

THE DEVELOPMENT OF CONFIDENT ATTITUDE AND LINGUISTIC INTELLIGENCE OF STUDENTS THROUGH *USBU' ARABI* IN UNIVERSITY

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Abstract: This study aims to explain the activities of Arabic Language Study Program students at INSURI Ponorogo as a means of developing self-confidence and stimulating linguistic intelligence. The method used is a case study. The research location is the INSURI Ponorogo campus, with a research focus on *Usbu' 'Araby* activities. Observation, interviews, and documentation carried out data collection techniques. Meanwhile, data analysis was carried out by data reduction, presentation, and conclusion. The study results stated that the *Usbu' 'Arabi* was a means of developing students' self-confidence and linguistic intelligence. Activities include; *Muḥāḍarah* (speech), *Taqdm al-Qiṣaṣ* (storytelling), *Taqdīr Al-Syi'ru* (appreciation of poetry), *Taqdīr al-Naṣr* (appreciation of poetry), *Masraḥiyyah* (drama) and *Al-Khaṭ al-'Araby* (calligraphy).

Keywords: Linguistic intelligence; Self-confidence; Student.

INTRODUCTION

Developing foreign language skills for students is a must. Many lecture activities are supported by references in foreign languages, such as English and Arabic. So learning a foreign language is a student's obligation. Skilled students in foreign languages not only help the course of lectures but can help students welcome the future. For example, when entering the world of work, continuing college, or other academic activities.

The importance of mastering a foreign language for students is the attention of universities, including INSURI Ponorogo. Attention is concreted by establishing a Language Center as a language training institution for students. Various students across faculties and study programs can maximise the role of the language center during active lecture hours. Apart from the Language Center, INSURI, through the Arabic Language Education Study Program also pays attention to students' language development through language week activities or *Usbu 'Araby*. This activity is carried out once a week by students of the Arabic Language Education Study Program with various activities that support Arabic language skills (Ahsani, 2021).

Activities to support students' Arabic skills through *Usbu' Araby* have been carried out since 2018 (Ahsani, 2021). Because of two things; *first*, the lack of self-confidence of students to appear in public. *Second* is the weakness of students in speaking Arabic verbally (Salma Nadiyah, 2021). These two factors have attracted the Study Program's attention to continue developing students' self-confidence and foreign language skills. Lack of self-confidence of students can be fatal if students then have to appear in public. Loss of self-confidence can have an impact on language formation. If students stutter, it will affect the condition of thinking abstractly and

impact choosing a less structured language. Self-confidence is an attitude that humans must develop from an early age. As social beings, humans need to interact with others. Confidence is one of the media to interact with (McGee, 2010). Psychological language skills can be associated with linguistic intelligence where the intelligence is passed after the acquisition of a second language (Ellis et al., 1997).

The lack of self-confidence of INSURI PBA students to appear in public and weak foreign language skills continue to encourage the Study Program to innovate lecture learning (Salma Nadiyah, 2021). Do not forget that the study program must also adjust the curriculum that has been used so far. From 2017 to 2022, the INSURI PBA Study Program still uses the 2016 KKNI curriculum. Graduate Competency Standards (SKL) and Graduate Learning Outcomes (CPL) at the Undergraduate Study Program at PTKI and Higher Education FAI compiled by the Directorate of Islamic Religious Higher Education, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia concerning the Indonesian National Qualifications Framework (KKNI) and National Higher Education Standards (SNPT) in 2018 especially the Arabic Language Education Study Program (Academic, 2016). The process is that students can develop lecture activities extracurricular and extracurricular. Extracurricular means carrying out lectures in the classroom. Lecture material is presented with various approaches and learning methods. Meanwhile, extracurricular activities are taken with *Usbu' Araby* (Ahsani, 2021).

The importance of developing self-confidence and linguistic intelligence for students has been discussed in previous studies; *First*, the influence of HOTS integrated PBL on students' critical thinking skills; the impact of HOTS integrated PBL on student self-confidence; the power of HOTS Integrated PBL, namely the ability to think critically and self-confidence together (Rezkillah & Haryanto, 2020). *Second*, students' self-confidence can be achieved through video vlog assignments where students continue to be creative in making vlog-based learning videos (Amir, 2018). *Third*, students' level of self-confidence, especially those majoring in education, can be seen from the Teaching Experience Practice activities (Apriani et al., 2020). *Fourth*, linguistic intelligence can be stimulated by applying catalytic game strategies, especially in learning to write essays (Nofiyanti et al., 2018). *Fifth*, students can develop scientific writing skills for papers, papers, and the like *through* learning activities based on verbal-linguistic intelligence (Kirom, 2019). *Sixth*, there is a relationship between verbal-linguistic intelligence variables and students' reading abilities (Dewi & Wilany, 2019).

The six previous studies described have the same material object, namely self-confidence and linguistic intelligence. The formal things are different, namely the variants of the learning methodology. Rezkillah & Haryanto's research (2020) tested students' self-confidence through the HOTS integrated PBL. Meanwhile, Amir's research (2018) develops students' self-confidence

through vlog-based learning. Meanwhile, Apriani's research (2020) measures student confidence through Teaching Experience Practice activities.

Meanwhile, Nofiyanti's research (2018) mentions that catalyzing games can develop students' writing skills, especially when writing essays. The same thing is also explained in Kirom's research (2019), students' writing skills, both in science and fiction, can be developed through verbal-linguistic intelligence learning activities. Meanwhile, Dewi & Wilany's research (2019) explains a correlation between the variables of linguistic intelligence and the level of students' reading ability. The six studies are the same material object and different in the formal object. In this study, researchers focused more on implementing *Usbu' Arabi* to develop students' self-confidence and linguistic intelligence. The focus of the research refers to the implementation of *Usbu' Araby activities*. At the same time, the research is only limited to students of the INSURI PBA Study Program.

The need for language week activities or *Usbu' Arabi* becomes an urgency that has the essence of academic values. This activity can at least stimulate students' psychological arousal, especially in developing self-confidence and linguistic intelligence. Thus, this research is considered necessary for two reasons; *first*, exploring the *Usbu' 'Arabi* activity as an activity to train students' confidence and foreign language skills. *Second*, as a material to develop a learning curriculum, especially in forming individual attitudes and intelligence.

METHOD

This study is a qualitative case study model. They are namely exploring social facts that occur in certain institutions (Ismawati, 2012). The researcher examined the language week or *Usbu' 'Arabi*, scheduled by the INSURI Ponorogo Arabic Education Study Program. The population and research sample amounted to 40 students. Meanwhile, the research location is in the INSURI Ponorogo campus area. Primary data in the form of all activities of *Usbu' Araby*; *Muḥādarah*, *Taqdm al-Qiṣaṣ*, *al-Syi'ru wal al-Naṣru*, *al-Khaṭ al-'Araby*, and *Masraḥiyyah*. Meanwhile, secondary data was obtained through instruments relevant to *Usbu' Araby*. *Observation, interviews, and documentation carried out data collection techniques*. These three techniques are appropriate for the collection of research data based on psychology and language education (Dimiyati, 2020). Researchers conducted observations within a month (March 2022) with four Fridays. Because Friday is the day of implementing *Usbu' 'Arabi activities*, meanwhile, interviews were conducted with several respondents; study program managers, Arabic language lecturers, HMPS administrators, and students. The research documentation is in the form of photos of the implementation of *Usbu' Araby*. For analysis of research data, refer to Miles & Huberman (1984); data reduction, data presentation, and conclusion drawing (Moleong, 2011). The researcher

reduces the data from the entire series of *Usbu' Arabi* as described, then presents the data systematically and analyses descriptively-exploratively.

RESULTS AND DISCUSSION

Confidence and Linguistic Intelligence

Is self-confidence the first principle to developing human abilities? People who believe in themselves can at least know and understand themselves. Humans who do not have a confident attitude can hinder their potential (Maslow & Press, 2019). Self-confidence, as Maslow called it, is a form of a hierarchy of human needs. Confidence can be obtained through life experience. It is one element of the human personality that is abstract and is felt through self-confidence and the ability not to be influenced by others. Humans can act and behave according to their own will, optimistic, happy, and responsible. Self-confidence is vulnerable to variables that stimulate good deeds (Lauster & Flatauer, 1976).

As Lauster (1976) calls it, the human personality is not a neurogenic right. They are not influenced by innate human factors and their parents. Human personality can be obtained through life experience and personal activity development taught and instilled through the educational process. Lauster (1976) mentions that genetic factors are not so crucial in shaping a person's personality. Self-confidence is more likely to behave cautiously, not always dependent on others, and have the ambition to aspire to high. More confident humans will more precisely respect other people, while humans who are not sure tend to be closed and have difficulty interacting with others (Lauster & Flatauer, 1976). It is essential to build a human personality. Humans as social beings must begin with a holistic personal improvement. The self-confidence theory proposed by Lauster (1976) is so relevant to the condition of students who are studying, where the student's personality must be formed through the elements that support it.

While linguistic intelligence can be called *multiple intelligences* (Gardner, 1993). The theory of multiple intelligences becomes a new source of strength for educators to be more creative and innovate in education. In addition, every educator must learn to believe that behind the limitations of students, there are also advantages that have not been appropriately explored. On average, every student has supernatural talents and intelligence that need to be stimulated by various factors. Talent and intelligence in language are one of the nine elements formulated (Gardner, 1993).

Gardner (1993) calls linguistic intelligence the human ability to express verbal and non-verbal language. Meanwhile (Armstrong & Development, 2003) describes linguistic intelligence as human intelligence having sensitivity to the composition of language; sound structure, grammar, sentences, functions, and language games. Some things that can stimulate this intelligence include storytelling, writing, and literacy activities. Humans can do abstract and

unstructured thinking activities as a form of manifestation of linguistic intelligence. Sometimes they are also able to think non-structured, relate social variables to meaning, and are sensitive to new situations and environments (Gardner, 2000).

Linguistic intelligence is closely related to *language acquisition*, either mother tongue or second language. The ability to express the first language (B1) is acquired through internal and external activities. While the acquisition of a second language (B2) is done through language learning (Brown & Larson-Hall, 2012). Mastery of a second language can be divided into five phases: pre-production, early production, early speaking, fluency, and proficiency (Krashen & Pergamon Institute of English (New York, 1982). The systematization of human language skills that refers to linguistic intelligence is; a foreign language as described in language acquisition; carrying out learning and reading activities, organizing learning; understanding what has been read; hearing and responding correctly to the voices and expressions of others; the ability to speak communicatively, flexible, and uncomplicated (Gardner, 1993).

Activities for Arabic Language Education Students INSURI Ponorogo

Language week or what is known as *Usbu' Arabi* is one of the leading activities formulated by the INSURI Ponorogo Arabic Language Education Study Program (Salma Nadiyah, 2021). The activity is held every Friday afternoon the exact day from 03.30 PM to 05.00 PM in the INSURI campus hall. This activity is carried out by children with a mission that is not far from the vision of the INSURI Arabic Language Education Study Program "The realization of Arabic language educators who excel in the field of translation in 2027" (Ahsani, 2021). Which is further divided into aspects of education, research, service, and collaboration.

To optimize the implementation of the PBA INSURI vision, Tri Dharma College activities (education, research, and community service) are carried out by the 2016 KKNi Curriculum (Academic, 2016). Academic activities in the form of education and research are carried out internally and externally. Meanwhile, community service activities are carried out externally. *Usbu' Arabi* is an external academic activity. Where the implementation is outside the lecture. All students sitting in the PBA Study Program are required to take part in this activity. This is solely to increase the capacity of students' Arabic skills in line with the vision and mission of the Study Program. The explanation of *Usbu' Arabi* is shown in Table 1.

Table 1. Activities *Usbu' Arabi* of Students of PBA INSURI Ponorogo Study Program
(Ahsani, 2021)

No	Name of Activity	Nature of	Model
1	<i>Muḥādarah (speech)</i>	External	Classical Individual
2	<i>Taqdīm al-Qiṣaṣ (storytelling)</i>	External	Classical Individual
3	<i>Taqdīr Al-Syi'ru (Poetry appreciation)</i>	External	Individual Classical
4	<i>Taqdīr al-Naṣr (poetry appreciation)</i>	External	Individual Classical
5	<i>Masraḥiyyah (drama)</i>	External	Group Classical
6	<i>Al-Khaṭ al-'Araby (calligraphy)</i>	Internal	Individual Classical

Six *Usbu' Arabi* as in table 1 is programmed by the manager of the PBA INSURI Study Program which is then regulated by the PBA INSURI Study Program Student Association (HMPS). Students who become HMPS administrators are those who are currently sitting in semesters III and IV. Where in the organizational structure consists of a chairman, secretary, treasurer, and several divisions. One of the HMPS divisions responsible for the implementation of *Usbu' Arabi* is the language development division. Language development including Arabic (Salma Nadiyah, 2021).

The whole series of activities starts from *Muḥādarah (speech)*, *Taqdm al-Qiṣaṣ (storytelling)*, *Taqdīr Al-Syi'ru (appreciation of poetry)*, *Taqdīr al-Naṣr (appreciation of poetry)*, and *Masraḥiyyah (drama)* delivered in Arabic and held in the campus hall. Meanwhile, *Al-Khaṭ el-'Araby (calligraphy)* is delivered in Indonesian and carried out in class (Hanafi, 2021).

As for the estimation of the implementation of *Usbu' Arabi* are; *First*, five days before the implementation of *Usbu' Arabi*, the HMPS management divided the schedule of activities in a rundown manner. Starting from *Muḥādarah* to *Masraḥiyyah*. Students appointed in rotation by HMPS. Some received speeches, storytelling, poetry, poetry, and drama parts, presenters, and read the Koran. Appointment based on semester level. *Second*, on Friday at the appointed time, all PBA students gathered in the hall to take part in the activities. *Third*, the presenter reads the series of events. *Fourth*, read the holy verses of the Qur'an. *Fifth*, remarks from the Head of the Study Program. *Sixth*, the implementation of *Muḥādarah (speech)*, *Taqdīm al-Qiṣaṣ (storytelling)*, *Taqdīr Al-Syi'ru (poetry appreciation)*, *Taqdīr al-Naṣr (poetry appreciation)* and *Masraḥiyyah (drama)* activities. *Seventh*, an overview or submission of a summary of activities by students appointed by the presenter (Hanafi, 2021).

Students appointed by HMPS must appear in public or with other students by conveying oral ideas according to their assignments. For example, if a student is appointed for *Muḥādarah*, then he must make a speech in Arabic without text. If students are appointed to *Taqdm al-Qiṣaṣ (storytelling)*, *Taqdīr Al-Syi'ru (poetry appreciation)*, or *Taqdīr al-Naṣr (poetry appreciation)*, then

they must act in Arabic without text. Meanwhile, students who take part in *Al-Khaṭ al-'Araby* (*calligraphy*) are considered more flexible. Because the preparations made are not as extreme as other activities (Salma Nadiyah, 2021). The results of the implementation of these activities include sending PBA students to take part in the Arabic language festival which is scheduled by an external university. It is proven that several INSURI PBA students participated in the Arabic language festival outside the campus. Entering the end of the semester, the Study Program manager accompanied by the HMPS management evaluates activities (Hanafi, 2021). Here, the researchers present some documentation of *Usbu' Araby* activities;

Figure 1. PBA Students Doing *Muḥadarah*



Figure 2. Storytelling in Arabic (*Taqdīm al-Qiṣaṣ*)



Figure 3. *Khaṭ Al-'Araby* Activities (*Calligraphy*) and Language Discussions



Means for Developing Confidence and Stimulating Linguistic Intelligence Week

Activities language or *Usbu' 'Arabi* are conducted by students of the Arabic Language Education Study Program INSURI Ponorogo every Friday afternoon from 03.30 PM WIB to 05.00 PM. Several activities were ranging from *Muḥaḍarah (speech)*, *Taqdīm al-Qiṣaṣ (storytelling)*, *Taqdīr Al-Syi'ru (poetry appreciation)*, *Taqdīr al-Naṣr (poetry appreciation)*, *Masraḥiyyah (drama)* to *Al-Khaṭ al-'Araby (calligraphy)*. These six activities help students to practice self-confidence and develop linguistic intelligence.

Muḥaḍarah (speech), students must prepare a speech script before performing. Manuscripts are written in Arabic and then memorized. When the turn schedule arrives, students must appear in public with an audience of all PBA students from all semesters. This activity is very appropriate for training students' self-confidence, as Lauster (1976) called it, the development of personal activities influences a person's talent and personality. By appearing in public, students can regulate their psychological condition to be calmer, follow directions, be strong, and not be skeptical.

The activities *Muḥaḍarah* are also appropriate for developing students' language skills. Research (Fitriani, 2020) states, that *Muḥaḍarah* can increase the escalation of linguistic intelligence. Several students who demonstrated their skills in these activities were able to express verbal Arabic systematically. Although found, some have not been maximized. As mentioned (Gardner, 2000), the stages of linguistic intelligence can be started by providing stimulus vocabulary to form a systematic grammar. Students who perform *Muḥaḍarah* first memorize the standard Arabic script according to proper grammar. Then it is displayed with variants of rhythm, intonation, and stress by the *Muḥaḍarah theme*. Don't forget that phonological vocalizations also adjust to body gestures when conveying oral language. *Muḥaḍarah habituation* can at least stimulate students' verbal communication skills to be more systematic. They are starting with a structured thinking pattern of abstraction than is implemented by rote and delivered verbally.

Can *Self-confidence* also be instilled through *Taqdīm al-Qiṣaṣ (story-telling)* activities? This activity is considered more complicated than *Muḥaḍarah* because it requires thinking and language that is structured systematically. Arabic storytelling is an activity of expressing ideas verbally which is packaged with the best narratives so that the quality of the story is more interesting. Students who appear in public must first memorize the story script. Learn the storyline, plot, setting, and message of the story. Telling the story should not be awkward. The story must be systematic according to the prepared scenario. Students can be positive and appear expressive-creative with full of confidence. This activity is very helpful to instill student confidence. Self-confidence can be processed through education as Lauster (1976) means diverting self-development activities through education. Arabic storytelling is one of them.

Found a relationship between language and the brain (Chaer, 2003) to express language skills. Expression of language depends on the linguistic intelligence received by a person. The acquisition of a second language also affects. Maximum second language acquisition shows a perfect linguistic intelligence variable (Saville-Troike, 2005). *Taqdīm al-Qiṣaṣ activities (storytelling)* can stimulate linguistic intelligence. This activity involves the role of the student's brain. How the brain gets the stimulus to think binary according to what has been read. Storytelling is conveying ideas verbally according to the scenario read. But sometimes it also operates in binary opposition. The narration described is out of grammatical rules but does not reduce the essence of the story.

Taqdr Al-Syi'ru (poetry appreciation), and *Taqdīr al-Naṣr (poetry appreciation)* are both forms of literary appreciation or expressive literature (Kamil, 2009). It was delivered in an imaginative-aesthetic style to explore the restlessness of the mind and soul. Poetry and poetry appreciation is conveyed with prophetic messages (S, 2009). In this activity, students can stimulate self-confidence. Soft skills of language and gestures are the keys to success. Choose diction and sentences that match the rhyme. Develop learning activities more carefully and individually. It is important to build self-confidence (Lauster & Flatauer, 1976). Delivering poems and poems in public can form a confident personality. Realize that humans it has an imaginative non-structural soul to see social phenomena. Mental assertiveness is developed through verbal activities through literary works.

Stimulating linguistic intelligence can be done by learning behaviorism (Skinner, 2011). Students who convey literary works of poetry and poetry are a form of interaction with the environment, how he expresses abstract ideas by elevating the social facts of society. Explore more aesthetic language. Full of message and meaning. This stimulus starts from the brain. Then the brain processes the facts that the eyes have read. From there, it is then delivered orally with language. Students' language skills in literary works depend on how maximally their psychological condition accepts linguistic intelligence. At least academic appreciation activities can stimulate students' thinking skills.

Al-Khaṭ al-'Araby (calligraphy) is one of the activities to develop non-verbal or written language skills. The ability to express non-verbal language is a form of linguistic intelligence (Gardner, 1993). Students who take this extracurricular can express written ideas that are packaged aesthetically. Saying written language is not only about writing scientific papers and essays. Writing aesthetic Arabic script is a bit of the fruit of linguistic intelligence because students must be skilled at forming writing by the aesthetic rules of calligraphy.

As described, the six Usbu' 'Araby are a means to develop self-confidence and stimulate linguistic intelligence through learning programs. In line with what Lauster (1976) said that self-confidence could be obtained through the development of learning independently or in groups.

The six activities can be carried out alone or in groups. In addition, the six activities can stimulate linguistic intelligence because it trains brain intelligence to think in a structured way and communicate verbally and non-verbally well.

CONCLUSION

Self-confidence is an essential attitude for every human being as a social being. This attitude can be formed and developed through psychologically stimulating activities, including learning programs. Then linguistic intelligence is also an important thing to have how a person can pour language and communicate well and structured. Learning activities can stimulate linguistic intelligence.

To develop the self-confidence and linguistic intelligence of the students of the INSURI Ponorogo Arabic Language Education Study Program, the Study Program manager, in collaboration with the Study Program Student Association, formulates language week activities or *Usbu' 'Arabi* as a means of implementing the Study Program's vision and mission. Some of the activities include; *Muḥadarah (speech)*, *Taqdm al-Qiṣaṣ (storytelling)*, *Taqdīr Al-Syi'ru (appreciation of poetry)*, *Taqdīr al-Naṣr (appreciation of poetry)*, *Masraḥiyyah (drama)*, and *Al-Khaṭ al-'Araby (calligraphy)*. These six activities are carried out through extracurricular learning programs. This means outside of class hours. Many benefits include developing self-confidence, practicing Arabic language skills, and stimulating linguistic intelligence.

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