

CHAPTER 2

LITERATURE REVIEW

2.1. Task-Based Language Teaching

Nunan (2010) mentions that a significant figure within the field of Task Based Language Teaching and argues that the focus of language teaching should be on creating opportunities of subconscious learning, which allow students to engage in tasks that are communicative and meaning focused. Van de Branden (2012) further explains that TBLT is a student-centered approach to teaching. In Ellis (2003) TBLT alludes to educating a remote dialect that finds to lock in learners in interactionally bona fide dialect utilize by having them perform an arrangement of errands. Based on the theory over, that points to both empower learners to procure unused etymological information and to procedurize their existing information. The Steps of TBLT incorporates Normal or naturalistic utilize of dialect, Learners-centered instead of instructor controlled learning, Center on form in consideration to create happens inside the setting of performing the assignment intercession whereas holding expectation, Errands serve as implies for accomplishing characteristic utilize of dialect, Conventional approaches are ineffectual.

Boston (2008) communicates comparable meaning when talking around pre-task and learning. In his words that learners maintain a strategic distance from mine wordings contained in pre-task and errand materials when performing assignments, indeed when the educator did not expressly draw learner consideration to these highlights. McDonough and Chaikitmongkol (2007) clarify same comparative thought that task-based courses ought to give instructors with time to reply to their

learners' needs as they emerge by chance. Without this occasion, exactness within the target dialect may be decreased.

McGrath (2013) specify that instructors ought to too use caution with respect to a movie's cultural fittingness, as a few points can be considered inappropriate for dialog in lesson inside the setting of certain societies. The dialect utilized within the motion picture ought to not be as well complex for the level of the understudies, or it may have the impact of demotivating them. The length ought to be fitting for the objectives the educator sets out to achieve, as well as the time accessible.

2.2. Movie Discussion in Language Learning

The movie must be selected appropriately in terms of types and content of the material to be used. First of all, the video resources that can be used is not limited to popular feature movies but they may show a wide range of variation such as drama programs and documentaries on interesting subjects. Secondly, when selecting material for students from different cultures. Finally, language teachers should not forget that feature movies are not always suitable for all ages. So the rating systems must be taken into consideration. That the teacher may perform or that the teacher may encourage the students to perform before, during or after viewing the video material stated by Sherman (2003). Lundahl (2009) emphasizes that the conceivable outcomes of utilizing news, documentaries, motion picture and music within the classroom.

Mishan (2005) moreover notices that the image-sound skim which implies that the learners are empowered to specify a few pictures or sounds from the motion picture that particularly struck them and what sentiments they evoked. Typically a valuable way to discover out the learners' quick responses, since as a rule the motion picture is still working on their minds and the reactions are or maybe

prompt. Another adaptation of this movement is to inquire to some degree more point by point questions, such as "what shocked you?" or "what satisfied you?". The assignments said here are as it were a few illustrations, and the understudy ought to be imaginative when considering approximately the assignments in works out to come up with flexible and teaching assignments. Ronnberg (2006) moreover specify that the thought of film as something less profitable or as it were for beguilement appears to be out of touch with modern thinking.

Agreeing to Katchen (2003) that thing is conceivable to construct up a entirety college level tuning in and talking course by utilizing DVD motion pictures as the most course fabric. Indeed in spite of the fact that this sort of course was found out to be or maybe time-consuming, the criticism from the understudies was or maybe positive and the lessons were flexible and curiously. Hence, utilizing motion pictures is completely worth attempting and can be spurring for the understudies. Kageson (1981) said that a grouping from the film *The Chain Saw Massacre* was appeared to demonstrate the savagery that youthful individuals were uncovered to. A short time later, that the issue has been talked about, each presently and once more at diverse events.

NAE (2001) notices that with observing a motion picture together can give a great starting-point for discussion and reflection around imperative issues in life. A few reason frequently simple to see and get it human behavior and problems within the fiction motion picture organize. Narrative motion picture can put individuals, places and occasions in modern points of view. Motion pictures can bring the past to life, reflect the present-day and offer assistance us to identify with individuals in several nations, with diverse social foundations and living beneath distinctive conditions. Encountering a motion picture together gives a way to start

student interest and rouse proceeded information looking for. In expansion, NAE (2004) expressed that the motion picture and computer in educating ought to utilize when the thing is suitable. Ohlin-Sheller (2006) expressed that in the event that a motion picture form of a book was utilized as instructing material, it was continuously the thing in the book that was respected as the right adaptation. She moreover found that motion picture was most regularly utilized as a filling time or for beguilement on a Friday evening and the motion picture at some point was utilized as an elective.

