

ABSTRAK

Penelitian ini dilatarbelakangi oleh fenomena munculnya percakapan imajiner pada anak usia dini dalam kegiatan bermain peran. Fenomena tersebut menunjukkan bahwa anak mampu membangun komunikasi simbolik melalui pengalaman, memori, bahasa, dan imajinasi. Penelitian ini bertujuan untuk mendeskripsikan konstruksi percakapan imajiner, mengidentifikasi unsur-unsur pembentuknya, serta menjelaskan proses interaksi imajiner yang terjadi pada anak usia dini dalam kegiatan bermain peran. Penelitian menggunakan pendekatan kualitatif dengan metode deskriptif di Kelompok Bermain (KB) Wadas Kelir Purwokerto. Informan penelitian terdiri atas 12 anak usia dini dan 2 guru. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan berdasarkan Teori Interaksi Imajiner (*Imagined Interaction Theory*) James M. Honeycutt. Hasil penelitian menunjukkan bahwa anak mampu mengonstruksi percakapan imajiner dengan menciptakan tokoh, menentukan peran, menyusun dialog, dan mengembangkan alur cerita sesuai situasi yang dibayangkan. Percakapan imajiner dibentuk oleh pengalaman, memori, imajinasi, kemampuan berbahasa, serta lingkungan sosial yang memberikan berbagai stimulus. Proses interaksi imajiner berlangsung melalui penerimaan stimulus yang diolah menjadi komunikasi simbolik melalui bahasa, ekspresi, gerak tubuh, dan permainan peran. Temuan ini memperluas penerapan Teori Interaksi Imajiner dalam kajian komunikasi anak usia dini.

Kata kunci: percakapan imajiner, anak usia dini, bermain peran, komunikasi simbolik, Teori Interaksi Imajiner.

ABSTRACT

This study was motivated by the phenomenon of imaginary conversations among young children during role-playing activities. This phenomenon demonstrates that children are capable of constructing symbolic communication through experience, memory, language, and imagination. The study aims to describe the construction of imaginary conversations, identify their constituent elements, and explain the process of imaginary interaction occurring in young children during role-play. A qualitative approach with a descriptive method was employed at the Wadas Kelir Playgroup in Purwokerto. The study participants consisted of 12 young children and two teachers. Data were collected through observation, interviews, and documentation, and subsequently analysed using data reduction, data presentation, and conclusion-drawing techniques based on James M. Honeycutt's Imagined Interaction Theory. The results indicate that children can construct imaginary conversations by creating characters, assigning roles, formulating dialogue, and developing storylines based on imagined situations. These imaginary conversations are shaped by experience, memory, imagination, language skills, and a social environment that provides various stimuli. The process of imaginary interaction unfolds through the reception of stimuli, which are transformed into symbolic communication via language, expressions, gestures, and role-play. These findings extend the application of Imagined Interaction Theory to the study of communication among young children.

Keywords: imaginary conversation, young children, role-play, symbolic communication, Imagined Interaction Theory.