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Languages

«Using Authentic Texts for Developing Reading Skills
in Secondary School Students»

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INTRODUCTION

According to Communicative Language Teaching approach, authentic materials which had been a debatable idea appeared over the last thirty years, came into view in foreign language teaching.

In English Language Teaching, materials play huge role for learners who acquire the language skills. Good materials give the opportunity to learn things in language classroom because they show the use of language inside and outside the classroom . This is become more vital during reading classes. In reading classes, students get words written in the text as the fundamental materials in gaining this language skill. Those written words are important in building students' knowledge. They also help students to obtain language skills.

Some studies found that authentic materials useful in language classroom and provide the opportunities of real usage of language to the students. Ahmed in his paper said that the usage of authentic materials prepares students for real life communication. According teaching language skills, the researches on the usage of authentic materials have been conducted by some scholars this receptive skill. Yasrida, Sutarsyah, and Sukirlan agreed that reading authentic texts develop students' curiosity and their knowledge in general because these types of materials provide new insight for the students. Also, Islam (2018) mentioned that using authentic texts in reading class effectively increase students' reading comprehension.

Hence, the usage of authentic texts is an important means of teaching learners effective communication . However, the biggest part of the English teachers get used to use the unnaturally created reading material since there are a lot of textbooks available for using in Secondary School.

In the Internet era, authentic texts can be divided into printed and online ones. As a result, teacher and students would be easier to find this material, especially online ones. Internet provides a lot of types of authentic materials that could be advantageous for the teacher and the learners to be used during reading classes.

Also, Neikova mentioned that the language in an authentic texts is varied, whereas in a artificial one, single structure is repeated (Skiada, 2017). This type of text usually makes the educator extra focused on teaching grammar. Since they are intended to learn language, the writer usually has the purpose to write the language attributes. It sometimes, makes them say nothing (Nuttal, 1989)).

Moreover based to Berardo, he mentioned that the artificial nature of the language and structure used, make them unlike anything that the student will experience in the real life and very often they do not understand how the language is really used. They are helpful for teaching structures but are not very good for improving reading skills (Berardo, 2006).

The responsibility of the failure of English teaching lays on a large number of people especially the teacher. In teaching reading, we should think about many aspects vital in reading comprehension. The four essential aspects in reading comprehension are the reader, the text, the context and the strategies (Buehl, 2017). Each aspect has some influence on reading skills.

The **object** of the paper is the process of teaching secondary school reading using authentic texts.

The **aim** of the paper is to investigate the notion of authentic texts and usage of them during reading classes and its importance.

The **practical value** of the paper lies in creating a set of activities, aiming at developing reading skills in secondary school students using authentic texts.