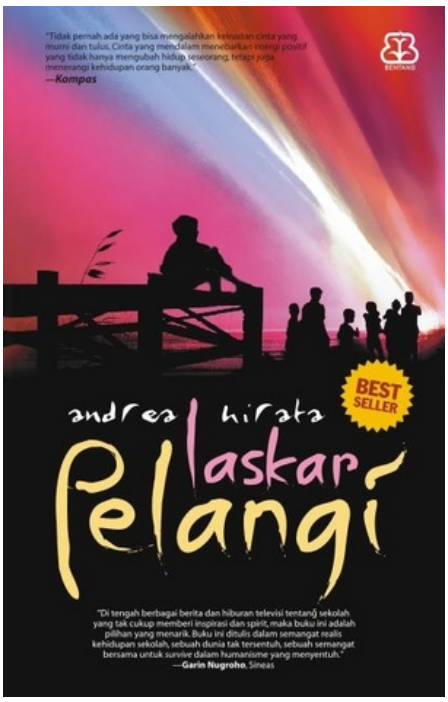

Laskar Pelangi

Andrea Hirata

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Laskar Pelangi

Andrea Hirata

Laskar Pelangi Andrea Hirata
Begitu banyak hal menakjubkan yang terjadi dalam masa kecil para anggota Laskar Pelangi. Sebelas orang anak Melayu Belitong yang luar biasa ini tak menyerah walau keadaan tak bersimpati pada mereka. Tengoklah Lintang, seorang kuli kopra cilik yang genius dan dengan senang hati bersepeda 80 kilometer pulang pergi untuk memuaskan dahaganya akan ilmu—bahkan terkadang hanya untuk menyanyikan Padamu Negeri di akhir jam sekolah. Atau Mahar, seorang pesuruh tukang parut kelapa sekaligus seniman dadakan yang imajinatif, tak logis, kreatif, dan sering diremehkan sahabat-sahabatnya, namun berhasil mengangkat derajat sekolah kampung mereka dalam karnaval 17 Agustus. Dan juga sembilan orang Laskar Pelangi lain yang begitu bersemangat dalam menjalani hidup dan berjuang meraih cita-cita. Selami ironisnya kehidupan mereka, kejujuran pemikiran mereka, indahnya petualangan mereka, dan temukan diri Anda tertawa, menangis, dan tersentuh saat membaca setiap lembarnya. Buku ini dipersembahkan buat mereka yang meyakini the magic of childhood memories, dan khususnya juga buat siapa saja yang masih meyakini adanya pintu keajaiban lain untuk mengubah dunia: pendidikan.

Laskar Pelangi Details

Date	: Published 2008 by Bentang Pustaka (first published 2005)
ISBN	: 9789793062792
Author	: Andrea Hirata
Format	: Paperback 534 pages
Genre	: Novels, Fiction, Asian Literature, Indonesian Literature

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Nilam Suri says

Awalnya, saya jatuh cinta sama nama buku ini. LASKAR PELANGI, doesn't it sound so beautiful. Sayangnya, cinta saya tidak cukup besar untuk membuat saya membeli buku ini di awal-awal terbitnya.

Malah niat saya sempat urung, saat secara tidak sengaja membaca review seorang teman yang bilang buku ini tidak masuk akal. Dia bilang pilihan katanya terlalu canggih untuk sebuah buku yang menggunakan PoV anak kecil. "Ah, mungkin hanya another best seller book without a proper writing" pikir saya waktu itu. Tapi karena kehebohan massa, dan karena cerita penuh semangat seorang teman yang menonton pembahasan buku ini di sebuah talk show, mau tak mau niat saya jadi muncul lagi. Dan akhirnya, setelah berhasil mengelabui seseorang untuk membelikan buku ini, saya membacanya. Saya jatuh cinta lagi.

Kata orang cinta itu buta, dan saya sepertinya membabi buta mencintai buku ini. Ya, saya tahu pemilihan katanya tidak masuk akal, ya, saya juga tahu banyak nama-nama latin yang memberi kesan pamer kepintaran, dan ya, saya juga merasakan ketidakkonsistenan PoV dari orang pertama menjadi orang ketiga. Tapi saya tidak peduli. Cinta saya buta. Buta, mutlak, and inexplicable.

Saya tidak tahu pasti kenapa saya mencintai buku ini, yang pasti saya tertawa dan menangis bersamanya. Saya tertawa melihat tingkah ikal yang jatuh cinta, saya tertawa melihat jebakan mahar yang cerdas, saya tertawa melihat kejudesan dan ketajaman sahara, dan saya berharap saya seberani flo. Tapi, tak ada yang bisa menyentuh hati saya seperti lintang. Lintang dan ayah bambu angin-nya.

saya membuka halaman pertama, dan saya langsung bermain disana bersama mereka, di sekolah rakyat yang hampir roboh di kepulauan bangka, di toko kelontong berbau tengik, di tengah festival kebudayaan, dan saya juga ikut duduk disana, di atas dahan salah satu pohon yang saya lupa namanya.

Saya rasa, saya jatuh cinta karena buku ini membawa saya terbang, melayang, hinggap, dan akhirnya mendarat bersama 10 orang anak kecil lainnya, dibawah langit berguratkan pelangi.

Helvy says

Ide, peristiwa2 dalam buku ini sangat bersahaja, menarik. Buku ini memang bukan novel, tapi memoar. Secara isi bagus-lah. Sayang sangat lemah dalam teknik dan komposisi...

Mohamed Al says

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Bookshop says

I suppose this book needs no further introduction to the Indonesian audience. So let me be brief.

The good:
- proper use of Indonesian language, a rarity nowadays
- descriptive and detailed story-telling, also a rarity
- funny, with unexpected and unusual metaphors.

The bad:
- pretentious. Must he quote all sorts of Latin names and English words just to describe a quiet afternoon with birds and butterfly in a school yard? Must he go on and on about Mahar's masterpieces whose greatness escape me?

- confusing & often illogical timeline. Often times, it's not clear how old the kids are when events take place.

Description of the things these kids can do seem to be beyond their age which makes me wonder about...

- exaggerated events. How old were they when the school won the Independence Day's parade and the Cerdas Cermat? How can the sole, young teacher cover all those topics (often beyond secondary school level) and being so poor, where do they (Lintang, particularly) obtain all the reading material or knowledge without TV, library, or radio?

- patronizingly religious. It takes a genuine effort on my side to ignore it.

- shallow plot: it's bad against good: PN and the rich are bad, greedy, stupid and will eventually be doomed. The poor is resilient, clever, strong and therefore will succeed. Islam is good, and paranormal activities are evil. I thought this is an intellectual novel, not a sinetron plot or a Palin's speech (oops!).

- too many useless sub-arches. Must he went on and on about Harriot just to describe his stupid first love with the owner of a dainty, smooth hand with perfect manicure? Do we need to get into such detail describing the pretentiously named Societeit de Limpai's trip to see Tuk Bayan Tula so that the two lazy bones can pass their exams?

- abrupt ending. The end of "Laskar Pelangi" happened when Lintang's card was dealt with and then the story fast forward twelve years later. It wasn't explained what contributed to Tripani's downfall, for example. Just a description (with another annoying little arch about Ikal and his niece). I think it's just a lazy handling again.

The verdict:
I started off with high hopes but in the end, I was disappointed. It was engaging then it was pretentious and long. It was funny then it became preachy. It was clever then it got lazy. This book started off with a lot of potential. If told as a straight forward biography, ala Life in Shanghai, Angela's Ashes or others which simply tell a story of growing up in an era, with simple, to the point language, this book will be much more enjoyable. However, the author choose to romanticize his (self-assessed) heroic childhood and produce this pretentious and mediocre book instead.

Haneen says

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A message for mr. Andrea Hirata:
Thanks for sharing your memories with us... Thanks for teaching us that we should always to be strong while facing obstacles no matter what happens in life... Thanks for transferring your life experience with this love... Thank you.

Abu Dhabi
1/5/2014

SÕÛH?ÏB | ???????? says

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Esraa Khaled says

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B?p says

T? d?ng hôm ?y b?t tv lên và b?t g?p ch??ng trình ???ng Lên ??nh Olympia, l?i còn là tr?n chung k?t n?a nên lôi cu?n này ra ??c :3
Mình luôn ng??ng m? 2 c?u nhóc trong cu?n này.

??u tiên là Lintang, g?n nh? hi?n nhiên, ai ??c Chi?n Binh C?u V?ng c?ng ??u ng??ng m? c?u ?y c? :-> H?i mình còn tr?, thi Olympia là ??c m? c?a cu?c ??i mình :)) Mình b?t ??u mê ch??ng trình ?y t? n?m 12-13t gì ?ó. Nhà vô ??ch ??u tiên mình xem và c?ng kh?c ghi ??m sâu nh?t là anh Lê V? Hoàng. Anh ?y khi?n mình liên t??ng t?i Lintang (ho?c ng??c l?i). G??ng m?t kh?c kh? nh?ng hi?n lành d? m?n, làn da ng?m n?ng gió mi?n Trung.
T?t nhiên cái ??c m? ?y ch?a bao gi? thành s? th?t - gi?ng nh? h?u h?t nh?ng gi?c m? khác - ph?n vì mình ch?a bao gi? ?? t? tin ?? bi?n nó thành s? th?t, th? n?a là do mình ngu d?t :v V?y nên mình luôn dành 1 s? ng??ng m? nào ?ó cho b?t c? b?n nào thi Olympia cho dù ?ó là nhà vô ??ch hay không may m?n b? lo?i ngay ? vòng thi tu?n :))

Th? 2 là Borek, a.k.a Samson. ??nh m?nh ??i v?i Samson là khi c?u nh?t ?c 1 cái chai có in hình ông nào ?ó m?c qu?n s?p ??, c? b?p cu?n cu?n và nhi?u lông lá nh? 1 con ???i ??i. Th? là t? ?ó c?u ko quan tâm t?i gì khác ngoài vi?c làm sao ?? cho b?p n?i chu?t :v Nghe có v? k? c?c nh?ng chính ra c?u ?ã tìm th?y cái tôi c?a mình khi còn r?t nh? tu?i, bi?t ?ích xác mình mu?n gì và không ng?ng n? l?c ?? ??t ???c nó. Samson ?ã b? qua ???c giai ?o?n tìm ki?m b?n thân - giai ?o?n ng??i ta v?n còn thi?u tin t??ng vào b?n thân cho ??n khi tr??ng thành h?n. Có nh?ng ng??i không bao gi? tìm th?y b?n thân mình và c? th? ?i h?t cu?c ??i nh? bao ng??i khác. Samson h?n h?.

L?n ??c ??u tiên cách ?ây 1 n?m, c?ng ?úng vào d?p tháng cô h?n nh? bây gi?, cu?n này theo mình ?i vi vu du hí Sài Gòn. Sài Gòn có món chè gì ?ó quên tên, n??c ?en thui xong có c? qu? tr?ng lu?c to ?ùng r?t ng?. Ng? h?n c? cái "ôi tình yêu" c?a Ikal :v

[??c l?i - 27/8/2016]

Ahmed Mahmoud Gamal says

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Femmy says

3,5 bintang.

Saya membeli buku ini karena mendengar begitu banyak komentar positif tentangnya. Mungkin karena itulah saya punya pengharapan yang tinggi. Dan mungkin karena itulah saya kecewa saat membacanya. Ternyata tidak sebagus yang saya harapkan, setidaknya, pada bagian-bagian awal. Setengah terakhir buku ini lebih bagus daripada bagian awalnya.

Buku ini berkisah tentang sebelas anak miskin dari kampung Pulau Belitong dan petualangan mereka bersama sebagai murid-murid seangkatan di sekolah Muhammadiyah yang serba terbatas, sejak kelas satu SD hingga SMP. Ceritanya dituturkan lewat sudut pandang orang pertama, si Ikal, dan ditulis berdasarkan kenangan masa kecil penulisnya.

Cerita dibuka dengan hari pertama sekolah, ketika anak-anak dan para guru dengan cemas menanti sampai jumlah anak mencapai sepuluh orang supaya sekolah bisa diadakan pada tahun ajaran itu. Saya suka detail-detail yang disajikan--tentang baju baru, sepatu butut dan pensil merah-biru ... meskipun tak ada ketegangan karena kita semua tahu bahwa kuota itu akan terpenuhi. Kalau tidak, buku ini tak akan ada.

Cerita berlanjut dengan penggambaran tokoh-tokoh cerita. Ibu Muslimah dan Pak Harfan, tokoh-tokoh mengagumkan yang benar-benar patut dijadikan teladan. Dedikasi mereka pada pendidikan luar biasa. Saat Pak Harfan berkisah tentang Nabi Nuh, perasaan saya ikut tergugah. Pelajaran moral yang terselip juga bikin geli. Lalu ada cerita tentang Pulau Belitong itu sendiri, kampungnya dan tambang timahnya. Kemudian, kesepuluh murid, dengan porsi terbesar untuk Lintang si jenius dan Mahar si seniman. Lalu, petualangan-petualangan mereka dan sedikit kisah cinta, lalu ...

Saya berhenti membaca pada halaman 214. Tak tahan lagi, setelah memaksakan diri membaca beberapa puluh halaman terakhir. Saya heran juga, kenapa ya? Tokoh-tokohnya menarik. Kisah-kisahnya kocak. Metafor-metafornya unik. Jadi, mengapa saya tak bisa menikmati buku ini?

Saya merenung... Lalu saya pun menyadari alasannya.

Tak ada plot! Tak ada konflik! Selama 200 halaman saya hanya disuguhi perkenalan tokoh dan seting, tanpa ada konflik sama sekali. Pantas saya bosan. Ceritanya jalan di tempat. Setting waktunya pun tidak jelas, kapan setiap peristiwa ini terjadi. Saya cuma tahu, terjadinya antara kelas 1 SD dan 3 SMP, tapi entah kapan tepatnya.

Itu alasan pertama. Sekarang alasan kedua. Sudut pandangnya.

Pada saat mulai membaca dan mendapati sudut pandang orang pertama, saya mengharapkan gambaran intim tentang masa kanak-kanak, dilihat dan dialami melalui mata anak-anak, seperti To Kill A Mockingbird (Harper Lee). Ternyata, saya mendapatkan kenangan yang dingin dan berjarak tentang masa kanak-kanak, dilihat dari mata penutur-dewasa. Keberjarakan penuturan seorang aku-dewasa ini yang membuat saya tidak bisa terlibat secara emosional. Padahal, orang biasanya memilih sudut pandang orang pertama, justru supaya pembaca bisa mengalami ceritanya melalui kacamata-unik si aku. Belum lagi ada beberapa kejanggalan yang terjadi akibat pemilihan sudut pandang ini.

Pertama-tama, si penutur menceritakan hal-hal yang tak mungkin diketahuinya. Misalnya, perasaan orang lain seperti ayah Flo (hal 46-47) dan pengalaman Lintang yang terjadi di rumahnya (hal 101-102). Andaipun Lintang menceritakan pengalamannya kepada Ikal sehingga Ikal bisa berkisah di buku ini, tentu ceritanya tidak seperti yang digambarkan di ceritanya, dengan kunang-kunang dan arwah-arwah para ilmuwan.

Lalu, pengamatan tentang situasi sosial di Belitong, terutama tentang Gedong. Pengamatan tentang kebiasaan orang-orang gedong itu begitu detail, mau tak mau saya bertanya-tanya, ini sebenarnya pengamatan siapa? Apakah Ikal pernah masuk ke dalam kompleks dan mengamati semua itu? Sepertinya tidak mungkin, kalau menimbang keketatan penjagaan di sana, sedangkan Ikal tak punya kepentingan masuk ke sana. Lagipula, kalau Ikal-semasih-anak-anak masuk ke sana, tentunya tidak untuk pengamatan sosial, dan tentunya ada rasa asing dan kagum melihat segala kecanggihan di sana. Selain itu, dia tak akan begitu fasih menceritakan segala Gorgonzola soup, Earl grey, snooker bar, piano Steinway and Sons, De Carlo (hal 43-46), padahal saat itu dia bahkan tak mengenal toaster (hal 358).

Jadi, apakah pengamatan setelah si penutur telah dewasa? Tapi tetap saja belum jelas, kapan si penutur pernah masuk ke Gedong. Tentunya cukup sering untuk bisa menceritakan kebiasaan sehari-hari warganya dan mengamati merk barang-barang mereka. Ketidakjelasan ini sekali lagi membuat jarak, seolah-olah si penutur bukan menceritakan pengalamannya (seperti layaknya dalam penuturan orang pertama), tetapi menceritakan pengetahuan yang entah diperoleh dari mana (seperti layaknya dalam penuturan orang ketiga serbatahu).

Lalu, percampuran antara aku-penutur (yang sudah dewasa) dan aku-dalam-cerita (yang masih anak-anak). Ini terutama saya rasakan dalam pengamatan si aku tentang Mahar. Tentunya si aku-penutur yang menyadari bahwa Mahar adalah seorang jenius, sedangkan aku-dalam-cerita masih turut bersama teman-temannya mengejek Mahar (hal. 154-155). Maka ketika Mahar sedang kebingungan, kalimat "Kasihan sahabatku seniman yang kesepian itu, yang tak mendapatkan cukup apresiasi, yang selalu kami ejek" (hal 224) menjadi janggal. Yang merasa kasihan tentu aku-dalam-cerita pada waktu peristiwa itu terjadi. Tapi yang berkata "yang tak mendapatkan cukup apresiasi, yang selalu kami ejek" tentu aku-penutur-dewasa.

Satu hal lagi yang mengganjal bagi saya adalah penggunaan nama-nama Latin dan Bahasa Inggris (!) untuk flora fauna, entah untuk alasan apa. Barangkali si penutur menyukai biologi (meskipun ini tidak disebut-sebut). Yang pasti, bagi saya, ini lagi-lagi memberi jarak. Pengamatan alam tidak mengesankan sebuah keakraban pribadi si penutur dengan alam sekitarnya, seperti misalnya deskripsi alam dalam Ronggeng Dukuh Paruk (Ahmad Tohari), tetapi berkesan observasi ilmiah dari balik buku biologi yang berjarak dari objek pengamatan.

Itulah yang membuat saya berhenti membaca.

Untungnya, saya memutuskan untuk melanjutkan. Ternyata, mulai dari halaman 191, konflik muncul dan plot mulai bergulir. Saya pun mulai semangat membaca. Ada dua plot utama di paro kedua buku ini. Pertama tentang Mahar dan proyek-proyeknya, yang kemudian melibatkan Flo. Kedua tentang kisah cinta Ikal pada A Ling. Dua plot yang dikisahkan berselang-seling dan sempat bertemu di bab 24.

Kisah cintanya cukup manis dan tidak cengeng. Selain itu, perasaan yang digambarkan dalam plot ini jelas adalah perasaan si penutur-ketika-masih-kecil yang dirasakannya saat itu, jadi si penutur-dewasa sudah jarang mengganggu lagi, tidak lagi memberikan pengamatan-pengamatan dewasanya. Sekarang saya bisa ikut merasakan pahit-manisnya cinta pertama si aku.

Petualangan Mahar dan Flo cukup seru dan kocak, dengan sedikit nuansa mistis dan pesan di akhir kisah yang bikin ketawa.

Kisah ditutup dengan cerita anggota-anggota Laskar Pelangi 12 tahun kemudian.

Secara keseluruhan, buku ini ... ya, lumayanlah. Kelancaran bercerita, kelincahan berbahasa, dan tema yang diangkat sedikit mengimbangi ketersendatan plot dan kejanggalan pilihan sudut pandang. Lumayan.

Tariq Alferis says

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Anh Th? says

??c quy?n này xong th?y x?u h? v?i b?n thân kh?ng khi?p. trong khi mình ch? h?i ?m m?t t?o, ho?c tr?i m?a bão là ?ã ki?m c? ngh? ? nhà thì th?ng cu Lintang trong truy?n ngày ngày ??p xe t?n 40 cây s?, qua bao nhiêu tr?c tr?, hi?m nguy ?? ?c ??n tr??ng.
m?t ngôi tr??ng H?i giáo nghèo trên m?t hòn ??o giàu có. À, ch? là nghèo v?t ch?t thôi, còn v? tinh th?n thì dám cá, ngoài ngôi trong toa xe l?a c?a Totto chan thì k có ngôi tr??ng nào tuy?t v?i và ?m áp ??n v?y ?âu. thích vô cùng thích tri?t lí giáo d?c c?a th?y Harfan, r?ng "h?c th?c th? hi?n lòng t? tr?ng, giáo d?c th? hi?n lòng sùng kính ??i v?i ??ng t?o hóa, h?c t?p không ph?i lúc nào c?ng bu?c ch?t v?i nh?ng m?c tiêu nh? l?y ?c b?ng c?p hay tr? nên giàu có. H?c t?p là cao quý, là ca t?ng nhân b?n, là ni?m vui khi ?c c?p sách t?i tr??ng, là ánh sáng v?n minh."
thi?t, ch? mu?n vác quy?n này ??n tr??ng t?ng m?y th?y cô ?ang ngày ngày ca c?m v? m?t ch? trong gi?ng ???ng ??i h?c, v? cái b?ng c?p này n?.
có l?, mình ?ã ??c nó ?úng th?i ?i?m, gi?a nh?ng tháng ngày m?t m?i nh?t c?a n?m tháng 12. ?? th?y cho mình m?t ??ng l?c, ?? nhìn ra v? ??p c?a tri th?c, ?? bi?t b?n thân v?n may m?n chán so v?i nh?ng ??a tr? trong ngôi tr??ng Muhammadiyah.
còn m?t ?i?u n?a, mình v?n b?n kho?n, là có còn m?t ng??i th?y tuy?t v?i nh? cô Mus hay th?y Harfan trong câu truy?n này không nh??

Ancilla says

I don't know why but I am not as satisfied as others experienced.

Andrea Hirata, the author wrote it in a good descriptive way. Unfortunately, I get bored.

It talks about the education of students in remote area. An education for the poor, but the teachers teach that they don't have to feel shame due to their lack of financial status.

To be confident. To stand up. To express. To actualize.

It is a good topic, but I somehow get distracted with the way the author use the Latin names of plants. I feel it isn't a smoothly moving. How he associated a lot of things with certain figure which of course well-known worlwide but not the common ones, which makes me start to guess whether it is really a story of the people in remote area.

I have been to remote area, though only three districts. Currently, they can use television decoder to watch national and international television stations. But of course, the people in villages don't watch the international ones due to the language barrier. And it is happening now, how about (more or less) two decades ago, which is somehow be the current time of the story. Thus, I can't feel satisfied with this book.

Kawthar Saleem says

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Anh says

Không bi?t dùng l?i l? nào ?? di?n t? v? cu?n sách này. R?t cu?c v?n không hi?u lí do vì sao cu?n sách này có th? d?ch ra và xu?t b?n v?i 26 th? ti?ng trên toàn th? gi?i?! ?áng l? ph?i nhi?u h?n con s? 26 ?y m?i ?úng. M?t cu?n sách hoàn toàn hoàn toàn hoàn toàn và c?c kì c?c kì c?c kì tuy?t v?i!!!
??c cu?n sách này l?n ??u tiên khi trên xe v? Daklak th?m n?i hè 2015. 8 ti?ng trên xe v?a ?? ?? mình ng?u nghi?n và kh?c ghi t?ng chi ti?t m?t trong cu?n sách này. Review này s? ??c bi?t m?t chút vì mình không mu?n nh?n xét thêm b?t kì ?i?u gì v? nh?ng chi ti?t trong sách, vì m?i chi ti?t ??u là m?t tuy?t tác. Không th? nói chi ti?t nào sáng giá h?n chi ti?t nào. Nói cho h?t ch?c c?ng c? ngày.
M?t cái k?t không th? g?i là hoàn toàn có h?u, không theo motip thông th??ng là v??t qua m?i khó kh?n thì ông tr?i s? ??n ?áp cho ng??i x?ng ?áng. M?i nhân v?t trong tác ph?m này ??u x?ng ?áng v?i m?t cái k?t t?t ??p nh?t, nh?ng không. Th?c t? cho ta th?y, s? ph?n luôn là m?t vòng xoay tàn nh?n. Nh?ng hình nh? nh? v?y mà *Chi?n binh c?u v?ng* tr? nên hoàn h?o t?i t?ng chi ti?t.
L?n th? 2, r?i th? 3, r?i th? 4 và cho t?i l?n th? n...sau này, mình tin ch?c m?i l?n ??c l?i *Chi?n binh c?u v?ng*, ??i v?i mình, s? hoàn h?o c?a nó và c?m xúc nó ?em l?i cho mình v?n s? nguyên v?n nh? ban ??u.
Có l? h?i quá cá nhân, nh?ng ??i v?i mình, mình v?n ?u ái t?ng m?t t? **tuy?t tác** cho *Chi?n binh c?u v?ng*. Vì bài h?c sâu s?c mà tác ph?m ?ã mang l?i. Vì ?ã ch?m t?i t?ng giác quan c?m xúc c?a mình.
Hoàn toàn thuy?t v?i và l?ng l?y, c?m ??ng và chân th?c t?i t?ng chi ti?t!
N?u ???c, mình cho cu?n này h?n 6* :) ch? ti?c là Goodreads ch? có 5* là max r?i, hi