

ABSTRAK

Sumirat. 2026. *Stimulasi Kemampuan Berbicara Anak dengan Speech Delay Melalui Metode Bermain Peran (Studi Kasus di PAUD Inklusi TKIT Ash-Shofa Kec. Kawedanan Kab. Magetan)*. Skripsi. Program Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan dan Ilmu Pendidikan, Universitas PGRI Madiun. Pembimbing (I) Dian Ratnaningtyas Afifah, S.Psi., M.Psi., Pembimbing (II) Dr. Rosyida Nurul Anwar, S.Pd., M.Pd.I.

Penelitian ini bertujuan untuk mendeskripsikan stimulasi kemampuan berbicara anak dengan *speech delay* melalui metode bermain peran serta kemampuan berbicara anak selama mengikuti kegiatan bermain peran di PAUD Inklusi TKIT Ash-Shofa Kecamatan Kawedanan Kabupaten Magetan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian adalah seorang anak laki-laki berusia 5 tahun 8 bulan yang mengalami *speech delay*. Sumber data dalam penelitian ini adalah anak sebagai subjek penelitian dan guru kelas. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Keabsahan data dilakukan melalui triangulasi teknik dan triangulasi sumber. Analisis data dilakukan melalui kondensasi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa stimulasi kemampuan berbicara anak dengan *speech delay* melalui metode bermain peran dilakukan melalui kegiatan bermain dengan tema yang dekat dengan kehidupan anak, penggunaan benda konkret dan properti permainan, pemberian contoh pengucapan serta bimbingan guru, dan kegiatan dalam kelompok kecil. Kegiatan bermain peran memberikan kesempatan kepada anak untuk mendengar, meniru, dan menggunakan bahasa dalam situasi bermain yang bermakna. Kemampuan berbicara anak selama mengikuti kegiatan bermain peran menunjukkan perkembangan secara bertahap. Anak yang pada awalnya lebih banyak menggunakan komunikasi nonverbal mulai menggunakan komunikasi verbal berupa kosakata dan frasa sederhana. Anak mulai mampu mengucapkan beberapa kata dan menggabungkan dua kata, serta memberikan respons verbal sesuai dengan konteks kegiatan bermain. Meskipun demikian, kemampuan berbicara anak masih memerlukan stimulasi secara berkelanjutan karena beberapa pengucapan belum jelas dan kemampuan berbicara belum berkembang secara optimal.

Kata Kunci: Kemampuan Berbicara, Speech Delay, Metode Bermain Peran

ABSTRACT

Sumirat. 2026. *Stimulating the Speaking Skills of a Child with Speech Delay through the Role-Playing Method (A Case Study at the Inclusive Early Childhood Education Center TKIT Ash-Shofa, Kawedanan District, Magetan Regency)*. Undergraduate Thesis. Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas PGRI Madiun. Supervisor (I) Dian Ratnaningtyas Afifah, S.Psi., M.Psi., Supervisor (II) Dr. Rosyida Nurul Anwar, S.Pd., M.Pd.I.

This study aims to describe the stimulation of speaking skills for a child with speech delay using the role-playing method, as well as the child's speaking abilities during role-playing activities at the inclusive early childhood education center (PAUD) TKIT Ash-Shofa, Kawedanan District, Magetan Regency. The study employs a qualitative approach using a case study design. The research subject is a boy, aged 5 years and 8 months, who experiences speech delay. Data sources include the child (the research subject) and the classroom teacher. Data collection techniques involved observation, interviews, and documentation. Data validity was ensured through technique triangulation and source triangulation. Data analysis was conducted through data condensation, data display, and conclusion drawing.

The results indicate that stimulating the speaking skills of a child with speech delay through role-playing was achieved by using themes relevant to the child's daily life, utilizing concrete objects and props, providing pronunciation examples and teacher guidance, and conducting activities in small groups. Role-playing activities provided opportunities for the child to listen to, imitate, and use language within a meaningful play context. The child's speaking skills showed gradual improvement during the role-playing activities. Initially relying heavily on nonverbal communication, the child began to use verbal communication, demonstrating comprehension and the use of simple phrases. The child became able to articulate specific words, combine two words, and provide verbal responses appropriate to the context of the play activities. Nevertheless, the child's speaking skills still require ongoing stimulation, as some pronunciations remain unclear and speaking abilities have not yet fully developed to an optimal level.

Keywords: *Speaking Ability, Speech Delay, Role-Playing Method*