

The Use of Singing Method to Strengthen Sundanese Language Competence in Basic Education Students



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Abstract

The Sundanese language skills of elementary school students need to be strengthened through engaging and effective learning approaches. One alternative utilized in this study is the singing method using Sundanese-language songs. This research aims to examine whether the application of the singing method can enhance the Sundanese language skills of elementary school students at Darul Amanah Elementary School, West Bandung Regency. The population consisted of students enrolled in the school, with a sample of 20 students in the experimental class and 17 students in the control class selected through purposive sampling. This study employs a quantitative approach with an experimental method and a quasi-experimental design using a non-equivalent control group structure. Data analysis includes descriptive and inferential statistical techniques assisted by SPSS version 26. The findings indicate that, although both groups showed improvement, there was no significant difference between the experimental and control classes in terms of Sundanese language skill mastery. The independent samples t-test result shows a significance value greater than 0.05, indicating no statistically significant difference. Thus, the singing method did not demonstrate a higher effectiveness compared to conventional learning methods in improving Sundanese language skills among elementary school students. Further studies are recommended to explore different learning strategies or additional influencing factors to obtain more optimal outcomes.

Keywords: Basic Education; Sundanese Language Skills; Singing Method

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Introduction

In the era of increasing globalization ¹, the Sundanese language skills of elementary school students have become an important aspect of preserving local culture. However, current conditions show a significant decline in students' ability to use Sundanese, both in rural and urban settings. Several factors contribute to this issue, including the dominant use of Indonesian at home and in school environments, the influence of digital media such as gadgets and television, and the decreasing exposure to Sundanese in daily communication. Elementary school students are at a strategic developmental stage in which language skills can be strengthened through structured learning experiences, making this level of education crucial for supporting the preservation of the Sundanese language. As an essential part of the cultural identity of the Sundanese community and a valuable national heritage, learning Sundanese must be delivered through engaging and enjoyable approaches. One potentially effective method for enhancing Sundanese language skills among elementary students is the use of singing activities.

The singing method has long been recognized as an engaging and effective approach in language learning, particularly for elementary school students². Singing activities are not only enjoyable but also stimulate students' cognitive, motor, and linguistic development. In the context of language instruction, singing can support vocabulary retention, introduce sentence patterns naturally, and enhance speaking fluency. Previous studies have demonstrated that the use of singing in language learning significantly improves students' proficiency, both in their first and second languages³. Meanwhile, the Sundanese language, as one of Indonesia's regional languages, is currently facing serious challenges in its

¹ A Lin Goodwin, "Globalization, Global Mindsets and Teacher Education," *Action in Teacher Education* 42, no. 1 (2020): 6–18, <https://doi.org/https://doi.org/10.1080/01626620.2019.1700848>; Liubov Mykolaivna Prokopiv and Viktoriia Volodymyrivna Stynska, "Higher Education Digitalization in the Context of Globalization Changes," *Annales Universitatis Mariae Curie-Skłodowska, Sectio J-Paedagogia-Psychologia* 36, no. 3 (2023): 7–18; Aulia Khumairoh, "The Importance of Inculcating Character Education in Facing the Era of Globalization in the 21st Century Generation," *Jurnal Pendidikan Karakter* 13, no. 1 (2022): 27–37, <https://doi.org/10.21831/jpka.v13i1.41787>; Ranbir Singh Malik, "Educational Challenges in 21st Century and Sustainable Development," *Journal of Sustainable Development Education and Research* 2, no. 1 (2018): 9, <https://doi.org/10.17509/jsder.v2i1.12266>; Jia Li and Peter I De Costa, "'Small' Language Teacher Emotions between Nationalism and Neoliberalism," *System* 116 (2023): 103071, <https://doi.org/https://doi.org/10.1016/j.system.2023.103071>.

² (Joo et al., 2021; Stiawati & Indriyany, 2022)

³ Cica Sri Oktapiani, Rudiyanto Rudiyanto, and Leli Kurniawati, "Kecepatan Menambah Kosakata Bahasa Sunda Anak Melalui Kegiatan Ngawih Pupuh Sunda," *Edukid* 15, no. 1 (2019): 58–73, <https://doi.org/10.17509/edukid.v15i1.20153>.

preservation. Several studies report a decline in students' ability to use Sundanese in everyday communication. One contributing factor is the limited use of contextual and engaging instructional methods in elementary school classrooms.

The singing method has become one of the effective approaches for improving Sundanese language skills among elementary school students⁴. This method is not only enjoyable but also educational, as it integrates entertainment with meaningful learning experiences. Traditional Sundanese songs, for instance, contain rich cultural values that can introduce students to new vocabulary while deepening their appreciation of local heritage⁵. Through rhythm, melody, and repetition, these songs support students in remembering and understanding Sundanese vocabulary more easily. The singing method can also serve as a creative solution to address the declining interest of students in learning Sundanese⁶. Engaging and memorable traditional Sundanese songs can increase students' motivation while providing an interactive and enjoyable learning atmosphere. In school settings, teachers can apply this method to create dynamic classrooms and encourage students to use Sundanese in daily interactions. At home, parents may also reinforce language exposure by singing together as a meaningful bonding activity that introduces cultural values⁷. However, despite its great potential, the implementation of this method remains limited in several areas. Challenges include the scarcity of appealing Sundanese songs tailored for elementary learners and the low awareness of the importance of sustaining regional languages. With appropriate strategies, the singing method can be an effective medium for strengthening Sundanese language skills among elementary school students and preserving regional cultural identity.

Previous studies have shown that the singing method is highly effective in improving students' language skills at the basic education level. Song-based learning helps students

⁴ Lucía Casal de la Fuente and Carol Gillanders, "Songs and Singing Songs in Early Childhood Education: A Review of Spanish Curriculum Policy," *The Curriculum Journal* 33, no. 3 (2021): 478–94, <https://doi.org/10.1002/curj.134>; Yuan Zhang, "Singing Songs Facilitates L2 Pronunciation and Vocabulary Learning: A Study With Chinese Adolescent ESL Learners," *Languages* 8, no. 3 (2023): 219, <https://doi.org/10.3390/languages8030219>; Penelope Monroe et al., "The Effects of Choral Singing on Communication Impairments in Acquired Brain Injury: A Systematic Review," *International Journal of Language & Communication Disorders* 55, no. 3 (2020): 303–19, <https://doi.org/10.1111/1460-6984.12527>.

⁵ Monroe et al., "The Effects of Choral Singing on Communication Impairments in Acquired Brain Injury: A Systematic Review"; Joo et al., "The Literacy-Enhancing Potential of Singing Versus Spoken Language in Public Library Storytimes: A Text Analytics Approach."

⁶ Tati Hartati, Sopia, and Muchamad Fauyan, "Peningkatan Kemampuan Berbahasa Sunda Anak Usia Dini Melalui Metode Permainan Tradisional Di RA At-Taqwa Arcamanik Bandung," *Asghar: Journal of Children Studies* 4, no. 1 (2024): 23–32, <https://doi.org/10.28918/asghar.v4i1.7468>.

⁷ Nurhikmah; Nursalam, "Representasi Kalimat Pada Tuturan Anak Usia 3,6 Tahun," *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya* 11, no. 2 (2018): 175, <https://doi.org/10.26858/retorika.v11i2.6210>.

remember vocabulary more easily, recognize language patterns, and internalize sentence structures through repetition and melody⁸. In addition, the singing method has been proven to enhance students' learning motivation, especially when traditional songs related to their cultural background are used⁹. In the context of Sundanese language learning, several studies indicate that traditional Sundanese songs can increase students' interest and emotional connection to the language and culture. Songs such as *Tokecang* and *Es Lilin* have been found to stimulate cultural awareness and engagement, although some research has focused more on cultural introduction rather than comprehensive language mastery¹⁰. Other studies highlight that efforts to preserve the Sundanese language among elementary school students still require more integrative and creative approaches. For example, research involving students in a Bandung elementary school reported a significant improvement in vocabulary after exposure to Sundanese songs over a one-month period¹¹. This study, involving 30 young children in a kindergarten in Bandung, showed that children exposed to Sundanese songs for one month had a 40% improvement in vocabulary. However, this study had some limitations, such as the lack of song variety and minimal evaluation of other aspects of language development, such as sentence construction skills. Additionally, this research was conducted in a single location, so the results may not be generalizable to other social and cultural contexts. In this study, a more holistic approach will be applied, including an evaluation of vocabulary, grammar, and the use of Sundanese in daily conversations. This approach is expected to provide more relevant and practical results.

⁸ (Sukanta et al., 2023)

⁹ Yuliana Maria D' Karmel Kara, "Penggunaan Metode Lagu Dan Permainan Untuk Meningkatkan Kosa Kata Bahasa Inggris Pada Bimbingan Belajar Amora Luz," *Madaniya* 5, no. 2 (2024): 702–10, <https://doi.org/10.53696/27214834.787>; Tiara Nur Alifah Intan Cilvia, "Peran Lagu Anak Berbasis Tematik Dalam Pembelajaran Bahasa Inggris Anak TK A," *Murhum Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2023): 756–69, <https://doi.org/10.37985/murhum.v4i2.387>; Natalia Anggrarini, "Keefektifan Kegiatan 'Fun English' Dalam Meningkatkan Kosakata Siswa Sekolah Dasar Di Indramayu," *Room of Civil Society Development* 2, no. 5 (2023): 185–93, <https://doi.org/10.59110/rcsd.214>.

¹⁰ Nurhikmah Nurhikmah, "Character Education Islam From the Views of Imam Al-Ghazali," *Jurnal Al Burhan* 4, no. 1 (2024): 53–66, <https://doi.org/10.58988/jab.v4i1.300>.

¹¹ Purwanto (2023)

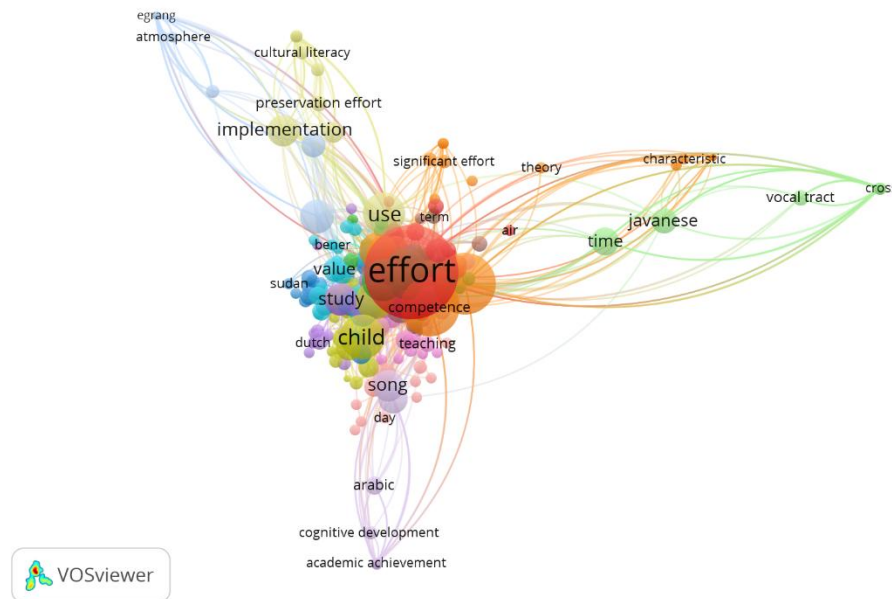


Figure 1. VOSviewer Results

The results of the VOSviewer analysis based on 200 data obtained from *Publish or Perish* indicate that research related to the use of songs in early childhood education has been widely studied, as evidenced by the strong connections between keywords such as *song*, *child*, *study*, and *effort*. However, the visualization does not show a strong correlation with keywords specifically referring to Sundanese-language songs, while songs in other languages, such as Javanese (*Javanese*), appear to have a more significant presence. This suggests that the academic exploration of using Sundanese-language songs in early childhood learning remains limited compared to other regional languages.

Based on these findings, there is a *research gap* in the study of using Sundanese-language songs as a learning method for young children. Most previous research has focused on the general role of songs as a teaching medium or on other regional languages such as Javanese and Arabic. Therefore, the study titled *The Application of the Singing Method Using Sundanese Language as an Effort to Improve Early Childhood Sundanese Language Skills* offers *novelty* by contributing to the study of early childhood education through Sundanese-language songs. By exploring the effectiveness of this method, this research is expected to serve as a reference for educators in developing more effective culturally-based teaching strategies.

This research aims not only to evaluate the effectiveness of the singing method in improving young children's Sundanese language skills but also to identify supporting and hindering factors. Factors such as the type of song, frequency of singing, and the level of

involvement of teachers and parents will be analyzed to provide more specific recommendations. Additionally, this research will compare results in different environments, both urban and rural, to see whether this method is effective in various social and cultural contexts. With this approach, the research is expected to make a tangible contribution to the preservation of the Sundanese language and enrich methods for teaching regional languages in Indonesia. Furthermore, this research is expected to serve as a reference for the development of relevant and sustainable culture-based educational programs.

Research Methods

This study employs a quantitative approach using an experimental method with a quasi-experimental design, specifically the non-equivalent control group design¹². Two intact classes were involved in this research: an experimental group and a control group. The experimental group received treatment in the form of Sundanese language instruction through the singing method, while the control group was taught using conventional teacher-centered methods commonly applied in elementary schools. A quasi-experimental non-equivalent control group design was selected because random assignment of students was not feasible within the school setting. Such constraints are typical in educational research at the basic education level, where classes are naturally formed, ethical considerations limit randomization, and instructional schedules restrict researchers from reorganizing students into new groups. This design also enables the use of pretest–posttest comparisons to measure the effectiveness of the intervention while maintaining ecological validity in real classroom conditions. The study was conducted at Darul Amanah Elementary School in West Bandung Regency, with the population consisting of all students enrolled at the institution. A purposive sampling technique was used to select participants, resulting in 20 students in the experimental class and 17 students in the control class, based on criteria such as classroom availability, teacher readiness, and alignment with the instructional objectives of the study.

The data analysis techniques in this study were designed to process numerical data using appropriate statistical procedures to test the research hypothesis. Both descriptive and inferential statistical analyses were conducted with the assistance of SPSS version 26¹³. The

¹² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2021).

¹³ Ni Putu Rizky Arnani, *Statistika Non Parametrik Konsep Dan Aplikasi SPSS* (Lakeisha, 2024); Gabriel Otieno Okello, *Simplified Business Statistics Using SPSS* (Chapman and Hall/CRC, 2022).

analysis process included data preparation, assumption testing, selection of suitable analytical tests, computation using SPSS, and interpretation of results in relation to the research objectives and theoretical framework. Descriptive statistics were used to summarize students' Sundanese language performance before and after the intervention by examining central tendencies and score distributions. Instead of merely describing statistical concepts, the mean and standard deviation were utilized to illustrate patterns of performance differences between the experimental and control groups across the pretest and posttest phases. These descriptive indicators provided an initial overview of whether the singing method produced observable improvements in students' vocabulary mastery, grammatical understanding, and functional language use. Inferential statistics were then applied to determine whether the observed differences were statistically significant and could be attributed to the intervention rather than chance.

Inferential statistical analysis in this study employed an independent samples t-test to determine whether the differences in Sundanese language achievement between the experimental and control groups were statistically significant. This test was used because the research compared two independent classes at the elementary school level and aimed to evaluate the effectiveness of the singing method relative to conventional instruction. Prior to conducting the t-test, assumption testing—normality and homogeneity of variance—was carried out to ensure that the data met the requirements for parametric analysis. When the assumptions were not met, a non-parametric alternative, the Mann–Whitney U test, was used. In addition to hypothesis testing, an N-Gain analysis was conducted to measure the magnitude of improvement from pretest to posttest in each group. This metric was essential for evaluating the practical effectiveness of the intervention, given that quasi-experimental studies in school settings rely heavily on pretest–posttest comparisons to assess learning gains. The instruments used in this study had been tested for validity through expert judgment involving Sundanese language educators and assessed for reliability using Cronbach's Alpha, ensuring that the measurements accurately reflected students' vocabulary mastery, grammatical understanding, and applied language skills.

Results and Discussion

This section presents the results of the study based on the activities conducted. The study results consist of quantitative data, specifically the pretest and posttest scores for both the experimental and control groups. Data processing was performed using SPSS version 26. Based on the descriptive statistical analysis of the pretest data concerning early childhood Sundanese language skills, the following table is provided.

Table 1. Group Statistics Pretest

Class	Mean	Std. Deviation	Std. Error Mean
Experimental	62.60	4.535	1.014
Control	63.65	3.639	.883

Based on the table above, it can be seen that the mean scores for the experimental and control classes are 62.60 and 63.65, respectively, with standard deviations of 4.535 and 3.639. The standard errors for the experimental and control groups are 1.014 and 0.883, respectively. Next, a normality test was conducted on the pretest scores for both groups. To test the normality of the pretest scores, a significance level of $\alpha = 0,05$ was used.

Table 2. Tests of Normality Data Pretest

Class	Statistic	Sig.
Experimental	.907	.055
Contorl	.945	.387

The table above shows that the significance values for the experimental and control classes are 0.055 and 0.387. Since the significance values for both groups are greater than 0.05, according to the decision-making criteria, H_0 is accepted. Thus, it can be concluded that the pretest data for both the experimental and control groups are normally distributed.

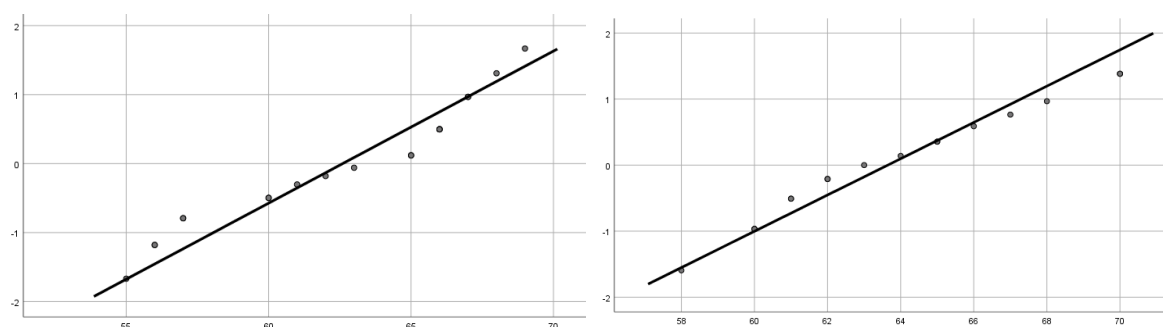


Figure 2. Normal Q-Q Plot of Pretest

Based on Figure 2 above, it can be seen that the data points for the pretest of both the experimental and control groups are spread around the diagonal line and closely aligned with the line, which significantly indicates that the data are normally distributed. The next test conducted was Levene's test.

Table 3. Tests of Homogeneity of Variance

	Levene Statistic	Sig.
Based on Mean	1.934	.173
Based on Trimmed Mean	1.895	.177

The table above shows that the significance value for Based on Mean is 0.173. Since this value is greater than 0.05, following the decision-making criteria, H_0 is accepted. Therefore, it can be concluded that the variances of both groups are homogeneous. Next, a parametric statistical test using an independent samples t-test was conducted to analyze the differences between the posttest scores of the experimental and control groups.

Table 4. Independent Samples Test

	F	Sig. (2-tailed)
Equal Variances Assumed	1.934	.449
Equal Variances Not Assumed		.441

The table above shows that the significance value for Equal Variances Assumed is 0.449. Since the significance value is greater than 0.05, it indicates that there is no significant difference in the initial language abilities between the experimental and control groups in

terms of early childhood Sundanese language skills. The next step was to process the posttest data using descriptive statistical analysis, presented in the following table.

Table 5. Group Statistics Posttest

Class	Mean	Std. Deviation	Std. Error Mean
Experimental	82.15	4.464	.998
Control	79.65	4.485	1.088

Based on the table above, the mean scores for the experimental and control groups are 82.15 and 79.65, respectively, with standard deviations of 4.464 and 4.485. The standard errors for the experimental and control groups are 0.998 and 1.088, respectively. Next, a normality test was conducted on the posttest scores for both groups. To test the normality of the posttest scores, a significance level of $\alpha = 0,05$ was used.

Table 6. Tests of Normality Data Posttest

Class	Statistic	Sig.
Experimental	.124	.200*
Control	.086	.200*

The table above shows that the significance values for both the experimental and control groups are 0.200. Since these values are greater than 0.05, it can be concluded that the posttest data for both groups are normally distributed.

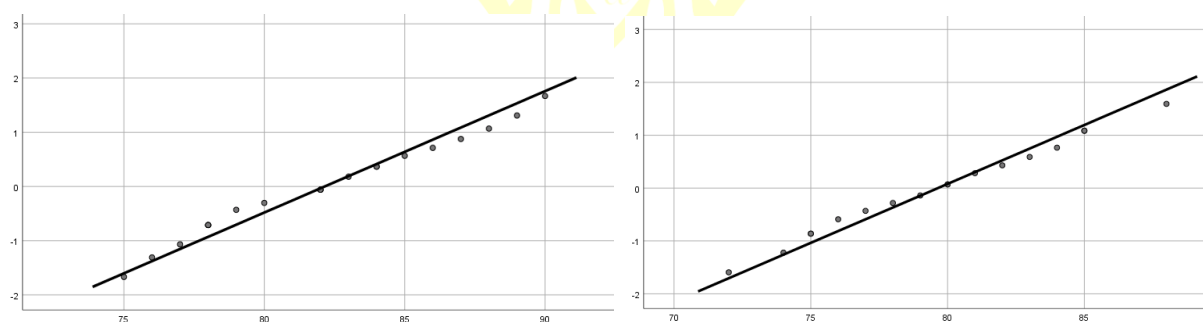


Figure 3. Normal Q-Q Plot of Pretest

Based on Figure 3 above, it can be observed that the data points for the posttest of both the experimental and control groups are scattered around the diagonal line and closely aligned with it, which strongly suggests that the data are normally distributed. The next test performed was Levene's test.

Table 7. Tests of Homogeneity of Variance

	Levene Statistic	Sig.
Based on Mean	.000	.997
Based on Trimmed Mean	.000	.991

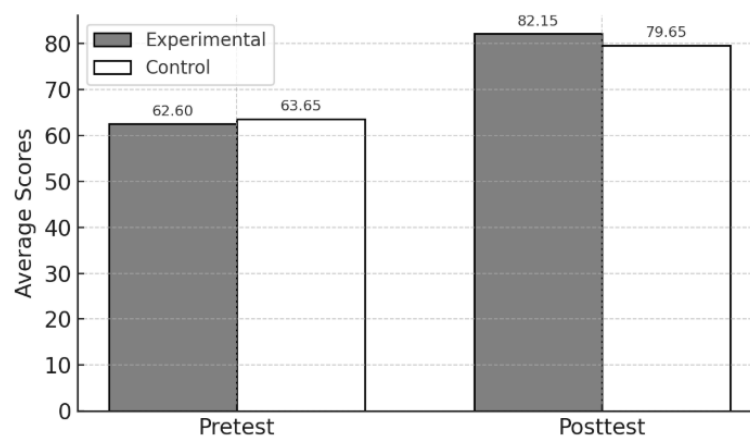
The table above shows that the significance value for Based on Mean is 0.997. Since this value is greater than 0.05, following the decision-making criteria, H₀ is accepted. Therefore, it can be concluded that the variances of both groups are homogeneous. Subsequently, a parametric statistical test using an independent samples t-test was performed to analyze the differences between the posttest scores of the experimental and control groups.

Table 8. Independent Samples Test

	F	Sig. (2-tailed)
Equal Variances Assumed	.000	.099
Equal Variances Not Assumed		.099

The table above shows that the significance value for Equal Variances Assumed is 0.099. Since this value is greater than 0.05, it indicates that the posttest mean scores for early childhood Sundanese language skills in the experimental group are not significantly higher than those in the control group. As a result, the N-Gain test is unnecessary because the posttest data for both the experimental and control groups did not reveal significant differences between the singing method and the conventional approach in improving early childhood Sundanese language skills.

The research findings indicate that the application of the singing method using the Sundanese language to improve early childhood's Sundanese language skills did not show significant differences compared to the conventional method. This can be analyzed from several perspectives, both from the quantitative data obtained and the supporting theories.



Picture 4. Comparison Of Pretest and Posttest Score

The pretest results indicated no significant differences in initial abilities between the experimental and control groups, as shown by the independent samples t-test, which produced a significance value of 0.449 (greater than 0.05). This confirms that both groups had relatively similar starting abilities. After the intervention, the average posttest scores for the experimental group (82.15) and the control group (79.65) also showed no statistically significant difference, with a significance value of 0.099 (greater than 0.05). In the context of learning, these findings suggest that the singing method did not have a significantly greater impact than the conventional approach in enhancing early childhood's Sundanese language skills.

According to ¹⁴, early childhood cognitive development is greatly influenced by direct experiences and stimuli that are appropriate for the child's developmental stage. However, the singing method applied in this study may not have been fully integrated with adequate direct experience-based approaches, which could explain why the results did not differ much from the conventional method. Moreover, emphasized that controlling for the students' initial abilities is crucial in experimental research to ensure valid results¹⁵. The comparable initial abilities between the groups provided a good foundation for evaluating the effectiveness of the singing method in comparison to the conventional method.

¹⁴ Yusi Salma et al. (2023)

¹⁵ Ibnu Imam et al., "Comparative Analysis of Islamic Religious Education Teaching Methods and Their Impact on Mathematical Thinking Skills," *IJEMR: International Journal of Education Management and Religion* 2, no. 2 (2025): 72–88, <https://journal.as-salafiyah.id/index.php/ijemr>.

The singing method is considered an engaging approach for early childhood because of its enjoyable nature and its support for holistic learning. According to ¹⁶ in the theory of multiple intelligences, music can be an effective pathway for learning, especially for children with dominant musical intelligence. However, the effectiveness of this method can be influenced by factors such as duration, intensity of implementation, song quality, and student involvement during the learning process. Music and song-based learning can help early childhood learners improve their linguistic abilities through enjoyable experiences ¹⁷. However, the results of this study indicate that other factors, such as the intensity of method application, educator skills, and individual children's responses to the learning method, may affect its success.

In this study, despite the implementation of the singing method, the insignificant results may be attributed to several factors ¹⁸, such as the lack of adaptation of songs to meet the needs of Sundanese language learning, limitations in supporting media, or the short duration of the intervention, which may not have been sufficient to generate significant changes. This aligns with ¹⁹ statement that the effectiveness of teaching methods highly depends on the design of implementation and student involvement. The normality and homogeneity tests showed that the pretest and posttest data were normally distributed and

¹⁶ Fanny Rizkiyanti and Dianti Yunia Sari, "Pengenalan Budaya Sunda Pada Anak Usia Dini: Sebuah Narrative Review," *Al-Tsaqafa: Jurnal Ilmiah Peradaban Islam* 19, no. 1 (2022): 32–45, <https://doi.org/10.15575/al-tsaqafa.v19i1.18292>.

¹⁷ Diana P A M, Elindra Yetti, and Tjipto Sumadi, "Motions and Songs to Improve Basic Literacy Through Animation Videos," *Jpud - Jurnal Pendidikan Usia Dini* 16, no. 2 (2022): 224–39, <https://doi.org/10.21009/jpud.162.03>; Khusniyati Masykuroh and Indah L Mursyidah, "Garbage Education Song as a Media to Build Environmental Care Character in Early Childhood," *International Journal of Multicultural and Multireligious Understanding* 10, no. 6 (2023): 414, <https://doi.org/10.18415/ijmmu.v10i6.4882>; Siti Hodijah and Leli Kurniawati, "Teachers' Understanding on Music for Early Childhood," 2021, <https://doi.org/10.2991/assehr.k.210322.034>; Evie Destiana, "Songs as a Means to Convey Education Messages for Early Childhood Students," *Ejheaa* 1, no. 2 (2024): 326–29, <https://doi.org/10.61796/ejheaa.v1i2.361>; Fuente and Gillanders, "Songs and Singing Songs in Early Childhood Education: A Review of Spanish Curriculum Policy."

¹⁸ Mumu Zainal Mutaqin et al., "Factors in Religious Culture to Increase Tolerant Attitude of Gen-Z Among Urban Muslims," *Akademika: Jurnal Pemikiran Islam* 29, no. 1 (2024): 73–86, <https://doi.org/https://doi.org/10.32332/akademika.v29i1.9145>.

¹⁹ Elvi Citraresmana and Lusi Susilawati, "Investigating the Sundanese Traditional Cuisine Proper Names Through Cognitive Linguistic Study for Sundanese Language Learning," *English Review Journal of English Education* 10, no. 3 (2022): 1077–84, <https://doi.org/10.25134/erjee.v10i3.6725>; Sakhiseni J Yende, "Effectiveness of Music Education in Developing and Fostering Reading and Writing for Learners," *Reading & Writing* 14, no. 1 (2023), <https://doi.org/10.4102/rw.v14i1.425>; Ni Luh Ayu Budi Hari Ningsih, "The Importance of Game-Based Learning in English Learning for Young Learners in the 21st Century," *The Art of Teaching English as a Foreign Language* 4, no. 1 (2023): 25–30, <https://doi.org/10.36663/tatefl.v4i1.492>; Julia H Howe, "Enhancing Tonal-language Learning Through Music: A Review of Experimental Methods and Melodic Intonation Therapy Influences," *Review of Education* 12, no. 2 (2024), <https://doi.org/10.1002/rev3.3480>.

had homogeneous variances. This indicates that both groups had similar characteristics, allowing for objective evaluation of the intervention. However, the insignificant posttest results suggest that the singing method intervention did not provide an advantage over the conventional method. This corresponds with the view of ²⁰, who state that the effectiveness of a teaching method should be evaluated based on significant learning outcomes, not just theoretical assumptions.

The research results show that the average Sundanese language skills in the experimental group were not significantly better than those in the control group. This suggests that the conventional method is also equally effective in developing early childhood language skills. Conventional methods, such as lectures or pronunciation exercises, remain relevant when applied consistently and according to the students' needs²¹. According to Vygotsky ²², social interaction and teacher guidance play an essential role in early childhood learning. In other words, the success of learning is determined not only by the method used but also by the quality of interaction and student engagement in the learning process. Based on the research findings, further evaluation and development are needed for the application of the singing method in Sundanese language learning. The songs used should be tailored to the learning needs, with lyrics that are easy to understand and accompanied by other activities, such as movement or games ²³. Additionally, the intervention should be conducted

²⁰ Tati Hartati, Sopiah, and Muchamad Fauyan, "Peningkatan Kemampuan Berbahasa Sunda Anak Usia Dini Melalui Metode Permainan Tradisional Di RA At-Taqwa Arcamanik Bandung."

²¹ Sainee Tamphu et al., "Building Bridges to the Future of Learning: Exploring Artificial Intelligence Research Using R-Studio Assisted Bibliometrics," *Cogent Education* 11, no. 1 (2024), <https://doi.org/10.1080/2331186X.2024.2417623>.

²² Sjafiatul Mardiyah, Wiwin Yulianingsih, and Lestari S R Putri, "Sekolah Keluarga: Menciptakan Lingkungan Sosial Untuk Membangun Empati Dan Kreativitas Anak Usia Dini," *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini* 5, no. 1 (2020): 576, <https://doi.org/10.31004/obsesi.v5i1.665>; Pahlita R Ramadhani and Puji Y Fauziah, "Hubungan Sebaya Dan Permainan Tradisional Pada Keterampilan Sosial Dan Emosional Anak Usia Dini," *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini* 4, no. 2 (2020): 1011, <https://doi.org/10.31004/obsesi.v4i2.502>; Alfiani V Sutanto, "Hubungan Antara Interaksi Sosial Dengan Kemampuan Turn Taking Anak Usia Prasekolah Di Pekanbaru," *Jurnal Terapi Wicara Dan Bahasa* 1, no. 1 (2022): 113–26, <https://doi.org/10.59686/jtwb.v1i1.26>; Siti Rahmi, "Bimbingan Dan Konseling Di Taman Kanak-Kanak," 2021, <https://doi.org/10.52574/syiahkualauiversitypress.238>; Fitri S Waruwu, "Pendekatan Pembelajaran Dalam Menstimulasi Kemampuan Interaksi Sosial Anak Di Taman Kanak-Kanak Pembangunan Laboratorium Universitas Negeri Padang," *Al-Hikmah Indonesian Journal of Early Childhood Islamic Education* 6, no. 02 (2022): 188–203, <https://doi.org/10.35896/ijecie.v6i02.390>.

²³ Ananda I Gita, Nyoman K Wedhanti, and Luh G R Budiarta, "Song for Teaching English Vocabularies in the Fourth Grade Students," *Jurnal Pendidikan Bahasa Inggris Undiksha* 9, no. 2 (2021): 164, <https://doi.org/10.23887/jpbi.v9i2.35850>; Ketut M Dewi, "An Analysis of the Language Styles Used in Conversation Between Craft Traders and Foreigners in Sukawati Market," *Jurnal Pendidikan Bahasa Inggris Undiksha* 10, no. 1 (2022): 94–99, <https://doi.org/10.23887/jpbi.v10i1.48671>; Nur Fajrie, "Natural Material-Based Art Learning Model Increases Aesthetic Experiences in Early Childhood," *Jurnal Pendidikan Anak Usia*

over a more extended period to achieve more significant results. This is supported by ²⁴, who state that repetitive and consistent learning is essential for developing children's abilities

Conclusion

This study seeks to evaluate the effectiveness of the singing method using the Sundanese language in improving early childhood's Sundanese language skills. The pretest results indicated that the initial abilities of both the experimental and control groups were relatively similar, with no significant difference in their average scores. Additionally, normality and homogeneity tests confirmed that the data from both groups were normally distributed and had homogeneous variances, suggesting that their initial conditions were equivalent. Following the intervention, the posttest results revealed an increase in Sundanese language skills in both groups. However, the difference between the experimental and control groups was not statistically significant, indicating that the singing method did not yield a greater impact than the conventional approach. Several factors, such as the duration of the intervention, the design of the songs, and student engagement during the learning process, may have influenced these findings. Thus, the singing method still holds potential as an enjoyable learning alternative but requires further development to become more effective. Adjusting the songs, integrating it with other methods, and more intensive implementation could be strategic steps to optimize this method. Additionally, it is crucial for educators to ensure that the methods applied are relevant to the students' needs and support holistic language development.

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²⁴ Joo et al., "The Literacy-Enhancing Potential of Singing Versus Spoken Language in Public Library Storytimes: A Text Analytics Approach"; Monroe et al., "The Effects of Choral Singing on Communication Impairments in Acquired Brain Injury: A Systematic Review."

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