

Perbedaan perolehan 'theory of mind' anak monolingual dan bilingual usia prasekolah = Comparing theory of mind in monolingual and bilingual preschool children / Listiyani Wahyuningsih

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Abstrak

ABSTRAK

Theory of Mind merupakan dasar yang penting untuk perkembangan kompetensi sosial anak. Selain itu, Theory of Mind juga dibutuhkan dalam pencapaian prestasi akademik anak di sekolah. Seiring dengan adanya globalisasi, di Indonesia banyak berdiri sekolah dengan program bilingual (sekolah yang menggunakan dua bahasa), dan banyak diberikan kepada anak bahkan sejak usia dini. Penelitian sebelumnya menyebutkan bahwa bahasa merupakan salah satu faktor yang berpengaruh terhadap Theory of Mind anak. Perbedaan jumlah bahasa juga dianggap berpengaruh terhadap perolehan Theory of Mind anak, karena ada perbedaan kemampuan pemahaman kosakata dan kemampuan metalinguistic antara anak monolingual dan bilingual. Oleh karena itu, penelitian ini dilakukan untuk melihat perbedaan perolehan Theory of Mind anak monolingual (Indonesia) dan bilingual (Indonesia-Inggris). Lima konsep Theory of Mind task diujikan kepada 55 anak monolingual dan 55 anak bilingual usia prasekolah. Hasil penelitian menunjukkan bahwa tidak ada perbedaan signifikan pada perolehan skor keseluruhan antara anak monolingual dan bilingual ($t = 1,210, p < 0,05$). Akan tetapi, pada pengukuran lima konsep Theory of Mind, terdapat perbedaan yang signifikan pada konsep hidden emotion antara anak monolingual dan bilingual, dimana anak monolingual lebih unggul dalam konsep hidden emotion dibandingkan anak bilingual ($t = 2,726, p < 0,05$).

ABSTRACT

Theory of Mind is an important fundamental for the development of social competence of children. In addition, Theory of Mind is also needed in the academic achievement of children in school. Along with globalization, in Indonesia established schools with bilingual programs (schools using two languages), and given to children even at an early age. Previous research states that language is one of the factors that influence children's Theory of Mind. Differences in the number of languages is also considered influential on the acquisition of Theory of Mind children, because there are differences in the ability of understanding the vocabulary and metalinguistic ability between monolingual and bilingual children. Therefore, this study was conducted to see the difference of acquisition Theory of Mind between monolingual children (Indonesia) and bilingual children (Indonesian-English). Five Theory of Mind concept of task tested on 55 children 55 children monolingual and bilingual preschool. The results showed that there was no significant difference in the overall score gains between monolingual and bilingual children ($t = 1.210, p < 0.05$). However, the measurement of five concepts Theory of Mind, there are significant differences in the concept of hidden emotion between monolingual and bilingual children, monolingual children superior in the concept of hidden emotion than the bilingual children ($t = 2.726, p < 0.05$).