THE INFLUENCE OF MIND MAPPING AND LEARNING MOTIVATION TOWARD WRITING ACHIEVEMENT TO THE FIFTH SEMESTER

Nozylianty, S.Pd., M.Pd[1], Arief R.H, S.Pd., M.Pd[2]
STIE APRIN Palembang[1],YPI INSAN INDONESIA[2]
Email: [1]Nozy.arzy13@gmail.com
[2]Ariefrh013@gmail.com

ABSTRACT

This article was aimed to find out the significance average score and motivation between Mind-Mapping and Conventional Technique. Due the interpretation of this study, it found that: (1) there was a significant difference in writing achievement between the student who taught by using Mind-Mapping and those are taught using conventional technique since it was found that the result was 0.00, (2) there was significant difference in writing achievement between the students who have high motivation by using Mind-Mapping and conventional teaching since the result was 0.005, (3) there was significant difference in writing achievement between the students who have low motivation by using Mind-Mapping and conventional teaching technique since the result was 0.002, (4) there was significant difference in writing achievement between the students who have low and high motivation by using Mind-Mapping since the significant was lower 0.02, and (5) there was an interaction effect of technique used and student's motivation in improving writing achievement since the result of interaction effect was lower 0.006. Based on the result, the writer concluded that the result of this research was lower than the level of significant level (0,05), and Mind-Mapping and motivation gave the significant influence for student's narrative writing achievement.

ABSTRAK

Artikel ini bertujuan untuk mengetahui signifikansi skor rata-rata dan motivasi antara Mind-Mapping dan Teknik Konvensional. Berdasarkan interpretasi penelitian ini, ditemukan bahwa: (1) terdapat perbedaan yang signifikan dalam prestasi menulis antara siswa yang diajar menggunakan Mind-Mapping dan mereka yang diajar menggunakan teknik konvensional karena ditemukan bahwa hasilnya adalah 0,00, (2) terdapat perbedaan yang signifikan dalam prestasi menulis antara siswa yang memiliki motivasi tinggi dengan menggunakan Mind-Mapping dan pengajaran konvensional karena hasilnya adalah 0,005, (3) terdapat perbedaan yang signifikan dalam prestasi menulis antara siswa yang memiliki motivasi rendah dengan menggunakan Mind -Pemetaan dan teknik pengajaran konvensional karena hasilnya adalah 0,002, (4) terdapat perbedaan yang signifikan dalam prestasi menulis antara siswa yang memiliki motivasi rendah dan tinggi dengan menggunakan Mind-Mapping karena signifikansinya lebih rendah 0,02, dan (5) terdapat peningkatan efek interaksi teknik yang digunakan dan motivasi siswa dalam meningkatkan prestasi menulis karena hasil efek interaksi lebih rendah 0,006. Berdasarkan hasil tersebut, penulis menyimpulkan bahwa hasil penelitian ini lebih rendah dari tingkat signifikansi (0,05), dan Mind-Mapping dan motivasi memberikan pengaruh yang signifikan terhadap prestasi menulis narasi siswa.

Introduction

In English language teaching has identified the "four skills" those are listening, speaking, reading, and writing, they are as of paramount importance. It is as perfectly appropriate to identify language performance. The human race has shaped forms of productive performance are oral and written then forms of receptive performance are aural (hearing) and reading. The difference of four skills produced as second language learners discover the differences and interrelationship among these four primary modes of performance. Meanwhile, in learning English process, every person has aims at one of English skills, for example writing skill.

Brown (2001:356-358) states that writing is classified by six aspects: those are (1) content, (2) organization, (3) discourse, (4) syntax, (5) vocabulary, and (6) mechanics. In this study, the writer would concern one of the skills of English that was writing, because writing was one of important skill in learning process.

Besides that, there was a technique in supporting writing achievement, which is. Mind Mapping is a technique of utilizing the whole brain by using visual means and other graphic infrastructure to form impressions. Because in general, the brain can often remember information in the form of images, symbols, sounds, shapes, and feelings. Mind maps use these visual and sensory reminders in a pattern of related ideas such as road maps used for learning to organize and plan. These maps can generate original ideas and trigger easy memories.. Mind Mapping also give the chance to the students to explore their ideas and to choose their own words, encourages students to be active learners and it could raise the student's participation in writing class and could enhance the student's writing.

This study to investigate some aspects such as writing paragraph, finding an appropriate word suitable with the topic, the using of tenses, using correct spelling, and punctuation, making a good organization, and exploring ideas.

1.1.   Research Questions and Null Hypotheses

a. Was there any significant difference in writing achievement between the students who were taught by Mind Mapping and conventional teaching technique?

b. Was there any significant difference in writing achievement between the students who had high motivation by using Mind Mapping and conventional teaching technique?

c. Was there any significant difference in writing achievement between the students who had low motivation by using Mind Mapping and conventional teaching technique?

d. Was there any significant difference in writing achievement between the students who had low motivation and high motivation by using Mind Mapping?

e. Was there any interaction effect of Mind Mapping technique used and student's motivation in improving writing achievement?

Literature Review

2.1. Mind Mapping

Mind Mapping is a note taking technique that combines the two regions of the brain. For example, notes of subject matter that students have can be poured through pictures, symbols and colors. Mind Mapping embodies students 'hope for long-term memory. Besides, Zarkasi, 2022 in her jurnal explains the purpose of the Mind Map method, among others:

a. Develop the ability to draw reasonable conclusions
b. Develop the ability to synthesize and integrate information or ideas into one
c. Develop the ability to think in a heliistic way to see the whole and the parts
d. Develop strategic skills and study habits
e. Learn the concepts and theories of the subject
f. Learn to understand perspectives and values about the subject
g. Develop an openness to new ideas
h. Develop the capacity to think independently

2.2. Writing

According to Hairstone (1986:2), "Writing skill is the major tool for learning". Therefore, language learners should master this skill. Writing is considered as one of the hardest language skills used in communication. Besides, according to Oshima and Hogue (2007:15), there are some steps in process of writing (1) prewriting, (2) Organizing, (3) Writing, and (4) Polishing.According to Nunan (2003:88), writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly.

2.3. Narrative

Writing English is one of skills that to improve their writing achievement, in learning process according As Hasani (2005), narrative is conversation or writing with the purpose tells about action or human experience based on the development of time. In other expert, Keraf (2007:136) says that narrative asa story tells or describes an action in the past time clearly, so narrative is tried to answer the question.In other hand, according to Grace and Sudarwati (2007:154) the purpose of narrative text is to entertain the reader with story a deals with complication or problematic events, which lead to a crisis and in turn finds a resolution.

Method

3.1. Method of Research

This study conducted factorial design as the method and a quantitative research which modified of pretest-posttest control group design, and it divides into two groups, the first group is as the experimental group and the other one is as a control group.

3.2. Operational Definition

the writer avoids misunderstanding about the terms used in this research the operational definition were presented (1) Mind Mapping, (2) Writing, and (3) Motivation.

Mind Mapping is to consider in apply in language classroom's activities and offers students material that they have to actively and also it focuses on task activity, provides contexts to activate learning acquisition process, and promotes language learning.

Writing is refers to students' activity to make narrative paragraph. Their skills in writing will be emphasized on the content, organization, vocabulary, language use, and mechanics.

Motivation is one of the factors that can determine someone to do something to get success in the level of activity and life, consistency, discipline, and has good behavior in paying attention, connecting in learning process, monitoring and planning.

3.3. Population and Sample

In this study, the writer took the population of State Vocational School Number 3 of Palembang. The total number of the students as the population was 140 students and the sample of the study was 34 students where it was experimental and control group.

3.4. Technique for Collecting Data

A test, in simple term, is a method of measuring a person's ability, knowledge, or performance in a given domain (Brown, 2003:3). A test was given to the sample of the study before and after the treatment and the writer used the pre-test and post-test and questionnaire whether in experimental and control group. Furthermore, the writer also determined the level of learner's motivation whether the learner who had high, middle, and low motivation in learning narrative writing by using the interval score of motivation.

Besides, the writer also showed the reliability and validity to collecting the data in the table 1 and table 2

Table 1: Reliability

Cronbach's Alpha	N of Items
.848	15

Table 2: Validity

Item of Questionnaire	r_{count}	r_{table}	Note
Item 1	.590	.339	Valid
Item 2	.451	.339	Valid
Item 3	.450	.339	Valid
Item 4	.342	.339	Valid
Item 5	.399	.339	Valid
Item 6	.528	.339	Valid
Item 7	.443	.339	Valid
Item 8	.497	.339	Valid
Item 9	.358	.339	Valid
Item 10	.396	.339	Valid
Item 11	.497	.339	Valid
Item 12	.528	.339	Valid
Item 13	.527	.339	Valid
Item 14	.566	.339	Valid
Item 15	.626	.339	Valid

3.5. Technique for Analyzing Data

Based on the explanation above, the writer analyzed questionnaire by using correlate between the score of each items correlate significantly with total score by using SPSS 22 towards student's motivation. Furthermore, the writer applied several statistical analyses: Kolmogorov-Smirnov, Levene to test the homogeneity, paired samples t-test and spearman rank correlation, and used two-way anova.

Result

4.1. statistic descriptive and frequency student's score high motivation and low motivation in the experimental and control group

Table 3

Statistic of High Motivation Posttest's Score in the Control Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		24.59	15.94	15.00	14.82	3.41	73.76
Median		25.00	16.00	15.00	15.00	3.00	74.00
Mode		25	16	15	14[a]	3	74[a]
Std. Deviation		.712	.899	1.061	1.015	.507	1.678
Variance		.507	.809	1.125	1.029	.257	2.816
Minimum		23	14	13	13	3	70
Maximum		26	17	17	17	4	77
Sum		418	271	255	252	58	1254

Based on the table 3 above, the writer got the frequency of student's score post-test in the control group. It is found that, there was one student who got 70, one student who got 71, one student who got 72, three students who got 73, five students who got 74, five students who got 74, and one student who got 77.

Table 4

Statistic of High Motivation Posttest Score in the Experimental Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		26.12	16.00	15.59	14.71	3.35	75.76
Median		26.00	16.00	15.00	15.00	3.00	76.00
Mode		26	16	15	15	3	76
Std. Deviation		.781	1.000	1.064	1.213	.493	2.166
Variance		.610	1.000	1.132	1.471	.243	4.691
Minimum		25	14	14	13	3	71
Maximum		27	18	18	18	4	79
Sum		444	272	265	250	57	1288

Table 5

Statistic of Low Motivation Posttest Score in the Experimental Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		26.47	15.82	15.82	15.35	3.53	77.00
Median		27.00	16.00	16.00	15.00	4.00	78.00
Mode		27	15	17	15	4	78[a]
Std. Deviation		1.231	1.185	1.237	1.057	.514	2.761
Variance		1.515	1.404	1.529	1.118	.265	7.625
Minimum		24	14	14	14	3	72
Maximum		28	19	18	17	4	81
Sum		450	269	269	261	60	1309

Based on the table above, the writer found that frequency of student's score posttest in the experimental group. It was found that, there was one student who got 71, two students who got 73, two students who got 74, six students who got 76, three students who got 77, one student who got 78, and two students who got 79.
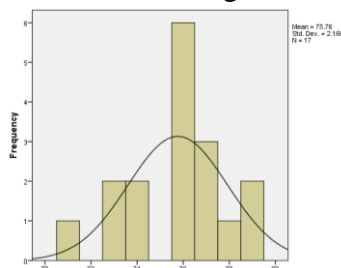

Figure 1:Distribution Frequency of High Motivation Student's Posttest Score the Experimental Group

Based on the data above, the writer was found that there were two students who got 72, two students who got 74, one student got 75, one student who got 76, two students who got 77, three students who got 78, three students who got 79, two students who got 80, and one student who got 81.

Table 6

Statistic of Low Motivation Posttest Score in the Control Group

		Content	Organization	Vocabulary	Language_Use	Mechanics	Total
N	Valid	17	17	17	17	17	17
	Missing	0	0	0	0	0	0
Mean		24.94	15.76	14.71	14.94	3.47	73.82
Median		25.00	16.00	15.00	15.00	3.00	74.00
Mode		24	15	15	15	3	71
Std. Deviation		1.029	1.147	1.213	1.391	.514	2.628
Variance		1.059	1.316	1.471	1.934	.265	6.904
Minimum		24	13	13	13	3	70
Maximum		27	17	17	17	4	79
Sum		424	268	250	254	59	1255

Based on the data above, the writer found that there was one student who got 70, five students who got 71, four students who got 74, three students who got 75, one student who got 76, two students who got 77, and one student who got 79.

4.2. Hypotheses Testing

a. There is a significant difference in average score of narrative writing achievement between students being taught using MIND MAPPING and those who were being taught using conventional technique

Table 7

Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gabungan Equal variances assumed	1.066	.306	4.534	66	.000	2.588	.571	1.449	3.728
Equal variances not assumed			4.534	64.567	.000	2.588	.571	1.448	3.728

The Independent t-test is the most common to test the significant difference between experimental and control group. Based on the result on statistical

Independent t-test, there was a significant between student's after being taught MIND MAPPING as the experimental group and those who were taught using conventional technique as the control group.

b. There is a significant difference in average score between the student's narrative writing who are in high motivation taught using MIND MAPPING and conventional teaching technique

Table 8
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gabungan	Equal variances assumed	.808	.375	3.010	32	.005	2.000	.665	.646	3.354
	Equal variances not assumed			3.010	30.121	.005	2.000	.665	.643	3.357

Based on the data above, the writer found that there was a significant where the p-output was 0.01 (0.005) it means that the result was lower than the level of significant (0.05).

c. There is a significant difference in average score between the student's narrative writing who are in low motivation taught using MIND MAPPING and conventional technique

Table 9
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Gabunga	Continue…… assumed		.810	3.436	32	.002	3.176	.924	1.293	5.060
	Equal variances not assumed			3.436	31.921	.002	3.176	.924	1.293	5.060

Based on the result, the writer found there was a significant average between experimental and control group. Meanwhile the result of p-output of significant is lower than the level of significant (0.05) where the result was 0.002

d. Measuring the Descriptive of High and Low Motivation in Narrative Writing after being Taught MIND MAPPING

Table 10
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
MIND MAPPING	Equal variances assumed	.985	.329	2.350	32	.025	1.941	.826	.259	3.623
	Equal variances not assumed			2.350	30.875	.025	1.941	.826	.256	3.626

Based on the table above, the writer concluded that there was the different average between students who had high motivation and low motivation. Not only the average but also there were 17 students who had high motivation and there were 17 students who had low motivation, it means that the category of them there were 50% who had high and low motivation after being taught Mind Mapping technique.

e. Measuring the Significant Interaction Effect of Mind Mapping and Motivation on the Student's Writing Achievement

Table 11
Tests of Between-Subjects Effects

Dependent Variable: Writing

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	112.725[a]	15	7.515	3.158	.011	.725
Intercept	126930.688	1	126930.688	53340.523	.000	1.000
MIND MAPPING	57.564	10	5.756	2.419	.049	.573
Motivasi	6.586	1	6.586	2.768	.113	.133
MIND MAPPING * Motivasi	49.554	4	12.388	5.206	.006	.536
Error	42.833	18	2.380			
Total	185305.000	34				
Corrected Total	155.559	33				

a.   R Squared = .725 (Adjusted R Squared = .495)

Based on the data above, the writer found that there was an interaction effect between MIND MAPPING and motivation on the student's writing achievement, because the score of the result was lower than the level of significant (0.05).

4.3. Discussion

First, the teaching of writing using Mind Mapping technique is effectively applied in the experimental group because there was a significant different average score between the teaching of writing using Mind Mapping and conventional technique where the average score of Mind Mapping was higher than Conventional Technique, it also shown that the average score in experimental group is 76.38 and the average score in control group is 73.79. It means that Ho was rejected and Ha1 was accepted. Second, Mind Mapping technique was applied to develop student's writing achievements effective to be taught in high motivation because using Mind Mapping gave the significant different between high motivation after being taught MIND MAPPING and high motivation after being Conventional, beside that the writer shows the result of the average score between in experimental's average score (75.76) and control's average score (73.76) group It means Ho was rejected and Ha2 was accepted. Third, MIND MAPPING technique was applied to develop student's writing achievements effective to be taught in low motivation taught MIND MAPPING, because the writer found that the result of experimental group is 77.00 and the average score of control group is 73.82. It means that there is a significant level between low motivation using Mind Mapping and Low motivation using Conventional and it means that Ho was rejected and Ha3 was accepted. Forth, Mind Mapping also was applied to develop the student's writing achievement effective to be taught in high and low motivation. The writer found that there was a significant difference teaching writing using Mind Mapping towards high and low motivation and where the average score in high motivation was 75.76 and the average score in low motivation was 73.82 and it means that Ho was rejected and Ha4 was accepted. Fifth, This research, the writer also found that there was an interaction effect and motivation among the students which result in willingness to write narrative writing where the significant is lower (0.03) than the significant level (0.05) and it means that Ho was rejected and Ha5 was accepted

5. Conclusion

Based on the conclusions above, the writer concluded that (1) There was significant difference in writing achievement between the student who were taught by using Mind Mapping and those were taught using conventional teaching technique. (2) There was significant difference in writing achievement between the students who had high motivation by using Mind Mapping and conventional teaching technique. (3) There was significant difference in writing achievement

between the students who had low motivation by using Mind Mapping and conventional teaching technique. (4) There was significant difference in writing achievement between the students who have low and high motivation by using Mind Mapping. (5) There was an interaction effect of technique used and student's motivation in improving writing achievement.

5.1. Suggestion

Based on the findings, the writer would like to offer some suggestions to the teacher of English because this research also can be an alternative teaching since it has shown that the teaching of writing using MIND MAPPING can develop the student's writing skill achievement in narrative writing. Besides, the teacher also must focus on the organization and language use since they were very poor in writing especially in narrative writing.

Not only for the teacher of English but also for another researcher, the other researchers must conduct similar study using more samples where there are still many unexplained factors to the students, and investigated MIND MAPPING in narrative writing achievement.

Declarations

I Herebely declare that disclose information is correct and that no other situation of real, potential conflict of interest is known to us and I undertake to inform you of any changes in this circumstance including an issu aries during the course of the meeting or work it (2023)

References

Arikunto, Suharsimi. 2002. Penelitiansuatupendekatanpraktek. Jakarta : PT RinekaCipta

Biehler, Snowman. 1997. Psychology Applied to teaching, 8/e Houghton Miffin

Boekaerts, Monique. 2000. Motivastion to learn. Chicago: University of Ilinois.

Brown, H.D. 1980, 2000, 2004. *Principles of Language Teaching Learning*. Englewood Clifts, New Jersey: Prentice-Hall.

Bygate, M.P., Skehan and M. Swain, 2017.Researching pedagogical tasks: Second language learning, teaching and testing. Essex: Longman.

Camarello.CandUriagereka, J. 2013. *Teaching Resource Guide.*USA: College Park.Maryland.

Celce-Murcia. M. *Teaching English as a Second of Foreign Language.* Boston., MA: Heinle&Heinle Publisher

Clleand,DavidMc.1996.*Interaksi&MotivasiBelajarMengajar*.Jakarta: Raja GrafindoPersada.

Deci. E.L., et.al.1999.*A Meta-Analytic Review of Experiments Examining the Effects of Extrinsic Rewards on Intrinsic Motivation.*Psychological Bulletin, 125 (6), 627-668.

Dian, Fausta.2009.*Bahan AjarKompetnesiProfesional.*DiklatPeningkatan Kompetensi Guru VokasiAngkatanIII.Jakarta: LPMP.

Djuharie, Otong Setiawan.2009.*Essay Writing.TeknikdanPanduanMenulis MelaluiEksplorasi Model danLatihan.*Bandung: Cv. YramaWidya.

Douglas,S.R& Kim, M.2014.*Task-Based Language Teaching and English for Academic Purposes*: An Investigation into Instructor Perceptions and Practice in the Canadian Context TESL CANADA JOURNAL/REVUE TESLDU CANADA 1.VOLUmE 31, SpECiALiSSUE 8, 2014

Falk, Julia S. 1978, Lingustic and Language: A survey of Basic Concept and Implication. New York, NY: Jhon Wiley & Sons.

Fegerson, et.al.1992.*All in One.*New jersey: MarieLouse Prentice Hall.

Fraenkel, Jack R and Norman E, Wallen.1990, 2012. How to Design and Evaluate Research in Education. New York. NY: McGraw Hall, Inc.

Freeman, D. L.2000.Techniques and Principles in Language Teaching.Oxford: Oxford University Press.

Gardner, R. C. (2003).*Social Psychology and Second Language Learning*. London Edward Arnold.

Guay, et.al.2010.*Intrinsic Identified, and Controlled Types of Motivation for School Subjects in Young Elementary School Children.* British Journal of EducationalPsychology, 93 (1)

Hairstone, Maxine. 1986. Contemporary Composition. Boston: Houghton Mifflin Company.

Harmer, J. 2006.*The Practice of English Language Teaching.* England: Edinburg Gate Harlow.

Hasani, A.2005.*Ihwal Menulis.*UNTIRTA PRESS.

Hatch, Evelyn and HosseinFarhady. 1982. *Research Design and Statistics for Applied Linguistic.*Cambridge : Newbury House Publisher.

Heaton.1975.*Writing English Language Tests.*New York, NY:Longman Inc.

Hudson, G.2000.*Essetial Introductory Linguistics.*Blackwell Publisher. *Street.Malden.MA 02148-5020*

Indiani D.K & Ericka, *D.* 2019. *Integration of STAD with Mind mapping to Enhanced Student Cognitive Through Classroom Action Research*. Biology Education Department Tidar University.

Maharimin, I.1999.*Menulis SecaraPopuler.*Jakarta: Pustaka Jaya.

Mackey, W. F. 1965. *Language Teaching Analysis.*London: LongmanGroup Ltd.

McMilan.J.H. 1992.*Educational Research:* Fundamentalsa for the Consumer, New York, NY: Harper Collins Publishers Inc.

Moore, K. D.2005. *Effective Instructional Strategies:From Theory to Practice.* USA: Sage Publications Inc.

Nasution,A.S.2017.*The Effect of Task-Based Learning Method on Students' Achievement in Writing* .A graduate of English Language and Literature Department of UNIMED

Nunan, David.2003.*Practical English Language Teaching.*Singapore: Mc. Graw Hill.

Oshima, Alice and Ann Hogue. 1997. *Introduction to Academic Writing.* New York : Longman

Poblette, Judy H. 1999. *Communicating Christian Values Through Teaching English as a Second Language : The Use of Poetry.*Michigan : Andrews University.

Richard, et.al.2002.*Longman Dictionary of Language Teaching and Applied Linguistics.*Malaysia: Longman.

Saleh, Yusrizal. 1997. *Methodology of TEFL in the Indonesian Context Book 1.* Palembang.

Siahaan, Sanggam. 2008. *Issues in Linguistics.*Yogyakarta :GrahaIlmu.

Slamento.2003.*Belajar &Faktor-Faktor yang Mempengaruhi.*Jakarta: BumiAksara.

Sternberg, R.1994. *In Search of the Human Mind* (395-396). New York: Harcourt, NJ: Prentice Hall.

Stipek,D.1988. *Motivation to Learn: From Theory to Practice.* Englewood Cliff, NJ: Prentice

Sudarwati, Th and Eudia Grace.2007.*Look Ahead: An English Course for Senior High School Students Xi.*Jakarta: Erlangga

Wallace, Trudy.2005.*Teaching Speaking, Listening, and Writing.*Accessed from http://www.curtin.edu.au/curtin/dept/smec/iae.On Saturday, Februari 4th,2017

Zarkasi. 2022. *Learning the quran hadith With the mind map method to improve student learning outcomes*.Malang.