

Students' Intricacies in Learning English Tenses: Online Surveys

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Abstract

This research aims to find out the problems faced by fourth semester students in learning English tense, the factors which caused the issue and obviously the solution to improve the ability especially in learning English tenses. The writer used descriptive research by using qualitative descriptive approach using online surveys. This research has been conducted in the fourth semester of English Language Education at Universitas Pekalongan in academic year of 2019/2020. The instruments of this research were questionnaire and interview using online method. For the questionnaire, the writer distributed to the students via WhatsApp. Then, for the interview the writer asked some questions to students via WhatsApp.

The finding showed that most of the respondents had difficulties in understanding the formula of each tenses. It was because they had lack of understanding in learning the formula of each tense. They were feeling confused in determining the formula and could not differentiate between the formula of each tenses. There was the factor that most of respondents had limitation in learning English tenses. There were the respondents who did not like to review the materials and had minimum curiosity when they found the difficulties. They did not try to find more explanation on other resources. The writer concluded that the respondents need more practice about English tenses materials in order to improve their ability in learning the materials. The respondents should have the interest to learn English tenses first and also in good feeling while they learn materials.

Keywords: English tenses, Students' difficulties, Learning English

Abstrak

Penelitian ini bertujuan untuk mengetahui kesulitan yang dihadapi mahasiswa semester empat dalam pembelajaran tenses bahasa Inggris, faktor-faktor penyebab kesulitan, dan pastinya solusi untuk meningkatkan kemampuan belajar tenses bahasa Inggris mahasiswa semester empat. Penulis menggunakan penelitian deskriptif dengan menggunakan pendekatan deskriptif kualitatif dengan melakukan survei secara daring. Penelitian ini dilaksanakan pada semester empat Pendidikan Bahasa Inggris di Universitas Pekalongan pada tahun ajaran 2019/2020. Instrumen penelitian berupa angket dan wawancara dengan metode online. Penulis membagikan kuesioner kepada responden melalui aplikasi WhatsApp. Kemudian untuk wawancara penulis menanyakan beberapa pertanyaan kepada mahasiswa melalui aplikasi WhatsApp.

Hasil penelitian menunjukkan bahwa sebagian besar responden mengalami kesulitan dalam memahami rumus masing-masing tenses. Hal tersebut terjadi karena mereka kurang memahami dalam mempelajari rumus tiap tense. Mereka bingung dalam menentukan rumus dan tidak dapat membedakan rumus dari masing-masing tenses. Ada faktor yang sebagian besar responden memiliki keterbatasan dalam pembelajaran tenses bahasa Inggris. Terdapat beberapa responden yang tidak suka mempelajari kembali materi yang telah diajarkan dan tidak memiliki rasa ingin tahu ketika menemukan kesulitan. Mereka tidak mencoba mencari penjelasan lebih lanjut tentang materi tersebut. Penulis menyimpulkan bahwa responden membutuhkan lebih banyak latihan tentang materi tenses bahasa Inggris untuk meningkatkan kemampuan mereka dalam mempelajari materi tenses bahasa Inggris. Responden seharusnya memiliki ketertarikan untuk mempelajari tenses bahasa Inggris terlebih dahulu dan juga dalam kondisi yang baik saat mempelajari materi. Responden yang menguasai materi dapat saling berbagi ilmu kepada teman yang belum memahami materi tersebut. Setiap siswa diminta untuk mengeksplorasi materi misalnya, dengan melihat penjelasan dari YouTube atau sumber lainnya.

Kata kunci: Tenses bahasa Inggris, Kesulitan mahasiswa, Belajar bahasa Inggris

1. INTRODUCTION

Performing 4.0 era, learning English is necessity for people around the world. Many terms that we can learn from English, such as vocabulary, speaking, listening, literature, pragmatics, grammar, etc. Grammar becomes one of part that is important when we study English and it is a part that cannot be separated from English itself. Learning grammar is not a new issue in learning English. People tend to focus on the learning of grammar to make a good writing and sometimes in good speech. Usually, when people talk or speak in informal case, they will ignore the grammar rule. However, the grammar itself is very important in English.

In studying English, grammar is still being the most popular aspect. Thornbury (2004: 1) stated that “grammar is partly the study of what forms (on structures) are possible in language”. It means that grammar is the part of language that is related about the form, and it is related to sentences.

In the writer’s observations, from the first semester until now the writer is in the seventh semester, there are students who have not mastered the grammar materials well, especially English tenses. They often speak English in the wrong grammatical rules. In the writer’s opinion, the reasons are the students do not have any interest in learning grammar because grammar is one of the complex courses ever. They do not like many structures of every tense. It makes them having stress when they

were asked to do the exercises with many kinds of formula.

Having known the definition of grammar, it is not hard to be understood why grammar is useful and important. Without knowing the grammar of language, one cannot be said to have learned the language. Besides, it seems impossible to learn a language without learning grammar because it tells him how to use the language. People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar. According to Thornbury (1999:15), “grammar is the fundamental discourse machine generator in every language in general”. Without good grammar competence, learners will never be certain of what to write and how to write. If students do not study grammar, “it is impossible for them to know and understand the words that have different meaning” (Baehaqi, 2005:1).

Producing the right English tenses can be difficult for the learners because the Indonesian language has no tenses. According to A.S Hornby in his book *Guide to Pattern and Usage In English* (1975:78) “the word tense stands for a verb form or series of verb forms used to express a time relation”. Tenses may indicate whether an action, activity, or state in the past, present, or future. English tenses are very important to know and should be mastered well. It creates an effective communication from the concept of English

tenses. We cannot deny the fact that English language has become the dominant language in the world.

According to K.A. Fareed (2015) ideas in the web title *The Importance of English Tenses* (<https://writingtips.expertscolumn.com/importance-english-tenses-1>), there is no denying the fact that the English language has become the dominant language around the world. Since it is also important as a global language of business, it is necessary to develop the effective communication skills of English language.

1. METHODOLOGY

The writer used descriptive research by using qualitative descriptive approach. Since the data were collected, analyzed, and the writer drew the conclusion. This research has been conducted in the fourth semester of English Language Education at Universitas Pekalongan in academic year of 2019/2020. The instruments of this research were questionnaire and interview using online method. For the questionnaire, the writer distributed to the students via WhatsApp. Then, for the interview the writer asked some questions to students via WhatsApp.

The writer used one-on one interview. According to Creswell (2008: 226), “one-on-one interview is data collection process in which the researcher asks questions and records answers from only one participant in the study at a time”. The writer prepared some

questions related to difficulties faced by the students of English Language Education at Universitas Pekalongan and the factors which caused students’ difficulties during learning English tenses by using English. To collect data of interview, the writer made some procedures. Those were preparing the concept of questions that want to be asked to subject and the writer transcribed the result of interview. Then, in the result of interview, the writer used coding to describe all the answers from the interview. After collecting the data, the next step was analyzing the data. The steps were: (1) the writer collected the data through questionnaire and interview. Then, the writer identified and focused on the data by referring to formulation of the research problem. (2) After selecting the data, the writer displayed those data into good sentences. (3) After displaying data, the writer drew the conclusion.

2. FINDINGS AND DISCUSSION

3.1 The Difficulties Faced by the Fourth Semester Students of English Language Education at Universitas Pekalongan.

The finding for the first research problem was gained through questionnaire and interview technique. In doing these techniques, the writer distributed questionnaire to the respondents on May 4, 2020 and followed by interview in the next day was on May 5-6, 2020 by online method using WhatsApp. First, the writer informed the objectives of doing this research. Then, the writer asked permission to

do interview with the respondents after they answered the questionnaire as a confirmation. The writer used unstructured and open interview terms which were done by the writer. So, the writer did not make the questions to interview the respondents structurally, but the writer only used questionnaire guideline which was about the common topic of research problems. So, the writer asked the respondents according to the topic in the research problem freely as a confirmation whether the result of questionnaire had correlation with the data from interview or not. After collecting the data, the writer made the interview transcription. The writer started to analyze the data on June 20, 2020. In fact, the result of interview was coherent with the result of questionnaire. The difficulties here were about something which was not running well encountered by the respondents while learning English tenses. Then, in answering the first research problem, the writer collected the data by using questionnaire and interview. The result showed that many respondents had difficulties in learning English grammar, especially tenses. From the data, that the difficulties encountered by the respondents were not same with the difficulties which the writer had in review of related literature. The writer used descriptive qualitative to analyze the data. According to Sugiyono (2008: 245) “there are three activities to analyze data in descriptive qualitative research. Those activities are data reduction, data display, and conclusion

drawing/verification”. Based on those statements, the writer divided the activity in analyzing data into three activities; they were data reduction, data display, and conclusion drawing.

The writer used coding to analyze the data after the writer classified the data reduction in the form of transcription. In qualitative research, coding is “how you define what the data you are analyzing are about” (Gibbs, 2007). Coding is a process of identifying a passage in the text or other data items (photograph, image), searching and identifying concepts and finding relations between them. Therefore, coding is not just labeling; it is linking of data to the research idea and back to other data. Coding is in the form of table. It contains raw data which is taken from the respondent, preliminary codes, and final code. Coding can be seen as follow:

Table 1.

The Difficulties Faced by the Respondents Coding

Raw Data	Preliminary Codes	Final Code
I have to memorize the formula for each tense. It is easy to understand when in the classroom but it will be out of my brain next day.	Memorize the formula of each tense.	Lack of understanding of the meaning and the formula in each

I found the difficulties when I have to memorize new pattern of tenses. Sometimes I'm confused to determine which pattern that will be used in the sentences.	Difficulties in memorizing the formula.	tense materials mastery.	I'm truly not memorized.	in the sentence.	
I think it's hard when I have to memorize the formula of the tenses because the formula for each tense has differentiation.	Feeling hard to memorize the formula. Each tense has differentiation.		In the first year, I could not determine that was or were used for I/we/you/they/his/she/it.	Difficult to differentiate any certain tenses.	
There are many formula every tenses and they are different each other so, I often misunderstand on the use of verbs.	Difficult to differentiate between tenses.		I found the difficulties when I learnt about past perfect tense, past continuous tense, etc.	Difficult to determine which formula to use in sentence.	
When I want to differentiate between tenses. I am confused if I have sentences, sometimes I am mistaken what kind of tense is it.	Difficult to determine 'to be' that used		Of course. When I have to memorize all the formula to make complete sentence which make sense.	Do not have ability in memorizing the formula	
			I think I felt difficult in memorizing the formula from each tenses		
			Of course. When I have to memorize all the formula. I am not sure if I understand about the meaning in the sentence when I learn tenses and I have difficulty in	Feeling difficult in memorizing the formula.	

differentiate between tenses.		
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Based on the coding above, it can be concluded that most of the respondents had difficulties in learning English tenses, especially in understanding the meaning and the formula of each tenses. It was because they had lack of understanding in learning the literal meaning of each tense. They were feeling confused in determining the formula and cannot differentiate between the formula of each tenses. Mostly, they did not have the basic knowledge about tenses. So, they would have understood about the formula of the tenses when they were given the materials by the time they studied in the classroom. After the learning process of tenses already finished, they would have forgotten with what they already learnt about. On the other hand, they did not try to review the materials at home by the time they had tenses materials. Moreover, they did not have many quizzes which were as measurement to know how far they mastered English tenses materials.

From the statements above, the writer concluded that English tenses were the most difficult materials to be mastered. We could not understand the formula of each tense, but also the meaning of tenses itself. It can be supported by practicing more than reviewing the materials. We did not have to be ashamed to ask to anyone who mastered the materials if we found the difficulties during learning

English tenses.

3.2 The Factors which Cause the Fourth Semester Students' Difficulties during Learning English Tenses

The findings for the second research problem were gained through questionnaire and interview techniques. These techniques were in one sequence with questionnaire and interview to answer the first research problem. Then, the process of doing it was same with the process of collecting the data to answer the first research problem.

Table 4.1 The Factor which Cause the Respondents' Difficulties Coding

Raw Data	Preliminary Codes	Final Codes
I have to learn more about it but it also depends on my mood so I can understand it well.	Moody in learning English tenses. Limitation in having quiz.	Lack of motivation to master the understanding English tenses materials.
I'm not sure I have quiz every week.	Lack of practice the exercises.	
I do not practice any exercises at home.	Limitation to review or practice the	

I do not have time to review the materials because I have to work at home.	materials at home. Explore other resources to	
I think I do not often ask my friends when I have difficulties in doing the assignment. I like to search the materials on YouTube.	get more explanation. Answering the questions as much as can be answered.	
I will answer what I know as I can, what I remember. Even though the answers is wrong.	Ask for second explanations . Limitation on the	
I mean it depends on the materials. If the materials complex, I need more than one explanation.	curiosity in learning English tenses materials. Having less vocabulary.	
I think that is one of instant		

way by memorizing the formula but it does not guarantee that it will stick in our memory for long time. I prove it that I had forgotten		
I do not master the vocabularies.		
I have difficulties in understanding the formula of each tense.		

Based on the coding above, it can be concluded that most of respondents had limitation in learning English tenses. This factor was caused by students' difficulties during learning English tenses. There were respondents who did not like to review the materials and have minimum curiosity when they found the difficulties. They did not try to find more explanation on other source. Moreover, they were not confident to ask the lecturer either directly or indirectly. The respondents preferred to choose to answer the questions as much as they know. From the statements above, the writer concluded the factor which caused the students' difficulties during learning English

tenses was the respondents had limitation to master the understanding English tenses materials. There was a lack of motivation to understand the meaning of each tense. They preferred to memorize the formula which was easy to be forgotten. Sometimes they needed the explanation twice to make them understand and it must be balance with the lecturer on how to deliver the materials. The lecturer should give more quiz to practice which is expected to improve the ability in understanding the English tenses material and it can be used to motivate the respondents to study hard improving English materials mastery by giving the gift those who get good improvement.

3.3 The Solution to Improve the Ability in Learning English Tenses of the Fourth Semester Students of English Language Education at Universitas Pekalongan

The finding for the third research problem was same with other research finding by using questionnaire and interview technique. In the third research problem, the solution was given which was expected that it would improve the ability in learning English tenses materials. From the result of questionnaire and interview, the writer presents the coding data that can be seen as follow:

Table 4.1 The Solution to Improve the Respondents' Ability Coding

Raw Data	Preliminary Codes	Final Code
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I have to learn more about it but it also depends on my mood so I can understand it well.	The respondents have to be in good feeling to get easy in understanding the materials.	The respondents need more practice in learning process to improve their ability in understanding English tenses materials.
According to me, I prefer to focus in the use of verb and memorizing.	The respondents try to memorize the formula and vocabularies.	
Of course I do the assignment with my friends.	The respondents need a lot of practice to learn English tenses materials.	
Students practice a lot of exercises and will get some gifts or points if they want to present the results in front of the class.	Sometimes the respondents ask to their friend to	

<p>I prefer to read, even though I just read story, news, short story. When I am home, I also try to speak with my nephew using English. I just try to understand the form of sentence which usually in English.</p>	<p>have the well understanding. The respondents make resume all the materials to make them easier in learning tenses. Practice to</p>	<p>and also in good feeling while they learn materials. The respondents who master the materials have to share it to the their friend who have not understand the materials.</p>	<p>to my friends.</p>	<p>explanation on YouTube.</p>	
<p>I have to memorize the verbs, the formula for each tenses, I also make resume making me more understand by using my own words, and asking</p>	<p>speak English. Share to other friends when having difficulties. Looking for another</p>	<p>Every student asks to explore the materials by YouTube or other resources.</p>	<p>I always ask my friend if I have difficulty in understanding tenses.</p>	<p>Answer the questions from the easiest one.</p>	
			<p>Oh, of course I always ask my friend about it and mostly I often ask to my friend who mastered the materials. While if I have mid test and get confused, I will answer all I know; no matter it will be wrong answer.</p>		
			<p>I will ask my friend and looking for other explanation</p>		

on YouTube.		
I will move to the next questions. If I think I really cannot do it, I usually try to answer which make sense for me.		

From the coding table above, it can be concluded that the solution which is needed by the respondents is the respondents should have more practice while they are getting English tenses materials. The lecturer does not only give the materials or the theories about English tenses but also give them a lot of practice to make them well understanding about English tenses. Because English tenses is the most complex course so, they need more practice or any quiz in every they get the materials. This practice means not all about the assignment, the lecturer should give challenge to learn by doing the assignment, for example, the lecturer usually gives the respondents exercise after the lecturer explained the materials. By the time the respondents will have finished the exercise, the lecturer tells them that there are many gifts or any point plus for the respondents who answering the

exercise in front of the class. So, it will make them more motivated and full of challenge to be the winner. The lecturer should have limitation for the respondents who want to presents the answer, the respondent who has presented the answer will not have to present the answer twice so, it will make sure that all of the respondents will present the answer in front class.

Giving them quiz every end of chapter of the English tenses material also help them mastery the materials effectively in oral or written form. The result of the quiz could be as the measurement whether they already master the material or not. They will study hard to get good score. Because the respondents will get remedial quiz if they do not pass the minimum score. The writer thinks that it is really helpful to improve the ability in understanding English tenses materials by the respondents. By the time they have more practices; they will remember the formula by themselves and also understand the meaning of each English tense. Based on the statements above, the writer concludes that the respondents need more practice about English tenses materials in order to improve their ability in understanding the English tenses materials mastery. The respondents practice about English tenses materials in learning process directly, not in the form of assignment so, the respondents will be facilitated by the lecturer. While the respondents practice and they find the difficulties, the respondents will be easy to ask

the lecturer to get more explanation clearly. It will help them minimize the difficulties during learning English tenses materials. The respondents should have the interest to learn English tenses first and also in good feeling while they learn materials. The respondents who master the materials have to share it to their friend who have not understand the materials. Every student asks to explore the materials by YouTube or other resources.

3. CONCLUSIONS

The finding of the analysis in the previous chapter enabled the writer to draw some conclusions as follow:

1. Most of the respondents have difficulties in learning English tenses, especially in understanding the formula of each tense. It was because they had lack of understanding in learning the formula of each tense. They were feeling confused in determining the formula and cannot differentiate between the formula of each tense.

2. Most of respondents had limitation in learning English tenses. This factor was caused by students' difficulties during learning English tenses. There were respondents who did not like to review the materials and had minimum curiosity when they found the difficulties. They did not try to find more explanation on other source.

3. The solution which is needed by the respondents to get good achievement in learning English tenses materials is the respondents should have more practice while they are getting English tenses materials. By the time they have more practices in English tenses materials, it can reduce their difficulties during learning the materials and the respondents will improve the ability in understanding the English tenses materials. The respondents should have the interest to learn English tenses first and also in good feeling while they learn materials. The respondents who master the

materials have to share it to the their friend who have not understand the materials. Every student asks to explore the materials by YouTube or other resources.

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