



RENCANA PELAKSANAAN PEMBELAJARAN DARING (RPPD)

Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/1
 Materi Pokok : Recount Text
 Alokasi Waktu : 2 JP (2 X 30 menit)

A. Kompetensi Inti

3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar Dan Indikator Pencapaian Kompetensi

<p>3.3 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>Personal Recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>3.3.1 Menganalisa fungsi sosial beberapa Teks <i>Personal Recount</i> dengan melengkapi tabel.</p> <p>3.3.2 Menganalisa struktur kebahasaan beberapa Teks <i>Personal Recount</i> dengan melengkapi tabel.</p> <p>3.3.3 Menganalisa unsur kebahasaan beberapa Teks <i>Personal Recount</i> dengan melengkapi tabel.</p>
<p>4.3 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (<i>Personal Recount</i>), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>4.3.1 Menyusun paragraf acak menjadi teks <i>Personal Recount</i> yang sesuai.</p> <p>4.3.2 Menulis suatu cerita (Teks <i>Personal Recount</i>) mengenai pengalaman perjalanan peserta didik yang tidak terlupakan</p>

	menggunakan template yang telah disediakan.
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C. Tujuan Pembelajaran

Melalui pendekatan Scientific dan pembelajaran model *Genre Based*, peserta didik diharapkan terampil:

1. Disajikan beberapa teks *Personal Recount*, peserta didik dapat menganalisa fungsi sosial, struktur kebahasaan dan unsur kebahasaan teks *personal recount* melalui kegiatan melengkapi tabel secara berkelompok.
2. Menyusun paragraf acak menjadi teks *Personal Recount* dengan fungsi, struktur dan unsur kebahasaan yang baik.
3. Menulis suatu cerita (Teks *Personal Recount*) mengenai pengalaman perjalanan peserta didik yang tidak terlupakan menggunakan template yang telah disediakan.

D. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan ke-3

a. Kegiatan Pendahuluan (10 menit)

Sintak	Langkah-langkah Kegiatan	Moda
	1) Guru menyiapkan fisik dan psikis siswa dengan memberikan salam dan berdoa . 2) Guru menanyakan materi sebelumnya secara singkat. 3) Guru memberikan motivasi dengan senyum. 4) Guru menyampaikan tujuan pembelajaran dan cakupan materi .	Google Meet (Sinkronisasi)

b. Kegiatan Inti (40) menit)

Sintak	Langkah-langkah Kegiatan	Moda
Modelling	<p>1) Guru dan peserta didik mereviu materi sebelumnya terkait Teks <i>Personal Recount</i> menggunakan <i>Doughnut Graphic Organizer</i>.</p> <p>2) Peserta didik melengkapi tabel dengan menganalisa fungsi sosial, struktur kebahasaan dan unsur kebahasaan dalam beberapa teks <i>Personal recount</i>.</p>	<p>Google Slide</p> <p>Google Meet</p>
Joint Construction	<p>3) Guru dan peserta didik membahas hasil jawaban bersama-sama.</p> <p>4) Guru menunjukkan gambar acak sesuai dengan Teks <i>Personal Recount</i> yang disajikan.</p> <p>5) Peserta didik menyusun gambar acak sesuai dengan urutan Teks <i>Personal Recount</i> yang disajikan.</p> <p>6) Guru dan peserta didik mendiskusikan kosakata sulit dalam Teks <i>Personal Recount</i> yang disajikan sebelumnya.</p> <p>7) Disajikan sebuah video, peserta didik mengamati dan menjawab pertanyaan "<i>What memories can be?</i>"</p> <p>8) Peserta didik menuliskan kenangan berkesan yang pernah mereka alami secara singkat.</p> <p>9) Peserta didik menyusun paragraf acak menjadi teks <i>Personal Recount</i> sesuai situasinya dengan benar di <i>Google Slides</i>.</p> <p>10)Guru memberikan <i>ice breaking</i>.</p>	<p>Google Slide</p>

Independent Construction of Text	<p>11) Guru menyajikan teks <i>Personal Recount</i> dan memberikan pertanyaan seperti:</p> <ul style="list-style-type: none">a. Who get involved?b. When did it happen?c. Where did it happen?d. Can you mention the events in the story?e. How did they feel? <p>12) Guru menunjukkan template penulisan Teks <i>Personal Recount</i>.</p> <p>13) Peserta didik membuat sebuah Teks <i>Personal Recount</i> mengikuti template yang telah disediakan secara berkelompok.</p> <p>14) Setiap kelompok mempresentasikan hasil diskusi mengenai Teks <i>Personal Recount</i>.</p> <p>15) Setiap kelompok memberikan masukan kepada kelompok lain secara lisan dan tertulis.</p> <p>16) Guru memberikan saran atau masukan terkait hasil presentasi kelompok.</p> <p>17) Peserta didik menjodohkan bagian struktur teks <i>Personal Recount</i> menggunakan ilustrasi Semangka (<i>Watermelon Illustration</i>)</p> <p>18) Guru menyajikan dua buah teks <i>Personal Recount</i> dan menanyakan: "Which <i>Personal Recount</i> is better?"</p>	Google Docs Google Classroom
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	<p>19) Peserta didik memberikan alasan mengapa Teks <i>Personal Recount</i> tersebut adalah teks yang terbaik.</p> <p>20) Peserta didik menulis Teks <i>Personal Recount</i> mengenai kisah perjalanan mereka yang tidak terlupakan sesuai template yang disediakan secara mandiri di <i>Google docs</i>.</p> <p>21) Peserta mengupload hasil pekerjaan mereka di <i>Google Classroom</i>.</p> <p>22) Guru memberikan feedback hasil tulisan peserta didik.</p>	
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c. Penutup (10 menit)

Sintak	Langkah-langkah Kegiatan	Moda
	<ol style="list-style-type: none"> 1. Guru dan peserta didik membuat kesimpulan. 2. Guru dan peserta didik membuat refleksi. 3. Guru memberikan tugas, menyampaikan rencana materi berikutnya dan evaluasi. <p>Link evaluasi: http://bit.ly/EVP3323</p>	<p>Google Meet TypeForm</p>

E. Penilaian

1. Sikap: Pengetahuan: mandiri, bertanggung jawab dan percaya diri.
2. Pengetahuan: Menyusun paragraph acak menjadi teks *Personal Recount* yang sesuai secara tertulis.
3. Keterampilan: Menulis suatu cerita (Teks *Personal Recount*) dalam bentuk paragraph sesuai dengan pengalaman perjalanan berkesan yang pernah dialami di masa lampau menggunakan template yang telah disediakan.

F. Program Tindak Lanjut

1. Remedial

Peserta didik yang belum mencapai KKM (78) diberi tugas untuk mencari contoh-contoh teks *Personal Recount* dan menyebutkan fungsi serta bagian-bagiannya.

2. Pengayaan

Bagi peserta didik yang mempunyai nilai di atas KKM (78) diberi pengayaan berupa tugas mandiri untuk membuat komik yang menceritakan pengalaman berkesan yang mereka miliki.

Bekasi, Juli 2020

Mengetahui:
Kepala Sekolah
Pelajaran

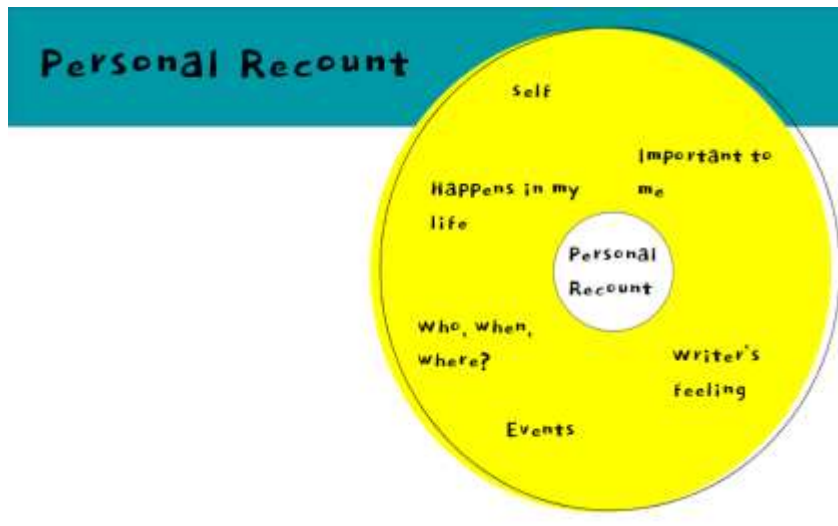
Guru Mata

Yuliani SS,M.Pd
Sirait, S.Pd

Hotmaria Monalisa

Lampiran 1 Bahan Ajar

- 1) Guru dan peserta didik mereviu materi sebelumnya terkait Teks *Personal Recount* menggunakan *Doughnut Graphic Organizer*.



- 2) Peserta didik melengkapi tabel dengan menganalisa fungsi sosial, struktur kebahasaan dan unsur kebahasaan dalam beberapa teks *Personal recount* secara berkelompok.

TRAVELLING

ENGLISH CLASS

A TRIP TO NATIONAL ZOO AND AQUARIUM

Text 1

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

At lunchtime Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish.

At the end of the day when we left, we were going to go and get ice cream but we decided we were too tired so we drove straight home.



#Photo: shutter for shutter photo



TEXT 2

My Horrible Experience

October 2020 | Google AdWords



Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road, I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Name/Group:

No.	Text 1	Text 2
1.	Topic	
2.	Purpose	
3.	Elements of Text	
	Who, when, where?	
	Event(s)	
	Writer's Feeling	
4.	What can you find?	
	Tense	
	Action verbs	

Adjectives		
Adverbs		

- 3) Guru menunjukkan gambar acak sesuai dengan Teks *Personal Recount* yang disajikan.

When I was younger, I had a real **sense of adventure**. I loved backpacking, camping in the woods, sleeping in tents and spending the evening next to the campfire.

As a child, I remember trying to build a fire **from scratch** by rubbing two sticks together. I think my entire family laughed while I worked at it for an hour. Unfortunately, I never succeeded.

But I do have such good memories of camping and hiking with my family. Every summer my parents would **pack up** the kids and the dog into the car, pack all our **outdoor gear** on the roof of the car and fill coolers full of food.

We have some wonderful photos (and memories) of our picnic dinner watching the sunset on the beach.

3-6-4-5-1-2

- 4) Guru dan peserta didik mendiskusikan kosakata sulit dalam Teks *Personal Recount* yang disajikan sebelumnya.

WORD POWER

from scratch To make [or create] from the beginning or from the basic

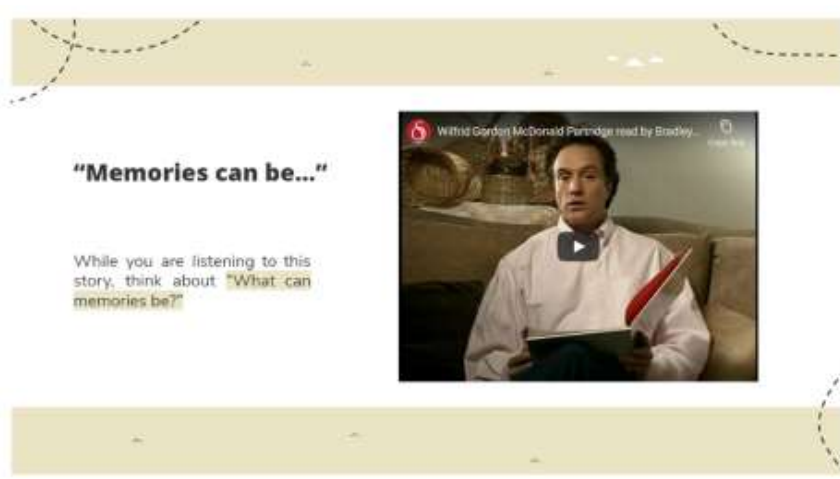
pack up To prepare one's belongings

sense of adventure The desire to explore and to take advantage of adventurous opportunities.

outdoor gear gear for camping, hunting, hiking

memories None listed

- 5) Disajikan sebuah video, peserta didik mengamati dan menjawab pertanyaan "What memories can be?"

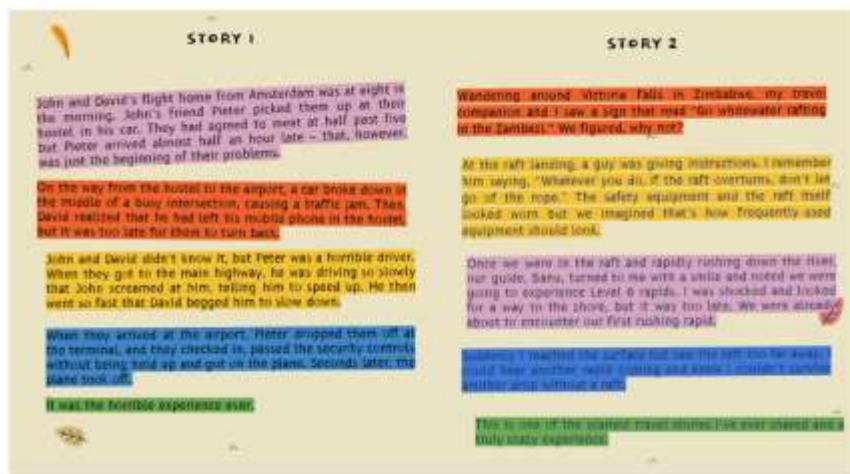


Answers: *happened a long time ago, something that makes you cry or laugh, something warm, precious as gold.*

6) Peserta didik menuliskan pengalaman berkesan yang pernah mereka alami secara singkat.

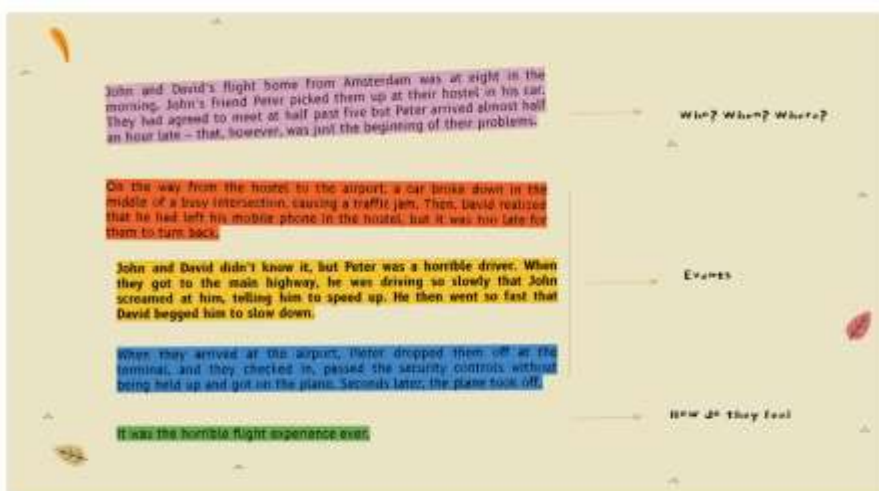


7) Peserta didik menyusun paragraf acak menjadi teks *Personal Recount* sesuai situasinya dengan benar di Google Slides.

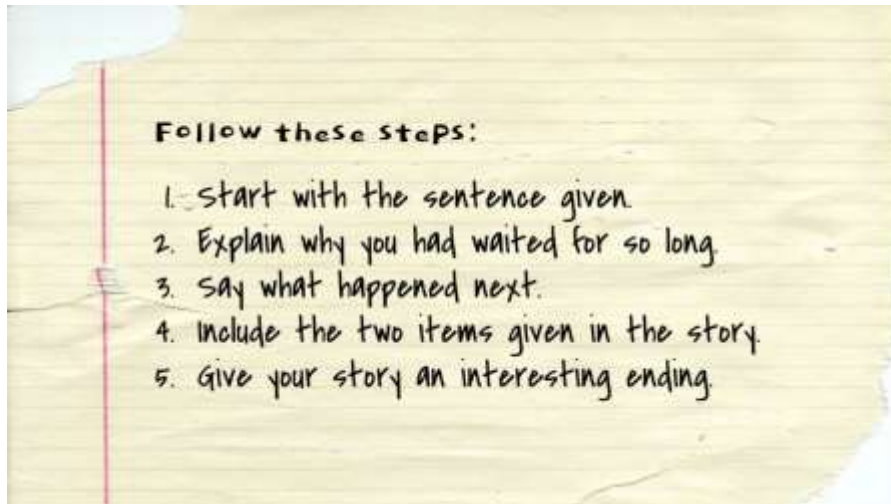


8) Guru menyajikan teks *Personal Recount* dan memberikan pertanyaan seperti:

- Who get involved?
- When did it happen?
- Where did it happen?
- Can you mention the events?
- How did they feel?



9) Guru menunjukkan template penulisan Teks *Personal Recount*.



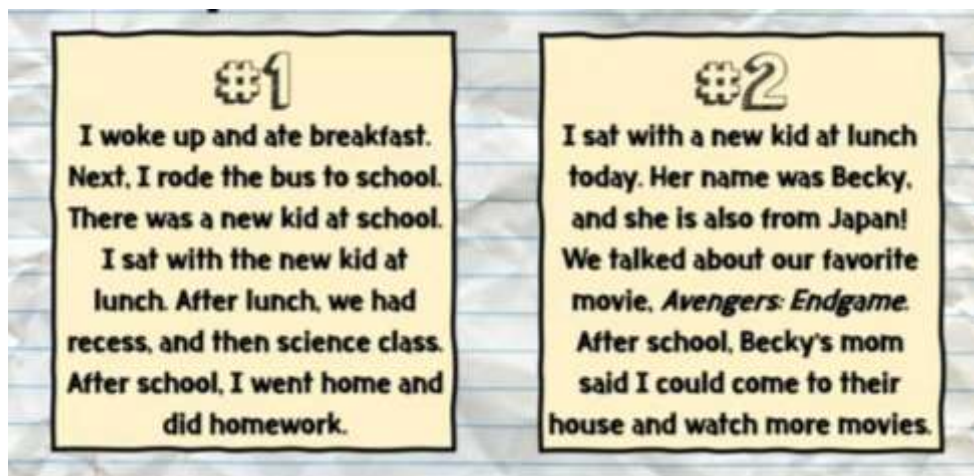
- 10) Siswa bekerja dalam kelompok untuk membuat sebuah Teks *Personal Recount* mengikuti template yang telah diberikan.



- 11) Peserta didik menjodohkan bagian struktur teks *Personal Recount* menggunakan ilustrasi Semangka (Watermelon Illustration)



- 12) Guru menyajikan dua buah teks *Personal Recount* dan menanyakan: "Which *Personal Recount* is better?" "Why do you think it's better?"

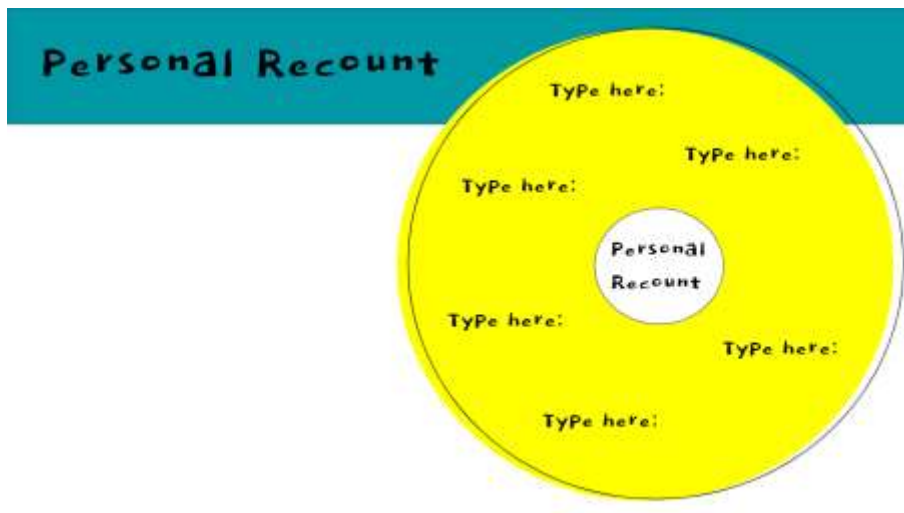


Lampiran 2

LKPD

Activity 1:

What is personal? How about Recount?



TRAVELLING

ENGLISH CLASS

A TRIP TO NATIONAL ZOO AND AQUARIUM

Text 1

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

At lunchtime Dad decided to cook a BBQ. He cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish.

At the end of the day when we left, we were going to go and get ice cream but we decided we were too tired so we drove straight home.

Photo: shane on shutter stock

TEXT 2

My Horrible Experience

October 2020 / Google Adwords

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road, I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

Activity 2

Analyze the purpose, the elements and the language features of the two texts above and put it into the table.

Name/Group:			
No.		Text 1	Text 2
1.	Topic		
2.	Purpose		
3.	Elements of Text		
	Who, when, where?		
	Event(s)		
	Writer's Feeling		
4.	What can you find?		
	Tense		
	Action verbs		
	Adjectives		
	Adverbs		

Activity 3




Arrange the jumbled pictures into a correct order based on the given story.




When I was younger, I had a real sense of adventure. I loved backpacking, camping in the woods, sleeping in tents and spending the evening next to the campfire.

As a child, I remember trying to build a fire from scratch by rubbing two sticks together. I think my entire family laughed while I worked at it for an hour. Unfortunately, I never succeeded.

But I do have such good memories of camping and taking with my family. Every summer my parents would pack up the kids and the dog into the car, pack all our outdoor gear on the roof of the car and fill coolers full of food.

We have some wonderful photos (and memories) of our picnic dinner watching the sunset on the beach.

1  2  3 

4  5  6 

Type...

Activity 4

Elicit the definition of some difficult words from the text in activity 3.

WORD POWER

from scratch

pack up

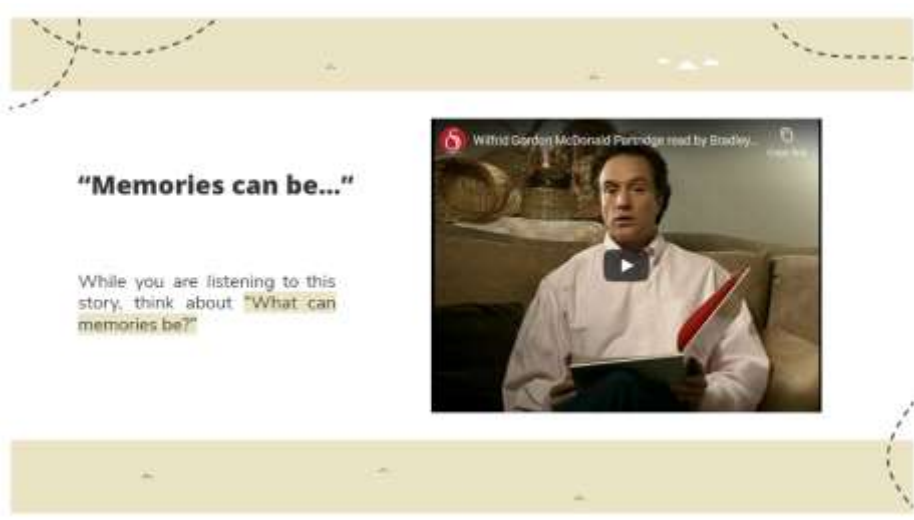
sense of adventure

outdoor gear

memories

Activity 5

Watch the video and think about “What memories can be?”



“Memories can be...”

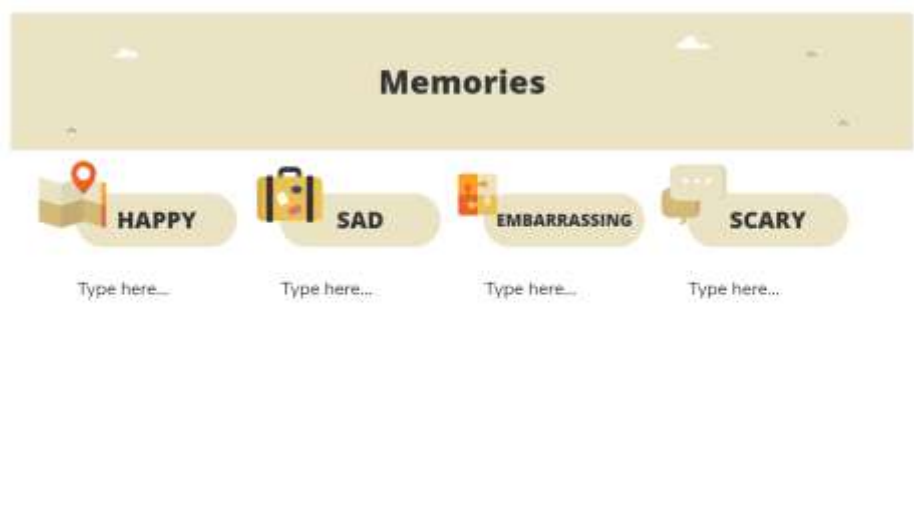
While you are listening to this story, think about “What can memories be?”

Wild Gordon McDonald Partridge read by Bradley

The interface features a light beige background with decorative dashed lines. On the left, there is a text prompt. On the right, a video player shows a man reading a book. The video title is “Wild Gordon McDonald Partridge read by Bradley”.

Activity 6

Write your own memories.



Memories

HAPPY SAD EMBARRASSING SCARY

Type here... Type here... Type here... Type here...

The interface has a light beige header with the word “Memories”. Below it are four categories: HAPPY (with a location pin icon), SAD (with a sad face icon), EMBARRASSING (with a red face icon), and SCARY (with a speech bubble icon). Each category has a corresponding text input field labeled “Type here...”.

Activity 7

Arrange the two jumbled paragraphs into a correct order based on the given situation.

Arrange these paragraphs into a correct order based on the situation.

At the raft landing, a guy was giving instructions. I remember him saying, "Whatever you do, if the raft overturns, don't let go of the rope." The safety equipment and the raft itself looked worn, but we imagined that's how frequently-used equipment should look.

On the way from the hostel to the airport, a car broke down in the middle of a busy intersection, causing a traffic jam. Then David realized that he had left his mobile phone in the hostel, but it was too late for them to turn back.

Once we were in the raft and rapidly rushing down the river, our guide, Bantu, turned to me with a smile and noted we were going to experience Level 6 rapids. I was shocked and looked for a way to the shore, but it was too late. We were already about to encounter our first rushing rapid.

This is one of the scariest travel stories I've ever shared and truly crazy experience.

Finally, I reached the surface but saw the raft too far away, about 100m away. I tried to swim but I couldn't see anything else without a life.

It was the humble flight experience ever.

John and David didn't know it, but Peter was a horrible driver. When they got to the main highway, he was driving so slowly that John screamed at him, telling him to speed up. He then went so fast that David begged him to slow down.

John and David's flight home from Amsterdam was at eight in the morning. John's friend Pieter picked them up at their hostel in his car. They had agreed to meet at half past five but Pieter arrived almost half an hour late - that, however, was just the beginning of their problems.

Wandering around Victoria Falls in Zimbabwe, my travel companion and I saw a sign that read "Go whitewater rafting in the Zambezi." We figured, why not?

When they arrived at the airport, Pieter dropped them off at the terminal, and they checked in, passed the security controls without being held up and got on the plane. Seconds later, the plane took off.

Group Activity (Activity 8)

Think - group - share

You will be working in group and write a story based on the sentence given for 10 minutes. Then you will present it.

Please follow the instruction carefully.





Activity 9

Match the description of Watermelon Illustration with its part.

Watermelon Illustration

Taste
Climax (Peak, unforgettable moment)

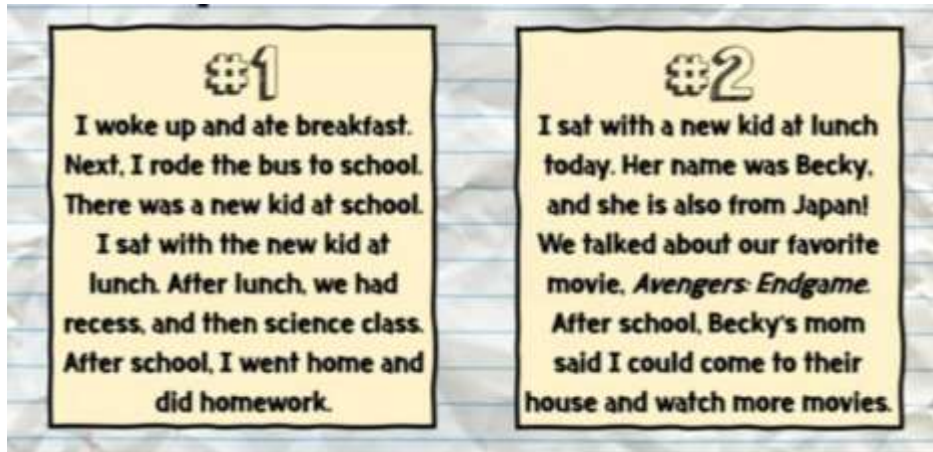
Watermelon
True stories that happened in your life.

Watermelon seeds
Details

Watermelon slice
Events

Activity 10

Look at these texts “Which *Personal Recount* is better?” Why do you think it’s better?”



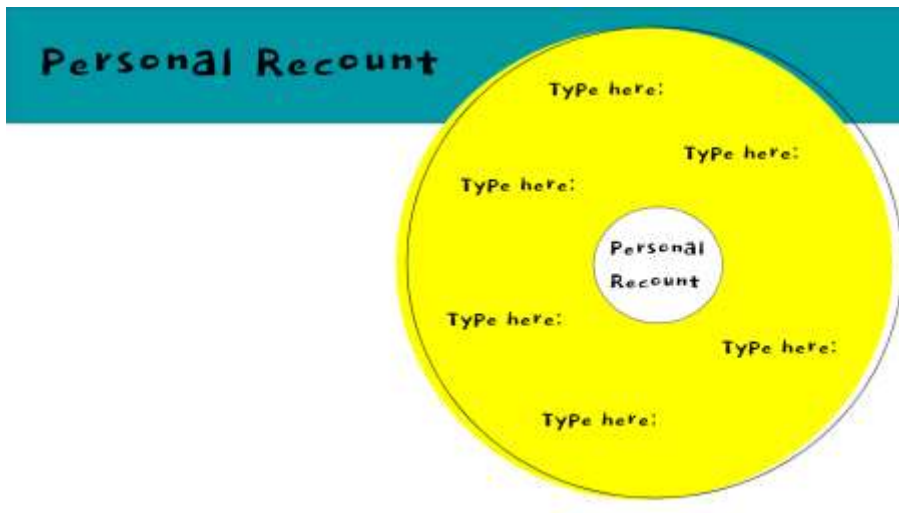
The image shows two personal recount texts written on lined paper. Each text is enclosed in a hand-drawn rectangular box. The first text, labeled '#1', describes a routine school day. The second text, labeled '#2', describes a specific lunchtime interaction with a new friend named Becky, mentioning a movie and an invitation to her home.

#1
I woke up and ate breakfast.
Next, I rode the bus to school.
There was a new kid at school.
I sat with the new kid at lunch. After lunch, we had recess, and then science class.
After school, I went home and did homework.

#2
I sat with a new kid at lunch today. Her name was Becky, and she is also from Japan! We talked about our favorite movie, *Avengers: Endgame*. After school, Becky's mom said I could come to their house and watch more movies.

Lampiran 3 Media Pembelajaran

Media 1: Doughnut Graphic Organizers



Media 2: Teks Personal Recount

TRAVELLING
ENGLISH CLASS

A TRIP TO NATIONAL ZOO AND AQUARIUM

Text 1

In the morning, when we got to the Zoo and Aquarium there was a great big line, so we had to wait awhile to get in.

After we entered the zoo, we went straight to the enclosure for the Snow Cubs. My brother and I were so excited to see them. They were so cute and playful.

At lunchtime Dad decided to cook a BBQ, he cooked sausages so we could have sausage sandwiches. Mum forgot the tomato sauce so we had to eat them plain.

In the afternoon, we visited the aquarium. My brother was excited to see the sharks and the tropical fish.

At the end of the day when we left, we were going to go and get ice cream but we decided we were too tired so we drove straight home.

Photo from the internet and ©

TEXT 2

My Horrible Experience

October 2020 | Google AdWords

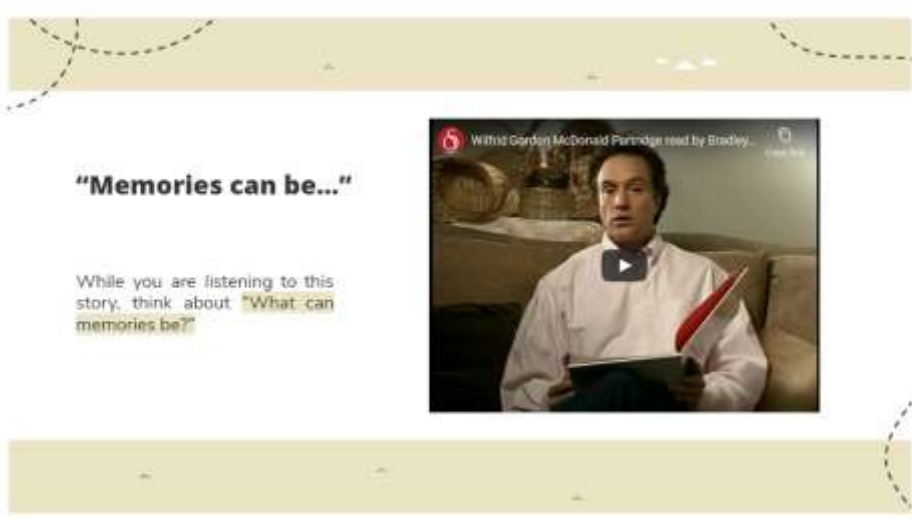
Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

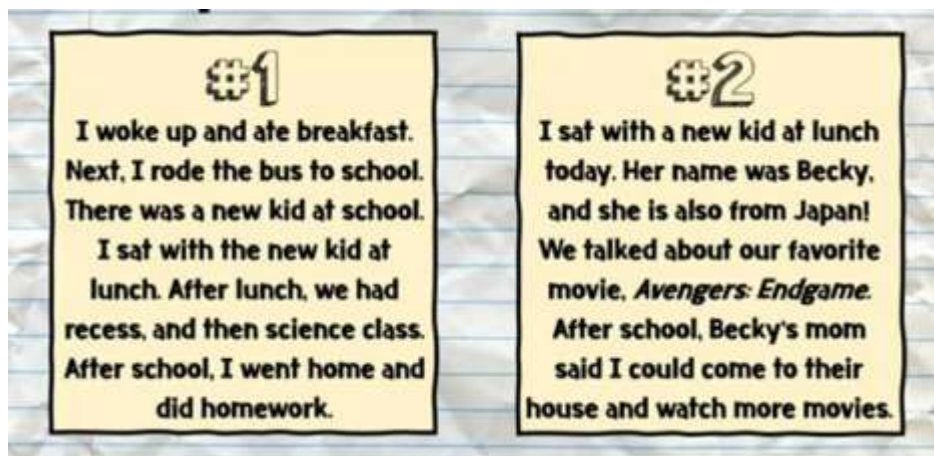
Media 3 : Youtube / <https://www.youtube.com/watch?v=6dLCKYTbR5c>



Media 4 : Memories

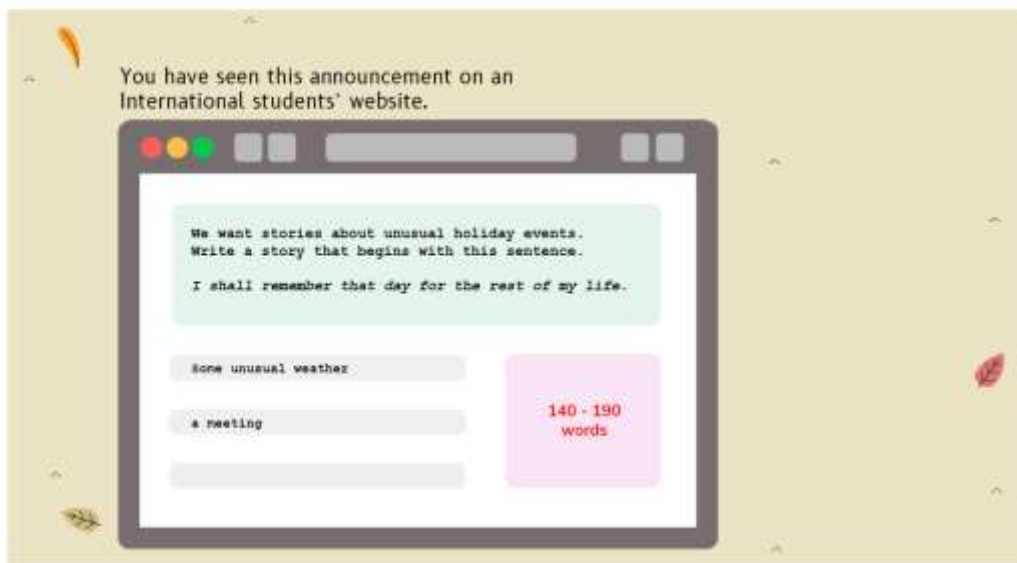


Media 5 : Which Personal Recount Text better?



Lampiran 4

Evaluasi Pembelajaran



Lampiran 5

Rubrik Penilaian

A. Nilai Sikap

Nama Sekolah :

Kelas/Semester :

Tahun Pelajaran :

No.	Waktu	Nama Siswa	Catatan Perilaku	Butir Sikap	Keterangan (Spiritual/Sosial)
1.					
2.					
3.					
4.					
Dst					

B. Nilai Pengetahuan

No.	Rubrik Penilaian	Skor
1.	a. Jika peserta didik dapat menyusun paragraf (Introduction, events dan conclusion) sesuai dengan situasi yang diberikan menjadi sebuah Teks <i>Personal Recount</i> dengan benar dan sempurna, skor 5.	5
	b. Jika peserta didik dapat menyusun paragraf (Introduction, events dan conclusion) kurang sesuai dengan situasi yang diberikan menjadi sebuah Teks <i>Personal Recount</i> dengan lengkap , skor 3.	3
	c. Jika peserta didik tidak dapat menyusun kalimat (Introduction, events dan conclusion) sesuai dengan situasi yang diberikab menjadi sebuah Teks <i>Personal Recount</i> , skor 1.	1
2.	a. Jika peserta didik dapat menyusun paragraf (Introduction, events dan conclusion) sesuai dengan situasi yang diberikan menjadi sebuah Teks <i>Personal Recount</i> dengan benar dan sempurna, skor 5.	5
	b. Jika peserta didik dapat menyusun paragraf (Introduction, events dan conclusion) kurang sesuai dengan situasi yang	3

	diberikan menjadi sebuah Teks Personal Recount dengan lengkap , skor 3.	1
	c. Jika peserta didik tidak dapat menyusun kalimat (Introduction, events dan conclusion) sesuai dengan situasi yang diberikab menjadi sebuah Teks Personal Recount, skor 1.	

C. Nilai Keterampilan Menulis

KRITERIA	SKOR	DESKRIPSI
Excelent (Amat baik)	85 - 100	<ul style="list-style-type: none"> ✓ Gagasan jelas terfokus dan antar paragraf koheren. ✓ Menggambarkan keaslian tulisan. ✓ Struktur kalimat benar. ✓ Penggunaan tenses benar. ✓ Pemilihan kosa kata benar. ✓ Pemilihan kosa kata tepat dan bervariasi. ✓ Tidak ada kesalahan meknis (ejaan, tanda baca, penggunaan huruf capital)
Good (Baik)	75 - 84	<ul style="list-style-type: none"> ✓ Gagasan jelas tapi kurang terfokus. ✓ Struktur kalimat benar, ada kesalahan tapi tidak mengganggu.

		<ul style="list-style-type: none"> ✓ Penggunaan tenses benar, kadang — kadang ada yang salah. ✓ Pemilihan kosa kata tepat tetapi tidak bervariasi. ✓ Tidak ada kesalahan mekanis (ejaan, tanda baca, penggunaan huruf kapital)
Fair (Cukup)	60 - 74	<ul style="list-style-type: none"> ✓ Gagasan jelas terfokus tetapi antar paragraph kurang koheren. ✓ Ada beberapa kesalahan struktur kalimat. ✓ Penggunaan tenses benar. ✓ Pemilihan kosa kata benar tetapi tidak bervariasi. ✓ Ada beberapa kesalahan mekanis (ejaan, tanda baca, penggunaan huruf kapital)
Inacceptable (Kurang)	>60	<ul style="list-style-type: none"> ✓ Gagasan tidak jelas terfokus tetapi antar paragraph kurang koheren.

		<ul style="list-style-type: none">✓ Struktur kalimat banyak yang tidak benar.✓ Penggunaan tenses benar, tetapi salah memilih bentuk kata.✓ Pemilihan kosa kata kurang tepat.✓ Banyak kesalahan mekanis (ejaan, tanda baca, penggunaan huruf kapital)
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DAFTAR PUSTAKA

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Sue Kay and Vaughan Jones. *Focus Pearson*, Second British Edition: Global Scale
English

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