

REFERENCES

- Armstrong, T. (2009). *Multiple Intelligences in the Classroom Education 3rd Edition*. Retrieved from: <https://b-ok.asia/book/850851/335c92>
- Armstrong, T. (2014). *You're Smarter than You Think: A Kid's Guide to Multiple Intelligences*. Retrieved from <https://b-ok.asia/book/3320242/e2f0da>
- Brooks, G., & Wilson, J. (2015). Using oral presentations to improve students' English language skill. *Kwansei Gakuin University Humanities Review*, 19(2015-03-31), 199-212. Retrieved from <https://www.researchgate.net/publication/324217578>
- Cresswell John W. (2013). *Research Design Qualitative, Quantitative, and Mixed Method Approaches 4th Edition*. Retrieved from: <https://b-ok.asia/book/2457219/221a74>
- Erlina, D., Marzulina, L., Astrid, A., Desvitasari, D., Sapriati, R. S., Amrina, R. D., & Habibi, A. (2019). Linguistic intelligence of undergraduate EFL learners in higher education: A case study. *Universal Journal of Educational Research*, 7(10), 2143-2155. <https://doi.org/10.13189/ujer.2019.071012>
- Fleetham, M. (2006). *Multiple Intelligences in practices enhancing self-esteem and learning in the classroom*. Retrieved from: <https://b-ok.asia/book/739904/ef8e1f>
- Gardner, H. (2011). *Frames of Mind: The Theory of Multiple Intelligence*). Retrieved from: <https://b-ok.asia/book/1242145/7ed0f4>
- Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st century. Gifted and Talented International*. Retrieved from: <https://b-ok.asia/book/2780315/f25534>

- Gardner, H. (2006). *Multiple intelligences*. Retrieved from: <https://b-ok.asia/book/2544484/9089e7>
- Gozcu, E., & Caganaga, C. K., (2016). The importance of using games in EFL classroom. *Cypriot Journal of Educational Science*, 11(3), 126-135. <https://doi.org/10.18844/cjes.v11i3.626>
- Handayani, U. D. (2019). English teachers' strategy in teaching speaking. Retrieved from <http://etheses.iainponorogo.ac.id/6914/1/SKRIPSI%20UPLOAD-ULFANIA%20PDF.pdf>
- Halil, N. I. (2017). The actualization of literary learning model based on verbal-linguistic intelligence. *International Journal of Education and Literacy Studies*, 5(4), 42-48. <https://doi:10.7575/aiac.ijels.v.5n.4p.42>
- Hoerr, T. R. (2000). *Becoming a Multiple Intelligences School*. Retrieved from: <https://b-ok.asia/book/997252/5b07dc>
- Hoerr, T. R., Boggeman, S., Wallach, C., & the faculty of the New City School. (2010). *Celebrating Every Learner: Activities and Strategies for Creating a Multiple Intelligences Classroom*. Retrieved from <https://b-ok.asia/book/1063149/06db8a>
- Kharismawati, F. A. (2017). Upaya guru mengembangkan kecerdasan linguistic verbal siswa kelas 5 dalam pembelajaran Bahasa Inggris di SD negeri Siman Sekaran Lamongan. Retrieved from <http://etheses.uin-malang.ac.id/9609/1/13140013.pdf>
- Maisyarah, H. (2016). The correlation between students' verbal linguistic intelligence and their reading achievement. Retrieved from <http://repository.uinjkt.ac.id/dspace/handle/123456789/33752>

- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook 3th Edition*. Retrieved from <https://book.asia/book/3593988/83e08f>
- Nima, S., Reihaneh, S. B., Morteza, T. (2017). On the relationship between linguistic intelligence and recalling lexical items in SLA. *International journal of research studies in Education*, 6 (4), 29-36. <https://doi: 10.5861/ijrse.2016.1644>
- Sudijono, A. (2001). *Statistik pendidikan*. Jakarta: Mutiara
- Sugiyono (2015). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif, dan R&D*. Bandung: Alfabeta.