

The Effect of Teaching Techniques (Storytelling and Show-and-Tell) and Students' Personality on Students' Speaking Skill

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ABSTRACT

The purpose of this study is to investigate the effect of teaching techniques (Storytelling and Show-And-Tell) and students' personality on students' speaking skill at the third grade students of Islamic Senior High School 69 Persis Matraman Jakarta. This research used a quantitative quasi experimental approach using factorial design. In collecting the data this research used speaking test and questionnaire. The hypothesis analysis used two ways anova. Finding of this study showed that there is no significant difference between the students who use teaching technique by using storytelling and those who use show-and-tell on students' speaking skill. Moreover, there is also no significant difference of introvert and extrovert student on student's speaking skill. Furthermore, the last finding shows, there is no significant interaction between both teaching techniques and students' personality on students' speaking skill.



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INTRODUCTION

English is an important language in the world for it is used as an international language. It has significant influence in the world because it can be used to take and receive much information, especially in education domain. Related to the aspect of education, English is needed to be mastered by students in order to be able to communicate either in written or spoken forms. Speaking is a kind of English skill; many people say that this skill is a part of the most difficult English skill. A lot of people recognize that speaking in a new language is harder than others like reading, listening or writing. This happens for two reasons. First, unlike reading or writing, the people feel that the speaking is very difficult because it happens in real time: usually the person we are talking to is waiting for us to speak right then. Second, the speaking that has given to the hearer, it cannot be repeated anymore. For example, when we speak, we cannot edit and revise what we wish to say, as we can if we are writing.

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English has been taught from elementary to Senior High School; unfortunately, in fact the students' speaking skill in Senior High School is still low, especially the school that is being taught by researcher now, there are many students cannot communicate in English correctly. They cannot communicate in good English. Sometimes they are not confident enough to speak English when they face English lesson in the class. This condition made the use of spoken language in English is avoided by the students in their habit. The specific problem in the field showed that the students' pronunciation, fluency and vocabulary are low. This problem happens because the students never practice a lot and the teachers often neglect pronunciation during teaching process, while the low of vocabulary is because the students are too lazy to open the dictionary and they are too difficult to access the interesting English material.

Furthermore, the professionalism of teacher is needed because teaching and learning process would be more interesting if the teachers can create an attractive atmosphere in the class and use appropriate teaching technique. Appropriate teaching technique helps students to the betterment in mastery of this skill. Two examples of the appropriate technique on developing students' speaking skill are storytelling and show-and-tell. Storytelling has a general function in language and also one of the main ingredients of casual conversation. In this case the students can learn through their stories not only practice an essential skill, but they can also get to know one another because they are their stories.

Thornbury (2005: 95) says:

Each of us is a singular narrative, which is constructed continually, unconsciously by, through, and in us – through our perceptions, our feelings, our thoughts, our actions; and, not least, our discourse, our spoken, narrations. Biologically, we are not so different from each other; historically, as narratives – we are each of us unique.

Furthermore, this research is included the students' personality as psychology factor, exactly extrovert and introvert. Those factors are assumed could contribute to improve speaking skill. The researcher also believes that the students who have extrovert's personality are better in speaking than students who have introvert's personality. Suparman (2010: 69) mentions in his book: "it is imaginable that extroversion may be a factor in the speaking of a foreign language (FL), but not in aural and reading comprehension, nor in writing." Lawrence and Oliver (1997: 237) state in contrary that introverts do better in school than extroverts, particularly in more advanced subject. It is happening because the students whose learning style are introvert tend to think or reflect first when they want to learn and know something.

Based on the problems, the research questions for this study can be formulated as follow: 1) Is there a significant difference between the students who use the storytelling and those who use the show-and-tell on their speaking skill? 2) Is there a significant difference of introvert and extrovert students in relation with their speaking skill? 3) Is there a significant interaction between teaching techniques (storytelling and show-and-tell) and students' personality (extrovert and introvert) to improve students' speaking skill?

Storytelling

Storytelling is the technique that can be used by the students in learning English, especially in learning speaking. It has universal function of language, students can tell about the story that they prepare before just like the story related to the legend, folktale, or even their own story because basically each of us is singular narrative. According to Thornbury (2005: 95) "Storytelling is a universal function of language and one of the main ingredients of casual conversation"

Additionally, Maynard (2009: 6-7) says that the storytelling technique might support the students to share experience and learn from other, wisdom, beliefs, and values. Besides that, the stories that they told will build blocks of knowledge and it is the foundation of memory and learning, stories connect to people and events in the past, present and the future. In agreement to Maynard (2005)

that through stories the people can communicate their experience, so this is the way for the people to convey their experiences each other, the way to comprehend the experience of others, the way they liberate their imaginations, and the way they make senses of the word and they own position. Furthermore, there are some understandings about storytelling, the activity of storytelling is influenced by people that held the story, this activity involves storyteller and story listeners. In this case the writer emphasized that the story has its own component: storyteller, story listener and a topic. Generally, most of the stories are taken from the real life.

Based on the statements above, the researcher defined that storytelling is one of teaching technique for students to be chosen in order to improve their speaking. This technique will make the student active to convey their utterance in sequence utterances and they perform in front of the class, this technique is very essential role supporting the success of teaching and learning process. The relation of this technique in teaching and learning process of speaking is very essential and significant.

Maynard (2009: 15) states that storytelling has an important role in teaching process, thus a lot of students remember what they learn easily when it is told in a narrative way. Some benefits of storytelling technique are as follows: first, it sparks students' imagination and interest in the language skills. Second, it builds vocabulary, comprehension, story sequencing. The last, it improves listening and oral communication skills.

She also added that storytelling offers teachers a chance to explore into their students' background experience, she also mentioned some benefits of the storytelling technique, for example the learners may gain verbal skills' that can improve the ability to resolve interpersonal discussion and many other skills. Furthermore, it also will encourage the imagination by either not only in speaking but also in listening. She also mentioned that storytelling may help the learners think about new ideas and build self-confidence. Finally, it may help the learners learn from others' experience and other's wisdom in behaving in such situation.

Show-And-Tell

Thornbury (2005: 94) explains that show-and-tell is kind of presentation or talk that can be used by the students in learning process. He also says that show-and-tell is part of speech event. The learners present their presentation in real life; this is excellent preparation for real life speaking. Besides the learners will present their presentation, in show-and-tell, the audiences also have questions for them.

In addition, Thornbury (2005: 94) also explains that students who are unfamiliar with this format, it is a good idea if the teacher models a show-and-tell themselves.

In American schools, generally the first experience of public speaking is by Show-and-Tell, where a student stands in front of the class with something brought from home and tells it to his or her classmates. The student obtains experience and confidence in their speaking, and provides entertainment to the classroom audience. Many conference sessions follow this same format. A presenter imparts information by showing and telling to the audience, so this technique also is considered to be implemented in teaching foreign language because this technique can help the student be able to demonstrate a comprehending of listening and speaking skill for effective communication. For example, in Senior High School, students must learn to speak clearly, guide the audience to understand important ideas, describe people, place, things, and location.

Generally, an item as the show-and-tell topic is brought by the students from home and then the topic itself is explained by them in class. The topic areas in show-and-tell teaching technique are taken from things such as hobbies, sport, holiday, family, and work, but the focus is specified to the object or image. Just like hobby, when hobby is taken as the topic, so a specific object is taken by the student from their hobby. The hobby itself is formed of what they have done in their free time, for example: singing, watching, reading novel or story, playing tools of music, and so on. Furthermore,

for the students who are unfamiliar with this format, show-and-tell of themselves could be modeled as a topic.

Thornbury (2005: 94) adopts and develops the topic of show-and-tell as follow:

Table 1. The Topic Areas of Show-and-Tell

No.	Topic	Object	Specific object
1	Hobbies	Singing, watching movie, listening music, reading novel or story, playing piano or guitar.	Talking about narrative story, talking about favorite singer, talking about guitar, etc.
2	Sport	Football, basketball, volleyball, badminton, tennis, chess, etc.	Talking about favorite sport, talking about favorite player, talking about basketball is my favorite sport.
3	Holiday	Beach, mountain, park, museum, history place, etc.	Talking about vacation to the beach, museum, temple, etc.
4	Family	House and Family.	Talking about favorite place at home, talking about family: parents, brother, and sister.
5	Work	Profession dreams and hopes in the future.	Talking about favorite profession: doctor, teacher, police, army, nurse, etc. Talking about what I want to be like when I grow up.

Personality

Murphy in Oliver et al (2001: 7) defined personality as the “sum of all of an individual’s traits”. Basically he is saying that everybody has complex trait. It happens because everybody was born in different background like family, environment, education, etc. The trait of individual will determine the achievement especially in learning because the appropriate of teaching technique depends on student’s personality. In the other word, the students will be better if the teacher gives the teaching technique based on their personality.

In Zoltan’s (2005: 10) view, personality is defined as the majority individual characteristic of human being. As the best god’s creature, the human being has complex individual character. These characters will determine their way to success, one of them is success at education domain. Although many people have never said directly that student’s personality cannot determine their success in learning, but the researcher believe that personality of student has big role in learning process. It can be proven by the example if a teacher is able to select the suitable technique in teaching, and then he/she is smart in choosing teaching techniques for student which those techniques are appropriate with their personality, so it can be said that the process of learning will be more successful because students who has different personality will feel comfort with suitable teaching technique given.

As the prominent expert, Pervin and John (2001; 3) put this, “personality is the part of the field of psychology that most consider people in their entirety as individual and as complex being”. They also add that personality represents those characteristics of someone that involve feeling, thinking, and behaving.

Based on the definitions above, the researcher concludes that personality is the overall of individual characteristic of someone, and it is part of psychology factor that has important role in determining teaching technique. The use of teaching technique will be more appropriate if it is suitable and relevant with student’s personality.

There are two types of personality, introvert and extrovert.

Introvert

Introvert is one of dimension of personality type. It is a stereotype which indicates people who tend to be solitary than sociality. It is also known with the people whose character is quiet and calm. The

introvert people are reflected to the inventors and philosophers because they react to the external individually. So, they tend to reflect their subjective perceptions than objective facts. According to Jung in Fiest Jess (2006: 116) introversion is the turning inward of psychic energy with an orientation toward the subjective. Introverts are tuned in to their inner world with all its biases, fantasies, dreams and individualized perceptions. These people perceive the external world, but they do so selectively and with their own subjective view.

Based on the quotation about the introversion, so it can be said that introvert student is oriented to subjective experience. He/she tends to spend more time to the inner and private life. Besides, he/she is introspective with his/her internal life. Dealing with this, introvert student often appears aloof and unsocial.

Eysenck in Pervin Lawrence (1997: 234) defined that introvert students tends to be quite, introspective, reserved, reflective, distrustful of impulsive decision, and prefers a well-ordered life to one filled with chance and risk.

Dealing with this, it can be said that introvert students are kind of the students who tends to think or reflect first when he wants to learn and know something. They are assumed as 'slow people' because of their slow respond from something including learning. They also like to stay in their lonely time, even to get focus to do something; they require an amount of "private time". Thus, when they want to learn something, they need some time for solitary since they feel it will make them more focus. Moreover, they prefer one to one communication and relationship. Therefore, they are quite hard to socialize in the community.

Extrovert

Jung in Fiest (2006: 116) says "extroversion is the attitude distinguished by the turning outward of the psychic energy so that a person oriented toward the objective and away from the subjective." Meanwhile, Eysenck in Pervin (1997: 234) stated that the typical extrovert is sociable, likes parties, has many friends, and craves excitement, act on the spur of the moment.

Based on the opinion about the extrovert above, so it can be said that extroversion is kind of learners who tends to focus the objective attitude while suppressing the subjective. It means that they are not reflected on their subjective opinion, but they make value judgments based on the objective data information.

The extrovert students are more influenced by their surrounding than by their inner world. They are active and flexible. Thus, they have no problem with the new situation since they are open-minded. Dealing with this, the extrovert students are easier to join learning communities. If they have some obstacles in learning, they can solve it out. However, it does not mean they are really good learners. Their impulsive character makes them be inconsistent with the situation, so that why they will focus in learning if there is some learning stimulation.

In one class, students have different personalities because they came from different environment. They also were born in different parents who grew them up automatically in different way. Different background will influence different personality. These differences would make colours in a class. These differences also make the teachers get the obstacle when they want to teach them like in a group. The way to solve this problem is by knowing the student's personality, so the teacher will be easier to select what kind of teaching technique used for the students in learning process.

Personality has important role to be considered in learning, especially in English learning. This is supported by Rebecca's statement (2003: 7) that personality is important style aspect for L2 education. Furthermore, Littauer (1996; 34) explained in his book that people who have extrovert personality tend to speak much than introvert. The extrovert personality also would speak louder than introvert personality.

Zoltan (2005: 16) mentioned in his book, that the aspects or dimensions of extrovert and introvert personality are divided to six dimensions, they are:

- 1) Warmth
This dimension refers that someone is said as extrovert or introvert can be seen by his or her warmth. Someone who really likes most of people who he or she meets can be categorized as an extrovert student. In contrary, someone who does not like meet people can be categorized as an introvert student.
- 2) Gregariousness
Gregariousness is kind of dimension of extrovert and introvert personality. An extrovert student tends easy to consort with the others around him or her. Generally, someone who has many friends is an extrovert because he or she really likes to have a lot of people around him or her. In contrary, someone who does not like to have a lot of people around him or her can be categorized as an introvert.
- 3) Assertiveness
An extrovert tends dominant, forceful and assertive. Usually he or she has power to resolve the problems or the obstacles that has happened. In contrary, an introvert tends having high consideration to solve the problem. He or she always considers more deeply and detail.
- 4) Activity
An extrovert tends look having good management. In his or her activity, he or she usually seems to be in hurry. Furthermore, an introvert tends look having standard management. An introvert tends cannot be comfort and cannot be able to concentrate his or her job in noise situation, so he or she really like to do her job in quiet situation.
- 5) Excitement-Seeking
An extrovert tends having good confidence. Of course he or she really likes to be where the action is. Furthermore, an introvert tends really likes to do everything alone without people around him or her.
- 6) Positive Emotions
Sometimes an extrovert bubbles with happiness. Usually he or she lets the others to know about his or her condition just like happiness or illness. Furthermore, an introvert tends look closed. Generally, he or she never shows their emotional condition differ with an extrovert.

Speaking

Brown (2001: 267) defines that speaking is a two-way information transfer process involving a number of speakers. It involves the context in which the speaking process *happens*. Generally, many people use speaking as a tool of communication in daily interaction, so the speaker and listener must be able to build up a mutual communication in speaking activity. Brown also explained that speaking is inseparable from communication in a way that it can be used to show feeling, tell thoughts, pose questions, ask for help, argue for opinions, persuade people, explain something and give orders.

Fisher and Frey (2007: 16) explain that speaking is the uniquely human act or process of sharing and exchanging information, ideas, and emotions using oral language. The goal of speaking is to achieve an interactive communication between the speaker and the listener. Teaching speaking is the activity where the teachers lead their students to improve their ability in expressing emotions, ideas or feeling orally.

Meanwhile, Kang in Richard (2003: 204) explains there are many factors that are considered in planning speaking course. She explained that speaking skill can be influenced by many factors. The first factor is by age; she told that age is one of the most commonly cited determinant factors of success or failure in L2 or foreign language learning. The second factor is by listening ability; she explained that there is little doubt that listening can be important in order to develop the speaking abilities because listening will be got from speaking. The third factor is by social culture knowledge; here she explained that foreign language learning or L2 can be affected by many cultural characteristic of a language. Language is a form of social action because linguistic communication happens in the context of structured interpersonal exchange, and meaning is thus socially regulated.

The last factor is by affective factor on the ability to speak a second or foreign language. These factors include emotions, self-esteem, empathy, anxiety, attitude, and motivation.

Brown (2004: 141) categorized basic types of speaking into five categories. They are: Imitative, Intensive, Responsive, Interactive, and Extensive.

1) Imitative

This is a basic type of speaking that imitates a word or phrase or possibly a sentence. Imitative is a phonetic level of oral production. Here, the lexical and grammatical of language might be included in the criterion performance. In imitative speaking, the learners will copy or reproduce the features of an original. In simple repetition task, the learners repeat the stimulus, whether it is a pair of words, a sentence, or perhaps a question to test for intonation production.

2) Intensive

Intensive speaking is the next step after imitative. To practice some phonological or grammatical aspects of language, so it should be designed by including any speaking performance. Intensive speaking can be self-initiated or it can even from part of some pair work activity, where learners are "going over" certain forms of language. The learners are prompted to produce short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. The assessment tasks of intensive speaking are direct response task, reading aloud, sentence and dialogue completion; limited picture-cued task including simple sequences; and translation up to the simple sentence level.

3) Responsive

A good deal of student speech in the classroom is responsive, short replies to teacher or students initiated question or comment. These replies are usually sufficient and do not extend into dialogues, such speech can be meaningful and authentic. For the assessment tasks, the teacher will give the learner such as interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments.

4) Interactive

Interactive speaking is more complex than responsive. Both of them have interaction, but for interactive speaking the interaction itself is long. The interaction could be taken into two forms exactly transactional and interpersonal. The transactional language has the purpose of exchanging specific information, and the interpersonal has the purpose of maintaining social relationships. The examples of interactive speaking are interview, role play, discussion and conversation, and games.

5) Extensive

This is the last of basic type of speaking that involve complex, relatively lengthy stretches of discourse. In extensive speaking the learner is prompted how to be a good speaker. The learners could do the monologue in extensive speaking such as speeches, oral presentation, retelling a story, and picture-cued storytelling.

Based on the basic types of speaking above, this research took the extensive speaking concept because storytelling and show-and-tell are kinds of monologue in speaking.

Furthermore, based on the sources which the researcher gets so far, he assumes that speaking consists of some elements such as:

1) Pronunciation

Richard and Renandya say (2003: 175): "Pronunciation also known as phonology includes the role of individual sounds and sound segments, that is, features at the segmental level, as well as supra segmental features such as stress, rhythm, and intonation".

2) Grammar

Grammar formed a correct sentence in a language like Thornbury (2001) explains in his book, grammar is the part of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of the rules that govern how a language's sentences are formed.

Furthermore, Richard & Renandya (2003: 145) argued that, if we know about the grammatical rule of the language, so we would be able to use it for communication.

3) Vocabulary/Diction

In Richard & Renandya's (2003: 255) view, "vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write".

4) Fluency

In order to be fluent, the learners should have fast speed of speaking and they should have small number of pauses. Thornbury (2005: 6-7) said pausing is equally important; to draw breath speakers need to pause their utterance even proficient speakers need to stop from time to time to allow an utterance formulation, they need to catch up with its conceptualization. In contrary, frequent pausing is a sign of struggling speaker. If the speakers produce words with many pauses no matter how accurate the words are, so the speakers will not be judged as fluent speaker.

METHOD

This research used a quantitative quasi experimental approach using Factorial Design. It gives the number of relationships that might be tested in an experimental study. In this case, the investigation was permitted to add the independent variables. Besides that, the other value of a factorial design allowed a researcher to study the interaction of an independent variable with one or more other variable. Considering the explanation that has been explained above, the researcher compared the effect of storytelling technique and show-and-tell technique on students' speaking skill and also wanted to investigate whether the students' speaking skill was also influenced by personality factor. In that case the personality factor was divided into introvert and extrovert personality. In order to answer the research question, this research design was presented as follows:

Table 2. The Experimental Design

RESEARCH DESIGN		Psychology Factor (Personality)	
		Extrovert B1	Introvert B2
Teaching Technique A	Technique 1 A1 (Storytelling)	A1B1	A1B2
	Technique 2 A2 (Show-and-tell)	A2B1	A2B2

Note:

A1B1 : The use of storytelling to Extrovert students

A1B2 : The use of storytelling to Introvert students

A2B1 : The use of show-and-tell to Extrovert students

A2B2 : The use of show-and-tell to Introvert students

Based on the design above, it was shown that there were three variables in this research. There were two independent variables and one dependent variable. The two independent variables were teaching technique (storytelling and show-and-tell as variable X_1) and personality as variable (X_2), and then the last for the dependent variable was the speaking skill (Y).

The subjects in this study are 60 students of MA Persis 69 Matraman Jakarta. The researcher took two classes to investigate this study. The researcher also used lottery for determining those classes. The lottery system is used in order to avoid favoritism when choosing the sample. There were 3 classes of class XII in MA Persis 69 Matraman East Jakarta. They are XII science, XII social, and XII religion. The population of this research was 128 students, and the sample of this research was 60 students.

Based on the lottery system, the researcher got two classes selected. Both classes were class XII science as an experimental class by using storytelling technique, and class XII social as an experimental class by using show-and-tell technique. In order to be balance, the researcher didn't take all the students in the selected classes as the sample. The researcher did it because the sum of student of both classes was different. There were 41 students who sat at class XII science, and 45 students who sat at class XII social. The researcher took 30 students at class XII science as an experimental class by using show-and-tell technique, and then 30 students at class XII social as an experimental class by using storytelling technique.

Table 3. The Data of XI Grade Students of MA 69 Persis Matraman Jakarta

Class	Number of Students	Number of Sample	Note
XII (Science)	41	30 Students	Experiment class by using storytelling
XII (Social)	45	30 Students	Experiment class by using show-and-tell
XII (Religion)	42	-	Try out for measuring validity and reliability test
Total	128	60 Students	

Furthermore, the technique of collecting the data in this research through two instruments, those were questionnaire and test. Both of them have been tested in validity and reliability test. Questionnaire was used to measure the students' personality and speaking test was used to measure the students' speaking skill.

In order to convince of getting speaking test data, the researcher used video recorder and transcript during the time of the speaking test. Video recorder was used for measuring fluency and pronunciation, and transcript was used for measuring grammar and diction. Questionnaire was used to measure the students' personality. It was used to measure the students whether their personality are introvert or extrovert.

Although both storytelling and Show-and-tell are considered as the appropriate technique in teaching speaking, these techniques have differences in their application. The following table shows the differences of both techniques.

Table 4. The Differences of Both Techniques (Storytelling & Show-and-Tell)

No.	Storytelling	Show-and-tell
1.	In this technique students were given text (narrative text). The texts were taken from British Council by the themes as follows: 1. Little Red Riding Hood 2. Jack and Bean Stalk	In this technique students were given text (narrative text). The texts were taken from British Council by the themes as follows: 1. Little Red Riding Hood

No.	Storytelling	Show-and-tell
3.	Goldilocks and the Three Bears	2. Jack and Bean Stalk
4.	Playground story	3. Goldilocks and the Three Bears
		4. Playground story
2.	Students were divided into 4 groups and the story was divided into 4 sections. Each group would be given the story that had divided before. And then each group would share the story to the other groups until all of groups memorized whole of the story.	Students were not divided into groups, but they were given the random pictures, and then they would arrange those pictures into narrative sequence picture.
3.	Students retell word by word, sentence by sentence and paragraph by paragraph from the whole of the story given	Students find out the suitable sentence of each picture slides by their own words. Teacher could help them if they want to.
4.	Students delivered the story without looking the text.	Students delivered the story by showing the pictures.

Furthermore, the first step in this research is started by calculating the validity and reliability of instruments. This research also uses interrater reliability by Cohen's Kappa formula in calculating speaking test both in validity-reliability and after posttest. Interrater reliability is purposed to examine the agreement between two examiners on giving the score are consistent. Here the writer involved the other examiner besides himself as the first examiner.

Table 5. The Steps of Research Activity of Each Class

No	Class	Steps of the Research						
		Reliability & Validity Instrument	Interrater Reliability 1	Treatment	Post Test	Interrater Reliability 2	Normality & Homogeneity	Hypothesis
1.	XII science	x	x	✓	✓	✓	✓	✓
2.	XII social	x	x	✓	✓	✓	✓	✓
3.	XII Religion	✓	✓	x	x	x	x	x

RESULT AND DISCUSSION

The data gained by the student after undergoing the treatment is presented in the following table.

Table 6 Description of the data 1

No	IPS		IPA	
	A1B1	A1B2	A2B1	A2B2
1	60,00	67,50	80,00	97,50
2	75,00	75,00	70,00	92,50
3	95,00	57,50	92,50	90,00
4	75,00	77,50	85,00	77,50
5	55,00	72,50	75,00	80,00
6	82,50	57,50	72,50	72,50
7	67,50	75,00	70,00	75,00
8	95,00	80,00	65,00	77,50
9	80,00	70,00	82,50	92,50
10	77,50	62,50	92,50	80,00
11	92,50	92,50	85,00	80,00
12	92,50	90,00	60,00	77,50
13	82,50	77,50	75,00	85,00
14	82,50	80,00	95,00	82,50
15	77,50	72,50	75,00	67,50
	79,33	73,83	78,33	81,83

Table 7 Description of the data 2

TEACHING TECHNIQUE		PERSONALITY					
		B					
		Extrovert 1			Introvert 2		
A	1 STORYTELLING	60,00	75,00	95,00	67,50	75,00	57,50
		75,00	55,00	82,50	77,50	72,50	57,50
		67,50	95,00	80,00	75,00	80,00	70,00
	2 SHOW-AND-TELL	77,50	92,50	92,50	62,50	92,50	90,00
		82,50	82,50	77,50	77,50	80,00	72,50
		80,00	70,00	92,50	97,50	92,50	90,00
		85,00	75,00	72,50	77,50	80,00	72,50
		70,00	65,00	82,50	75,00	77,50	92,50
		92,50	85,00	60,00	80,00	80,00	77,50
		75,00	95,00	75,00	85,00	82,50	67,50

A1B1: Storytelling - Extrovert

A1B2: Storytelling - Introvert

A2B1: Show-and-Tell - Extrovert

A2B2: Show-and-Tell - Introvert

The hypothesis test in this research used analysis of variance Two Ways Anova. Before do further analysis, this research needed to do Pre-Requirement of Research Analysis that covers normality and homogeneity test.

Table 8. The Statistical Analysis

No	Sample	STATISTICS								
		N	Mean	Std. Deviation	Normality		Homogeneity	Hypothesis		
					f	sig.		sig.	p – value	
1	2	3	4	5	6	7	8	9	10	
1.	Storytelling Extrovert	15	79.33	12.007	5	0.200				
2.	Storytelling Introvert	15	73.83	10.127	15	0.200				
3.	Show-and-tell Extrovert	15	78.33	10.380	5	0.200	0.686	0.193	0.708	0.096
4.	Show-and-tell Introvert	15	81.83	8.263	5	0.162				
Total		60	78.33	10.432						

All the data shows normal and homogen. They could be seen from the sig. values (0.200, 0.200, 0.200, 0.162 and 0.686) are higher than $\alpha = 0.05$. On the other hand, in hypothesis statistics, the first finding shows that there is no significant difference between the student who use teaching technique by using storytelling and those who use show-and-tell in students’ speaking skill. It could be seen from sig value = $0.193 > \alpha = 0.05$. The second finding also shows that there is no significant different of introvert and extrovert students in relation with their student’s speaking skill. It could be seen from sig value = $0.708 > \alpha = 0.05$. The last finding shows that there is no significant interaction between both teaching techniques and students’ personality to improve students’ speaking skill. It could be seen from sig value = $0.096 > \alpha = 0.05$.

From the result of analysis of the data, it could be interpreted as follow:

The first finding shows that there is no significant difference between the student who use teaching technique by using storytelling and those who use show-and- tell in students’ speaking skill. This is because of both techniques are appropriate in teaching speaking. This finding is also one line with the finding of the previous studies that both storytelling and show-and-tell improved the students’ speaking skill. Therefore, both techniques could be considered as the alternative way to improve the students in speaking skill.

The second finding shows that there is no significant difference of introvert and extrovert student in students’ speaking skill. It is possible because the theory about personality states that student’s personality in learning is to adjust which teaching technique is appropriate because different student in personality needs different teaching technique. It means personality doesn’t lead which one is better than another, but it is about which personality is appropriate with teaching technique or vice versa.

The third finding shows that there is no significant interaction between both teaching techniques and students’ personality to improve students’ speaking skill. It is possible because the process of teaching and learning speaking involves many things such as the teacher, the student, the environment, teaching media, teaching material, and so on. Harmer (2007: 345) explains there are many things that have to do by the teacher in teaching speaking, such as preparation, repetition, make a small and big group, and mandatory participation. Then he also explains (2007: 345-347) the

roles of the teacher could be a prompter, participant, and feedback provider. Furthermore, speaking skill is also influenced by students themselves. For example, if they have high motivation to study hard followed by having high intelligence, so their speaking will improve significantly.

CONCLUSION

The result of this study reveal that both Storytelling and Show-and-tell are considered as appropriate technique in teaching speaking, so that why the significant difference of both technique does not appear. Personality does not determine speaking skill. It means personality doesn't lead which one is better than another, but it is about which personality is appropriate with teaching technique or vice versa. Furthermore, the process of teaching and learning speaking involves many things such as the teacher, the student, the environment, teaching media, teaching material, and so on.

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