Journal of English in Academic and Professional Communication
JEAPCO, 11(1) 2025
DOI: https://doi.org/10.25047/jeapco.v11i1.5781

AI in language education: students' perceptions of creating nursery songs with ChatGPT and SunoAI

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Abstract

This study explores the use of artificial intelligence (AI) tools, specifically ChatGPT for lyric generation and SunoAI for music composition, in enhancing creativity and language learning within a Media-Assisted Language Learning (MALL) course. While AI's role in language education is well-studied, its application in creative tasks like nursery song creation has been underexplored. A mixed-methods approach was used, with 48 students participating and data collected from surveys, including quantitative analysis (mean, median, and standard deviation) and qualitative insights from open-ended questions. The study found that participants appreciated both tools for their ease of use, efficiency, and ability to inspire creativity. While there were mixed feelings about the quality of generated lyrics and music, most participants recognized the tools' value in enhancing their academic and creative projects. The results suggest that AI tools like ChatGPT and SunoAI are effective in supporting language learning and creativity but could benefit from further refinement to improve creative output and user experience. These findings highlight the potential of AI in fostering collaboration and technical skill development, offering valuable implications for future educational applications of AI in creative fields.

Keywords:

Artificial Intelligence, ChatGPT, SunoAI, Nursery Songs, Language Learning, Creative Content Generation, Students' Perceptions

|| *Received: 30/12/2024* || *Accepted: 21/01/2025* || *Published: 23/01/2025*

1. Introduction

Artificial intelligence (AI) has emerged as a transformative force in education, particularly in the fields of language learning and creative content generation. Research on AI in language education is still in its early stages but is growing rapidly, with significant potential for future development (Ma et al., 2024; Akhmadieva et al., 2024). Tools like ChatGPT and other AI-driven platforms have revolutionized the way educators and students approach learning by offering personalized, accessible, and interactive

experiences. Simultaneously, AI applications in creative domains, such as music composition, are reshaping the process of creating engaging and educational content, including nursery songs. This study explores the intersection of these developments by examining the use of ChatGPT and SunoAI for generating nursery song lyrics and music, providing insights into their potential for enhancing learning outcomes.

ChatGPT, an AI-powered conversational tool developed by OpenAI, has become a valuable asset in language education. Its ability to simulate human-like interactions, provide instant feedback, and offer personalized learning experiences has garnered significant attention (Barrot, 2024; Dahlan et al., 2024; Xiao & Zhi, 2023). Students and educators alike recognize its versatility in supporting diverse aspects of language learning, including fluency, vocabulary acquisition, writing, reading comprehension, and listening skills (Khzouz et al., 2024; Lahby, 2024). Beyond its role as a practical resource for students, ChatGPT aids educators by streamlining tasks such as lesson planning, assessment creation, and material preparation (Nugroho et al., 2024; Tram & Tran-Thanh, 2024). Studies also highlight its ability to boost student engagement and motivation, making it a powerful tool for fostering a positive learning environment (Marjanovikj-Apostolovski, 2024; Patel et al., 2023).

Similarly, AI's role in creative content generation, particularly in music composition, has expanded significantly in recent years. Advanced machine learning models, including symbolic-generative and audio-generative techniques, enable AI to produce melodies, harmonies, and lyrics essential for nursery songs (Laidlow, 2024; Newman et al., 2023). By acting as a co-creator, AI fosters collaboration between human intuition and computational precision, leading to innovative compositions (Gioti, 2021; Micchi et al., 2021). These tools are especially valuable in nursery song production, where simple, repetitive patterns and age-appropriate lyrics are critical for engaging young listeners (Mo, 2022; Paitan et al., 2024). Additionally, AI tools can personalize nursery songs to align with individual preferences and educational goals, making them more effective in achieving learning outcomes (Han et al., 2023; Paitan et al., 2024).

Students' perceptions of AI tools further underline their transformative potential in education, as AI has evolved from being merely a technological tool to a driving force in reshaping how students acquire language skills (Novawan et al., 2024). Research indicates that students view AI tools positively, appreciating their ability to improve written production, enhance control over technical and academic language, and save time (Gragera, 2024; Tikhonova & Ilduganova, 2024; Dai & Liu, 2024). Generative AI tools, such as ChatGPT, are also recognized for their ability to promote inclusiveness and equity in language learning, offering resources that cater to diverse educational needs (Hınız, 2024). This positive outlook underscores the importance of integrating AI tools into educational contexts to create more engaging, efficient, and accessible learning environments (Mohammad et al., 2024).

Despite the growing adoption of ChatGPT in language education (Barrot, 2024; Hieu & Thao, 2024, Karu & Hoquo, 2024), the application of AI tools for music composition (Guo, 2022; Tan & Li, 2021; Nugroho & Manggala, 2024), specifically addressing their use for creating nursery songs, remains limited. This study seeks to address this gap by exploring the experiences and perceptions of students using ChatGPT for lyric generation and SunoAI for music composition. By analyzing these tools' effectiveness and

challenges in a Media-Assisted Language Learning (MALL) context, this research contributes to a deeper understanding of AI's potential in supporting creative and educational projects.

2. Literature Review

2.1. Media-Assisted Language Learning (MALL)

Media-Assisted Language Learning (MALL) is an innovative educational approach that merges digital media tools with language learning to enhance the teaching and acquisition of languages. It is inspired by earlier concepts such as Computer-Assisted Language Learning (CALL) and Mobile-Assisted Language Learning (MALL), which have significantly influenced language education by integrating technology into the learning process. While CALL traditionally focuses on the use of computers in language learning, MALL expands this scope by including a broader range of media tools, such as mobile devices and online platforms, to engage learners in the digital age. MALL encourages the use of various media, such as text, images, audio, video, and social media platforms, to create interactive and engaging learning environments.

Historically, Computer-Assisted Language Learning (CALL) has played a significant role in enhancing language education by providing interactive exercises that promote learner autonomy and creativity. CALL encourages collaborative work, stimulates discussions, and fosters productive learning environments (Benyo, 2020; Beatty, 2013; Wang, 2021). Through the integration of interactive and communicative lessons, CALL supports the development of language skills while promoting teamwork among learners. Similarly, Mobile-Assisted Language Learning, which is also known as MALL, has gained momentum with the advent of mobile devices. Mobile devices facilitate informal language learning, making learning more accessible and flexible. These tools often leverage natural language processing technologies, which allow students to engage in diverse activities that enhance their language learning experience (Vlahović et al., 2024).

In contrast to the more specialized nature of CALL and Mobile-Assisted Language Learning, MALL incorporates a wider range of digital media tools, providing students with broader insights into the future development of digital technologies. MALL enables students to use a variety of devices, from mobile phones and tablets to personal computers, to create and share content. The emphasis on media tools also extends to the targeted platforms for student projects, including popular social media sites like Instagram, TikTok, and YouTube. These platforms provide students with authentic contexts for practicing language skills and engaging with a wider audience, thus improving their communication competencies in real-world environments (Beikutova et al., 2024).

A key element of Media-Assisted Language Learning (MALL) is the emphasis on media literacy, which is increasingly recognized as an essential component of modern language education. A study by Beikutova et al. (2024) states that incorporating media literacy into language instruction helps students become critical thinkers and effective communicators in a media-saturated world. Media literacy instruction improves students' ability to analyze information, solve problems, and make informed decisions, all of which

are vital for participating in today's digital society. Through MALL, students not only develop language skills but also become more adept at navigating and producing media content, thus enhancing their overall digital literacy.

Media-Assisted Language Learning has evolved significantly with advancements in technology. MALL incorporates various tools that cater to different aspects of language learning. This includes interactive multimedia environments that provide students with immersive language experiences. According to Basheer (2021) and Zhang (2013), these multimedia environments play a crucial role in promoting student engagement and improving language proficiency by providing varied learning materials such as videos, podcasts, and interactive exercises. MALL is characterized by the flexibility and accessibility of Mobile-Assisted Language Learning, which allows learners to access educational resources and collaborate on projects at any time and from anywhere (Toshmatov & Rasulova, 2024; Paz, 2017). The continuous growth in the availability of digital tools has led to the integration of AI-driven applications like ChatGPT and SunoAI into MALL courses. These AI tools help automate tasks, such as generating educational content (e.g., lyrics and music), which allows students to focus more on creative aspects of their projects. As students incorporate AI tools into their learning, they gain hands-on experience with emerging technologies, thus preparing them for future developments in digital education.

In the MALL course at Universitas Airlangga, students are encouraged to engage with various digital tools and platforms through a series of creative projects. In 2023, students created educational videos focused on teaching English concepts such as pronunciation and grammar, utilizing design tools like Canva and editing software like CapCut. These projects helped students develop their language skills while fostering creativity and technical proficiency in video production. In 2024, the course evolved to incorporate AI tools such as ChatGPT and SunoAI. For their projects, students created engaging, educational sing-along music videos aimed at teaching English to young learners. By using ChatGPT to generate lyrics and SunoAI to produce music, students explored the intersection of language learning, music, and AI technology. The projects required students to develop lyric videos for platforms like YouTube, combining their language skills with creative media production. The projects are not only intended to improve students' language skills but also to develop their digital media literacy and critical thinking. Students work collaboratively in groups to design, create, and present their projects, thereby improving their teamwork and communication skills. Each group member plays an essential role in generating lyrics, producing music, and creating the final video, allowing for a hands-on approach to learning. At the end of each MALL course, students are asked to complete a reflection survey. This survey serves as a crucial source of data for understanding students' perceptions of the course, the tools they used, and their experiences with media-assisted learning. The survey responses help inform the evolution of the course and guide improvements for future cohorts.

The integration of Media-Assisted Language Learning (MALL) offers exciting opportunities for students to engage with both language learning and digital media production. By using tools such as ChatGPT and SunoAI, students can explore creative methods of teaching and learning, while also enhancing their media literacy and digital skills. As digital technologies continue to evolve, MALL will likely remain a dynamic

and relevant approach to language education. This study seeks to contribute to the growing body of literature on MALL by analyzing students' perceptions of using AI tools in language learning, thus offering valuable insights into how these technologies can be effectively integrated into language courses.

2.2. Students' Perceptions of ChatGPT Use in Learning English

The integration of artificial intelligence (AI) tools like ChatGPT into language learning has become an increasingly popular subject of research in recent years. ChatGPT, an AI language model developed by OpenAI, has shown great promise in assisting language learners by providing personalized feedback, aiding in writing, and enhancing communication skills. In particular, ChatGPT's role in learning English has garnered significant attention, as it offers unique advantages such as ease of use, personalized learning, and support for non-native speakers. This literature review explores the various perceptions that students have regarding the use of ChatGPT in learning English, based on recent studies.

One of the most prominent themes emerging from the literature is the ease of use and perceived usefulness of ChatGPT as a language learning tool. Studies by Ho & Nguyen (2024) and Le & Van Tran (2024) highlight that many students find ChatGPT an accessible and intuitive tool for improving their English skills. The AI's ability to generate responses, explanations, and answers in real-time makes it an attractive option for learners. Its user-friendly interface allows students to engage with the tool without requiring specialized technical skills, making it a versatile tool in diverse educational settings. Furthermore, students perceive ChatGPT as highly useful, particularly for practicing conversational English, solving language-related queries, and accessing immediate feedback.

ChatGPT has also been reported to enhance students' confidence in their English communication skills. According to Hu & Škultéty (2024) and Ngo (2023), learners appreciate the AI's ability to provide personalized tutoring and feedback. This individualized approach helps students practice at their own pace, without fear of judgment or embarrassment, which is especially valuable for shy or hesitant learners. By receiving tailored responses, students are able to gain clarity and reinforce their understanding of English grammar, vocabulary, and sentence structure. As a result, many students report increased confidence in their ability to communicate effectively in English, both in written and spoken forms.

Another key advantage of ChatGPT is its role in enhancing the overall learning experience. Hieu & Thao (2024) and Van Horn (2024) argue that ChatGPT fosters greater student engagement by offering interactive and dynamic learning opportunities. The AI model can simulate realistic conversations, provide grammar explanations, and generate writing prompts, all of which contribute to a more immersive learning environment. Additionally, ChatGPT encourages collaborative learning by allowing students to ask questions, discuss ideas, and practice language skills interactively. The ability to engage in consistent practice and receive instant feedback is seen as a significant benefit, especially for students aiming to improve their language proficiency.

In particular, ChatGPT has proven to be effective in supporting students' writing accuracy and idea generation. Nugroho et al. (2024) highlight that many students use

DOI: https://doi.org/10.25047/jeapco.v11i1.5781

ChatGPT to help refine their writing, improve sentence structures, and generate new ideas for essays or creative pieces. ChatGPT's ability to suggest vocabulary, rephrase sentences, and clarify confusing concepts enables students to enhance the quality of their written work. This process not only improves their writing accuracy but also helps develop their ability to think critically and creatively in English. Moreover, by having access to a tool that offers continuous support, students can focus on refining their language skills and expanding their ideas without worrying about making mistakes.

For non-native English speakers, ChatGPT has proven to be an invaluable tool in bridging language barriers. According to Baek et al. (2024) and Alqarni et al. (2024), these students frequently turn to ChatGPT for assistance with writing tasks, where they may otherwise struggle to express themselves accurately or fluently. The AI provides clear and concise explanations of grammar and vocabulary, helping students overcome common challenges such as sentence structure, word choice, and syntax. By practicing with ChatGPT, non-native speakers can improve their overall fluency and writing skills, and gain confidence in their ability to produce coherent and well-structured English texts.

Another theme that emerges from the literature is the increase in student confidence and curiosity when using ChatGPT. Hu & Škultéty (2024) found that many students reported feeling more confident in using English for communication, particularly because ChatGPT offers a supportive environment where they can practice without the fear of making mistakes in front of others. Furthermore, the AI's ability to generate interesting and relevant content encourages curiosity, motivating students to explore different aspects of the English language, from vocabulary to idiomatic expressions. This newfound confidence and curiosity are seen as key factors in fostering long-term language development.

Despite its many advantages, some students have expressed frustration when using ChatGPT, particularly when the AI model does not fully understand or accurately interpret their input. Hu & Škultéty (2024) note that occasional misunderstandings by ChatGPT can lead to confusion, especially when the model provides incorrect or vague responses. These limitations highlight the need for further improvements in natural language processing (NLP) capabilities. Students may become frustrated if the AI's responses are not contextually appropriate or if it misinterprets the meaning of their queries. As a result, some learners may be hesitant to rely solely on ChatGPT for language learning, especially when they encounter frequent errors or inconsistencies in the AI's responses.

The literature on students' perceptions of ChatGPT in learning English reveals a generally positive outlook, with many learners finding the tool useful, engaging, and supportive in their language acquisition process. ChatGPT's ease of use, personalized feedback, and ability to enhance students' confidence and language proficiency make it an invaluable asset in language education. The AI's contributions to writing accuracy, idea generation, and support for non-native speakers further demonstrate its potential to revolutionize the way English is taught and learned. However, the limitations and occasional frustrations related to misunderstandings and inaccuracies indicate that further developments in natural language processing are necessary to fully realize the potential of AI tools like ChatGPT. Overall, ChatGPT represents a promising tool for language

learners, but it is essential to consider its limitations and continue to explore ways to enhance its effectiveness in language learning contexts.

3. Method

This study was conducted at Universitas Airlangga, involving 48 fifth-semester students enrolled in the Media-Assisted Language Learning (MALL) course. The course was designed to integrate artificial intelligence tools into language learning and required students to complete a semester-long project. Throughout the semester, the students created 16 nursery song lyric videos, leveraging ChatGPT to generate lyrics and SunoAI to compose accompanying music. This project provided students with hands-on experience in utilizing AI tools for creative purposes while simultaneously supporting their language learning process.

The sample size of 48 participants was determined based on the total number of students enrolled in the MALL course. As part of the course reflection, all students were required to complete a survey evaluating their experiences with these tools after submitting their final projects during the final exam week. This approach ensured that the sample was a complete representation of the students in the course at the time. While this sample may not fully represent a broader population, it offers valuable insights into the specific context of media-assisted learning within this cohort. Since the participants of this study were enrolled in the Media-Assisted Language Learning course, the survey was administered as part of the course reflection and evaluation. Therefore, participation in the survey was mandatory for all students who completed the course. Although formal informed consent documents were not provided, the students were informed about the purpose of the survey and were made aware that their responses would be used solely for research purposes. Participation in the survey was understood to be a requirement for course completion, and no personal identifiers were collected to ensure participant confidentiality. As the data was collected within the academic context, ethical considerations regarding student involvement were respected, and the study adhered to the university's ethical guidelines for research involving students.

The survey was developed to collect detailed feedback on the students' perceptions and experiences with ChatGPT (21 items) and SunoAI (15 items). The survey consisted of statements measured on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). These statements addressed various aspects of the students' interactions with the AI tools, including ease of use, creative output, technical challenges, and the perceived benefits for learning and project completion. The survey was designed to provide a comprehensive understanding of the strengths and limitations of these tools as experienced by the participants. To assess the reliability and validity of the survey, Cronbach's alpha was used to evaluate the internal consistency of the Likert scale items, and this analysis was performed using SPSS software. The reliability coefficients ranged between 0.948 and 0.958, indicating a high level of reliability, well above the 0.7 threshold suggested by Arifin (2018). Additionally, as outlined by Tox (2020) and Zach (2021), Cronbach's alpha values can be interpreted as follows: values above 0.9 suggest excellent reliability, between 0.8 and 0.9 are considered good, and values between 0.7 and 0.8 are deemed acceptable. To assess the validity of the survey, Pearson's correlation coefficient was applied to measure the consistency between different raters, as suggested

by Ghaffarifar et al. (2024). A p-value of less than 0.05 was considered indicative of statistical significance, supporting the validity of the survey results (Kwak, 2023). These reliability and validity tests contribute to the robustness and credibility of the survey findings.

The data collected from the survey were analyzed both quantitatively and qualitatively. Quantitative research involves the systematic investigation of phenomena through the collection and analysis of numerical data (Sciberras & Dingli, 2023). For each survey statement, statistical measures, including the mean, median, mode, and standard deviation, were calculated to summarize the central tendency and variability of the responses. The mean provided an overall measure of agreement or disagreement among participants, while the median and mode offered insights into the most common responses. The standard deviation was used to assess the consistency of responses, highlighting areas where participants had shared or varied experiences. These statistical analyses formed the basis for understanding the students' perceptions of ChatGPT and SunoAI, providing insights into their effectiveness as educational tools and their impact on the students' learning experiences. Additionally, open-ended questions were included in the survey, allowing for a qualitative approach to further explore the students' experiences. The responses to these questions were analyzed thematically, providing deeper insights into the specific challenges and perceptions faced by the participants when using ChatGPT and SunoAI. This combined quantitative and qualitative analysis offered a more comprehensive understanding of the students' interactions with these tools.

4. Findings and discussion

4.1. Students' Experience with ChatGPT for Lyric Generation

The survey results highlight participants' perceptions of ChatGPT as a tool for generating lyrics, with a focus on usability, creativity, and its role in enhancing language learning. Overall, the findings demonstrate a generally positive reception toward ChatGPT, though responses varied across specific aspects of its use. The detailed data is presented in Table 1 below.

Table 1. *Students' Experience with ChatGPT for Lyric Generation*

Statements	Mean	Median	Mode	Standard Deviation
I found ChatGPT easy to use for generating lyrics.	3,96	4	3	0,90
The user interface of ChatGPT was intuitive and user-friendly.	3,79	4	4	0,92
ChatGPT provided creative and original lyric ideas.	3,52	4	3	0,87
The lyrics generated by ChatGPT were relevant to my project topic.	3,75	4	4	0,76
Using ChatGPT saved me time in writing lyrics.	4,13	4	5	0,96
I was able to complete my lyrics more quickly with the help of ChatGPT.	4,08	4	5	0,99

I was satisfied with the quality of the lyrics produced by ChatGPT.	3,52	3	3	0,82
The generated lyrics required minimal editing to fit my project needs.	3,58	4	3	0,87
ChatGPT enhanced my creative process for writing lyrics.	3,52	4	3	0,95
The use of ChatGPT inspired me to explore new ideas in my lyrics.	3,73	4	4	1,05
Using ChatGPT helped me improve my understanding of lyric writing.	3,60	4	3	0,98
I learned new ways to express ideas through lyrics by using ChatGPT.	3,79	4	4	0,90
Using ChatGPT helped me expand my English vocabulary.	3,81	4	4	0,96
Generating lyrics with ChatGPT improved my understanding of English grammar.	3,63	4	4	0,82
The process of using ChatGPT made learning English more enjoyable.	3,85	4	4	0,80
I found it helpful to use the lyrics generated by ChatGPT in practicing my English speaking skills.	3,75	4	4	0,76
ChatGPT provided useful examples that helped me understand how to use new words in context.	3,63	4	4	0,76
ChatGPT boosted my confidence in writing English lyrics.	3,50	4	3	0,85
The use of ChatGPT motivated me to engage more with learning English.	3,73	4	4	0,82
Overall, I am satisfied with my experience using ChatGPT for generating lyrics.	3,92	4	4	0,79
I would recommend ChatGPT to other students for generating lyrics.	3,92	4	4	0,85

The participants generally found ChatGPT easy to use, as indicated by a high mean score of 3.96 for ease of use and a median of 4.00, supporting the notion that many students perceive ChatGPT as a useful tool for language learning. This finding is consistent with prior studies by Ho & Nguyen (2024) and Le & Van Tran (2024), who noted that students often find ChatGPT user-friendly and valuable for enhancing language skills. The standard deviation of 0.90 indicates some variation in the level of agreement, reflecting diverse experiences with the tool. Similarly, the user interface was rated as intuitive and user-friendly, with a mean of 3.79 and both the median and mode at 4.00, indicating general agreement. However, the slightly higher standard deviation of 0.92 points to minor inconsistencies in participants' experiences, suggesting potential room for interface optimization.

DOI: https://doi.org/10.25047/jeapco.v11i1.5781

Regarding ChatGPT's creative capabilities, responses were more varied. The mean score of 3.52 indicates a neutral stance on whether the tool provided creative and original lyric ideas, with the median and mode further supporting this neutrality. The standard deviation of 0.87 highlights moderate variability, suggesting that while some participants appreciated ChatGPT's creative output, others found it less inspiring. Given that the majority of participants had previously used ChatGPT for academic purposes, such as essays and research, their expectations for creativity in lyric generation may have been influenced by their prior experiences with more functional uses of the tool. Participants who are more accustomed to using ChatGPT for practical academic tasks might have found its application for creative writing less aligned with their expectations. Nevertheless, the lyrics generated were generally seen as relevant to participants' project topics, as shown by a mean of 3.75 and a median and mode of 4.00. The low standard deviation of 0.76 reflects a high level of consistency in this positive assessment.

Efficiency was a notable advantage of ChatGPT, with participants strongly agreeing that it saved them time in writing lyrics. A mean of 4.13, median of 4.00, and mode of 5.00 indicate strong agreement on this point, though the standard deviation of 0.96 reveals some variation in perceived time savings. Similarly, the tool was credited with helping participants complete lyrics more quickly, with a mean of 4.08 and a median and mode reflecting agreement or strong agreement. However, the slightly higher standard deviation of 0.99 indicates that some participants experienced varying degrees of efficiency improvement. Participants expressed mixed feelings about the quality and usability of ChatGPT-generated lyrics. While the mean score of 3.52 shows neutrality regarding satisfaction with the quality of the lyrics, the low standard deviation of 0.82 reflects consistent responses. Similarly, when asked if the generated lyrics required minimal editing, the mean of 3.58 and the median of 4.00 show a slight leaning toward agreement, though the mode of 3.00 highlights some neutrality. The standard deviation of 0.87 indicates moderate variability, suggesting differing experiences with editing requirements. When it came to ChatGPT's ability to enhance the creative process, the mean of 3.52, with a median of 3.50 and mode of 3.00, again shows neutrality, though the standard deviation of 0.95 points to a wider spread of opinions. Several students reported that the generated content, particularly lyrics, was often too generic or repetitive, making it less useful for their creative needs. This limitation was mentioned by students who indicated that the lyrics lacked the originality and creativity they anticipated. For example, one student noted that "the lyrics were not creative" and that ChatGPT often "generated the same lyrics." This suggests that while ChatGPT can provide helpful outputs, the creativity in generating varied and contextually engaging lyrics may be constrained. Several students indicated that they had to revise their prompts multiple times to get accurate and relevant responses. This suggests that effective use of ChatGPT requires a certain level of familiarity with prompt design and the ability to iterate on initial outputs to meet specific needs. As one student put it, "sometimes I have to explain in more detail" to get the response they wanted. This issue reflects the importance of prompt clarity and the iterative nature of working with AI tools.

Participants largely agreed that ChatGPT inspired them to explore new ideas, with a mean of 3.73 and a median and mode of 4.00. However, the high standard deviation of 1.05 highlights significant variation in responses, suggesting that while some found the tool highly inspirational, others were less influenced. Similarly, using ChatGPT helped

participants improve their understanding of lyric writing, with a mean of 3.60 and a median of 4.00, though the mode of 3.00 shows neutrality as a common response. The standard deviation of 0.98 reflects moderate diversity in perceptions of this benefit. Some students indicated dissatisfaction with the tool's ability to generate creative and original lyrics. For example, one student mentioned, *"The lyrics were not creative. Sometimes they used the same lyrics for different topics, so I get bored with the variations."* This suggests that some participants expected more creativity or diversity in the lyrics generated by ChatGPT. Others noted that the results were often too generic, with one participant sharing, *"Sometimes the results are too general or repetitive."* Another stated, *"ChatGPT idea sometimes is either too basic or too generic to use."* Moreover, some students experienced challenges with generating lyrics that were contextually relevant to their requests. One participant noted, *"When the lyric doesn't match with the topic,"* and another mentioned, *"I got a wrong lyric or the lyric not suitable as what I request."* These comments suggest that the tool occasionally struggled to meet the specific needs of the participants, especially when it came to aligning the lyrics with the intended topic. Additionally, several students found themselves needing to refine their prompts to achieve satisfactory results. One participant explained, *"Sometimes, the answers were too general or off-topic, so I had to rewrite my questions a few times to get what I needed."* This indicates that students had to engage in iterative prompting to better align the responses with their expectations. Another student reflected, *"When I slightly wrong ask ChatGPT or my prompt to ChatGPT was bad,"*highlighting the role of prompt clarity in shaping the quality of the outputs. ChatGPT was seen as useful for generating ideas and supporting writing accuracy, consistent with Nugroho et al. (2024), who identified ChatGPT's role in aiding writing tasks. Despite the positive aspects, some students experienced frustration due to occasional misunderstandings by ChatGPT. As highlighted in the responses, students reported needing to refine their prompts or engage in iterative prompting to obtain satisfactory results. This finding aligns with Hu & Škultéty (2024), who noted that some students experience frustration with ChatGPT's occasional inability to fully comprehend or accurately respond to their requests, indicating a need for improvement in the tool's natural language processing capabilities.

ChatGPT's role in language learning also garnered positive feedback. Participants agreed that the tool helped them learn new ways to express ideas through lyrics, as shown by a mean of 3.79 and consistent median and mode scores of 4.00. The standard deviation of 0.90 indicates relative consistency. Furthermore, participants felt that ChatGPT expanded their English vocabulary, with a mean of 3.81 and a standard deviation of 0.96. The tool was also seen as improving understanding of English grammar, reflected by a mean of 3.63 and consistent median and mode scores of 4.00, with low variability (standard deviation of 0.82).

In terms of engagement, participants noted that ChatGPT made learning English more enjoyable, with a mean of 3.85 and a median and mode of 4.00, indicating broad agreement. The low standard deviation of 0.80 suggests consistent responses. The lyrics generated by ChatGPT were also seen as helpful for practicing English speaking skills, with a mean of 3.75 and a consistent distribution of responses (standard deviation of 0.76). Similarly, participants agreed that ChatGPT provided useful examples for understanding new words, as reflected by a mean of 3.63 and low variability. These findings resonate with the research by Hieu & Thao (2024) and Van Horn (2024), which

emphasized that ChatGPT improves student engagement and collaboration, further enhancing language proficiency.

Confidence in writing English lyrics received a neutral response, with a mean of 3.50, a median of 3.50, and a mode of 3.00. The standard deviation of 0.85 suggests some variation in how participants felt ChatGPT contributed to their confidence. However, participants agreed that ChatGPT motivated them to engage more with learning English, as shown by a mean of 3.73 and a median and mode of 4.00, with low variability (standard deviation of 0.82). ChatGPT's ability to help students improve their confidence in English communication was also evident in this study, with participants noting its motivational impact. The tool's assistance in generating lyrics and providing relevant examples contributed to students' engagement with the learning process, which aligns with the findings of Hu & Škultéty (2024) and Ngo (2023), who reported that ChatGPT enhances students' confidence by providing personalized feedback and support for language learning.

Finally, participants expressed overall satisfaction with their experience using ChatGPT for generating lyrics, with a mean of 3.92 and consistent median and mode scores of 4.00. The low standard deviation of 0.79 underscores the general agreement among respondents. Similarly, participants indicated that they would recommend ChatGPT to others for lyric generation, reflected by a mean of 3.92 and consistent responses.

4.2. Students' Experience with ChatGPT for Music Generation

The findings from the survey highlight participants' experiences with SunoAI as a tool for generating music, focusing on its usability, creativity, efficiency, and contributions to music composition and language learning. Overall, the results reflect a highly positive reception of SunoAI, with participants demonstrating agreement or strong agreement across most survey statements. The detailed findings are discussed below.

Table 2. *Students' Experience with ChatGPT for Music Generation*

Statements	Mean	Median	Mode	Standard Deviation
I found SunoAI easy to use for generating music.	4,33	4	4	0,66
The user interface of SunoAI was intuitive and user-friendly.	3,92	4	4	0,87
SunoAI provided creative and original musical compositions.	3,96	4	4	0,85
The music generated by SunoAI was suitable for my project topic.	4,10	4	4	0,81
Using SunoAI saved me time in creating music.	4,10	4	4	0,72
I was able to complete my music more quickly with the help of SunoAI.	4,13	4	4	0,84
I was satisfied with the quality of the music produced by SunoAI.	3,81	4	4	0,87

The generated music required minimal editing to fit my project needs.	3,83	4	4	0,78
SunoAI enhanced my creative process for composing music.	3,85	4	4	0,92
The use of SunoAI inspired me to explore new musical ideas.	4,02	4	4	0,79
Using SunoAI helped me improve my understanding of music composition.	3,88	4	4	0,87
I learned new techniques for creating music by using SunoAI.	3,81	4	4	1,00
I found it helpful to use the music generated by SunoAI to practice my English listening skills.	3,98	4	4	0,89
Overall, I am satisfied with my experience using SunoAI for generating music.	4,06	4	4	0,76
I would recommend SunoAI to other students for generating music.	4,13	4	4	0,76

Participants overwhelmingly found SunoAI easy to use for generating music, as reflected by a mean score of 4.33, the highest in the dataset. Both the median and mode of 4.00 confirm that most respondents strongly agreed with this statement. The low standard deviation of 0.66 indicates high consistency in responses, suggesting that participants experienced minimal difficulties using SunoAI. Similarly, the user interface of SunoAI was rated as intuitive and user-friendly, with a mean of 3.92, a median and mode of 4.00, and a slightly higher standard deviation of 0.87, pointing to minor variability in user experiences.

When it came to the creative capabilities of SunoAI, participants largely agreed that the tool provided creative and original musical compositions, with a mean of 3.96 and both the median and mode at 4.00. A standard deviation of 0.85 reflects some variation in perceptions, though the overall sentiment was positive. Additionally, the music generated by SunoAI was considered suitable for participants' project topics, as shown by a mean score of 4.10 and consistent median and mode scores of 4.00. The standard deviation of 0.81 suggests relatively consistent agreement among participants on this point.

SunoAI's efficiency was highly praised, with participants strongly agreeing that it saved them time in creating music. The mean of 4.10, alongside median and mode scores of 4.00, highlights the tool's effectiveness in streamlining the music creation process. The low standard deviation of 0.72 indicates a high degree of consistency in this positive assessment. Similarly, participants noted that they were able to complete their music more quickly with SunoAI, reflected by a mean score of 4.13 and consistent median and mode scores of 4.00. The slightly higher standard deviation of 0.84 suggests some variation in perceived efficiency, though the overall sentiment was strongly positive.

Participants expressed satisfaction with the quality of music produced by SunoAI, with a mean score of 3.81 and a median and mode of 4.00. The standard deviation of 0.87 indicates slight variability in responses, suggesting that while most participants were

satisfied, some had reservations. Additionally, the generated music was seen as requiring minimal editing to fit project needs, as shown by a mean of 3.83, a median and mode of 4.00, and a low standard deviation of 0.78. This indicates that participants found the output to be usable with minimal adjustments.

Regarding creativity and inspiration, SunoAI was noted for enhancing the creative process for composing music, with a mean score of 3.85 and consistent median and mode scores of 4.00. However, the standard deviation of 0.92 suggests some variation in perceptions of its impact on creativity. The tool was also seen as inspiring participants to explore new musical ideas, with a mean of 4.02, a median and mode of 4.00, and a standard deviation of 0.79, reflecting strong agreement and consistent responses.

SunoAI's role in improving participants' understanding of music composition received positive feedback, with a mean of 3.88 and a median and mode of 4.00. The standard deviation of 0.87 indicates slight variability, though the overall sentiment was positive. Similarly, participants agreed that they learned new techniques for creating music by using SunoAI, as reflected by a mean score of 3.81, a median and mode of 4.00, and a slightly higher standard deviation of 1.00, suggesting more diverse experiences in this area.

The tool's potential for language learning was also explored, with participants agreeing that using music generated by SunoAI helped them practice English listening skills. The mean of 3.98 and consistent median and mode scores of 4.00 highlight agreement, while the standard deviation of 0.89 reflects moderate consistency in responses. Overall satisfaction with SunoAI was high, with a mean score of 4.06 and a median and mode of 4.00. The low standard deviation of 0.76 suggests broad consensus on the positive experience. Participants also indicated that they would recommend SunoAI to others, with a mean of 4.13 and consistent median and mode scores of 4.00, supported by a low standard deviation of 0.76.

In conclusion, the findings suggest that SunoAI is a highly effective and well-received tool for generating music. Participants appreciated its ease of use, efficiency, and ability to inspire creativity while requiring minimal editing. While some variability in responses was observed, particularly regarding creative capabilities and new techniques, the overall sentiment was strongly positive. These results highlight SunoAI's potential as a supportive tool for music composition and language learning. Further exploration of its creative applications could enhance its impact even further.

4.3. Perceived Impact and Future Potential of AI Tools in Learning and Career Development

The survey results provide insights into participants' experiences with ChatGPT and SunoAI, categorized under project and learning outcomes, interest and future usage, professional and career preparedness, and collaboration and skill development. Overall, the findings reveal a generally positive reception of these AI tools in supporting learning, enhancing project outcomes, and preparing participants for future academic and professional endeavors. As seen in Table 3 below, the data highlights consistent positive trends across most categories, with some variability in specific areas.

DOI: https://doi.org/10.25047/jeapco.v11i1.5781

Table 3. *Perceived Impact and Future Potential of AI Tools in Learning and Career Development*

Statements	Mean	Median	Mode	Standard Deviation
The combination of ChatGPT and SunoAI positively impacted the quality of my project.	4,02	4	4	0,89
Integrating AI tools into my project was seamless and effective.	4,04	4	4	0,82
I did not encounter significant technical difficulties while using ChatGPT and SunoAI.	3,71	4	3	0,77
Using ChatGPT and SunoAI enhanced my overall learning experience.	3,75	4	4	0,81
I would like to use ChatGPT and SunoAI in future projects.	3,73	4	4	0,84
I believe AI tools like ChatGPT and SunoAI will be valuable in my future studies or career.	3,67	4	4	0,83
I believe AI tools like ChatGPT and SunoAI will be valuable in my future studies or career.	3,73	4	4	0,87
Using AI tools in this course has increased my interest in pursuing careers that involve AI technology.	3,65	4	4	0,76
I believe that familiarity with AI tools will give me a competitive edge in the job market.	3,56	3	3	0,94
The experience of using AI tools has prepared me for future academic or professional projects.	3,46	3	3	0,94
Working on this project with AI tools encouraged collaboration with my classmates.	3,85	4	4	0,87
Using AI tools improved my technical skills related to digital literacy and software use.	3,77	4	4	0,90
My overall experience using AI tools in this project was positive.	3,90	4	4	0,81

Project and Learning Outcomes

Participants largely agreed that the combination of ChatGPT and SunoAI positively impacted the quality of their projects, as evidenced by a mean score of 4.02. The median and mode of 4.00 confirm this sentiment, while the standard deviation of 0.89 reflects moderate consistency. Similarly, the integration of these tools into their projects was seen as seamless and effective, with a slightly higher mean of 4.04 and a lower standard deviation of 0.82, indicating broad agreement and consistent responses. However, the statement regarding technical difficulties received a mean of 3.71, showing that most

participants did not encounter significant issues, though the mode of 3 suggests some neutral responses. The standard deviation of 0.77 indicates relatively consistent experiences with technical aspects. The tools also enhanced participants' overall learning experience, with a mean of 3.75 and consistent median and mode scores of 4.00. A standard deviation of 0.81 suggests moderate consistency in responses. These findings underscore the effectiveness of ChatGPT and SunoAI in improving both project outcomes and the learning process, demonstrating their utility in educational settings.

Interest and Future Usage

The survey also highlighted participants' interest in continuing to use AI tools in future projects. The mean score of 3.73, coupled with a median and mode of 4.00, reflects general agreement, while a standard deviation of 0.84 indicates some variability. Participants also recognized the potential value of ChatGPT and SunoAI in their future studies or careers, as shown by mean scores of 3.67 and 3.73 for related statements. Although these scores indicate agreement, the slightly higher standard deviations (0.83 and 0.87) suggest diverse opinions about their long-term impact. Additionally, participants expressed increased interest in pursuing careers involving AI technology, with a mean of 3.65, a median and mode of 4.00, and a low standard deviation of 0.76, indicating consistent responses. These findings highlight growing enthusiasm for AI tools and their perceived relevance to future opportunities.

Professional and Career Preparedness

Participants' perceptions of the professional benefits of AI tools were more varied. The belief that familiarity with AI tools would provide a competitive edge in the job market received a mean score of 3.56, with a median and mode of 3.00, reflecting more neutral responses. The standard deviation of 0.94 indicates significant variability, suggesting that not all participants felt equally confident about this statement. Similarly, the experience of using AI tools as preparation for future academic or professional projects garnered a mean of 3.46, again reflecting neutrality, with the same standard deviation of 0.94 pointing to diverse experiences. These findings suggest that while participants recognize some value in using AI tools for career preparedness, perceptions are less consistent compared to other aspects.

Collaboration and Skill Development

The use of AI tools encouraged collaboration among participants, as evidenced by a mean score of 3.85 and a median and mode of 4.00. The standard deviation of 0.87 reflects moderate consistency, indicating that many participants found the tools to be effective in fostering teamwork. Additionally, AI tools were credited with improving technical skills related to digital literacy and software use, with a mean of 3.77, a median and mode of 4.00, and a standard deviation of 0.90. These results underscore the role of AI tools in developing key collaborative and technical competencies that are essential for both academic and professional contexts.

Participants' overall experience with ChatGPT and SunoAI was positive, as reflected by a mean score of 3.90 and consistent median and mode scores of 4.00. The low standard deviation of 0.81 indicates general agreement among respondents. These findings reinforce the potential of AI tools to enhance learning experiences and project outcomes, with participants expressing a strong willingness to continue using these tools in the

future. The findings also suggest that ChatGPT and SunoAI are valuable tools for improving project quality, enhancing learning experiences, and fostering collaboration and technical skill development. While participants expressed enthusiasm for using these tools in future projects and careers, their perceptions of the professional advantages were slightly more varied. These insights highlight the need for further exploration into the long-term impact of AI tools on career readiness and academic success. Overall, the integration of AI tools into educational contexts appears to be a promising strategy for enriching learning and preparing students for the future.

5. Conclusion

The findings of this study demonstrate the significant potential of AI tools, specifically ChatGPT and SunoAI, in enhancing both project outcomes and the learning process. Participants generally found these tools to be user-friendly, efficient, and valuable for fostering creativity. ChatGPT was particularly praised for its time-saving capabilities and ease of use in generating lyrics, while SunoAI excelled in producing high-quality, creative music compositions. The combination of these tools positively impacted students' projects, demonstrating their practical value in an educational context. However, despite the overall positive feedback, some limitations were identified. For instance, while both tools saved time and enhanced creativity, variability in perceptions regarding their creative capabilities was noted. ChatGPT, in particular, showed mixed results in providing original lyric ideas, with some participants feeling less inspired by the generated content. A concrete example of this technical variability could be seen in the difference in responses regarding the quality of ChatGPT-generated lyrics, where some found them satisfactory with minimal editing, while others needed more adjustments. This highlights the need for improvement in the AI's ability to produce more tailored and creative outputs to meet diverse user needs. Further exploration into the technical aspects of these tools is crucial. Specific areas for improvement include enhancing ChatGPT's natural language processing to better capture the nuances of creative writing and refining SunoAI's music composition algorithms to provide more personalized musical outputs. As AI tools become more integrated into educational settings, addressing these limitations will be essential to maximize their effectiveness. For educators, researchers, and policymakers, this study calls for the incorporation of AI tools like ChatGPT and SunoAI into educational curricula. Practical steps could include developing structured guidelines for their use in creative projects, providing training on how to optimize their use, and promoting collaboration among students through these tools. Future research could also focus on exploring the long-term impact of AI integration on student learning outcomes, particularly in areas like language acquisition, creativity, and career preparedness. In conclusion, AI tools such as ChatGPT and SunoAI have shown promise in supporting students' academic and creative development. With further refinement and thoughtful integration into curricula, these tools have the potential to revolutionize teaching and learning, preparing students for the challenges and opportunities of the future workforce**.**

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