CHAPTER V
CONCLUSION AND SUGGESTION

5.1. Conclusion

Referring to the research question, which are the types of lexical cohesion used in Dr. Seuss Children's book, the writer found out that there are repetition, synonym, antonymy, superordinate, and collocation. In the findings, the writer collected fifty-two passages that contain lexical cohesion in Dr. Seuss's children's book. From fifty-two passages, the writer found the most used lexical cohesion in the three books entitled "*The Cat in the Hat*," "*Green Eggs and Ham*," and "*How the Grinch Stole Christmas!*" is repetition with twenty-three cases. A repetition is the process of repeating a phrase or word in a text to highlight the ideas and theme; it also creates the rhythm of a storyline. In the process of writing a story, there are three types of repetition: anaphora, epistrophe, and epizeuxis. For example, the word **wet** is repeated to give the reader a vivid theme of the rainy season, and by that, the word wet can be classified as anaphoric repetition. (*see Appendices No. 1).*

From this analysis, the writer has also found other kinds of lexical cohesion mostly used after repetition, it is synonym with thirteen cases. Synonymy is a word that have a similar meaning as another word. Synonymy has two types: absolute and partial synonym. For example, the word **looked** and **saw** classified as synonymy because both words have the similar meaning which is the act of observing something by eyes and both of these words knows as partial synonym. (*see appendices No. 9*).

5.2. Suggestion

After the writer finished the research, the writer also found another finding. There are words from the text that can be analyze more than just the lexical cohesion. To start with, the future writer can do research about the grammatical lexical and its type. Besides that, the future research can explore the writing styles of Dr. Seuss used for his books. Unlike this research, only focuses on the lexical cohesion and its types.

The author hopes, this research will provide additional knowledge regarding the lexical cohesion and meaning of the words for the English learners and as for the future researcher, the writer hope that this research can be the references to the same topic or related semantic topics with different data.

REFERENCES

Ali, S. U. (2009, May 4). *The Analysis of Cohesion Devices in Fairy Tales Grim's Brother: "Snow White and the seven Dwarfs".* Universitas Hasanuddin of Makassar. Retrieved from Respitory Unhas.

Britannica, T. (2024, May 4). *Dr. Seuss Encylopedia Britannica*. Retrieved from Britannica: https://www.britannica.com/biography/Dr-Seuss

Buitkiene, J. (2005). Variability of Cohesive Devices Across Registers. Studies About Language, 7.

Cruse, A. (2000). *Meaning in Language: An Introduction to Semantics and Pragmatics.* Oxford University Press.

Denzin, N. K. (2005). *The Sage handbook of qualitative research (3rd ed.).* Sage Publications Ltd.

Halliday, M.A.K & Hasan, R. (1976). *Cohesion in English.* Retrieved from Academia.

Kreidler, C. W. (1998). *Introducing English Semantic.* London Routldge.

Lyons, J. (1968). *Theoritical Linguistics.* Cambridge University Press.

Malewitz, R. (2020). Oregon State University Associate Professor of American Literature.

Palmer, F. R. (1981). *Speech Acts.* Cambridge University Press.

Paltridge, B. (2006). Discourse Analysis Paltridge.

Rankema, J. (1993). *Discourse Studies: An Introductory Textbook.* New York: John Benjamins Publishing Company.

Robert De Beaugrande, W. U. (1981). *Introduction to Text Linguistics.* London & New York: Longman.

Salkie, R. (1995). *Text and Discourse Analysis.* New York: Routledge.

Schneider, J. J. (2016). *The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge.* Digital Commons University of South Florida . Retrieved from https://digitalcommons.usf.edu/cgi/viewcontent.cgi?article=1000&context=childrens_lit_textbook

Sidabutar, U. (2021). An Analysis of Lexical Cohesion on the Student's Writing. *JETAL: Journal of English Teaching & Applied Linguistics*. Retrieved from https://doi.org/10.36655/jetal.v2i2.533

Tarigan, H. G. (2011). *Dasar-dasar Psikosastra Angkasa.* Bandung : Angkasa., 2011.

Thomas, A. L. (1979). Elipsis: The Interplay of Sentence Structure and Context. *Science Direct*, 43-68.

Tyra, C. (2011). Bringing Books to Life: Teaching Characters Education through Children's Literature.

Ulfa, M. (2016). *An Analysis of Lexical Cohesion in Narrative Text: Three Children Storybook of "Oliver and Jumpy" by Werner Stejskal".* Universitas Islam Negeri Siber Syekh Nurjati Cirebon (UINSSC).

Ulya, N. (2017). *An Analysis of Lexical Cohesion in John Cheever's The Five-Forty-Eight.* Universitas Islam Negeri Syarif Hidayatullah Jakarta.

Yulianto, J. (2020). *The Semantical Analysis of Lexical Relation in The Song Lyrics Written by Alan Menken.* Universitas Buddhi Dharma.
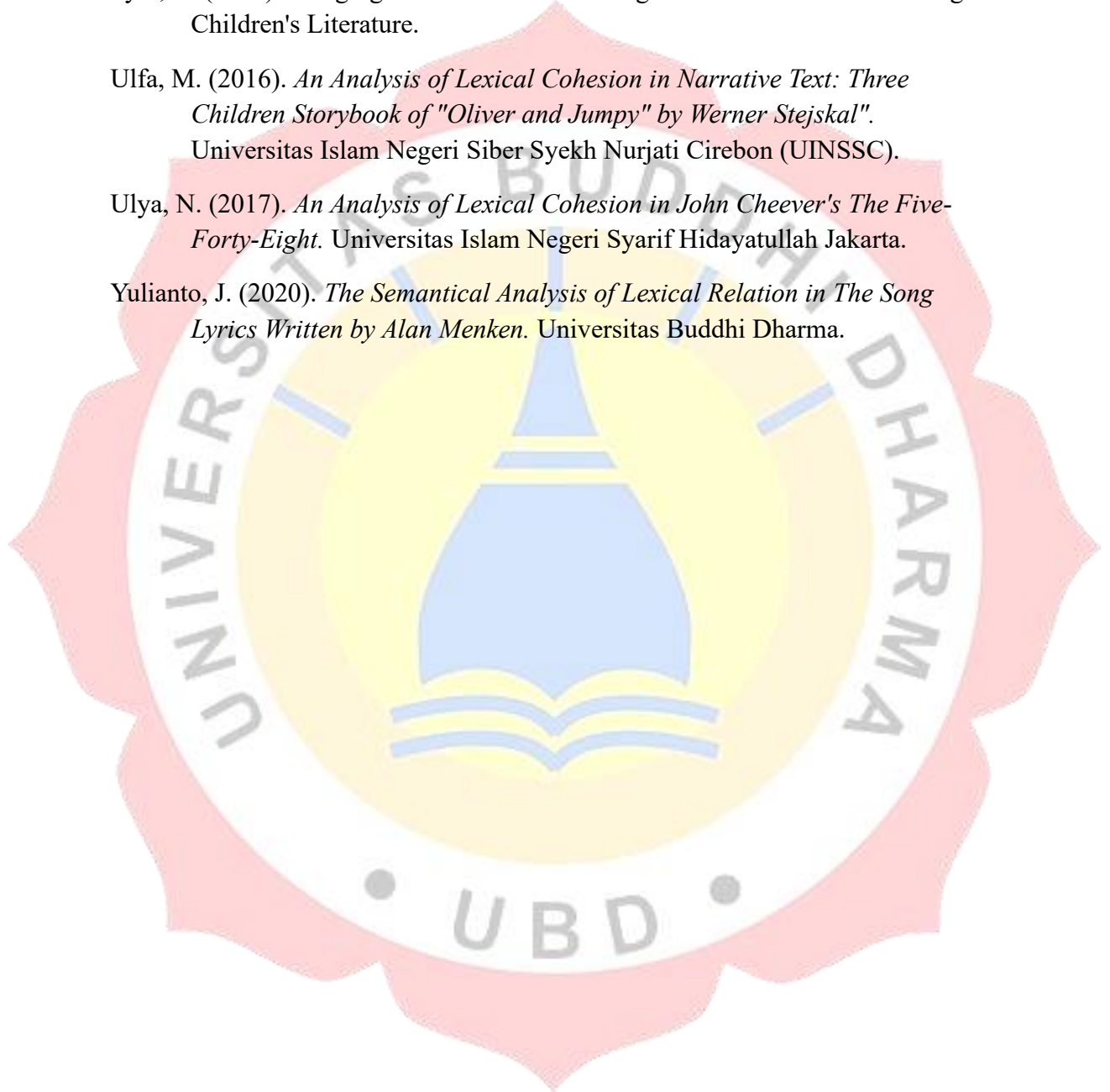
CURRICULUM VITAE

Wiratna Wijaya

+62 812-5529-5102 |

wirwijayawiratna1998@gmail.com

About Me

I am Wiratna, a fresh graduated English Literature student from Buddhi Dharma Univeristy. I do have experiences in works since I graduated high school. I am a detail-oriented and highly organized professional with experience in administrative and marketing assitance. A strong communicator with pro-active approach to problem-solving and keen eye for detail.

Education

2013 - 2015 | SMA Prime One School | Jurusan IPA 2020 - 2024 | Universitas Buddhi Dharma | Program Studi English Literature

Work Experiences

2016 - 2017 | Store Keeper Staff | VOTE BAR Managing day-to-day operation ath the kitchen, including receiving, storing and issuing supplies and ensuring the efficient and organized handling of goods. Also maintaining the accuracy of stock level are adequate and supporting the smooth operation of the kitchen before opening.

2017 - 2018 | Private Tutor | Apartemen City Park, Jakarta Provides personalized academic instruction to the students and help them to improve their understanding of various subjects, enchancing their academic performance and develop an effective study routine.

2018 - NOW | Assistant Marketing Support | PT. Sinar Mustika Raya, Tangerang Providing administrative and operational support to the marketing team to ensure the smooth execution of marketing are in a good shape. Managing multiple tasks, coordinate with different department especially finance department to contribute the successful marketing projects.

Skills

Marketing Administrative | Communication | Time Management | Attention to detail Microsoft Office | Analytic Thinking | Problem-Solving

APPENDICES

1. Reiteration

- Data 1: Book 1. The Cat in The Hat by Dr. Seuss
    a.) Repetition

No.	Page	Text	Ties	Cohesive Item
1.	1	The sun did not shine. It was too **wet** to play. So we sat down in the house All that **cold**, **cold**, **wet** day	2	Wet, cold
2.	3	So all we could do was to **Sit!** **Sit!** **Sit!** **Sit!** And we did not like it. Not one little bit.	1	sit
3.	7	"I know it is wet And the **sun** is not **sun**ny. But we can have Lots of good **fun** that is **fun**ny!"	2	sun, fun
4.	11	But our fish said, "**No! No!** Make that **Cat** go away! Tell the **Cat** in the Hat. You do not want to play. **He should not be here**. He should not be about. **He should not be here** When your mother is out!"	3	No, Cat, He should not be here

No.	Page	Text	Ties	Cohesive Item
5.	13	"**Put me down**!" said the fish. This is no fun at all! **Put me down**!" said the fish. "I do not wish to fall!"	1	Put me down
6.	16	"**Look at me**! **Look at me** now! said the cat. "With a cup and a cake on the top of my hat! **I can hold up** two books! **I can hold up** the fish! And a little toy ship! And some milk on a dish! And look! I can hop up and down on the ball! But **that is not all**! Oh, no. **That is not all**…	3	Look at me, I can hold up, that is not all
7.	37	"Have no fear, little fish," said the Cat in the Hat. "These Things are good Things," and he gave them pat. "They are **tame**. Oh, so **tame**! They have come here to play. They will give you some fun on this **wet**, **wet** day."	2	Tame, wet
8.	53	"Oh dear!" said the cat "You did not like our game… Oh dear. **What a shame! What a shame! What a shame!**"	1	what a shame

b.) Synonymy or near-synonymy

No.	Page	Text	Ties	Cohesive Item
9.	6	We **looked**! Then we **saw** him step in on the mat! We looked! And we saw him!	1	Looked-saw

No.	Page	Text	Ties	Cohesive Item
		The Cat in the Hat! And he said to us, "Why do you sit there like that?"		
10.	8	"I know some good **games** we could play," said the Cat "I know some new **tricks**" said the Cat in the Hat "A lot of good tricks. I will show them to you. Your mother will not mind at all if I do" Then Sally and I Did not know that to say. Our mother was out of the house for the day	1	Games-tricks
11.	22	And our fish **came down**, too. He **fell** into a pot! He said, "Do I like this? Oh, no! I do not. This is not a good game," said our fish as he lit. "No, I do not like it, not one little bit!"	1	Came down-fell
12.	39	"No! Not in the house!" said the fish in the pot. "They should not fly kites in a house! They should not. Oh, the things they will **bump**! Oh, the things they will **hit**! Oh, I do not like it! Not one little bit!"	1	Bump-hit

c.) Antonymy

No.	Page	Text	Ties	Cohesive Item
13.	16	"Look at me! Look at me now! said the cat.	1	Up-down

No.	Page	Text	Ties	Cohesive Item
		"With a cup and a cake on the top of my hat! I can hold up two books! I can hold up the fish! And a little toy ship! And some milk on a dish! And look! I can hop **up** and **down** on the ball! But that is not all! Oh, no. That is not all…		
14.	21	That is what the cat said … Then he fell on his head! He came **down** with a bump From **up** there on the ball. And Sally and I, we saw all things fall!	1	Down-up
15.	42	Thing Two and Thing One! They **ran up**! They **ran down**! On the string of one kite, we saw Mother's new gown! Her gown with the dots, that are pink, white and red. Then we saw one kite bump on the head of her bed!	1	Ran up- ran down
16.	55	"That is good," said the fish. "He has **gone away**. Yes. But your mother will **come**. She will find this big mess! And this mess is so big and so deep and so tall, we can not pick it up. There is no way at all!"	1	Gone away- come

d.) Superordinate

No.	Page	Text	Ties	Cohesive Item
17.	58	Then we saw him pick up all the **things** that were down.	1	Things-the cake, the

| | | He picked up **the cake**, and **the rake**, and **the gown**, and **the milk,** and **the strings**, and **the books**, and **the dish**, and **the fan**, and **the cup**, and **the ship**, and the fish, and he put them away.
Then he said, "That is that"
And then he was gone with a tip of his hat. | | rake, the gown, the milk, the strings, the books, the dish, the fan, the cup, the ship |

- Data 2: Book 2. Green Eggs and Ham
    a.) Repetition

No.	Page	Text	Ties	Cohesive Item
18.	7	**That Sam-I-am**! **That Sam-I-am**! I do not like **that Sam-I-am**	1	That Sam-I-am
19.	18	**I do not like them** in a house **I do not like them** with a mouse **I do not like them** here or there **I do not like them** anywhere I do not like green eggs and ham **I do not like them**, Sam-I-am	1	I do not like them
20.	24	Would you? Could you? In a car? **Eat them! Eat Them!** Here they are.	1	Eat them
21.	26	**You may like them**. You will see. **You may like them** in a tree!	1	You may like them
22.	30	**A train! A train! A train! A train**! Could you, would you on **a train**?	1	a train

No.	Page	Text	Ties	Cohesive Item
23.	57	And I will eat them in the rain And in the dark. And on a train And in a car. And in a tree They are **so good, so good,** you see!	1	So good
24.	60	I do so like green eggs and ham! **Thank you! Thank you** Sam-I-am!	1	Thank you

- Data 3. How the Grinch Stole the Christmas
  a.) Repetition

No.	Page	Text	Ties	Cohesive Item
25.	2	But **the Grinch**, Who lived just north of Who-ville, did NOT! **The Grinch** hated **Christmas**! The whole **Christmas** season! Now, please don't ask why. No one quite knows the reason It could be his head wasn't screwed on just right It could be, perhaps, that his shoes were too tight But I think that the most likely reason of all May have been that his heart was two size too small	2	the Grinch, Christmas
26.	4	…All the Who girls and boys Would wake bright and early. They'd rush for their toys! And then! Oh, **the noise!** Oh, **the Noise! Noise! Noise! Noise**! That's one thing he	1	The noise

No.	Page	Text	Ties	Cohesive Item
		hated! The **NOISE! NOISE! NOISE! NOISE!**		
27.	5	Then the Whos, young and old, would sit down to a **feast**. And they'd **feast**! And they'd **feast**! And **they feast**! **FEAST! FEAST! FEAST! FEAST**! They would **feast** on Who-pudding, and rare Who-roast-beast. Which was something the Grinch couldn't stand in the least!	1	Feast
28.	6	And THEN they'd do something he liked least of all! Every Who down in Who-ville, the tall and the small, would stand close together, with Christmas bells ringing They'd stand **hand-in-hand**. And the Whos would start **sing**ing! They'd **sing**! And they'd **sing**! And they'd **SING! SING! SING! SING**! And the more the Grinch thought of this Who-Christmas-Sing. The more the Grinch thought, "I must stop this whole thing! Why, for fifty-three years I've put up with it now! I must stop this Christmas from coming! But how?	2	hand-in-hand, sing
29.	9	Then he loaded some bags and some old empty sacks on a ramshackle **sleight** and hitched old Max. Then the Grinch said, "Giddap!"	1	sleight

No.	Page	Text	Ties	Cohesive Item
		And the **sleight** started down towards the homes where the Whos lay a-snooze in their town		
30.	11	The he slid down the chimney. A rather tight pinch. But, if Santa could do it, then so could the Grinch. He got **stuck** only once, for a moment or two. Then he **stuck** his head out of the fireplace flue Where the little Who **stockings** all hung in a row "These **stockings**," he grined, "are the first things to go"!	2	Stuck, stockings
31.	13	Then he slunk to the icebox. **He took** the Whos' feast! **He took** the Who-pudding! **He took** the roast beast! He cleaned out the icebox as quick as a flash. Why, the Grinch even took their last can of Who-hash!	1	he took
32.	22	But the **sound** wasn't sad! Why, this **sound** sounded **merry**! It couldn't be so! But it was **merry**! VERY! He stared down at Who-ville! The Grinch popped his eyes! Then he shook! What he saw was a shocking surprise!	2	Sound, merry

b.) Synonymy or near-synonym

No.	Page	Text	Ties	Cohesive Item
33.	3	But whatever the reason, his heart or his shoes He stood there on Christmas eve, hating the Whos Starring down from his cave with a sour, Grinchy frown At the warm lighted windows below in their town For he knew every Who down in Who-ville beneath was busy now, hanging a mistletoe wreath. "And they're hanging their stockings!' he **snarled** with a sneer "Tomorrow is Christmas! It's practically here!" Then he **growled**, with his Grinch fingers nervously drumming, "I must find some way to stop Christmas from coming!" For, tomorrow, he knew…	1	Snarled=growled
34.	8	I know just what to do!" The Grinch **laughed** in his throat And he made a quick Santy Claus hat and a coat And he **chucked**, and clucked, "What a great Grinchy trick! "With this coat and this hat, I look just like Saint Nick!" "All I need is a reindeer…" The Grinch looked around. But, since reindeer are scarce, there was none to be found Did that stop the old Grinch…?	1	Laughed = chucked

No.	Page	Text	Ties	Cohesive Item
		No! The Grinch simply said, "If I can't find a reindeer, I'll make one instead!" So he called his dog, Max. Then he took some red thread, and he tied a big horn on the top of his head		
35.	12	The he **slithered** and **slunk**, with a smile most unpleasant, Around the whole room and he took every present! Pop guns! And bicycle! Roller skates! Drums! Checkerboards! Tricycle! Popcorn! And Plums! And he stuffed them in bags. Then the Grinch, very nimbly stuffed all the bags, one by one, up the chimney!	1	Slithered = slunk
36.	15	And the Grinch grabbed the tree, and he started to shove When he heard a small sound like coo of a dove He turned around fast, and he saw a **small** Who! Little Cindy-Lou Who, who was not more than two. The Grinch had been caught by this **tiny** Who daughter Who'd go out of bed for a cup of cold water She stared at the Grinch and said, "Santy Clau, why, why are you taking our Christmas tree? Why?"	1	Small = tiny
37.	16	But, you know, that old Grinch was so smart and so **slick** He thought up a **lie**, and he thought it up **quick**!	2	Slick = quick, lie = fib

No.	Page	Text	Ties	Cohesive Item
		"Why, my sweet little tot," the fake Santy Claus lied, "There's a light on this tree that won't light on one side. So I'm taking it home to my workshop, my dear. I'll fix it up there. Then I'll bring it back here." And he **fib** fooled the child. Then he patted her head and he got her a drink and sent her to bed. And when Cindy-Lou Who went to bed with her cup, he went to the chimney and stuffed the tree up!		
38.	19	It was quarter past dawn… All the Whos, still **a-bed** All the Whos, still **a-snooze** When he packed up his sled, Packed it up with their presents! The ribbons! The wrappings! The tags! And the tinsel! The trimmings! The trappings!	1	a-bed = a-snooze
39.	21	"That's a noise," grinned the Grinch "That I simply MUST hear"! So he paused. And the Grinch put his hand to his ear. And he did hear a sound **rising** over the snow It started in low. Then it started to **grow**…	1	Rising = grow
40.	24	And the Grinch, with this grinch-feet ice-cold in the snow, Stood puzzling and puzzling: "How could it be so? "It came without ribbons! It came without tags! It came without **packages**, **boxes** or bags!"	1	Packages = boxes

No.	Page	Text	Ties	Cohesive Item
		And he puzzled three hours, till his puzzler was sore Then the Grinch thought of something he hadn't before! "Maybe Christmas," he thought, "doesn't come from a store." Maybe Christmas…perhaps…means a little bit more!		

c.) Antonymy

No.	Page	Text	Ties	Cohesive Item
41.	4	…All the Who **girls** and **boys** Would wake bright and early. They'd rush for their toys! And then! Oh, the noise! Oh, the Noise! Noise! Noise! Noise! That's one thing he hated! The NOISE! NOISE! NOISE! NOISE!	1	Girls-boys
42.	5	Then the Whos, **young** and **old**, would sit down to a feast. And they'd feast! And they'd feast! And they feast! FEAST! FEAST! FEAST! FEAST! They would feast on Who-pudding, and rare Who-roast-beast. Which was something the Grinch couldn't stand in the least!	1	Young-old

No.	Page	Text	Ties	Cohesive Item
43.	6	And THEN they'd do something he liked least of all! Every Who down in Who-ville, **the tall** and **the small**, would stand close together, with Christmas bells ringing They'd stand hand-in-hand. And the Whos would start singing! They'd sing! And they'd sing! And they'd SING! SING! SING! SING! And the more the Grinch thought of this Who-Christmas-Sing. The more the Grinch thought, "I must stop this whole thing! Why, for fifty-three years I've put up with it now! I must stop this Christmas from coming! But how?	1	the tall-the small
44.	7	Then he got an idea! An awful idea! THE GRINCH GOT A **WONDERFUL**, **AWFUL** IDEA!	1	Wonderful-awful

d.) Superordinate

No.	Page	Text	Ties	Cohesive Item
45.	5	Then the Whos, young and old, would sit down to a feast. And they'd feast! And they'd feast! And they feast! FEAST! FEAST! FEAST! FEAST! They would **feast** on **Who-pudding**, and rare **Who-roast-beast**. Which was something the Grinch couldn't stand in the least!	1	Feast – who-pudding, who-roast-beast
46.	12	The he slithered and slunk, with a smile most unpleasant, Around the whole room and he took every **present**! **Pop guns! And bicycle! Roller skates! Drums! Checkerboards! Tricycle! Popcorn! And Plums!** And he stuffed them in bags. Then the Grinch, very nimbly stuffed all the bags, one by one, up the chimney!	1	Present-pop guns, bicycle, roller skates, drums, checkerboard, tricycle, popcorn, plums
47.	13	Then he slunk to the icebox. He took the Whos' **feast**! He took the **Who-puddin**g! He took the **roast beast**! He cleaned out the icebox as quick as a flash. Why, the Grinch even took their last can of **Who-hash**!	1	Feast- who-pudding, roast beast, who-hash

2. Collocation

No.	Page	Text	Ties	Cohesive Item
48.	3	But whatever the reason, his heart or his shoes He stood there on **Christmas eve**, hating the Whos Starring down from his cave with a sour, Grinchy frown At the **warm lighted** windows below in their town For he knew every Who down in Who-ville beneath was busy now, hanging a mistletoe wreath. "And they're hanging their stockings!' he snarled with a sneer "Tomorrow is Christmas! It's practically here!" Then he growled, with his Grinch fingers **nervously drumming**, "I must find some way to stop Christmas from coming!" For, tomorrow, he knew…	3	Christmas eve, warm lighted, nervously drumming
49.	4	…All the Who girls and boys Would **wake bright and early**. They'd rush for their toys! And then! Oh, the noise! Oh, the Noise! Noise! Noise! Noise! That's one thing he hated! The NOISE! NOISE! NOISE! NOISE!	1	Wake bright and early
50.	10	All their windows were dark. Quiet snow **filled the air**. All the Whos were all dreaming **sweet dreams** without care	3	Filled the air, sweet dreams, little house

No.	Page	Text	Ties	Cohesive Item
		When he came to the first **little house** on the square "This is stop No. one," the old Grinchy Claus hissed and he climbed to the roof, empty bags in his fist		
51.	16	But, you know, that old Grinch was so smart and so slick He thought up a lie, and he thought it up quick! "Why, my sweet little tot," the fake Santy Claus lied, "There's a light on this tree that won't light on one side. So I'm taking it home to my workshop, my dear. I'll **fix it up** there. Then I'll bring it back here." And he **fib fooled** the child. Then he patted her head and he got her a drink and sent her to bed. And when Cindy-Lou Who went to bed with her cup, he went to the chimney and stuffed the tree up!	2	Fix it up, fib fooled
52.	25	And what happened then…? Well… in Who-ville they say that the Grinch **small heart grew three sizes** that day! And the minute his heart didn't feel quite so tight, He whizzed with his load through the **bright morning light** and he brought back the toys! And the food for the feast! And he…	2	Heart grew three sizes, bright morning light

UNIVERSITAS BUDDHI DHARMA

Kreativitas Membangkitkan Inovasi

july 16, 2024

Editor Explanation:

Dears Wiratna Wijaya,

Thank you for your trusts in our services.

Based on the text assessment on the submitted paper below:

Student ID	:	20200600014
Major	:	Sastra Inggris
Title	:	The Analysis of Lexical Cohesion in Children's Book: Three Storybook by Dr. Seuss
Type	:	Thesis

Turnitin Suggests the similarity among your article with the articles in application are listed below:

Word Count	:	10366
Character Count	:	51856
Similarity Index	**:**	**10%**
Internet Source	:	11%
Publication	:	3%
Student Paper	:	5%
Exclude quotes	:	Off
Exclude bibliography	:	Off
Exclude matches	:	Off

This report provides results of literature similarity assessment, if the results show unusually high percentage of similarity according to our institution's standard your supervisor(s) or ethic committee may re-examine your literature.

Thank you for your attention and cooperation.

Sincerely,
Frendy Dodo Chang, S.Kom
Faculty of Social Sciences and Humanities
Buddhi Dharma University (UBD)

www.buddhidharma.ac.id
fsh@buddhidharma.ac.id

FAKULTAS SOSIAL DAN HUMANIORA
Jl. Imam Bonjol No. 41 Karawaci Ilir
Tangerang 15115 - Banten
Telp. 021 - 5517853, Fax. 021 - 5586820

KARTU BIMBINGAN TA/SKRIPSI

NIM	: 20200600014
Nama Mahasiswa	: WIRATNA WIJAYA
Fakultas	: Sosial dan Humaniora
Program Studi	: Sastra Inggris
Jenjang	: Strata Satu
Tahun Akademik/Semester	: 2023/2024 Genap
Dosen Pembimbing	: Adrallisman, S.S., M.Hum
Judul Skripsi	: The Analysis of Lexical Cohesion in Children's Book: Three Storybook by Dr. Seuss

Tanggal	Catatan	Paraf
2024-04-18	Talking about the Preparation of the Thesis	
2024-04-30	The Discussion of Chapter I	
2024-05-14	The Discussion of Chapter II	
2024-06-21	The Discussion of Chapter III	
2024-06-27	The Discussion of Chapter IV	
2024-07-02	The Discussion of Chapter V	
2024-07-03	The Discussion of Chapter I-V	
2024-07-08	The Discussion of Chapter I-V	
2024-07-09	The Discussion of Capter I-V and the Proven	

Mengetahui

Ketua Program Studi

Riris Mutiara P. Simamora, S.Pd, M.Hum

Tangerang, 10 July 2024

Pembimbing

Adrallisman, S.S., M.Hum