

ABSTRACT

This research explores students' perceptions of using Bruno Mars' songs as a medium for learning English, focusing on the development of listening and pronunciation skills. Adopting a descriptive qualitative approach, participants were selected using purposive sampling from eight classes in the English Department at Sriwijaya State Polytechnic. Fourteen students who met specific criteria such as actively listening to Bruno Mars' songs as part of their learning were chosen for in-depth interviews. Prior to analysing results, several steps were taken, including distributing preliminary questionnaires, screening participants, and designing open-ended interview questions based on previously validated studies to ensure consistency and clarity. The study's process encouraged students to reflect on their experiences with Bruno Mars' songs as a supplementary learning tool. Data were collected through interviews and analysed using thematic coding to highlight recurring patterns. The findings show that participants reported clear improvements in listening comprehension, such as recognizing authentic pronunciation, intonation, and rhythm, while many also observed better pronunciation accuracy and increased confidence when speaking English. Popular songs like *Talking to the Moon* and *Just the Way You Are* were frequently identified as effective in fostering these skills. The students' average scores of 3.8 in listening and 3.8 in speaking further reinforce these perceptions. Overall, this research highlights that English songs can be an enjoyable and emotionally engaging complement to formal language learning.

Keywords: English learning, listening skills, pronunciation, student perception, Bruno Mars songs.