

## ABSTRACT

**Retno Laily Damayanti**, 2025. *Improving Speaking Skills Through the Time Token Learning Model in Fifth-Grade Students of SDN 1 Somoroto, Kauman District, Ponorogo Regency, Academic Year 2024/2025*. Thesis. Madiun: Master of Indonesian Language and Literature Education Study Program, Graduate Faculty, Universitas PGRI Madiun. Supervisors: (I) Dr. Dwi Setyadi, M.M., (II) Dr. Panji Kuncoro Hadi, S.S., M.Pd.

**Keywords:** *Speaking Skills, Time Token Model*

This study aims to improve speaking skills through the time token learning model in fifth-grade students of SDN 1 Somoroto, Kauman District, Ponorogo Regency, Academic Year 2024/2025.

This study is a Collaborative Classroom Action Research (CLAR). The research was conducted by the researcher in collaboration with the teacher. The researcher acted as an observer, and the teacher acted as the implementer of the learning activities. The research subjects were 22 fifth-grade students at SDN 1 Somoroto, with the object of study being speaking ability using the time token model. This study took place in two cycles, using data collection techniques such as observation, speaking ability assessment sheets, interviews, and questionnaires. The data obtained were analyzed descriptively using qualitative and quantitative methods.

The results showed that students' speaking ability improved through the implementation of the time token model. This improvement included improvements in the learning process and product. The improvement in the process was evident in the increase in student activity. During the pre-action, most students paid less attention to the teacher's explanation and were seen joking with their friends. After the implementation of the time token model, in cycle I, students appeared more focused and enthusiastic in participating in the learning process. In cycle II, students became increasingly focused, motivated, and active in participating in the learning process, and students became more fluent in expressing their opinions and responding. Meanwhile, the improvement in the product was evident in the increase in students' average scores in cycle I, which increased to 74.45 with a completion percentage of 54.5%, and in cycle II, the average score increased to 82.27 with a completion percentage of 91%.

## ABSTRAK

**Retno Laily Damayanti**, 2025. *Peningkatan Kemampuan Berbicara Melalui Model Pembelajaran Time Token Pada Siswa Kelas V SDN 1 Somoroto Kecamatan Kauman Kabupaten Ponorogo Tahun Pelajaran 2024/2025*. Tesis. Madiun: Program Studi Magister Pendidikan Bahasa dan Sastra Indonesia, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Dwi Setyadi, M.M, (II) Dr. Panji Kuncoro Hadi, S.S., M.Pd.

**Kata kunci:** Kemampuan Berbicara, *Model Time Token*

Penelitian ini bertujuan untuk meningkatkan kemampuan berbicara melalui model pembelajaran *time token* pada siswa kelas V SDN 1 Somoroto Kecamatan Kauman Kabupaten Ponorogo Tahun Ajaran 2024/2025.

Penelitian ini merupakan Penelitian Tindakan Kelas Kolaboratif. Penelitian dilakukan oleh peneliti yang berkolaborasi dengan guru. Peneliti berperan sebagai pengamat dan guru berperan sebagai pelaksana kegiatan pembelajaran. Subjek penelitian adalah siswa kelas V SDN 1 Somoroto yang berjumlah 22 siswa dengan objek penelitian kemampuan berbicara melalui model *time token*. Penelitian ini berlangsung dalam dua siklus yang menggunakan teknik pengumpulan data berupa observasi, lembar penilaian kemampuan berbicara, wawancara, dan angket. Data yang diperoleh dianalisis secara deskriptif kualitatif dan deskriptif kuantitatif.

Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat melalui penerapan model *time token*. Peningkatan tersebut meliputi peningkatan proses dan produk pembelajaran. Peningkatan proses terbukti dari meningkatnya aktivitas siswa, pada saat pra tindakan sebagian besar siswa kurang memperhatikan penjelasan dari guru dan terlihat bercanda dengan temannya. Setelah diadakan tindakan dengan model *time token* pada siklus I siswa terlihat lebih fokus memperhatikan penjelasan dari guru dan lebih bersemangat mengikuti pembelajaran dan pada siklus II siswa semakin terlihat fokus, termotivasi, dan aktif mengikuti pembelajaran serta siswa lebih lancar dalam berpendapat dan memberi tanggapan. Sedangkan, peningkatan produk terlihat dari peningkatan nilai rata-rata siswa pada siklus I nilai rata-rata meningkat menjadi 74,45 dengan persentase ketuntasan sebesar 54,5%, dan nilai rata-rata pada siklus II meningkat menjadi 82,27 dengan persentase ketuntasan sebesar 91%.