

Interview Guidelines

Research Question	Theory	Interview Questions
<p>1. What are student's demotivating factors in English reading activities at English Language Education Department?</p>	<ul style="list-style-type: none"> • There are two factors that influence students motivation in English classroom activity, extrinsic motivation, and intrinsic motivation <ul style="list-style-type: none"> a. Brown (2007) pointed out that "extrinsic motivation is influenced by some kind of external incentive such as money, prize, grades, and positive feedback" (p. 172) b. Harmer (as cited in Tuan, 2012) viewed that "intrinsic motivation showed up from the individual that is important to 	<ol style="list-style-type: none"> 1. Apakah sebelumnya anda memiliki pengalaman dalam membaca literature atau buku berbahasa inggris dalam kelas? 2. Apa saja masalah yang anda hadapi saat membaca literature atau buku berbahasa inggris dalama kelas 3. Apakah faktor-faktor yang membuat anda kehilangan motivasi saat membaca buku atau literature berbahasa inggris?

	encourage students' success in second language learning and teaching" (p. 432).	
2. What are the strategies used by the students to cope with their demotivating factors in English reading activities at English Language Education Department?	<ul style="list-style-type: none"> Hougen (2015) stated that there are 4 components that are critical in reading improvement: word study (word recognition), fluency, vocabulary, and comprehension (p. 16). 	4. Bagaimana cara anda mengatasi faktor-faktor yang membuat anda kehilangan motivasi?

Open and Analitical Coding

Interview dilaksanakan pada
6 April 2018 pukul 01.00

Respondent	Statement	Category	Translated statement	Theme
I1	Assalamu warahmatullahi wabarakatuh.			

P1	Walaikum salam warahmatullahi wabarakatuh			
I1	Untuk pertanyaan pertama, apakah sebelumnya anda memeiliki pengalaman dalam membaca literature atau buku berbahasa Inggris didalam kelas?			
P1	Pastinya ya sudah.			
I1	Apa saja masalah yang anda hadapi saat membaca literature atau buku berbahasa Inggris?			
P1	Pastinya masalahnya banyak, salah satunya kita itu belum mengenal sekali bahasa Inggris. Dan tentunya didalam bahasa Inggris itu ada ilmu-ilmu yang mencakup tentang phonetic, grammar dll yang berhubungan dengan pelajaran tersebut. Untuk memahami peragraf, kalimat , bahkan buku sekalipun kita harus belajar dulu atau mempunyai basic yang mendukung untuk menerjemakan susunan kata yang berada dalam buku tersebut.	Poblems in English reading activities	P1.1 unfamiliar words, There are many problems that I have; one of them is that in English you have to learn grammar which is related to our learning subject. To understand a sentence, paragraph, or a book you have to learn to translate the structure of the sentence,	<ol style="list-style-type: none"> 1. Students are not familiar with English language 2. Students unable to understand phonetic and grammar 3. Students need to have a good basic in English
I1	Apa saja faktor-faktor yang membuat anda kehilangan motivasi saat membaca			

	buku atau literature berbasa inggris?			
P1	Masalahnya ya aku ga tau artinya, itu yang buat males. Trus, perkatanya itu kan biasanya memakai bahasa yang tinggi yang menurut saya itu ga familiar sama yang biasanya kita baca. Biasanya gabungan antara dua kata menjadi satu arti itu. Itu juga bikin males. Soalnya kita itu bingung mau mengartikannya itu apakah dia itu pas atau tidak.	Students demotivating factors in English classroom reading activities	The demotivating factors are: students don't understand the meaning of the word, sometimes the book use unfamiliar words or idioms.	1. Students don't understand the meaning of the word
I1	Apakah ada masalah-masalah lain selain itu?			
P1	Kalau dari masalah seperti guru kayanya engga sih, soalnya motivasi itu kan munculnya dari diri kita. Kalau pengajar sendiri itu hanya memberikan motivasi untuk gemar belajar. Kalau faktor dari luar ya, itu biasanya situasi. Kalau membaca di keramaian ya pasti ga bisa. Kalau aku kan biasanya membaca sambil makan, kalau ga sambil makan itu ga bisa. Jadi, pemahamannya itu lari-lari. Trus, membaca itu kan biarpun tidak semua informasi di buku tersebut ga di dapat, tapi paling tidak kita menemukan apa poin utamanya gitu. Trus, membaca itu kan sebuah kebutuhan, dimana kita itu ingin berubah dan up to date dengan informasi. Jadinya kita ga ketinggalan jaman dan kita juga lebih	Students demotivating factors in English classroom reading activities	The other factors are: When I have to read in noisy environment, I clearly cannot focus on reading	1. The class is too noisy.

	paham lagi. ketika ngomong, nulis kita bisa merangkai kata-kata dari apa yang kita baca dari buku.			
I1	Bagaimana cara anda untuk mengatasi faktor-faktor dari masalah anda tadi			
P1	Kalau mengatasinya ya pertama kita harus memaksakan diri untuk terbiasa membaca. Kemanapun kita harus membawa buku berbahasa inggris semua. Karena kalau tidak di biasakan maka gimana bisa termotivasi, jadi harus ditekan sampai kita mendapat motivasi lagi.	Strategies to cope with students demotivating factors	P1.3 One way to increase your motivation is to force yourself to read and making it as habitual action. Because if you are not getting used with reading activity, you will not be able to stay motivated. So you have to force yourself until you get your motivation back P1.4 Wherever you go, you have to bring a book and you have to make sure that you bring English book	<ol style="list-style-type: none"> 1. Force yourself to read 2. Bring a book everywhere
I1	Trus bagaimana cara anda mengatasi kesulitan membaca anda?			
P1	Ya, mengatasinya ya kita gemar membaca, dan harus dipaksa. Trus apapun yang kita baca itu usahakan berbahasa Inggris. Karena itu memberikan dampak tersendiri, utamanya dalam meningkatkan speaking kita.	Strategies to cope with students demotivating factors	The other strategies are trying to find books or article that using english.	<ol style="list-style-type: none"> 1. Try to find English book or article to read
I1	Salah satu masalah yang anda hapi tadi kan contohhnya grammar, nah			

	cara mengatasi masalah seperti itu tadi bagaimana?			
P1	Ya kita melihat atau membaca. Meskipun ga semua buku itu ga tersusun rapi, pastinya ada grammar yang salah. Makanya saat belajar grammar, kita butuh buku lagi untuk dipelajari. Habis itu kita belajar membongkar kalimat. Ini termasuk apa, ini apa jadinya kita belajar grammar.	Strategies to cope with students demotivating factors	P1.5 That is why we have to learn grammar; we need more book to learn it. After that, we have to learn break the sentence	1. Break the sentence to learn grammar
Il	Anda tadi juga mengatakan bahwa salah satu masalah yang anda hadapi itu adalah kata-katanya terlalu susah. Bagaimana anda mengatasi masalah ini?			
P1	Cara lain selain membaca itu misalnya menonton film. Mnonton film kan kita bisa menebak ekspresi mereka. Banyaklah contohnya seperti mendengar music dll. Selain menonton film kita juga bisa mengira-ngira kata yang pas menurut si penulis.	Strategies to cope with students demotivating factors	P1.6 Another way besides forcing yourself to read is by watching movies. When we watch a movie, we will be able to guess their expression. Other way is through listening music and so on and we can also guess the meaning of the words according to the writer	1. Watching movie or music. 2. Guessing the word
Il	Assalamu Alaikum..(menyebut nama P1)			3.
P1	Gmna ham?			
Il	Mau nambah pertanyaan boleh? Tentang interview kemarin...			
P1	Apa. Iya gmana?			
Il	Maksudmu kemarin tidak memiliki basic yang memadai tentang bahasa Inggris gmana?Bisa lewat			

	pesan suara, biar jelas.			
P1	Ok, berarti nanti ya			
I1	Ok			
P1	itu maksudnya kita sedikit paham tentang bahasa Inggris, contohnya tata letak kata atau grammar. Artinya kita kurang banyak belajar gitu, mungkin kurang baca buku-buku bahasa Inggris atau meskipun sebelumnya pernah belajar, tapi masih belum banyak paham. Gitu maksudnya.	Strategies to cope with students demotivating factors		

Participant 2

Open and Analytical Coding

Interview dilaksanakan pada
9 April 2018 pukul 01.00

Respondent	Statement	Category	Translated statement	Theme
I2	Assalamu alaikum warahmatullahi wabarakatuh.			
P2	Waalaikumsalam warahmatullahi wabarakatuh			
I2	Apakah sebelumnya anda memiliki pengalaman dalam membaca literature atau buku berbahasa Inggris?			
P2	Punya sih pengalaman karena kuliah di jurusan bahasa inggris otomatis suka gak suka kita harus membaca literature bahasa inggris karena materi yang diberikan oleh doen memang semuanya berbahasa Inggris.			
I2	Apa saja masalah yang			

	anda hadapi saat membaca literature atau buku berbahasa Inggris?			
P2	<p>Masalahnya mungkin karena bahasa Inggris itu bahasa asing jadi bukan bahasa pertama. Jadi kita mungkin membaca trus liat ini maksudnya apa? Gitu kan. Kita kan nyari arti atau maksud dari bacaan itu. Karena kadang ada kata-kata yang masih barupertama kali kita liat saat membaca itu. Sebelumnya kita belum pernah tau dan paling ngga kita harus mengira-ngira supaya tau artinya itu. Ngga Cuma asal baca tapi harus mengerti apa sih makna bacaan ini. Jadi masalah kesulitan biasanyabila menemukan kata-kata baru dan mencari artinya itu.</p>	Poblems in English reading activities	P2.1 One of the problems I face when I'm reading is when I find a new word and I have to search the meaning of the word	<ol style="list-style-type: none"> 1. English is not students first language 2. Unable to understand the word
I2	Apa saja faktor-faktor yang membuat anda kehilangan motivasi saat membaca buku atau literature berbahasa Inggris?			
P2	<p>Kalau faktor yang menghilangkan motivasi? Karena kadang ada tuntutan dari dosen itu kita harus membaca beberapa halaman. Misalkan, 15 halaman dalam waktu seminggu. Karena udah baca, baca, baca. Nanti sampai halaman ke berapa itu kaya "loh tadi kan uda baca banyak banget tapi kok baru dapet tiga halaman atau lima halaman gitu". Jadi kaya ada rasanya "udahlah nanti aja ngelanjutannya, masih ada</p>	Students demotivating factors in English classroom reading activities	P2.2 Sometimes we are instructed by the lecturer to read many pages. After we read some pages and check which page are we now, and I'll be like: I thought I have read so many pages but in fact I only read three to five pages. After that I will be like: Okay, I will continue later but at the end, we	<ol style="list-style-type: none"> 1. Student are demanded to read too many pages

	<p>hari esok “ Jadi akhirnya udah males. Udah baca banyak-banyak kok belum selesai-selesai gitu. Jadi, biasanya yang buat males itu karena selain yang disebutin tadi kaya nyari artinya itu toh. Yang buat faktor motivasinya menurun itu yak arena terlalu banyak yang harus dibaca. Dan itu dalam kondisi kaya wajib sama dosennya. Beda kalau misalkan say abaca artikel berbahasa Inggris yang ga disuruh dosen mah terserah. Kalau mau ya tak baca sampai akhir kalau gam au ya udah. Potong trus ga dibaca lagi. coba kalau buku yang berapa halaman dan disuruh dosen biasanya aku harus maksain. Jadi banyaknya halaman sih yang bikin males dan motivasi menurun.</p>		<p>become lazy to read</p>	
I2	<p>Trus ada lagi ga pengaruh pengaruh lain?</p>			
P2	<p>Kadang dari waktu itu, kadang baca pas malem trus ngantuk. Faktornya pun, karena udah lelah ya! Karena bacanya malem udah lemes juga akhirnya ngga lanjut baca atau mungkin kadang dari faktor luar itu lagi pengen baca ada teman datang main gitu kan. Atau lagi baca ada temen ngajak ngobrol jadi tidak baca.</p>	<p>Students demotivating factors in English classroom reading activities</p>	<p>P2.3 The demotivating factors are: Sometimes when you are sleepy, you cannot read. Maybe it’s because I am too tired. Especially if you read at night and your body is too weak and then you are not continue to read, when you are ready to read your book and then your friends come and she or</p>	<ol style="list-style-type: none"> 1. Too tired to read the book 2. Disturbed by other friends .

			he tries to talk to you. As the result, you are not interested to read anymore	
I2	Trus bagaimana cara anda mengatasi faktor-faktor yang membuat anda kehilangan motivasi?			
P2	Kalau motivasi membaca, kalau untuk literature yang wajib dikasih dosen yang membuat saya termotivasi itu kan pas menemukan kuis apa yang kita baca itu lo. Jadi, mau ga mau, suka gak suka, paham ga paham ya saya harus tetep baca sampai akhir itu aja. Kalau mengatasi misalkan halamannya banyak ya hari ini tak baca sehari 3 sehari tiga. Jadinya mengakalnya itu dengan cara membagi halaman-halam itu. Tapi kadang kalau ada beberapa halaman yang misalkan cuma seminggu lima halaman dan itu selesai sehari saya paling kalau ada kuisnya saya baca lagi. Motivasinya biasanya itu kalau ada kuisnya dan masih ada waktu berarti aku masih berani baca lagi.	Strategies to cope with students demotivating factors	P2.5 strategies are: getting quiz after reading activity, managing your time to read. if there are too many pages that I have to read, sometimes I read three pages a day. So, I solve it by dividing the pages	<ol style="list-style-type: none"> 1. Getting quiz after reading activities 2. Managing your time
I2	kalau untuk masalah seperti kata-kata yang susah diartikan, cara mengatasinya gimana?			
P2	pertama sih biasanya mengira-ngira. Jadi diterka aja. Kalau ngga ya! Kaya strategi anak-anak lain ya ada yang pakai stabilo trus digaris bawah habis itu dicari di kamus gitu. Atau ngga ya langsung dicari di kamus. Jadi kadang juga gitu, pas baca ga tau	Strategies to cope with students demotivating factors	P2.6 Perhaps we can guess the meaning of the word. So, just suppose that this is the meaning and then see if it is actually right. maybe like other friends'	<ol style="list-style-type: none"> 1. Guessing the complex words 2. Find the complex

	artinya kana da handphone jadi dicari di google translate atau apa. Trus dilihat oh artinya ini. Trus diinget aja kalau nemu kata seperti itu.		strategies, I would highlight the complex word and then find it in dictionary or just directly looking it at dictionary. And sometimes, when I do not understand the meaning, I just look it at my phone and use Google translate or other apps. After that, I will try to memorize the word	word in dictionary or apps.
I2	Kalau kesulitan saat membaca apa saja?			
P2	Kalau kesulitan membaca didalam kelas itu kadang suasananya ramai gitu kan. Pernah dosen suruh baca tapi suasananya ramai. Aku pernah malah, pergi kebelakang kelas trus baca sendiri. Karena aku termasuk orang yang ga bisa konsentrasi kalau membaca dalam keramaian. Karena fokus atau konsentrasinya bakalan terganggu. Ya jadi kalau dikelas ramai disuruh baca paling aku keluar atau cari tempat yang sepi buat baca. Kalau dari dosen mungkin kalau ga ada kuis kadang juga kehilangan motivasi. Nga ada soal atau ujian gitu, jadi kita kayak ya udahlah ngapain juga baca. Ini juga ga bakal ditanyain. Jadi pengaruhnya mungkin di motivasi ya setelah baca bakalan ada kuis dari yang kita baca. Jadi kalau ada kuis, suka ga suka ya harus	Students demotivating factors in English classroom reading activities	P2.4 the other demotivating factors are: The problem that I face when reading in the class is that the class is too noisy. The lecturer once asks us to read while the class is noisy. Then, I have to find a good spot to read because I cannot concentrate while reading in noisy environment, the problem I have from the lecturer is when there is no quiz (es) after the activity, sometimes we also lose our motivation. When there is no test, I will be like ‘Why should I read, no one will ask me	<ol style="list-style-type: none"> 1. Class condition is too noisy 2. There are no rewards or quiz after reading activities.

	<p> baca. Cuman kalau dosennya nyuruh baca tapi setelah itu ga ada tes atau ujian, mungkin aku baca tapi kalau misal di suruh baca jurnal 8 halaman ya, paling yang ku baca cuman 2 atau 3 halaman.</p>		<p>about this.’ However, when there is a test after the activity, like it or not, you have to read the book.</p>	
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Participant 3

**Interview dilaksanakan pada
6 Juli 2018 pukul 13.51**

Respondent	Statement	Category	Translated statement	Theme
I3	Assalamu alaikum warahmatullahi wabarakatuh.			
P3	Waalaikumsalam warahmatullahi wabarakatuh			
I3	Baik, untuk pertanyaan pertama. Apakah sebelumnya anda memiliki pengalaman dalam membaca literature atau buku berbahasa Inggris di dalam kelas?			
P3	Pernah, saya pernah melakukan aktivitas itu.			
I3	Apa saja kendala atau masalah yang anda hadapi saat melakukan aktivitas tersebut?			
P3	Salah satunya mungkin seperti vocabulary atau susunan grammar yang mungkin belum bisa paham. Terkadang juga ada kata-kata slang atau idioms. Itu mungkin kendala yang saya alami ketika membaca.	Poblems in English reading activities	P3.1 One of the problems I have is the vocabulary or the grammar structure that sometimes I still cannot understand, One of the problems I have is the vocabulary or the grammar structure that	<ol style="list-style-type: none"> 1. Unabl e to understand the word 2. Diffic ulties in gram mar

			sometimes I still cannot understand	
I3	Selain faktor yang anda sebutkan, apakah ada faktor lain? Mungkin itu dari faktor luar atau yang lain.			
P3	Biasanya sih kalau faktornya dari saya itu dari luar. Contohnya seperti ketika membaca sementara diluar kelas sangat berisik jadi konsentrasi saya terganggu.	Students demotivating factors in English classroom reading activities	P3.2 Sometimes when I read in the class, people outside the classroom are too noisy which disturbs my concentration	Class condition is too noisy
I3	Kalau dari dalam kelas?			
P3	Kalau dari dalam kelas ada sih, kadang ada temen yang usil atau gangguin pas baca atau mungkin suasana kelas yang ramai. Atau juga biasanya sih kecapean, Jadi ga fokus.	Students demotivating factors in English classroom reading activities	P3.3 When I'm in the classroom, sometimes there is a friend who is bothering me when I tried to read	<ol style="list-style-type: none"> 1. Disturbed by other friends 2. Class condition is too noisy 3. Too tired to read the book
I3	Dari masalah-masalah yang anda sebutkan, bagaimana cara anda mengatasi masalah tersebut?			
P3	Kalau masalah vocabulary saya biasanya cari di google translate atau kamus. Begitu ada kata sulit saya coba untuk langsung inget atau saya catat.	Strategies to cope with students demotivating factors	P3.5 When I find a problem such as difficult vocabulary, I try to find the meaning of it in Google translate or dictionary	Find the complex word in dictionary or apps.

I3	Bagaimana dengan masalah seperti grammar, slang word, dan idiom?			
P3	Kalau grammar, slang word, sama idiom langsung saya tanyakan ke teman-teman. Mungkin ada teman yang pintar dalam slang atau idiom, grammar. Mungkin bisa langsung saya tanya ke mereka. Atau bahkan mungkin tanya ke dosen.	Strategies to cope with students demotivating factors	Ask friends or the teacher when finding difficult word, slang word or idiom.	Ask friend or teacher when finding complex word.
I3	Trus, bagaimana dengan suasana kelas yang ramai? Cara anda mengatasinya bagaimana?			
P3	Saya mungkin pakai headset sambil mendengarkan musik supaya saya bisa tetap fokus dan tidak terganggu sama orang yang ada diluar ataupun teman yang lagi bercanda dalam kelas. Karena ketika mendengarkan musik pikiran saya menjadi lebih rileks sehingga membantu saya lebi fokus.	Strategies to cope with students demotivating factors	P3.7 I used to wear headset while listening to music so that I can stay focus and not getting distracted by other people or friends in the classroom	Using headset to stay focus.
I3	Bagaimana dengan kondisi anda yang kecapean? Cara anda kembali termotivasi itu seperti apa?			
P3	Biasanya sih kalau memang saya terlalu capek, saya berhenti sebentar, istirahat trus nanti akan saya teruskan lagi.	Strategies to cope with students demotivating factors	P3.8 Sometimes when I'm too tired to read, I will stop for a moment and continue the reading later.	Take a rest.

Problems in English reading activity	
Theme/Findings	Translated statements
Students are not familiar with grammar and have no good basic in English	P1.1 They are unfamiliar words, and have no good basic in English.
Students Demotivating factors in English classroom reading activity	
Theme/Findings	Translated statements
Students don't understand the meaning of the word, difficulties in grammar, the class is too noisy	P1.2 There are many problems that I have; one of them is that in English you have to learn grammar which is related to our learning subject. To understand a sentence, paragraph, or a book you have to learn to translate the structure of the sentence, When I have to read in noisy environment, I clearly cannot focus on reading. The problem is, I don't know the meaning, that is what demotivated me.
Strategies to cope with students demotivating factors	
Theme/Findings	Translated statements
Force yourself to read	P1.3 One way to cope with demotivating factor is to force yourself to read and making it as habitual action. Because if you are not getting used with reading activity, you will not be able to stay motivated. So you have to force yourself until you get your motivation back
Try to bring english book to read	P1.4 Wherever you go, you have to bring a book and you have to make sure that you bring English book
Break the sentence	P1.5 That is why we have to learn grammar; we need more book to learn it. After that, we have to learn break the sentence
Watching movie or listening to music, guessing the word	P1.6 Another way besides forcing yourself to read is by watching movies. When we watch a movie, we will be able to guess their expression. Other way is through listening music and so on and we can also guess the meaning of the words according to the writer

Problems in English reading activity	
Theme/Findings	Translated statements
English is not students first language, unable to understand the word	P2.1 One of the problems I face when I'm reading is when I find a new word and I have to search the meaning of the word
Students Demotivating factors in English classroom reading activity	
Theme/Findings	Translated statements
Students are demanded to read too many pages	P2.2 Sometimes we are instructed by the lecturer to read many pages. After we read some pages and check which page are we now, and I'll be like: I thought I have read so many pages but in fact I only read three to five pages. After that I will be like: Okay, I will continue later but at the end, we become lazy to read
Too tired to read the book, disturbed by other friends	P2.3 The demotivating factors are: Sometimes when you are sleepy, you cannot read. Maybe it's because I am too tired. Especially if you read at night and your body is too weak and then you are not continue to read, when you are ready to read your book and then your friends come and she or he tries to talk to you. As the result, you are not interested to read anymore
there are no quiz after reading activity, Class condition is too noisy	P2.4 the problem I have from the lecturer is when there is no quiz (es) after the activity, sometimes we also lose our motivation. When there is no test, I will be like 'Why should I read, no one will ask me about this.' However, when there is a test after the activity, like it or not, you have to read the book. The problem that I face when reading in the class is that the class is too noisy. The lecturer once asks us to read while the class is noisy. Then, I have to find a good spot to read because I cannot concentrate while reading in noisy environment,.
Strategies to cope with students demotivating factors	
Theme/Findings	Translated statements
Getting quiz after reading activity, managing your time to read	P2.5 strategies are: getting quiz after reading activity, managing your time to read. if there are too many pages that I have to read, sometimes I read three pages a day. So, I solve it by dividing the pages
Guessing the complex word, find the complex word in dictionary	P2.6 Perhaps we can guess the meaning of the word. So, just suppose that this is the meaning and then see if it is actually right. maybe like other friends' strategies, I would highlight the complex word and then find it in dictionary or just

	directly looking it at dictionary. And sometimes, when I do not understand the meaning, I just look it at my phone and use Google translate or other apps. After that, I will try to memorize the word
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Problems in English reading activity	
Theme/Findings	Translated statements
unable to understand the word, difficulties in grammar	P3.1 One of the problems I have is the vocabulary or the grammar structure that sometimes I still cannot understand, One of the problems I have is the vocabulary or the grammar structure that sometimes I still cannot understand
Students Demotivating factors in English classroom reading activity	
Theme/Findings	Translated statements
The class is too noisy	P3.2 Sometimes when I read in the class, people outside the classroom are too noisy which disturbs my concentration
Disturbed by other friends	P3.3 When I'm in the classroom, sometimes there is a friend who is bothering me when I tried to read
Too tired to read the book	P3.4 or sometimes it is because I am too tired so that I cannot focus
Strategies to cope with students demotivating factors	
Theme/Findings	Translated statements
Find the complex word in dictionary or apps	P3.5 When I find a problem such as difficult vocabulary, I try to find the meaning of it in Google translate or dictionary
Listening to music	P3.7 I used to wear headset while listening to music so that I can stay focus and not getting distracted by other people or friends in the classroom
Take a rest	P3.8 Sometimes when I'm too tired to read, I will stop for a moment and continue the reading later