rubric that included aspects of word stress, vowels, and consonants. Each aspect was assessed on a five-point scale, with a score range from 1 (Poor) to 5 (Excellent). The assessment was carried out by listening to recordings of students' voices singing the song "Die with a Smile", then analyzed carefully based on the extent to which students' pronunciation approached standard English pronunciation. The assessor paid attention to the appropriateness of word stress, clarity of vowel sounds, and accuracy of consonant pronunciation.

These three aspects were chosen because there are essential components in assessing pronunciation skills that can affect the listener's understanding of the speaker's speech. In this research, students' pronunciation was assessed through a structured rubric comprising three key components: stress (emphasis on syllables), vowel (accuracy of vowel sounds), and consonant (clarity of consonant sounds).

According to H. Douglas Brown (2006) that a five-point rating scale (1–5) was applied to each component, with the evaluation criteria.

The assessment was conducted using audio recordings of students singing the song "Die with a Smile", which were then thoroughly analyzed using the rubric to maintain fairness, consistency, and objectivity in scoring students' pronunciation performance. As for the questionnaire technique, the researcher compiled eight statements using a Likert scale that aimed to reveal students' perceptions of the use of songs in improving English pronunciation ability. The questionnaire was distributed to respondents, then the collected data was summarized and analyzed to support the research results quantitatively. The duration of the research lasted for one month, including instrument preparation, test and questionnaire implementation, and data processing. Data collection was conducted in March 2025, involving all first semester students of English Education Department at Universitas Islam Madura as respondents.

The collected data was then analyzed using the SPSS application to determine the correlation between two variables. According to Gogoi (2020) SPSS is a software that integrates various statistical packages to support research in the field of social sciences, allowing for more structured and comprehensive data analysis. The Pearson product moment correlation test was used in this research to assess hypotheses. This analysis allows the researcher to ascertain whether there is a substantial relationship between the two variables.

Results

The purpose of this research is to determine and examine the relationship between the use of "Die with a Smile" song by Bruno Mars and the improvement of the pronunciation ability of first-semester students in English Education Department Universitas Islam Madura. To achieve this goal, the researcher used a quantitative method with a correlational approach. A pronunciation ability test and a questionnaire were the two primary tools used to gather the data for this research. related to the use of the song "Die with a Smile" in learning. This research involved 25 first-semester students in English Education Department of Universitas Islam Madura as respondents.

Each respondent was given two types of assessments: first, a score from a pronunciation test consisting of 10 questions with 5 main assessment aspects. The following standards are used to assign scores to each aspect: 5 = Excellent, 4 = Very Good, 3 = Good, 2 = Average, and 1 = Poor. To make it easier for researchers to assess the pronunciation test, the researcher uses student assessment levels by categorizing the level of value with an assessment rubric or distribution of pronunciation test. As stated by Hambali & Hayati (2016) that there are 4 categories in the assessment level: Very good= 86-100, good= 76-85, sufficient= 66-75 and poor= 60-65. Second, a score from a questionnaire designed to measure

the extent to which students use the song "Die with a Smile" in the learning process.

This questionnaire consists of 8 questions, and each question has 5 statements measured using a Likert scale. The assessment criteria include Strongly Agree (VA) = 5, Agree (A) = 4, Neutral (N) = 3, Disagree (D) = 2, and Strongly Disagree (VD) = 1. Furthermore, in assessing the questionnaire, the researcher also uses the assessment level by Hambali & Hayati (2016) and there are also 4 assessment categories for the questionnaire consisting of: Very High= 66-72, High= 60-65, Low= 55-59 and Very Low= >54. The table below shows the distribution of "Die with a Smile" song usage:

Table 1. The Score Distribution of The Use of "Die with a Smile" song

Class Interval	Category	Frequency	Percentage
86-100	Very Good	3	12%
76-85	Good	13	52%
66-75	Enough	7	28%
60-65	Poor	2	8%
Total		25	100%

Table 1 presents the distribution of scores related to the use of the song "Die with a Smile" in improving students' pronunciation ability. Of the total 25 participants, as many 12% of students obtained the very good category with scores of 86-100, most (52%) were in the good category with scores between 76-85, while 28% were in the enough category with a score range of 66-75. While the other 8% were in the poor category with scores of 60-65. These findings indicate that most students showed good pronunciation ability after utilizing the song "Die with a Smile", with the highest percentage in the good category. To make more clearly visualization it can be seen in the chart 1 below:

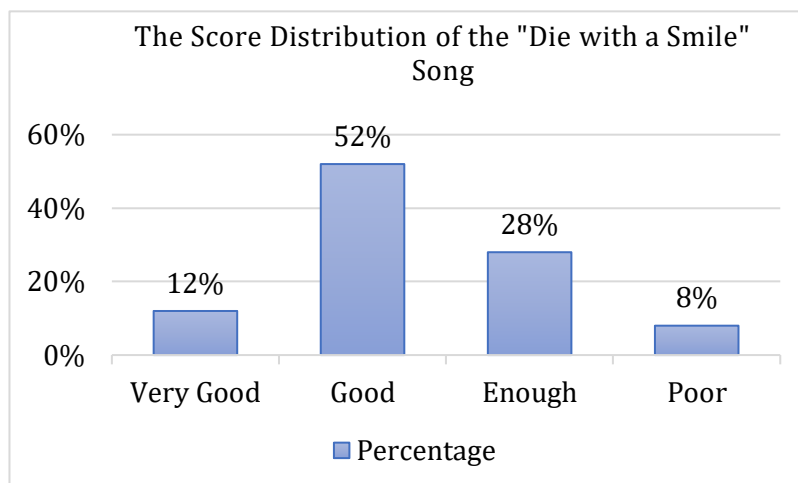


Figure 1. The Score Distribution of The Use of "Die with a Smile" song

Additionally, the table below shows the distribution of pronunciation ability:

Table 2. The Score Distribution of Students Pronunciation Ability

Class Interval	Category	Frequency	Percentage
66-72	Very High	11	44%
60-65	High	13	52%
55-59	Low	1	4%
>54	Very Low	0	0%
Total		25	100%

Table 2 shows how students' pronunciation ability scores are distributed after using the "Die with a Smile" song. Of the total 25 participants, the majority (52%) are included in the high category with a score between 60-65, while the other 44% have a score in the very high range of 66-72. As many as 4% of students scored 55-59 and were included in the low category, while no participants were included in the very low category with a score below 54. These findings indicate that most students have good pronunciation ability, with the highest proportion in the high category. To make more clearly visualization it can be seen in the chart 1 below:

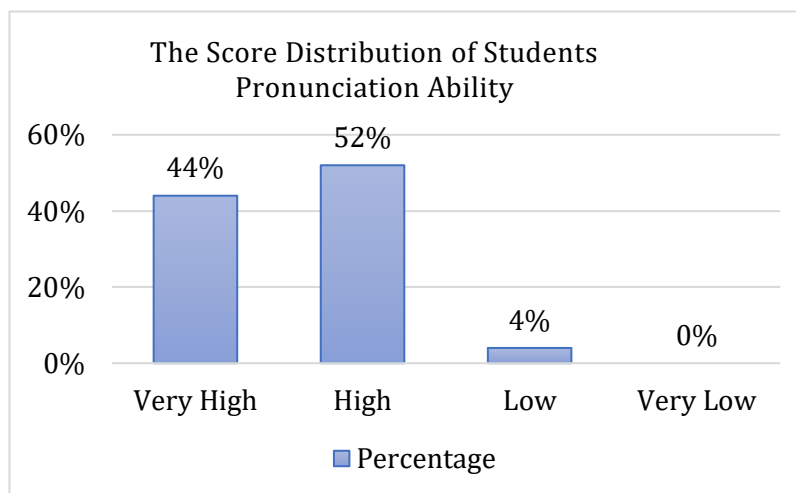


Figure 2. The Score Distribution of Students Pronunciation Ability

After all the data were obtained, the researcher conducted correlation analysis using the Pearson product moment statistical technique to test the relationship between independent variable (the use of "Die with a Smile" song by Bruno Mars) and dependent variable (improvement of pronunciation ability). The data analysis process was carried out with the help of SPSS version 24 software to ensure more accurate and objective results.

Normality Test

To ascertain whether this research data is normally distributed, the researcher conducted a data normality analysis using the Shapiro-Wilk test. The selection of this test is based on the number of samples are 25, which is a number below 50. In this context, the hypothesis proposed is as follows: the alternative hypothesis (Ha) contends that data X does not follow a normal distribution, whereas the null hypothesis (Ho) asserts that data X does H0 will be accepted if the test's significance value is higher than 0.05, indicating that there is insufficient evidence to refute the hypothesis that data X is normally distributed. On the other hand, H0 is rejected, and it can be said that data X is not normally distributed if the significance value is less than or equal to 0.05. The results of the normality test are shown in the following table:

Table 3. Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
The use of song	.161	25	.094	.927	25	.072
Pronunciation ability	.117	25	.200*	.964	25	.498

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data's normality was evaluated using the Shapiro-Wilk test, which was based on the normality test analysis. The findings showed that both variables had a normal distribution. In the use of song data, the p (0.072) > 0.05 the data follows a normal distribution. Meanwhile, in pronunciation ability data p (0.498) > 0.05 the data follows a normal distribution. The assumption of normal distribution was met for both variables, and parametric statistical analyses could be appropriately used.

Table.4 Average Score

Descriptive

		Statistic	Std. Error
The use of song	Mean	65.0400	.85728
	95% Confidence Interval for Mean	Lower Bound 63.2707	
		Upper Bound 66.8093	
	5% Trimmed Mean	65.0222	
	Median	64.0000	
	Variance	18.373	
	Std. Deviation	4.28641	

Yusrotul Hasanah, Dinar Vincy Yunitaka Bahrudin, Linta Wafdan Hidayah
The Correlation Between the Use of “Die with a Smile” Song by Bruno Mars and the Improvement of Pronunciation Ability at First Semester Student in English Education Department

	Minimum	58.00	
	Maximum	72.00	
	Range	14.00	
	Interquartile Range	6.00	
	Skewness	.219	.464
	Kurtosis	-1.179	.902
Pronunciation ability	Mean	76.6800	1.49635
	95% Confidence Lower Bound	73.5917	
	Interval for Mean Upper Bound	79.7683	
	5% Trimmed Mean	76.5889	
	Median	77.0000	
	Variance	55.977	
	Std. Deviation	7.48176	
	Minimum	64.00	
	Maximum	91.00	
	Range	27.00	
	Interquartile Range	10.00	
	Skewness	.034	.464
	Kurtosis	-.523	.902

According to the above analysis's findings, the average score of the use “Die with a Smile” song $M = 65.0$, and $SD = 4.28$. While the average score on pronunciation ability is $M = 76.6$, and $SD = 7.48$.

Test of Correlation

In this research, utilizing the Pearson correlation test, the relationship between the use of “Die with A Smile” song and the pronunciation ability of first-semester students in the English Education Department. If the correlation value shows positive and significant results, it can be inferred that students' pronunciation ability improves with increased song usage during instruction. The findings of the two variables' correlation analysis are displayed in the table below:

Table 3. Test of Correlation

Correlations

		The use of song	Pronunciation ability
The use of song	Pearson Correlation	1	.588**
	Sig. (2-tailed)		.002

	N	25	25
Pronunciation ability	Pearson Correlation	.588**	1
	Sig. (2-tailed)	.002	
	N	25	25

** . Correlation is significant at the 0.01 level (2-tailed).

From the results of the analysis above, there is a positive and significant relationship between the use of the "Die with a Smile" song and pronunciation ability with a moderate correlation ($r = 0.588$, $p < .001$). The significance value (Sig. 2-tailed) = 0.02 or $p < 0.02$, which is smaller than the significance level of 0.05, indicates that the relationship between song use and pronunciation ability is very statistically significant. This indicates the acceptance of the alternative hypothesis (H_a). Practically speaking, the outcome shows that most students could pronounce words correctly, showing the method's effectiveness in enhancing students' performance. There were twenty-five students who participated in this research, as indicated by the value of $N = 25$ in the table. This result supports the research hypothesis that the use of songs influences to improving pronunciation ability in English.

Discussion

The correct manner to pronounce words in a language is known as pronunciation and in accordance with existing rules so that communication is clear and easy to understand. According to Suseno (2023) pronunciation is the most important aspect in conveying a language. This statement is supported by Priya (2020) the success of oral communication depends heavily on pronunciation since it is a speaking subskill that requires more focus from students. The ability to pronounce words correctly is very important when learning English, because it plays a big role in the smoothness of communication and how easily other people understand what human say.

This was supported by Dabuke (2023) that abilities are either innate traits or skills acquired through learning that allow a person to carry out activities efficiently. According to the findings, this research demonstrates that using songs in the classroom significantly enhances students' pronunciation ability. In other words, songs can be an effective strategy in helping students improve students' pronunciation ability. Meanwhile, songs allow students to imitate natural pronunciation and emotions through the lyrics, thus helping to improve students' pronunciation ability. According to Girsang et al (2023) that a song is made up of lyrics and a melody that are meant to be sung in order to evoke specific feelings or emotions associated with a particular theme. This in line with Andriani (2024) stated that the songs written generally represent the feelings and emotions the writer wants to convey.

In addition, additional factors that may impact students' capacity to enhance students' pronunciation include using learning resources outside of the classroom, such as English language programs, independent learning applications, or intrinsic motivation from the students themselves, can have a significant impact on the findings of this research. The researcher first gave the students a pronunciation exam to gather the data. Following the test's, the same students were given a completed questionnaire. Following the collection of test and questionnaire results, the researcher analyzed the data using SPSS to investigate how the two variables relate to one another. The results of the research showed that the variables had a moderately correlation association with one another, with a correlation coefficient of $r = 0.588$.

Analysis of Correlation Value ($r = 0.588$)

The significance value of the 0.588 Pearson correlation with ($p=0.002$) indicate a positive and significant relationship in the moderate correlation between the use of "Die with a Smile" song and the improvement of pronunciation ability. This means that although songs are not the only factor that contributes to the growth of students' pronunciation ability, the findings of this research show that using songs in the teaching process has a major impact. This is consistent with earlier studies by Upa et al (2021) a research conducted at SMA Negeri 3 Palopo revealed that incorporating songs in learning can enhance students' pronunciation ability, with a correlation coefficient of 0.442, the two variables have a moderate correlation with each other.

But in contrast to the research carried out by Rafiqi & Dewi (2025) which showed a very weak correlation (0.182), this is likely caused by the selection of songs that are less popular with students or the teaching methods applied in the classroom are less than optimal so that they are unable to increase learning motivation. This difference in results shows that the effectiveness of using songs is highly dependent on the research context, student interests, and teaching methods used in the classroom.

The correlation coefficient of 0.588 indicates a significant relationship between the use of "Die with A Smile" song and students' pronunciation ability. However, the strength of this relationship is considered moderate correlation than strong. This may be influenced by internal factors within the students themselves, such as variations in learning strategies, individual interest in music, or prior exposure to the English language. Furthermore, this research has several limitations. Firstly, the sample size is restricted to a single first-semester class, which may constrain the generalizability of the findings. Secondly, the duration of song usage was relatively short, potentially limiting the extent to which notable improvements in pronunciation could be observed.

Implications for English Language Learning

These findings have several important implications for English language teaching, particularly in the aspect of pronunciation:

1. Using Song as A Learning Media

The results of the research indicate that songs can be an effective tool in improving pronunciation. Therefore, English lectures can consider integrating songs into learning sessions as a strategy to improve students speaking skills. According to Sadilah & Gaol (2021) in pronunciation learning, teachers can utilize and use radio or song as media.

2. Combination with Other Learning Methods

Although songs provide benefits, the correlation results ($r = 0.588$) show that pronunciation improvement is not only influenced by songs. Other factors, such as practicing speaking with native speakers, receiving feedback from teachers, and utilizing technology such as pronunciation applications, also play an important role in achieving more optimal results. This statement was supported by Anggraini & Bhuana (2022) song as media can also reduce students' dissatisfaction with the use of native English speaker audio which is often spoken at a speed that is too high for students.

Furthermore, the result of this research may inspire English teachers to incorporate popular songs that students enjoy into pronunciation lessons. Teachers can model the singer's pronunciation or explore the differences between the written lyrics and how singers are pronounced. Students' drive to learn could be successfully and emotionally increased by this practice. As stated by Asmaradhani et al (2019) songs can serve as a tool for teaching pronunciation and have proven effective in enhancing students pronunciation ability.

Based on the explanation above, the research's conclusions show that the implementation of the "Die with a Smile" song is effective in enhancing students' pronunciation abilities, particularly in terms of sound articulation. The result have a related with the theory that explain by Gilakjani (2016) pronunciation is a method that can produce sounds to build a meaning. In oral communication, clear pronunciation is very important and needed because even though there are small errors in the realm of vocabulary and grammar, communication can still run more effectively if using good and correct intonation and pronunciation. With the relationship between research results and the theory used, researchers can provide input to subsequent researchers so that they can develop similar studies using different variables, research methods, or broader populations to gain more comprehensive insights and validate the findings from different perspectives.

Conclusion

Considering the findings of the preceding research analysis discussion, consequently, it can be said that generally, there is a relationship between the use of the song "Die with a Smile" and the improvement of students' pronunciation ability. This song can help students in imitating pronunciation, improving intonation, and reducing affective barriers in the English learning process. A value of 0.588 was found in the correlation coefficient test between the two variables. This indicates a moderate correlation between the use of the song "Die with a Smile" by Bruno Mars and the improvement of the pronunciation ability of first semester students. This conclusion was obtained because the r_{count} value was greater than r_{table} at a 5% significance level, ($0.588 \geq 0.423$). Consequently, the alternative hypothesis in this research is approved. This indicates that the use of "Die with a Smile" song by Bruno Mars and the development of pronunciation ability are positively and significantly correlated.

Based on the research findings, it is suggested that teachers utilize songs such as "Die with a Smile" as a learning media to improve students' pronunciation ability. Songs can play a role in training pronunciation, intonation, can aid in lowering emotional obstacles during the educational process. Song usage should be paired with other teaching strategies for best outcomes. Students are also advised to practice independently by imitating song lyrics so that students' pronunciation ability develop naturally. Meanwhile, further research is suggested to increase the number of samples so that the results obtained are more representative and can be generalized more accurately to a wider population. By involving a larger sample, the correlation analysis between the use of the song "Die with a Smile" and the improvement of pronunciation ability can be done with a higher level of confidence.

Acknowledgement

All praise be to Allah SWT has given grace and guidance so that the researcher can complete this article well. The researcher also expresses his gratitude to my lecturers, namely Dinar Vincy Yunitaka Bahrudin, M.Pd, and Linta Wafdan Hidayah, S.S, M.Pd who have guided me during the process of compiling this article. Thank you to the campus of Universitas Islam Madura. Then the researcher also expresses his gratitude to the participants in this research, namely first semester English education students who have taken the time and cooperated during this research process.

References

- Adawiah, R., & Muliati, A. (2024). The Effect of the Elsa Speak Application on Students' English Pronunciation Development. 3(1).
- Aisyah, B., Sari, H. P., Ulum, B., & Fadhilawati, D. (2023). Utilization of Elsa Speak to Enhance Students' Pronunciation Skill. 3(1).
- Andriani, M. (2024). The Use of Figurative Language and Meaning in Halu and Runtuh Song Lyrics. *Journal of English Education and Teaching*, 8(2), 480–494. <https://doi.org/10.33369/jeet.8.2.480-494>
- Anggraini, I., & Bhuana, G. P. (2022). The Use of Song in Learning Pronunciation. 5(2).
- Apuke, O. D. (2017). Quantitative Research Methods: A Synopsis Approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 6(11), 40–47. <https://doi.org/10.12816/0040336>
- Asmaradhani, A. I., Evendi, R., Mursid, A., & Gani, R. A. (2019). Fixing Students' Pronunciation Using Songs. *Journal of Languages and Language Teaching*, 6(2), 77. <https://doi.org/10.33394/jollt.v6i2.1258>
- Brown, H. D. (2006). *Language assessment: Principles and classroom practices* (Nachdr.). Longman.
- Burns, A., & Claire, S. (2003). *Clearly speaking: pronunciation in action for teachers*. NCELTR, Macquarie University.
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth Edition). SAGE Publications, Inc.
- Dabuke, A. (2023). The Effect of Self-Ability and Self-Confidence on Employee Performance: A Literature Review. *Dinasti International Journal of Digital Business Management*, 4(2).
- Fitria, R., & Asrori, I. (2022). Improving Students Pronunciation Skills by Using Songs at 11th Grade of SMK Pangeran Jayakarta. *Jurnal Web Informatika Teknologi (J-WIT)*, 3(2).
- Gilakjani, A. P. (2016). English Pronunciation Instruction: A Literature Review. *International Journal of Research in English Education*, 1(1).
- Girsang, M., Tamba, P., Samosir, A. C., & Kianlin, J. A. (2023). Figurative Language in Digital Frank Sinatra's Song Lyrics My Way. 11(1).
- Gogoi, P. (2020). Application of the SPSS Program in the Field of Social Science Research. *International Journal of Recent Technology and Engineering (IJRTE)*, 8(5), 2424–2427. <https://doi.org/10.35940/ijrte.D9260.018520>

- Hambali, M., & Hayati, R. (2016). The Correlation between Interest in Listening to English Songs and English Pronunciation of the Students of the English Education Study Program, Sriwijaya University Indralaya.
- Ismayanti, D., Said, Y. R., Usman, N., & Nur, M. I. (2024). The Students Ability in Translating Newspaper Headlines into English: A Case Study. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(1), 108-131.
- Madehang, M., Masruddin, M., & Iksan, M. (2024). Reflecting on the Implementation of Online English Learning in Islamic Higher Education: Lecturers and Students' Perspectives. *International Journal of Asian Education*, 5(3), 183-197.
- Masruddin, Hartina, S., Arifin, M. A., & Langaji, A. (2024). Flipped learning: facilitating student engagement through repeated instruction and direct feedback. *Cogent Education*, 11(1), 2412500.
- Mulatsih, D. (2015). Pronunciation ability by using English songs in Indonesian students of Unswagati Cirebon. *Academic Journal Perspective: Education, Language, and Literature*, 2(2), 294-299.
- Niah, S. & Pahmi. (2019). The Utilization of Duolingo to Improve the Speaking and Listening Skills of Junior High School Students in Pekanbaru. *Proceedings of the International Conference of CELSciTech 2019—Social Sciences and Humanities Track (ICCELST-SS 2019)*. *Proceedings of the International Conference of CELSciTech 2019—Social Sciences and Humanities Track (ICCELST-SS 2019)*, Pekanbaru, Indonesia. <https://doi.org/10.2991/iccelst-ss-19.2019.12>
- Priya, M. L. S., & Kumar, P. (2020). Teaching phonetics to enhance pronunciation in an ESL classroom. *Journal of Critical Reviews*, 7(2), 669-672.
- Putri, Y. (2021). TEACHING PRONUNCIATION USING ENGLISH SONGS AT THE ELEVENTH GRADE OF MA PLUS NURUL ISLAM SEKARBELA IN THE ACADEMIC YEAR 2020/2021.
- Rafiqi, M., & Dewi, K. (2025). The Correlation Between Habit in Listening to English Songs and Students's Pronunciation Ability at Eleventh Grade of Senior High School 2 Jambi. 9(1).
- Rais, B., Pranowo, D. D., & Sari, Rr. P. I. P. (2020). The Use of Song in Teaching English Pronunciation. *Proceedings of the 1st International Conference on Language, Literature, and Arts Education (ICLLAE 2019)*. 1st International

- Conference on Language, Literature, and Arts Education (ICLLAE 2019), Yogyakarta, Indonesia. <https://doi.org/10.2991/assehr.k.200804.025>
- Putri, A. N. R., Muin, A., & Septiana, T. I. (2024). ELSA Speak as Mobile-Assisted Language Learning to Improve Students' Speaking Skills. *Wanastra: Jurnal Bahasa dan Sastra*, 16(1), 24-31.
- Sari, I. K. (2023). The Effectiveness of Bruno Mars's Song in the Doo-Wops & Hooligans Album on Students' Pronunciation Mastery. *Intensive Journal*, 6(2), 94. <https://doi.org/10.31602/intensive.v6i2.12851>
- Sugiyono. (2016). METODE PENELITIAN KUANTITATIF, KUALITATIF DAN R&D. LFABETA, CV.
- Sukarya, D., Kamil, A. B., & Utami, P. P. (2022). Students' Experiences in Implementing Duolingo-Assisted Listening Learning. 5(10).
- Suseno, E. (2023). Developing Pronunciation Skills Through Application to Enhance Speaking Ability: Systematic Literature Review. *Innovare Journal of Social Sciences*, 1-5. <https://doi.org/10.22159/ijss.2023.v11i5.48662>
- Upa, R., Ola, T., & Wahyono, E. (2021). Correlation Between Students' Learning Habit in Listening to English Songs and Their Pronunciation Capacity. 8(1).
- Zuniati, R. D., & Suwarti, T. (2023). The Use of the Memrise Application to Improve Students' Vocabulary Mastery at the Eighth Grade of Junior High School. *CENDEKIA: Jurnal Ilmu Sosial, Bahasa Dan Pendidikan*, 3(4). <https://doi.org/10.55606/cendikia.v3i4>.