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Muslimaxon Bahodirjon qizi Erkaboyeva

Kokand state pedagogical institute

researcher

greatbektash@mail.ru

THE USE OF AUTHENTIC MATERIALS ON TEACHING READING

Abstract: *The goals of this research are to describe the use of authentic materials on teaching reading, the problems and the solutions in using authentic materials and its effects on students reading motivation. This research was case study research. The sources of data were event, informant, and document. The techniques of data collection were observation, interview, and document. The results of the research are in determining the materials; the teacher considers criteria such as the topic and the difficult level of the text. The problems of the use of authentic materials are related to time constrain and the students' lack of vocabulary mastery, proper use of authentic materials gives positive effects on students reading motivation. The student have positive task orientation, ego involvement, need for achievement, high aspiration, goal-orientation, perseverance and tolerance of ambiguity.*

Key words: *authentic materials, teaching reading, reading motivation.*

Language: English

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Introduction

Learning to read is considered important. It is stated by Budiantari, Nitiasih, and Budasi that learning to read is one of the most important things that should be accomplished by the students because it is their foundation for most of their future academic endeavors. It means that reading is the basic skill students should learn when someone would like to learn English and it can influence the other skill. It is also supported by Pang, Muaka, Bernhardt, and Kamil stating that learning to read is an important educational goal. They add that for both children and adults, the ability to read opens up a new world and opportunity. It means that reading is an important skill to be accomplished by both children and adults. Commonly, reading becomes one skill that is emphasized more in education setting. In English lesson, reading is considered as one of important English skills that teacher expects the students to acquire. The statement is supported by Williams who states that students should be taught reading so that the students can have further practice of language they have already met through listening and speaking, the students can practice language in order to reuse it in writing, the students can learn how to make sense of

texts, in order to extract information they need from them, the students can find enjoyment through reading. In teaching reading, there is a competency or a goal that the teacher expects the students to achieve at the end. That competency has been written in Permendiknas no 23 tahun 2006 stating that the students should be able to “understand the meaning of written interpersonal and transactional text formally or informally, in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking in the academic context, and popular and authentic literature, in the real life.” To help students to be able to reach the goal of reading - to be able to understand what the text trying to convey - one thing that is considered important is the teaching materials. Teaching materials are the resources a teacher uses to deliver instruction to the students. It is supported by Richard who states that teaching materials are a key component in most language program. It supports and facilitates the teaching and learning process. He adds that whether the teacher uses textbook, institutionally prepared materials or his or her own materials generally serves as the basis for much of the language

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input learners receive and the language practice that occurs in the classroom. Chanda et.al. add that teaching material enables everyone in a classroom situation to participate effectively. Since teaching material is important in the process of teaching and learning, the use of teaching material is one thing to be considered to be applied so that it can create an effective source of learning during the teaching and learning process. It is believed that authentic material is considered as good and interesting teaching material to be used. It is also suggested by Silberstein to use text that are realistic in term of the students' reading needs and abilities, and that are authentic. He says that reading passages should be authentic in the sense that they resembles the "real-worlds" texts students will encounter and that they require the same approaches to reading. Students will learn best if they are involved in real-life situation. Authentic material brings students to real-life and meaningful context. Tamo adds that bringing authentic materials into the classroom can be motivating for the students as it adds a real life element to the student's learning experience. In a plain word, authentic material can increase students' motivation to learn. Motivation to learn is an important aspect in the process of reaching the goal. It is said by Brown that it refers to the intensity of one's impetus to learn. So, the involvement of students during teaching and learning process and the effectiveness of the process are influenced by students' motivation they bring in the classroom. In teaching reading using authentic materials, teacher has an important role. Teacher

should apply the appropriate teaching activities and method when using authentic materials so that the students can understand the text. As Daskalos & Ling says that this should of course be done with the teacher acting as a guiding force. The teacher should present various ways of working with a text to the students, listen to their suggestions and perhaps create a combined list of activities. Furthermore, the method should be adapted to fit the needs of the different classes. What is perfect for one class will not necessarily work in another.

Conclusion and suggestion

From the result of the research, the conclusions that can be drawn is the proper use of authentic materials include the choices of the materials for teaching reading, such as considerations which are the topic and the difficult level of the text. There are also some problems when using authentic materials that are it spends more time for the students to understand the text and the students' vocabulary mastery but it can be overcome by building the students' background knowledge or prior knowledge about the text, forming the students in a group discussion or to works in group, helping and guiding the students, making an evaluation. It will be better for the teacher to keep on using authentic materials for teaching since authentic materials give positive effects on students' reading motivation in terms positive task orientation, ego involvement, high aspiration, needs for achievement, goal-oriented, high perseverance and tolerance of ambiguity.

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