

ABSTRACT

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"Teacher is the decisive factors which very dominant in education, because teacher takes hold on the important role in teaching-learning process". Thus the study of teacher becomes important. The importance of analyzing language interaction also inspired from the fact that now day we often find the teachers who only focus on their knowledge but neglect the ways they interact to the student which unconsciously can influence students' behavior. Furthermore, many movies produced and people watch the movies only for entertaining, whereas, the movie mostly contains lesson. Here, analysis is used to emphasize lesson contains in the film.

The foundation of this thesis is theories of classroom discourse which summarized by Sinclair and Coulthard from research concerning the structural description of discourse found in the classroom. But the researcher focuses on kind and meaning of language interactions between teacher and students that appear on the *To Sir With Love* movie.

To answer the research questions, the methodology used in the research is Ethnographic content analysis or Qualitative media analysis in the form Descriptive-Qualitative Research. The data collected through the following instruments: observation, documentation, and human instrument which consist of Dialogue reconstructions, and Reflective Observer personal notes. To find, identify and analyze the document significant meaning and relevancy, researcher used the Sinclair and Coulthard's IRF Structure in the procedure of analysis.

The result of the research is there are Boundary; frame and focus, repetition, pupil informing, informing, directing and eliciting exchanges as kind of language interaction found in the *"To Sir With Love"* movie. Based on research findings and discussion, researcher also concludes that the classroom discourse structure consists of three exchange; opening move by the teacher; the students produced verbal responses, usually followed by teacher feedback but not all initiation is from teacher but there are several from students. From the discussion of research finding, some suggestions are proposed. The teacher can do interaction well with his/her students. By examining the individual parts in classroom discourse, teachers can better understand the whole; language as social interaction. Then can they more effectively create classroom procedure which meets student goals of second language proficiency.