ANDREW NEIMAN’S MOTIVATING FACTORS
IN PLAYING DRUMS AS SEEN IN WHIPLASH MOVIE

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements
to Obtain the Sarjana Pendidikan Degree
in English Language Education

By
Ira Karunia
Student Number: 121214147

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
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FACULTY OF TEACHERS TRAINING AND EDUCATION
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Approved by

Advisor

Veronica Triprihatmini, M.Hum., M.A.  November 8th, 2016
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Defended before the Board of Examiners on December 8th, 2016 and Declared Acceptable

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Yogyakarta, December 8th, 2016
Faculty of Teachers Training and Education
Sanata Dharma University
Dean,

Rohandi, Ph.D.
“Be Joyful in hope, patient in affliction, and faithful in prayer”
Rome 12:12

HAKUNA MATATA
“No worries for the rest of your days”
(The Lion King)

This thesis is dedicated to:
My beloved Bapak Kilong
My beloved Mama Albina
My three Musketeers, Robert, Kris, and Yudi
and
Myself
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts the work of other people, except those cited in the quotations and the references, as a scientific paper should.

Yogyakarta, December 8th, 2016

The Writer

Ira Karumia
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LEMBAR PERNYATAAN PERSETUJUAN
PUBLIKASI KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

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Dibuat di Yogyakarta
Pada tanggal 8 Desember 2016

Yang menyatakan,

Ira Karunia
ABSTRACT


The main subject of this thesis is a movie directed and written by Damien Chazalle, entitled Whiplash. This movie tells about a student named Andrew Neiman, who has a dream to be one of the players in studio band and to be a professional drummer. Andrew faces many the obstacles, scorns, and even fights with Mr. Fletcher, an abusive teacher in that school. Andrew’s characteristics push his motivation to struggle in any condition. This study focuses on Andrew Neiman’s motivating factors in his process to be a professional drummer. The objective of the study is to find and reveal the characteristics and motivating factors of Andrew Neiman to be a professional drummer.

In this study, there are two problem formulation. The first problem is how Andrew Neiman’s character is portrayed in Whiplash movie. The second problem is what motivating factors of Andrew Neiman in his process to be a professional drummer as seen in Whiplash are.

In analyzing Andrew Neiman’s motivating factors in playing the drum, the writer used the theory of character and characterization, the theory of intrinsic and extrinsic motivation, Maslow’s Hierarchy of Needs (motives), and theory of achievement. The approach of this study is a psychological approach. This approach is used to help the writer in analyzing the character and motivation in Andrew Neiman as seen in Whiplash movie.

This study reveals that Andrew Neiman is portrayed as an amateur drummer, a hard worker, talented, ambitious, emotional and independent person. Andrew Neiman was driven by both intrinsic and extrinsic motivation to be a drummer. The intrinsic motivation can be seen from his effort and action reflected in his characters, such being as a hard worker, ambitious, independent, and emotional person. The extrinsic motivation comes from Jim Neiman (Andrew Neiman’s father) and Mr. Fletcher. Andrew Neiman was also driven by the prominent needs of self-actualization and achievement.

Keywords: Whiplash, motivation, psychological approach
ABSTRAK


Dalam penelitian ini, ada dua permasalahan. Permasalahan pertama adalah bagaimana karakter Andrew Neiman tergambarkan di film Whiplash. Permasalahan kedua adalah apa saja faktor yang memotivasi Andrew Neiman dalam prosesnya untuk menjadi seorang pemain drum profesional.

Penelitian ini menggunakan pendekatan psikologis untuk mengetahui faktor motivasi yang ada pada Andrew Neiman. Sumber dari penelitian ini adalah sebuah film yang berjudul Whiplash. Sumber informasi lainnya adalah dari teori karakter dan karakterisasi, motivasi intrinsik dan ekstrinsik, Hirarki kebutuhan menurut Maslow dan teori kebutuhan untuk dihargai.

Penelitian ini telah mengungkapkan karakter yang digambarkan dalam film Whiplash adalah Andrew Neiman adalah pemain drum pemula, anak yang berbakat, pekerja keras, ambisius, emosional, serta mandiri. Andrew Neiman didorong oleh faktor motivasi intrinsik dan ekstrinsik untuk menjadi seorang pemain drum. Faktor intrinsik dapat dilihat dari usaha dan tindakan melalui karakter Andrew Neiman, seperti pekerja keras, ambisius, mandiri, dan emoinal. Faktor ekstrinsik di dapat dari Jim Neiman dan Mr. Fletcher. Andrew Neiman juga didorong oleh kebutuhan yang mendominasi seperti pengaktualisasian diri dan kebutuhan untuk dihargai.

Kata kunci: Whiplash, motivation, psychological approach
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Ira Karunia
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CHAPTER I
INTRODUCTION

This chapter discusses four major parts, namely the background of the study, problem formulation, the significance of the study, and definition of terms. The background of the study explains the necessity of analyzing the topic and the reason for choosing the topic. The significance of the study explains the contribution of conducting the study for developing the knowledge. The definition of terms explains some important terms used in the study.

A. Background of the Study

Nowadays, movies become popular among people. It is because the movies are interesting. A movie becomes interesting because it has audio and visual aspects. There are lots of genres of movies, such as thriller, horror, drama, drama-comedy, drama-musical, mystery, biography, documentary, even fantasy or fiction.

Furthermore, a movie becomes a medium to study. The elements in a movie could influence the audiences when watching a movie. For instance, in a horror movie, the audience would be surprised when the ghost comes because of the sound. In contrast, when the audience is watching a horror movie with no sound in that movie, the audience would not be surprised while the ghost is coming. Then, when the movie has no sound there would be no interaction between the audiences and that movie. The effects of a movie could attract the
audience. In a drama movie, for example, the soundtrack of the movie could make the audiences feel sad when the actor or actress is sad. Those elements build the atmosphere for the audience.

The function of a movie is not only to entertain the audiences, but also to give a description of real phenomena that happens in the real life. There are some of the values inside a movie, such as social control, education, and knowledge. The values inside a movie could impact the audiences. Most of the story in a movie is as real as what happens in real life.

In conducting this study, the writer chose Whiplash to be analyzed. It is because the writer is interested in the character and the story of Andrew Neiman in the movie. Whiplash is a drama musical movie, which tells about a student, named Andrew Neiman. He is in the first year at the Shaffer Conservatory of Music School, which becomes the best music school in New York. Therefore, Andrew believes that he would become a great drummer in that school. He is an amateur drummer who has a dream to be a professional one. Unfortunately, Andrew’s journey to be a professional drummer is not easy. His story begins when he meets Mr. Fletcher. Mr. Fletcher gives him some challenges. Andrew faces all the obstacles, scorns even fights with Mr. Fletcher.

The writer found the characters and the motivating factors of Andrew Neiman in his process becoming a professional drummer. The writer began to analyze the character, and then found out the motivation in Andrew. The motivating factors of Andrew would be seen from his process from an amateur player until he becomes a professional drummer.
In brief, the writer analyzed Andrew Neiman’s characteristics and motivation factors in his processes from an amateur drummer until becoming a professional one. The process of Andrew to be a drummer in Studio Band, which is under the pressure from Mr. Fletcher, is not easy. Then, there is a motivation inside that force him to keep play the drums and facing all the obstacles.

B. Problem Formulation

Based on the background of the study, the research questions can be formulated into the following questions:

1. How is Andrew Neiman’s character portrayed in Whiplash movie?
2. What are Andrew Neiman’s motivating factors in his process to be a professional drummer as seen in Whiplash?

C. Significance of the Study

By conducting this study, the writer hopes this study would have valuable information and moral messages for readers. Hopefully, the features of Andrew Neiman in this movie could inspire the readers. The character in a movie could be easy to imitate by the audiences. Besides, the writer hopes Andrew Neiman’s motivating factors could motivate readers to have a big dream in life. Furthermore, for future teachers, this movie can be used as a learning medium. The content of this movie is suitable for the teenagers since this study could be used a learning medium to motivate the students to study hard, work hard and to be brave in facing the challenges. Moreover, the particular messages from the
movie are valuable to the readers and audiences, such as moral values and education messages.

D. Definition of Terms

The writer puts the definition of terms in this study. There are two sections on the definition of terms. They are motivation and character and characterization.

1. Motivation

According to Lahey (2009), motivation is the internal states or conditions that are active and give direction to our body, thoughts, feelings, and actions. In this study, the motivation refers to Andrew Neiman’s motivation consists of some elements as an individual that gives direction to him to do something.

2. Character and Characterization

Abrams (1999) states that the characters are the persons described in a dramatic or narrative work, who are interpreted by the reader from the person says or dialogue, and from what they do or action. It is in line with Murphy (1972) that states the characters are made to convey nine ways to make the character easy to be understood by the readers. They are personal description, character as seen by another, speech, past life, conversation by others, reaction, direct comment, thought, and mannerism. In this study, the characterization refers to the personality traits of Andrew Neiman in Whiplash.
CHAPTER II

REVIEW OF RELATED LITERATURE

There are reviews of related studies, review of related theories and theoretical framework in this chapter. The review of related studies the writer explains the previous study. The review of related theories the writer states some theories which are related to the study. The writer uses the theory of character and characterization, the theory of extrinsic and intrinsic motivation, the theory of Maslow’s hierarchy of needs (motives), and the theory of achievements. The last part of this chapter is about the theoretical framework. In this part, the writer states the use of theories in order to support the discussion and solve the problems of the study.

A. Review of the Related Study

The related study is taken from the previous study done by Hapsari (2016), entitled Jamal Malik’s Motivation in Joining Who Wants to be a Millionaire Quiz as seen in Simon Beaufoy’s Slumdog Millionaire Script. Hapsari chose Slumdog Millionaire as her study because it was one of her favorite movies. She chose Jamal Malik to be analyzed for her study. Jamal Malik lived in a hard life situation until he joined Who Wants to be a Millionaire quiz. Hapsari analyzed Jamal Malik’s motivation in her study. She used the theory of characterization from Murphy (1972). In motivation’s theory, Hapsari used the theory of Ryan and Deci (2000) and Maslow (1943). Hapsari used the psychological approach as an
approach in her study. For the study, she found that the description of Jamal Malik’s characteristic belongs to a major and a round character. Then, Jamal’s motivation was to meet Latika, the girl he loves, since they have been separated for several times, so they can reunite again.

There are some differences and similarities between both studies. The differences between the writer’s study and Hapsari’s study were in the focus of the study. The writer focused on motivating factors while Hapsari focused on motivation only. The writer analyzed one character in a movie. The study found by watching the movie for several times. Besides, Hapsari’s study described the character based on the movie script. The similarities are both writers used the same theory that is, Maslow’s Hierarchy of Needs. Both writers focused only one character in a movie.

B. Review of the Related Theories

In review of the related theories, the writer used the theory of character and characterization to know the characteristics of Andrew Neiman. The characteristics that have found will help the writer to analyze the motivation in Andrew Neiman. The writer also used the theory of motivation, such as the theory of intrinsic and extrinsic motivation, theory of Maslow’s hierarchy of needs (motives), and theory of achievement. All the theories are needed to know the motivating factors of Andrew Neiman in his process to be a professional drummer as seen in Whiplash. Then, all of the theories will help and support the writer in answering the research problems.
1. Psychological Approach

In analyzing the literary work, the writer used psychological approach. It helped the writer to make a clear and understandable analysis. Rohrberger and Woods (1971) state psychological approach can be used to interpret human’s experience. Then, the approach is used to explain motivation, personality, and behavior of human in literary works.

Psychological approach is suitable for this study. It can be used to know the characters and motivating factors of Andrew Neiman. Then, this approach helps the writer to answer research problems.

2. Character and Characterization

Arp and Johnson (2012) state that there are three principles follow the good fiction. The first, the consistent character in behavior: people do not behave one way on one chance unless there is a clear reason for the change. The second is that motivations can be seen from the character’s words and actions. Therefore, the reader can understand and believe in the character. The last, the character must be plausible or life like.

Arp and Johnson (2012) state that character in fiction must be easily identifiable and clearly labeled, for example the protagonist character is a male, he does not need to be perfect, but usually fundamentally decent-honest, good-hearted, and preferably good-looking. It is in line with Abrams (1999) describes that characters are represented a person in dramatic or narrative work, who are
interpreted by the reader with particular moral, intellectual, and emotional qualities from what the person say- the dialogue- and by what they do-the action.

Arp and Johnson (2012) describe the authors present the characters either directly or indirectly. In direct presentation a person tells the audiences or the readers straight out, by exposition or analysis, what the characters are like, or another character in the story to describe that character. In the indirect presentation the author shows the character through their action. People determine what a person likes by what they say or do.

Murphy (1972) describes there are nine ways to understand the characterization of the characters. Those nine ways are as follows:

a. **Personal Description**

   Personal description means a description of the character based on the physical appearance and clothes. It shows directly and accurately how the character looks like in the story. People could know the details, such as the face, skin and the clothing of the characters.

b. **Character as Seen by Another**

   Character as seen by another mean a description of the character is described through the author or the other character directly. The characteristics are found through the author or the other’s opinion. It means that people usually talk about one character and give the opinion about that character.
c. **Speech**

The character of someone else could be identified by speech, conversation, or dialogue with others. The conversation between the characters gives the clue about the characteristics of a character. It is shown by the way a character speaks to others.

d. **Past Life**

Past life means to tell something about past life or flashback. In a story, an author might use flashback to know what kind of person he/she is. Past life can be done by the author’s direct comment, through the character’s thought, conversation, or by another character.

e. **Conversation of Others**

The characters could be seen through what the person talks about others. The conversation between characters can be reliable information about the personality of the character. The author will give some clues about the character by showing the conversation.

f. **Reaction**

Reaction means the clue is seen by the reaction of a person in various situations and events. The reaction of the person must be different from one situation to others. By knowing the reaction of a person, people might know the characteristics of a person.

g. **Direct Comment**

The author can describe characters of a person by telling a story directly. In the directly comments about the character might describe he/she is in
the story. The characteristics of a person are told directly and the readers can understand the character.

h. Thoughts

The author gives knowledge to the reader of what a person is thinking about. The author describes the person’s character through his or her mind. From a person’s mind, the reader might understand the character better.

i. Mannerism

Mannerism means the description of a person through mannerisms or habits. The author describes the social behavior of a person’s character. The author shows both positively and negatively about the habit of the character.

In this study, character and characterization’s theory is used in analyzing Whiplash movie. These theories will help the writer to find out the characteristics of Andrew Neiman. The finding will help the writer to analyze the motivating factors of Andrew Neiman.

3. Theory of Motivation

The study needs theories of motivation as one of review literature. The theories could help answering the second problem formulation, which is analyzing the motivation of Andrew Neiman in play the drums.

a. Definition of Motivation

Lahey (2009) states motivation refers to an internal state or conditions that active and gives direction to our thoughts, feelings, and actions. Motives are the
center of people live. The motive arouses and directs what people think, feel and do. Then, he also mentioned that, external cues play an important role.

In addition, Aiken (1969) says that motive refers to an inferred internal state of the organism which arouses activity and directs the organism’s behavior toward certain objects or conditions called goals. Since motives are always inferred from behavior, it is circular reasoning to argue that motive explains the behavior from which it was inferred. It is in line with Jung (1978) states that motivation refers to desires, wishes, plans, goals, intents, impulses, and purposes (p.4).

b. **Intrinsic Motivation**

Ryan and Deci (1985) distinguish between the different types of motivation based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable. Intrinsic motivation is defined as the doing to an activity for its inherent satisfactions rather than for some separable consequence.

A person who is intrinsically motivated will act for the fun or challenge entailed rather than external prods, pressures, or rewards. For human, intrinsic motivation is not the only form of motivation, or even of volitional activity, but it is pervasive and important one. From birth onward, humans, in their healthiest states, are active, inquisitive, curious, and playful creatures to learn and explore (Ryan & Deci, 2000).
Lahey (2009) says if intrinsic and extrinsic motivation is part of psychological motives. Intrinsic motivation is stimulated by human motives that have natural consequences. Therefore, people are motivated by the inherent nature of the activity, their pleasure, something new, or natural consequences of the activity.

c. **Extrinsic Motivation**

According to Ryan and Deci (2000), extrinsic motivation is clearly important types of motivation, most of the activities people do strictly speaking, intrinsically motivated. Extrinsic motivation refers to a constructed that connects whenever an activity is done in order to attain some separable outcome. The extrinsic motivation contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value.

It is in line with Ryan and Deci (1985) that state the extrinsic motivation problem describes within self-determination theory or SDT in terms of fostering the *internalization and integration* of values and behavioral regulation. The internalization means the process of taking a value or regulation. Besides, the integration is the process by which individuals more fully transform the regulation into their own. It will emanate from their sense of self.

d. **Maslow’s Hierarchy of Needs (Motives)**

A theory of the motivations was conceived by Maslow (1943). Maslow considers two kinds of motivation. They are defected motivation that brings humans to reconsider their psychic and physical balance and adolescence
motivation that gets people to pass old events and states of their personal development.

Maslow (1943) states there are five basic levels of human motivation. They are psychological, safety, love and belonging, esteem, and self-actualization needs. The lower needs have to be filled to reach the higher needs.

1) **Psychological Needs**

Psychological needs are basic: The body craves food, liquid, sleep, oxygen, sex, freedom of movement, and a moderate temperature. People feel the distressing tension of hunger, thirst, fatigue, and shortness of breath, sexual frustration, confinement, or the discomfort of being too hot or cold. But once these physical needs are met regularly, they no longer exert pressure.

2) **Safety and security needs**

Safety is the feeling people get when they know no harm will befall them, physically, mentally, or emotionally. Besides, secure is the feeling which people get when their fears and anxieties are low. When all physiological needs are met and are no longer controlling thoughts and behaviors, the needs for security can become active. The adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure. Besides, the children often display the signs of insecurity and the need to be safe.

3) **Love and Belongingness Needs**

To love or belonging needs come into play after the psychological and security drives are satisfied. The concept of belonging combines the twin urges to give and receive love. Giving love is seeking to fill a void by understanding and
accepting selected others. Receiving love is what of staving off the pangs of loneliness and rejection. The need for love is more fragile than the needs that go before. When the needs for safety and for psychological well-being are satisfied, the next class of needs for love, affection, and belongingness can emerge. People seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

4) **Esteem Needs**

When the first of three classes of needs is satisfied, the needs for esteem can be dominant. These involve the needs for both self-esteem and for the esteem a person gets from others. Human has a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world.

5) **Self-Actualization**

When all of the foregoing needs are satisfied, and then the needs for self-actualization are activated. The self-actualization is a person's need to be and do that which the person was ‘born to do’. These needs make themselves feel in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. However, it is not always clear what a person wants when there is a need for self-actualization. Maslow (1943) describes the need for self-actualization as “the desire to become more and more what one is, to become everything that one is capable of becoming.” The self-actualization can take many forms, depending on the individual. These variations may include the quest for knowledge, understanding, peace, self-fulfillment, meaning in life, or beauty.
e. Theory of Achievement

Lahey cited theory from Elliot and Church (2009) have conducted fascinating and important studies of achievement motivation among college students. Elliot and Church distinguished three key elements in the motivation. They are Mastery goals, Performance-approach goals, and Performance-avoidance goals. People with high mastery goals are intrinsically motivated to learn interesting and important new information. They enjoy challenging courses if those courses help them master new information, and they are disappointed by easy courses in which they get good grades but learn very little. Performance-approach goals are a person with high performance-approach goals are motivated to work hard to get better grades than other student do, to gain the respect of others. Performance-avoidance goals are person with high performance-avoidance goals are motivated to work hard to avoid getting bad grades and looking unintelligent to others.

C. Theoretical Framework

The theories from Abrams (1999), Murphy (1972), Lahey (2009), and Maslow (1943) are important to conduct the analysis. Moreover, this study will employ a psychological approach to answer the problem formulated in the previous chapter. The focus of the study is on the motivating factors of Andrew Neiman in his process to be a professional drummer. The process means the steps of Andrew Neiman in order to reach his life goal.
This analysis is supported by some theories. The first is the theory of character and characterization. The writer uses this theory to analyze the character in Andrew Neiman. The finding of the characters and characterization of Andrew Neiman will answer the first research problem. The character of Andrew Neiman will be used as a guideline to answer the second research problem.

The second theory is the theory of motivation. The theory consists of some parts. They are theory of intrinsic and extrinsic motivation, then theory of needs according to Maslow’s hierarchy of needs, and the last is the theory of achievement. The writer divides the factors into some parts. Those theories are the factors that might influence Andrew Neiman in reaching his life goals and dream to be a professional drummer. The theories help to answer the second problem.
CHAPTER III
METHODOLOGY

This chapter discusses three major parts. They are objects of the study, approach of the study, and method of the study. The first part is object of the study. It describes the movie, entitled *Whiplash* and provides the synopsis of the movie. The second part is the approach of the study. It describes the approach that is to address the study. The third part is the method of the study. It describes the method and procedure of this study.

A. Object of the Study

The object of the study is *Whiplash* movie, directed and written by Damien Chazelle. This is drama musical movie that released on October 15, 2014. *Whiplash* is starring by Milles Teller (Andrew Neiman) and J.K. Simmons (Terance Fletcher/ Mr. Fletcher). The main character in the movie is Andrew Neiman as a student in Shaffer Conservatory of Music School.

*Whiplash* movie talks about a student, named Andrew Neiman. He starts his first year at Shaffer Conservatory of Music School. The writer found the interesting things in the movie. Andrew is an amateur drummer who cannot read the tempo, but he has a big dream. He wants to be a professional drummer. He faces all the obstacles and scorns. Andrew also joins in Studio Band, under the pressure from Mr. Fletcher. There are lots of things that Andrew should learn such
as how to play double time swing technique and play the drums in the right tempo. All these things Andrew gets from Mr. Fletcher.

The study generally talks about Andrew’s characters and the motivating factors in his process becoming a professional drummer as seen in *Whiplash*. To reach that goal, at the first the writer analyzed the characters in Andrew Neiman. Then, from the Andrew Neiman’s characteristics, the writer could discover the analysis of Andrew Neiman’s motivating factors. To analyze this works, the writer used psychological as her approach.

**B. Approach of the Study**

This study used the psychological approach. The psychological approach helped the writer to answer the problems. This study is focused on characterization and motivating factors of Andrew Neiman. The answer of the first research question helped in analyzing the second research question. This psychological approach found out the motivating factors of Andrew Neiman in play the drums as seen in *Whiplash* movie.

The method of this study was a library research. The writer made tables to help her in analyzing the data. The writer divided the data into two parts. The first data was for answering the first research problem (Figure 3.1). Besides, the second data was for answering the second research problem (Figure 3.2). The writer conducted the coding very carefully because the data is conducted manually.
In gathering all the data, the writer puts the procedures or steps in collecting the data. The procedures or steps are needed in gathering the data in this study. Each step of the procedure the data has its own purposes and benefits.

First, the writer watched *Whiplash* movie before deciding to analyze it. The writer chose the topic and made the research problem of the study. Second, the writer looked for the sources and references for the study from internet and library. The writer read the summary of the movie to gain more information about the movie. Third, the writer watched *Whiplash* again and started to input the data into the tables (figures 3.1 and 3.2). This step was important for the writer in gathering the data. It also helped the writer to find the answers to the research problems. The last step was analyzing the data. After the writer coded the data from the tables, the writer started to analyze the data. The writer began with analyzing the data in figure 3.1 and continued to figure 3.2. The writer discussed
this study with people who master of psychology. The validity of data and analysis has been confirmed by those experts.
CHAPTER IV
ANALYSIS

This chapter aims to find out the answers of two problems which appeared in the problem formulation. First, the writer discusses the analysis of Andrew Neiman’s character portrayed as seen in Whiplash movie. The writer divides the characters of Andrew Neiman into some parts of the character. Second, it is about the factors that change Andrew Neiman’s motivation in his process to be a professional drummer as seen in Whiplash movie.

A. The Characteristics of Andrew Neiman

To understand the characteristics of Andrew Neiman, the theory from Murphy (1972) is applied. It is stated that, personal description, character as seen by another, speech, past life, conversation by others, reaction, direct comment, thought, and mannerism are the ways to know the characterization of a character. In this study, speech, past life, conversation by others, reaction, and mannerism are dominant to know the character and characterization of Andrew Neiman.

Andrew Neiman is 19 years old. He is a first year student at Shaffer Conservatory of Music School. Andrew has a dream to be a professional drummer like Buddy Rich. Andrew admires Buddy Rich. He has collections of Buddy Rich such as posters and CDs. Buddy Rich is the best jazz drummer from New York. He was successful at drumming with some musicians and singers in the world. Andrew comes to Shaffer Conservatory of Music School because he wants to
learn with Mr. Fletcher. Terance Fletcher or Mr. Fletcher is the best teacher in that school. He is also known as the best conductor for jazz music. In this study, the writer finds Andrew is an amateur drummer, hard worker, ambitious, talented, emotional, and independent person.

1) An Amateur Drummer

Andrew Neiman is an amateur drummer. It can be seen from his past life, reaction, speech, and conversation by others. Andrew has been playing the drums since he was young. It is shown in the minutes: 1:08:52 (see appendix A1). In that scene, Andrew is watching a video after receiving a letter from his school. The video shows the young Andrew, who is playing the drums while his father is taping his performance. It proves that Andrew shows the audiences his past life. He shows that he has been playing the drums since he was young. However, it does not mean that Andrew is an expert or master in playing the drums.

In the next scene, Andrew shows that he is an additional drummer. It is proved from the action or reaction when Andrew does practice with Nassau Band. In that scene, Andrew is playing the drums when the teacher asks Ryan Connelly to go back to his seat. The teacher thinks that Andrew is not good at drumming. The statement of the teacher tells the status of Andrew in Nassau Band as an additional drummer.

The teacher: Ok, that’s enough, back to the core drum please. Core drummer, let’s go. (00:08:57, see appendix A2)

Mr. Fletcher knows that Andrew is an amateur drummer. Andrew needs to learn and practice more. After Mr. Fletcher asks Andrew to join in Studio Band, he gives Andrew a chance to play the drums in the first practice. Andrew makes
the same mistake several times. It is shown in the command of Mr. Fletcher to the drummers. He asks the drummers to stop playing and then start playing over and over. He asks the students to do that several times. Mr. Fletcher's body shows that he focuses on Andrew. The gesture of Mr. Fletcher shows that he is watching Andrew. It proves that Mr. Fletcher gives an extra attention for a new player in his band. This scene tells the audience that Andrew is not good enough in playing drums. He keeps do mistake and Mr. Fletcher keeps watching him. It can be seen from Mr. Fletcher’s action (00:24:06, see appendix A3).

In the next scene, Andrew is playing on his own tempo instead Mr. Fletcher’s tempo. Sometimes, Andrew is dragging and sometimes he is rushing. Andrew does not follow Mr. Fletcher’s tempo in his first practice. Andrew is a first year student and he is not aware of his mistake. Mr. Fletcher gives comment to Andrew’s performance. The comment on Mr. Fletcher tells the audience that Andrew cannot read the tempo. Mr. Fletcher’s says:

Mr. Fletcher: Not quite in my tempo. It’s all good, no worries, here we go. Five, six, seven...
(Andrew begins to play the drums. Then, Mr. Fletcher gives command to stop playing)
You’re rushing. Here we go (Mr. Fletcher gives command to play the drums, but then he asks Andrew to stop playing)
Dragging. Just there. (00:25:09-00:25:28)

Mr. Fletcher asks him whether he knows his mistakes. Mr. Fletcher raises his tone when speaks to Andrew. It means Mr. Fletcher starts to get angry with Andrew. At first, Andrew is not aware of his mistake. Then, he knows that he rushes in tempo. He does not follow Mr. Fletcher's tempo. That is the reason of Mr. Fletcher hurls a chair at Andrew’s head, fortunately Andrew sees the chair is
coming at him and he ducks. It can be seen from the conversation between Mr. Fletcher and Andrew:

Andrew: The tempo.
Mr. Fletcher: Were you rushing or were you dragging.
Andrew: I don’t know.
(Mr. Fletcher asked Andrew to start counting. He asked Andrew to count in the few times. Then, Mr. Fletcher slaps on Andrew’s face)
Mr. Fletcher: Rushing or dragging?
Andrew: Rushing.
Mr. Fletcher: So you know the difference! If you dare to sabotage my band I will f*ck you like a p*g. (00:26:25-00:26:49)

Andrew knows his mistake. Andrew can play the drums, but he cannot follow the tempo. That is the reason Andrew still be an additional drummer in Nassau and Studio Band. Nassau Band’s teacher does not tell Andrew about his mistake. In contrast, Mr. Fletcher helps Andrew to know his mistake in the first practice in Studio Band. Mr. Fletcher proves that Andrew is an amateur drummer because he cannot read a tempo.

In the first scene of the movie, Andrew is playing the drums when Mr. Fletcher comes into the room. Andrew is in his first year at the Shaffer Conservatory of Music School. He is a new student at that school. The statement of Andrew indicates that he needs to learn more in drumming. It can be seen from the following dialogue:

Mr. Fletcher: What’s your name?
Andrew: Andrew Neiman, Sir.
Mr. Fletcher: What year are you?
Andrew: I’m a first year. (00:02:22-00:02:27)

Andrew is aware that Mr. Fletcher sees him play the drums. Andrew stops playing the drums and he starts playing them again when Mr. Fletcher asks him to show double time-swing technique. From Mr. Fletcher’s command, Andrew
shows that he does not know how to play double time-swing technique. It is because Mr. Fletcher says the words “No. Double it. Double it.” and “faster….faster”. It can be seen from Mr. Fletcher’s command:

Mr. Fletcher: Double time-swing.
(Mr. Fletcher claps his hand in the tempo)
Mr. Fletcher: No. Double time. Double it.
(Andrew is following his instruction)
Mr. Fletcher: Faster.... Faster..... (00:03:16- 00:03:22)

In the next scene, Andrew joins the Studio Band as a new additional drummer. He gets a chance to play the drums after the class takes a break. Andrew will play on Whiplash song. That is a new song for him. He seems to worry about that song. He is sitting and writing the number in a partitur. Before the class begins, Mr. Fletcher comes and asks some questions to Andrew. The questions are related to Andrew’s family. It is stated in a conversation:

Mr. Fletcher: Parents are musicians?
Andrew: No
Mr. Fletcher: What they do?
Andrew: My dad’s a writer.
Mr. Fletcher: Oh, what’s he written?
Andrew: I guess he’s more of a teacher. Really. (00:22:10-00:22:20)
Mr. Fletcher: What about your mother? What does she do?
Andrew: I don’t know. She left when I was a baby. (00:22:24-00:22:28)

The conversation between Andrew and Mr. Fletcher proves that Andrew as a real amateur drummer. From Andrew’s family background there is no musician in his family. Jim Neiman, Andrew’s father is a writer. He writes for education. Besides, Andrew’s mother left when he was a baby.

The evidences above prove Andrew as an amateur drummer. According to Murphy’s theory, character can be seen through nine ways. In this case, Andrew’s past life, reaction, speech and conversation prove that he is an amateur drummer.
2) A Talented Person

In this movie, Andrew is portrayed as a talented person. It can be seen from his reaction. He shows different reaction in some situations. Moreover, Andrew as a talented person can be seen from his speech. He is responsible for what he says through the action or reaction.

Andrew’s passion is playing the drums. In the scene, Andrew becomes a new drummer in Studio Band. Carl Tanner, the core drummer, asks him to set the drums into B-flat. Then, Andrew asks a pianist to give him B-flat. The other player, who does not have a talent, might ask it for several times. Even though Andrew can set the drum in a second time after he hears the tone of the piano. Andrew is an amateur drummer, but his ears used to hear the various notes or instruments. Andrew is shown that he is a talented person through his action:

Andrew: Excuse me. Could I have a B-flat. Thank you.
(Andrew is setting the drum into B-flat.)
Andrew: Sorry, can you just one more time? (00:15:31-00:15:47)

The Studio Band becomes a competitor in Overbrook Jazz Competition. This is the first competition for Andrew. This competition brings Andrew become a core player in Studio Band. It happens when Andrew accidently loses the chart. It makes Carl Tanner cannot play the drums on the stage. Carl Tanner has been the core drummer for a long time in Studio Band. Unfortunately, he cannot play the drums without seeing the chart of Whiplash song. He cannot memorize the chart of Whiplash song from Mr. Fletcher. When the show is about to begin, Mr. Fletcher calls Andrew and Carl Tanner into the backstage. Mr. Fletcher, Carl Tanner, and Andrew have a debate about who will play the drums on the stage.
Carl Tanner: I can’t.
Mr. Fletcher: You can’t?
Carl Tanner: I can’t go on the stage. I don’t know the charts... by heart.
(00:38:24-00:38:28)

Andrew is a new member of Studio Band. He can play the drums without seeing the chart. It is because Andrew has practiced hard to play in the right tempo and remember the chart of Whiplash song. Besides, Andrew has a talent in playing the drums. It makes him easier to remember the chart. Andrew tells Mr. Fletcher that he can play the drums for Whiplash song without the chart.

Carl Tanner: I can’t.
Andrew: I can.
Mr. Fletcher: You know “Whiplash” by heart?
Andrew: Yes. Every measure. Every note. (00:38:46-00:38:57)

In the last scene of the movie, Andrew proves that he is very talented. He leads the best musicians in New York to play Caravan song. At that time, Mr. Fletcher is speaking in front of the guests when Andrew starts playing his drum. Andrew commands all the players to play the Caravan song. He can lead the best musicians to play with him on Caravan song. People who have no talent in music cannot lead somebody to play the musical instrument.

Andrew: I’ll cue you in. Caravan. (1:28:30, see appendix A4).

The evidences above prove some actions of Andrew that indicate as a talented person. It is also support by Andrew’s speech. Based on Murphy’s theory, Andrew’s talented characteristic can be seen by looking Andrew’s action and speech.
3) **A Hard Worker**

Andrew is a hard worker. He shows it in different situations in the movie. In this case, Andrew’s hard worker characteristic relates to play the drums. In the scene, Andrew feels sad after Mr. Fletcher mocks his family and slaps on his face because he cannot read the tempo in the first practice. Then, he goes back to his boarding house. He thinks about the accident in Studio Band for a while. After that, he takes his drum sticks and goes to the practice room (00:29:22, see appendix A5). He copies the chart of the *Whiplash* song for practicing in the room (00:29:28, see appendix A6). Then, he moves his bed, alarm, tooth brush, and anything that he needs are into the practicing room (00:29:41-00:29:42, see appendix A7). Andrew does that to make him easy in practicing. He does not need to go to his room when he is tired. He can sleep in practicing room because all he needs in the practicing room. The actions prove that Andrew is a hard worker. He shows his effort to make his dream becomes true.

Andrew starts practicing hard for *Whiplash* song. Andrew’s hand is injured because he forces himself to hit the drum (00:30:05, see appendix A8). Andrew’s face is full of sweat (00:30:44, see appendix A9). He is bandaging his hand and practicing more (00:30:09, see appendix A10). From the scene, it can be seen when Andrew changes the bandage on his hand several times. The injury and bandage on his hand, even sweat on his face means that Andrew is a hard worker.

Andrew does the same thing in the new song which is *Caravan* song. *Caravan* song uses double time-swing technique. The double time-swing technique in drumming mean, Andrew should make the tempo faster. He should
hit the drum in double times. In the minutes: 00:50:37 (see appendix A1), Andrew’s hand is bleeding and he puts his hand into the cold water. Andrew’s face is also full of sweat. This thing is almost same when Andrew practices on the Whiplash song before. He is working so hard until he gets injury on his hand. In this case, the blood and sweat could prove his dedication as a musician in playing the drums.

From the evidences above, Andrew as a hard worker can be seen from two different situations. The situations describe Andrew’s reaction to face the obstacles that come to him. It is proven by Murphy’s theory on Andrew’s action or reaction in this movie.

4) **An Ambitious Person**

Andrew Neiman is an ambitious person. It can be seen through the conversation between Andrew and Mr. Fletcher. The characteristic of Andrew as an ambitious person can be seen also from his reaction.

Andrew always has the conversation with Mr. Fletcher about his position in Studio Band. In this scene, Mr. Fletcher has just declared Andrew as a core drummer. Then, Mr. Fletcher invites Ryan Connelly to join in Studio Band as a new additional drummer. Andrew does not like Mr. Fletcher’s idea. It is because he worries about his position that may be replaced with other students. In that scene, Andrew comes to Mr. Fletcher’s room and they have a short conversation.

Andrew: Hey hear, I can play that part.
Mr. Fletcher: Now is not the time.
Andrew: I can play.
Mr. Fletcher: I swear to God. I said NOT NOW! If you want the part? Earn it. (00:48:00-00:48:09)
In the middle scene of the movie, Andrew should attend his second competition. The second competition is called The Dunellen Competition. He is late because there is a problem with the bus. Because of that, Andrew should go to the car rental’s office and rent a car to go to the second competition. He arrives on the backstage when Mr. Fletcher decides Ryan Connelly to play the part in the second competition. It is stated from following dialogue:

Mr. Fletcher: Conelly’s playing the part.
Andrew: Like f*king he*s playing my part.
Mr. Fletcher: What the f*ck did you just say to me?
Andrew: It’s my part.
Mr. Fletcher: It’s my part, and I decide who to lend it to. (1:01:39-1:01:56)

At the last practice before the competition, Mr. Fletcher declares that Andrew will play for The Dunellen Competition. Unfortunately, Andrew comes late to the competition. The decision from Mr. Fletcher makes Andrew feel upset. Then, Andrew shows that he does not agree with Mr. Fletcher. He thinks that he deserves to play in the second competition.

The conversation between Mr. Fletcher and Andrew continue in the next scene. Andrew is bravely to resist Mr. Fletcher which indicates he is ambitious to the position. Andrew rejects anyone to play his part. However, Mr. Fletcher as a teacher does not want to lose in the debate with his student.

Mr. Fletcher: Neiman, You lost the f*king part.
Andrew: No, I didn’t, look you can’t f*king do this to me.
Mr. Fletcher: Can’t?!
Andrew: Yeah!
Mr. Fletcher: When did you become a f*king expert on what I can or cannot do? You f*king weepy-willow sh*t s*ck?
Andrew: I earn that part.
Mr. Fletcher: You never earned anything. God you’re a self-righteous prick (1:02:01-1:02:12)
In addition, Andrew says swear words in his conversation with Mr. Fletcher. He has never said those words to Mr. Fletcher before. Andrew proves that he really wants to play the drums in the second competition. He does not allow Ryan Connelly or everyone else to take his place. He really thinks that he deserves to play the drums.

After the long debate with Mr. Fletcher, Andrew drives back to the car rental because he forgot to bring his drum sticks. After he gets the drum sticks, he drives back to the competition. Andrew calls his friend to make sure that the band has not been on the stage. Unfortunately, Andrew gets a car accident on his way back to the competition (1:03:35, see appendix A12). Andrew not care with the blood on his head. He keeps moving to the competition and force himself to play the drums with the blood on his head (1:05:12, see appendix A13). These scenes show the reaction of Andrew that is indicated as an ambitious person. He becomes brave to take risks. He has faced the entire obstacles that come to him.

Andrew is an ambitious person which can be seen from his conversation and reaction. The conversation between Mr. Fletcher and Andrew can be seen in different situations. Then, Andrew’s reaction or action can be seen from his effort to keep his position in Studio Band.

5) An Emotional Person

Andrew Neiman is an emotional person. He gets angry in some scenes in the movie. In this case, Andrew as an emotional person can be seen through his reaction.
Andrew plays harder for *Caravan* song which is using double time-swing technique. That technique makes Andrew should hit faster his drum. In the minutes: 00:50:32 (see appendix A14), Andrew hits his *snare drum*, a part of the drums set. He is saying bad words while he is playing it. It is proved by his speech.

Andrew: F*ck! F*ck! F*cking piece of sh*t! (00:50:53)

Moreover, Andrew gets angry with Mr. Fletcher because he invites Ryan Connelly to join in Studio Band. He worries his position will be taken by Ryan Connelly. Then, Andrew expresses his emotion and his anger through playing drums. Emotion could be the expression through anger. As the writer mentioned before, Andrew is hitting his *snare drum*. It is because he shows his emotion. He shows his feeling through hitting the *snare drum* and playing hard the drums. Besides, the best way to express emotion is by drumming. In this scene, Andrew shows his emotion through the action or reaction.

“*When you pictures verb like, pushing, poking, punching, slapping, hitting, pinching, pounding, tearing, and beating you probably visualize people expressing anger.*” (Capacchione, 2006, p.116)

In addition, Andrew attacks Mr. Fletcher on the stage (1:07:10, see appendix A15). It happens when Mr. Fletcher says that the career of Andrew as a drummer in Studio Band is done. Andrew feels that he does not get an achievement from Mr. Fletcher. Andrew comes to the competition with the blood on his face, then he plays the drums for Studio Band, instead Mr. Fletcher fires him. It makes Andrew feel angry and then attacks Mr. Fletcher on the stage.
In conclusion, the evidences above prove that Andrew is an emotional person. Based on Murphy’s theory, the emotion of Andrew can be seen through his action or reaction when he is playing drums on *Caravan* song. Moreover, the best way to show an emotion is by playing or drumming any percussion instrument.

6) **An Independent Person**

In this movie, the writer finds that Andrew as an independent person can be seen from his manner. Andrew’s statement in the first scene says that he is 19 years old. It is stated by Mr. Fletcher on his speech:

Mr. Fletcher: We got a squeaker today people. Neiman, 19 years old. (00:16:57-00:17:00)

Andrew only has a father. His mother left when he was a baby. However, he lives in a boarding house. He does not live together with his father in his house. It is shown in the minutes: 00:14:04 (see appendix A16) when Andrew wakes up every day by using the alarm. There is no father who wakes him up in the morning. Andrew proves that he can live without depending on his father.

In the middle of scene, Andrew comes to his house for dinner with his family (00:44:11, see appendix A17). There are uncle, aunt, cousins, and Andrew’s father at that night. In that scene, Andrew tells about his school life to his family. However, Andrew does not get an appreciation from his family for his story. He does not get support from his uncle and aunt. Instead of his uncle and aunt seem to interest on the Andrew cousins’ story.

Even though, Andrew’s aunt and uncle do not appreciate him, his father always supports him. After Andrew has dropped out from his school, he does not
look for another school to continue his school. Instead, he works in a cafe (1:11:03, see appendix A18). He works in a cafe to have his own money. He does not depend on his father’s money. He also moves from his old boarding house to the new one.

In the next scene, Andrew’s father helps him in moving the stuffs to the new boarding house. Then, they are watching TV together. Andrew and Jim Neiman used to watch together and eat their popcorn. In the minutes: 1:11:46 (see appendix A19), Andrew’s father says goodbye to Andrew. It is proved in Jim’s speech.

Jim Neiman: Hi, and I loaded your pantry with Gushers.
Andrew: I saw that. (01:11:45-01:11:56)

(Jim Neiman touches Andrew’s head. Then, he says goodbye to and left Andrew alone)

It shows that Andrew lives alone in his boarding house. Andrew and his father live in separate house. He can stay with his father but he chooses to stay alone in his boarding house. It proves that Andrew is an independent person.

The evidences above show Andrew’s daily activity. According to Murphy’s theory, Andrew’s independent characteristic can be seen from Andrew’s manner. In this case, the director describes the characteristic of Andrew through his daily life after Andrew has kicked out from Shaffer Conservatory of Music School.

B. Andrew Neiman’s Motivating Factors

In this section, the writer discusses Andrew Neiman’s motivating factors in his process to become a professional drummer. The first process of Andrew
begins when he was young. He shows his potential in playing drums since he was young. It is proved in the scene when Andrew’s father is tapping his performance in playing drums.

The next process of Andrew is when he becomes an additional drummer for Nassau and Studio Band. Andrew is an amateur drummer because he cannot read a tempo. It is seen in the first scene of the movie. Then, Mr. Fletcher finds the big potential in Andrew. He asks Andrew to join in Studio Band. Andrew plays on *Whiplash* song at his first competition. Then, he becomes the core drummer in Studio Band. Mr. Fletcher declares Andrew as a core player in Studio Band.

In the last scene of the movie, Andrew is successful in showing his best performance on the stage. At that time, Mr. Fletcher is fired from Shaffer Conservatory of Music School. Then, he continues his life as a conductor and a musician. Andrew and Mr. Fletcher meet for the first time after the accident in a cafe. Mr. Fletcher asks him to play with him at the JVC jazz festival. At the JVC jazz festival, Andrew leads the best musicians in New York to play on *Caravan* song with him. Andrew shows that he is a talented person. He shows Mr. Fletcher that he can play double time-swing technique. He also can follow the tempo from Mr. Fletcher. Those things make Mr. Fletcher happy with Andrew. It is shown in the end of the movie, while Mr. Fletcher gives a smile to Andrew. The evidences above prove the process of Andrew becomes a professional drummer.

Furthermore, the writer finds some motivating factors of Andrew. To analyze the motivating factors of Andrew, the writer applies the theory of
motivation. There are some factors of motivation that drive Andrew to be a professional drummer. They are intrinsic motivation, extrinsic motivation, self-actualization and achievement needs of Andrew. The writer divides the analysis of motivating factors into some parts.

1) **Intrinsic Motivation in Andrew Neiman**

The intrinsic motivation of Andrew Neiman can be seen in the minutes: 00:08:55 (see appendix B1). In that scene, Andrew has done the practice with Studio Band. Andrew gets the pressure from Mr. Fletcher, because Andrew cannot read the tempo. The pressure from Mr. Fletcher such as he says the bad words to him, scorns Andrew’s family background, and hurls chair to him. Andrew feels down. He is crying when Mr. Fletcher slaps on his face. Then, Andrew goes back to his boarding house. The pressure from Mr. Fletcher makes Andrew feels down.

Moreover, after few minutes, Andrew takes his drum sticks and practices in the room. He directs himself to start playing the drums. It proves that Andrew is accidentally active his intrinsic motivation. Andrew thinks to direct his body to play the drums. In that scene, he also copies the chart of *Whiplash* song because he wants to master the song. He also moves his bed in the room. He plans to sleep in the room and practice hard on *Whiplash* song. Andrew is listening to the music because he should have more references on music.

In the next minutes, Andrew starts to direct his body to play the drums. Then, he gets up from his bed and start playing the drums. In this scene, Andrew practices because he wants to. There is nobody that forces him to practice in
playing drums. He gets consequence, such as injury on his hand and sweat on his face.

“Intrinsic motivation means human motives stimulated by the inherent nature of the activity or its natural consequence.” (Lahey, 2009, p.372).

Andrew has a potential in playing one of musical instruments. He has been playing the drums since he was young. Andrew becomes a student in Shaffer Conservatory of Music School. That school is the best music school in New York. Andrew becomes a student in the best school in the city. He hopes to be a professional drummer through becomes a student in that school. The reason of Andrew chooses Shaffer Conservatory of Music School is stated from the conversation with Andrew and Nicole. It is proved that Andrew knows his potential. To realize his dream, Andrew shapes his skill at that school. He comes to that school because he wants to come.

Nicole: Why do you go to Shaffer?
Andrew: It’s the best music school in the country. (00:32:38-00:32:39)

The characters of Andrew could be the factor of intrinsic motivation. The characteristics of Andrew could direct himself to be a successful person. There are four characteristics of Andrew that can help him to catch his dream. The traits are hard worker, ambitious, emotional, and independent person. All those characteristics build the motivation inside Andrew to keep moving forward.

2) Extrinsic Motivation in Andrew Neiman

Extrinsic motivation is the external activity (Lahey, 2009, p.372). It becomes from outside human body. It means that, people get involved in active the extrinsic motivation of somebody. The support or motivation from people
around will direct a person to do an action. In this study, Andrew Neiman gets
two factors of extrinsic motivation. It comes from Jim Neiman and Mr. Fletcher.
Jim Neiman is Andrew’s father. Mr. Fletcher is Andrew’s teacher at Shaffer
Conservatory of Music School.

The first motivation comes from his father, Jim Neiman. He supports his
son to be a drummer. It is shown by his presence at the concert of Andrew in the
last scene of the movie. The support of Jim Neiman means that he cares for his
son. In that scene, Andrew accepts the job offer from Mr. Fletcher at JVC jazz
festival. Andrew plays with the best musicians in the New York at JVC jazz
festival. Unfortunately, in the first song Mr. Fletcher is successful in trapping
Andrew. He does not give Andrew the chart of *Upswinging* song. Andrew cannot
play the song because he does not know that song. Andrew feels ashamed because
Mr. Fletcher’s action.

After that accident, Andrew goes out from the stage. Jim Neiman meets his
son on the back stage. He gives hugs to his son (1:28:09, see appendix B2). A hug
from Jim Neiman makes Andrew feel secure, comfortable, and happy. That also
changes Andrew’s mind. Andrew goes to the back stage because he felt ashamed
in front of people. After a hug from Jim Neiman, Andrew comes back on the stage
and begins to show his talent.

The support of Jim Neiman is also shown when Andrew attacks Mr.
Fletcher. Jim shows that he cares for his son. He asks Andrew to tell about Mr.
Fletcher. He does not want his son to hide anything from him. He wants Andrew
to tell him anything about Mr. Fletcher in front of a woman. Jim Neiman invites a
woman who knows about Mr. Fletcher and held some cases of Mr. Fletcher’s action. Jim does not want Andrew to feel sad or stressful because the action of Mr. Fletcher. It is also stated in the conversation with Andrew, Andrew’s father and a woman. A woman is known as a third person to mediate Andrew and Jim Neiman.

Andrew: Why did you do this to me?
Jim: You think I was going to let him put my son through hell and walk off scot-free? Don’t you know I would never let that happen, Andrew? That there’s nothing in the world more important to me than you? Don’t you know that? (1:09:32-1:09:49)

The statement from Jim Neiman shows that he cares for his son. There is no parent in the world who wants to see the children feel sad or hurt by somebody. Jim Neiman will do anything to make his son feel better. He states that Andrew is more important than anything. That shows the love and the support from Jim Neiman to Andrew. It naturally happens to every parent in the world. The family or parents will give a big support. However, Andrew only gets support from his father.

Jim supports Andrew to be a drummer. It is shown to his son is by making a video of little Andrew when he was playing the drums (see appendix A1). Jim makes Andrew a video because he proud of his son. Andrew drops out from Shaffer Conservatory of Music School. Then, Jim Neiman gives him a new room for Andrew to leave. He always visits his son on his boarding house (1:11:36, see appendix A19). In this scene, Jim shows his role play as a single parent. He teaches Andrew to be an independent person. He and Andrew sometimes going
off to the cinema and watch a movie together (00:05:37, see appendix B3). It also stated by Andrew when he is dating with Nicole.

Andrew: I still go to the movies with my Dad (00:33:54, see appendix B4)

The writer finds the extrinsic motivation for Andrew is not only from his father but also from Mr. Fletcher. Mr. Fletcher has known as an abusive teacher. Although, the way of Mr. Fletcher gets close to Andrew is unique. Mr. Fletcher knows the tricks to grab the attention of the students. He has known as a good communicator with people. He can make people believe in his word and gets motivation from his speech. Andrew has changed his personalities from unmotivated to a motivated person.

Andrew is a new drummer for Studio Band. Mr. Fletcher asks him to play the drums for the first time in Studio Band. They will play on Whiplash song. Andrew worries about that. Then, Andrew tries to numb the partitur one by one. Mr. Fletcher comes to Andrew and asks him to talk about his family. He also asks Andrew to forget about the numbers. He wants to know about Andrew’s family background. After that, he gives advice to Andrew to relax and not worry about the practice. Mr. Fletcher builds the self confidence in Andrew through the words. He asks Andrew to repeat his word such as “I’m here for a reason”. In this case, Mr. Fletcher tries to suggest Andrew’s mind to be relax and enjoy the practice. It is stated in the conversation between Mr. Fletcher and Andrew.

Mr. Fletcher: So, no musicians in your family. Well, you’ve got to listen to the great then. Buddy Rich, Jo Jones. You know Charlie Parker became “Bird” because Jones threw a cymbal at his head. You see what I’m saying? The key is just to relax. Don’t worry about the numbers or what
the other drummers think. You're here for the reason. You believe that, don’t you? Say it.
Andrew: I’m here for a reason.
Mr. Fletcher: Good. (00:22:50-00:23:18).

Furthermore, Andrew comes to the practice room with a happy face. Mr. Fletcher motivates him to play the music. Andrew plays on *Whiplash* song. He is playing the drum with rightfully proud. Mr. Fletcher gives compliment to his performance. The compliment from Mr. Fletcher builds the self confidence in Andrew. He believes that he is really good at drumming because Mr. Fletcher gives a compliment to his performance.

Mr. Fletcher: We got Buddy Rich here. (00:24:24, see appendix B5)

Andrew is on his dreaming, when Mr. Fletcher wakes him up. Then, Mr. Fletcher starts to show his personality to Andrew. Mr. Fletcher begins to say bad words. Then, he slaps Andrew’s face for several times (00:26:30, see appendix B6). He hurls a chair to Andrew because Andrew does mistakes in practice. Mr. Fletcher’s action shows that he is an abusive teacher. However, because of his action Andrew gets a motivation to play the drums in the right tempo.

Mr. Fletcher is a good teacher even he does abusive to his students. He creates a competition in Studio Band. The position of Carl Tanner is taken by Andrew. Then, the position of Andrew is also threatened by Ryan Connelly. Andrew knows that Ryan Connelly will threaten his position, and then he comes to Mr. Fletcher’s office. Andrew complains to Mr. Fletcher.

Andrew: Hey hear, I can play that part.
Mr. Fletcher: Now is not the time.
Andrew: I can play.
Mr. Fletcher: I swear to God. I said NOT NOW! If you want the part? Earn it. (00:48:00-00:48:09)
Before the compliment from Andrew comes, Mr. Fletcher gives a motivation to Andrew. In that scene, Andrew has succeeded to be a core drummer for Studio Band. Then, Mr. Fletcher gives the new charts to the students, before they leave the class. The chart is Caravan Song which is the drummer should play double time-swing technique in that song. Mr. Fletcher gives compliment on Andrew’s performance. But then, Ryan Connelly comes to Studio Band and he becomes a new competitor for Andrew.

Mr. Fletcher: Neiman, stay a bit. Look at this. See the tempo?
Andrew: Quarter note 330
Mr. Fletcher: That’s a double time swing. That’s what got you in here, isn’t it?
Andrew: I guess so. (00:45:45-00:45:46)

At JVC jazz festival, Mr. Fletcher is happy because he is successful in trapping Andrew. He makes Andrew feel ashamed. Andrew is not easier to give up. He wants to show Mr. Fletcher that he can lead the best musicians in New York to play Caravan song. Andrew shows that he can play double-time swing technique in the right tempo. In the scene, Mr. Fletcher starts to give a speech to the audience when Andrew starts hitting the drum. Mr. Fletcher does angry to Andrew’s action, but then Mr. Fletcher cannot hide his happiness to see Andrew’s performance. Mr. Fletcher gives the command to Andrew by his hand. Andrew can follow the tempo that Mr. Fletcher gives him. It makes Mr. Fletcher happy with Andrew. In that scene, both Mr. Fletcher and Andrew have helped each other on the stage.

The extrinsic motivation factors in Andrew come from his father and Mr. Fletcher. There are two opposite characters of people that give a motivation to
Andrew. The first character comes from Jim Neiman, Andrew’s father. Jim Neiman as a single parent shows that he cares for his son through action and statement. The second character comes from Mr. Fletcher has known as an abusive teacher. However, Andrew gets motivation through Mr. Fletcher’s words and actions. The people around Andrew have shown their role play to give motivation and support to Andrew. After filling the intrinsic and extrinsic motivation, people need to be achieved for the efforts.

3) Andrew Neiman’s Self-actualization and Achievement Needs

In *Whiplash* movie, the writer finds the other factors that drive Andrew Neiman to be a professional drummer. They are the needs of self-actualization and the needs of achievement. According to Maslow (1943) there are five levels of human needs. Self-actualization is the higher level. The self-actualization happens when all the lower levels have been filled. The writer sees that the prominent level of Andrew is self-actualization. In this level, Andrew is born to be a musician. He proves his talent in some competition. After filling the self-actualization, Andrew needs to be achieved by people around him.

“The concept that more basic needs must be met before higher-level becomes active.” (Maslow, 2009, p. 373-374)

The psychological needs are the basic. In this level, Andrew does sleep because he needs to wake up in the early morning for his first practice in Studio Band (see appendix A20). He makes a date with a girl, which indicates the need in sex (00:32:15, see appendix B7). These actions indicate that Andrew passed the lower level of needs.
Safety need is the next level of needs according to Maslow’s hierarchy. The safety needs mean the need to protect, feel safe, and feel secure. In the movie, Andrew passed this level. It showed when Jim Neiman asks someone to help Andrew. In that scene, Andrew has shown that he needs to feel secure and protect from his father. Then, the safety need is also shown in the scene when Andrew hugs his father.

Andrew: So..... What do they want?
A Woman: To make sure that Terrance Fletcher’s never allowed to do this to another student (1:08:20-21:08:22)

The role play of Jim Neiman is needed to support Andrew to be a professional drummer. It is related to the next level of needs, it is the needs of love and belonging. Jim Neiman shows his love to Andrew. He invites a woman to solve Andrew’s problem. It also stated in the dialogue between Jim and Andrew. Nicole has also the important role play in Andrew’s life. She gives Andrew her love. She has done a dating with Andrew (see appendix B7). The attention of Nicole also shows when she is texting Andrew (00:41:59, see appendix B8).

The next level of Maslow’s hierarchy is esteem need. In esteem need, somebody needs to achieve, status, responsibility, and reputation. Andrew does need to achieve by his family, while his family does not achieve him. It showed when Andrew comes to his house. There are uncle, aunt, and two cousins of Andrew. Andrew’s aunt has asked him about his school, but when Andrew answered it, there is no one to appreciate that (00:42:36, see appendix A19).
Instead, Andrew’s aunt and uncle always give a compliment to Andrew’s cousins (00:42:50, see appendix B9).

“Anger can build our self-esteem, as in the case of the abuse survivor who turns rage into healthy assertiveness. Or it can tear us down, when we accept unfair treatment, and turn our anger inward in the form of self-judgment, resentment, depression, or helplessness.” (Capacchione, 2006, p. 81)

The last is on the higher level. It is self-actualization. At this level, Andrew has reached his goal. Andrew has shown that he is a professional drummer through his performance with the best musicians in New York. Besides, the important thing is that Andrew has succeeded to play double time-swing technique in front of Mr. Fletcher and all the guests. Andrew shows his potential in playing the drums.

“According to Maslow, the self-actualization person is reaching the highest level of personal development and has fully realized her or his potential as a human being.” (Cited from Lahey, 2009, p.427)

The second analysis in this section is the need of achievement in Andrew. Andrew is known as an abusive survivor. He survives from the pressure of Mr. Fletcher. He gets unfair treatment from his family. Andrew does angry, but he does not fall into his emotion. He shows that he is beyond the people’s expectation. It can be seen from his efforts in practicing on Whiplash and Caravan song. Besides, Andrew is struggling from the obstacles that come to him.

Moreover, Mr. Fletcher shows that he gives an achievement to Andrew’s effort. Andrew has succeeded to play on the Whiplash song in the first competition. In that scene, Studio Band has done with the competition. Then, they go back to the school and start for another practice. Carl Tanner sits on the drum
stool when Mr. Fletcher is coming. But then, Mr. Fletcher asks Carl Tanner to get off the stool and let Andrew sit there.

Mr. Fletcher: Tanner what are you doing? It’s core only today, I don’t have time for the alternates. (00:41:09, see appendix B10).

Lahey (2009) cited theory from Elliot and Church that say there are three key elements in the motivation. They are mastery goals, performance-approach goals, and performance-avoidance goals. In mastery goals, Andrew looks interesting to learn something new. He motivates to learn double time-swing technique. Then, Andrew keeps practicing for success play that technique, especially for his performance on Caravan song (1:27:38-1:28:09).

Performance-approach goals mean that Andrew enjoys challenging course that helps him to have new information. It is shown in Whiplash movie. Andrew has met with Mr. Fletcher. He is an abusive teacher, but he is also the great conductor. Mr. Fletcher has used to do something cruel to his students. There was a student who suicide because he got the mental pressure from Mr. Fletcher. Most of the students are afraid with Mr. Fletcher. The different thing happens to Andrew. He loves learn with Mr. Fletcher. It is shown when a woman who comes with Andrew’s father asks Andrew to tell about the bad thing that Mr. Fletcher has done to him. In the first, Andrew avoids saying anything about Mr. Fletcher, but he changes his mind. From this scene, Andrew tries to hide the mistake from Mr. Fletcher. He does not want to say anything because he probably enjoys his class with Mr. Fletcher.

Andrew: So..... What do they want?
A Woman: To make sure that Terrance Fletcher’s never allowed to do this to another student
Andrew: He didn’t do anything. (1:08:20-1:08:57).

In addition, a performance-avoidance goal, Andrew has shown the best performance with the best musicians in New York. He avoids getting the worst grades. It is also shown in the scene when Ryan Connelly joins to Studio Band. Andrew does not like when Ryan joins in Studio Band. Andrew has a spirit to a step forward. That makes him becoming ambitious, but he is a good competitor.

Moreover, Andrew does not stop playing the drums in the last scene of the movie. He keeps hitting the drum in double time-swing technique. Andrew is becoming a solo player on the stage. He shows his best performance in double time-swing technique. Andrew could follow Mr. Fletcher’s hand. Mr. Fletcher shows his respect to Andrew’s effort. Andrew and Mr. Fletcher are proud and success at the JVC jazz festival. It is shown from the smile both Mr. Fletcher and Andrew. (1:37:17-1:37:18, see appendix B11).

The dominant need in Andrew from five levels of Maslow’s hierarchy of needs is self-actualization. Andrew shows his potential which he is very talented in playing drums. He shows it to Mr. Fletcher and all the guests in the last scene. He realizes his potential as a human being through showing his best performance in playing drums. From the evidences above, Andrew also needs an achievement or reward of his efforts. The achievement can be seen from Mr. Fletcher and Jim Neiman. These people give impact on Andrew to be a successful person. They give support through action and speech. Mr. Fletcher builds the mental of Andrew to be a survivor in his life.
CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter consists of three parts. The first part is the analysis conclusion of Andrew Neiman’s characters and the motivating factors becoming a professional drummer. The second part elaborates the implications of this literature in teaching and learning activity. The last part provides the suggestions for future researchers and the suggestion of the study for the readers.

A. Conclusion

After analyzing Whiplash movie, the writer draws conclusions of the study. The first is Andrew’s character as portrayed in Whiplash movie. Andrew Neiman is the main character. The writer found six characteristics in Andrew Neiman. These six traits namely are amateur player, hard worker, talented, ambitious, emotional and independent.

From the way Andrew’s reacts or speaks, it proves that he is an amateur, hard worker, talented, ambitious, and emotional. Besides, Andrew as an ambitious and an amateur drummer also can be seen from the conversation between Mr. Fletcher and Andrew. Then, Andrew as an independent person can be seen from his manner or behavior.

The second research problems, is about Andrew Neiman’s motivating factors in his process to be a professional drummer. There are four factors that influence Andrew. These factors comprised intrinsic, extrinsic, the self-
actualization, and achievement factors. The intrinsic motivation can be seen from Andrew’s action. He motives himself to move forward and consistent in the line. The extrinsic motivation can be seen from Jim Neiman and Mr. Fletcher. According to Maslow’s hierarchy of needs, there are five stages of human needs. They are psychological needs, safety needs, love or belonging needs, self-esteem, and self-actualization. From the analysis, the self-actualization is the prominent needs in Andrew Neiman. He reaches the highest need. It is self-actualization. The self-actualization is not enough to make Andrew as a professional drummer. He needs the achievement or reward from people around. He gets it from Mr. Fletcher and Jim Neiman.

To sum up, the characteristics of Andrew Neiman could influence his motivation. Those characteristics active the motivation factors of Andrew Neiman. He is struggling to face all the obstacles that come to him. He forces himself beyond his limit. In the end, he gets an achievement from Mr. Fletcher. It is shown from Mr. Fletcher’s smile to Andrew Neiman in JVC jazz festival.

B. Implication

The movie is a literary work that can be used in English teacher as another source and media for teaching English. There are listening skills inside the movie that could sharpen the listening skill of the students in the mastery English language. Other than that, it also builds the vocabulary through words in the movie. The students will not only focus on the vocabulary building and listening skill, but also learn the moral value and particular message from the movie.
This study offers a set of teaching material for the English teacher to use *Whiplash* movie. The teaching material is especially for Movie Interpretation class. The writer has put the lesson plan in the appendix. However, the Movie Interpretation class is an elective course in English Language Education Study Program. By watching a movie, audio and visual of the students work together. Besides, after watching a movie, the student can write a reflection which is related to the movie.

From *Whiplash* movie, the students learn about motivation. The motivating factor is not only from the individual self but also come from people surrounding the individual. Jim Neiman and Mr. Fletcher have shown that they support Andrew Neiman. The audiences learn from Andrew how he struggles to face all the obstacles that come to his life. Then, in the end of the story Andrew can be satisfied with himself because his effort has been paid.

For the future teacher, a movie can be used to grab the attention of the students. The teachers ask the students to watch the movie, and then ask them to make an essay contains a reflection based on the movie. In this activity, listening and writing skills are used.

C. **Suggestion**

There are two characters in *Whiplash* that can be analyzed by the other researchers. They are the character of Andrew Neiman and Mr. Fletcher. In this study, the writer has done the analysis on Andrew Neiman. For the future researcher, the writer suggests to analyze the character of Mr. Fletcher as a new
study. It is because the character of Mr. Fletcher seems strong in this movie. Mr. Fletcher has known as an abusive teacher at that school. Moreover, the future research can analyze the elements in the movie.

*Whiplash* movie is a fantastic movie. This movie has a good story. Particular message that can be implemented in daily lives is by working hard people can reach the life goal. Furthermore, characteristics such as emotional and ambitious person are not always negative. Both traits could bring people to success in life.

Moreover, *Whiplash* movie is suitable to be watched by everyone. The writer suggests that this movie should be watched by the teenagers because this story is about someone who struggles from bad condition to reach his life’s goal. The content of this movie is good, except the bad words from the dialogue. The use of the bad words showed that Mr. Fletcher is really bad in that movie. In this case, the role play of parents or teachers is needed to explain the thing that can be imitated and which one is cannot be imitated.

In brief, the writer suggests *Whiplash movie* to be analyzed by future researchers to analyze. The writer also suggests everyone to watch this movie, because there are some moral values and particular messages in this movie. Hopefully, this study is useful for the readers.
REFERENCES


APPENDICES
APPENDIX 1

Summary of *Whiplash*

Director: Damien Chazelle  
Writer: Damien Chazelle  
Stars: Miles Teller, J.K. Simmons, Paul Reiser, and Melissa Benoist  
Duration: 1 Hour 47 Minutes

A talented young jazz drummer experiences a trial by fire when he is recruited by a ferocious instructor, whose unyielding search for perfection could destroy both of them. Andrew Neiman (Miles Teller) has been watching his father fail for most of his life. Determined to make a name for himself no matter what it takes, he enrolls in a prestigious East Coast music conservatory, and his talent quickly catches the attention of Terence Fletcher (J.K. Simmons), an esteemed music teacher notorious for his caustic approach in the classroom. The leader of
the school's top jazz ensemble, Fletcher promptly transfers Neiman into his band, giving the ambitious young drummer a shot at true greatness. He may achieve it, too, if Fletcher's methods don't drive him to madness first.

Adapted from:
Provided by Rovi.
APPENDIX 2

Biography of Damien Chazelle

Damien Chazelle is an American screenwriter and film director. Born in Providence, Rhode Island, he wanted to be a musician at first. Chazelle attended Harvard University and made his first film Guy and Madeline on a Park Bench (2009). The film premiered at the Tribeca Film Festival. He wrote the screenplay for The Last Exorcism: Part 2 and Grand Piano (2013). He wrote and directed the short film Whiplash, which premiered at the 2013 Sundance Film Festival in the short film category. It was then made into a feature film, directed and written by Chazelle again. Whiplash has 5 Academy Award nominations, including best picture and best adapted screenplay. His latest film, 10 Cloverfield Lane, hit theatres in April, 2016.

Adapted from:
APPENDIX 3

LESSON PLAN

Subject : Movie Interpretation
Semester : 4th
Material : Analyze the narrative element in *Whiplash* movie
Time allocation : 2 X 50 Minutes

A. Competence Standard

The students are able to interpret and understand the meaning in a movie by Movie Interpretation.

B. Basic Competence

The students are able to enhance their skills, which are interpreting, listening and vocabulary building by watching a movie.

C. Indicators

1. The students are able to interpret the meaning in a movie by analyzing the stylistic and narrative elements in a movie.
2. The students are able to build their vocabulary by watching a movie in English subtitle.
3. The students are able to enhance their listening skill by watching a movie in English subtitle.
D. Learning Objectives

1. Students can interpret the meaning in a movie by analyzing the stylistic and narrative element in a movie.

2. Students can build their vocabulary by watching a movie in English subtitle.

3. Students can enhance their listening skill by watching a movie in English subtitle.

E. Learning Material

Taken from a movie entitled Whiplash

F. Learning Methods

Individual work

G. Learning Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening:</td>
<td></td>
</tr>
<tr>
<td>1. Teacher greets the students.</td>
<td>10’</td>
</tr>
<tr>
<td>2. Teacher reviews the previous material.</td>
<td></td>
</tr>
<tr>
<td>Learning activities:</td>
<td>85’</td>
</tr>
<tr>
<td>1. Teacher explains about narrative element in a movie.</td>
<td></td>
</tr>
<tr>
<td>2. Teacher asks the student to ask questions.</td>
<td></td>
</tr>
</tbody>
</table>

Closing:

1. Students are given homework to analyze the narrative element from *Whiplash*.
2. Students are given free to copy *Whiplash* movie and watch by themselves at home.

### H. Rubric Assessment

<table>
<thead>
<tr>
<th>Criteria of assessments</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammatical mistakes</td>
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<td></td>
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<tr>
<td>Correct spelling</td>
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<td>Content</td>
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<td>References</td>
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</tbody>
</table>

### I. Assignment

Watch *Whiplash* movie and make a two-page analysis and reflection on the movie’s narrative elements. Make sure to provide references to support your analysis.
APPENDIX 4

The Data of the Study

Figure 3.1: Characteristics of Andrew Neiman

<table>
<thead>
<tr>
<th>No</th>
<th>Minutes in Whiplash Movie</th>
<th>The script</th>
<th>Characteristics of Andrew Neiman</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1:08:52, see appendix A1</td>
<td>Andrew is watching a video. That video showed young Andrew was playing the drum.</td>
<td>An amateur drummer</td>
</tr>
<tr>
<td></td>
<td>00:02:22-00:02:27</td>
<td>(Andrew is playing drum when Mr. Fletcher comes to the room) Mr. Fletcher: What’s your name? Andrew Neiman: Andrew Neiman, Sir. Mr. Fletcher: What year are you? Andrew Neiman: I’m a first year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>00:03:16- 00:03:22</td>
<td>Mr. Fletcher asks Andrew to play double time-swing Mr. Fletcher: Double time swing. (Mr. Fletcher claps his hand in the tempo) Mr. Fletcher: No. Double time. Double it. (Andrew is following his instruction) Mr. Fletcher: Faster.... Faster.....</td>
<td></td>
</tr>
<tr>
<td></td>
<td>00:08:57, see appendix A2</td>
<td>Andrew is playing the drum when the teacher in Nassau Band asks Ryan Connelly to back to his seat. “Ok, that’s enough, back to the core drum please. Core drummer, let’s go.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>00:24:06, see appendix A3</td>
<td>Mr. Fletcher focuses on Andrew Neiman. His body and eyes is watching Andrew.</td>
<td></td>
</tr>
</tbody>
</table>
|    | 00:25:09-00:25:28         | Mr. Fletcher: Not quite in my tempo. It’s all good, no worries, here we go. Five, six seven... (Andrew begins play the drum. Then, Mr. Fletcher gives command to stop playing) You’re rushing. Here we go (Mr.
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:02:01-1:02:12</td>
<td>Mr. Fletcher: Neiman, You lost the f<strong>king part. Andrew: No I didn’t, look you can’t f</strong>king do this to me. Mr. Fletcher: Can’t?! Andrew: Yeah! Mr. Fletcher: When did you become a f<strong>king expert on what I can or cannot do? You f</strong>king weepy-willow sh<em>t s</em>ck? Andrew: I earn that part. Mr. Fletcher: You never earned anything. God you’re a self-righteous prick</td>
</tr>
<tr>
<td>00:15:31-00:15:47</td>
<td>Andrew: Excuse me. Could I have a B-flat. Thank you. <em>(Andrew is setting the drum into B flat.)</em> Andrew: Sorry, can you just one more time?</td>
</tr>
<tr>
<td>00:38:24-00:38:28</td>
<td>Carl Tanner: I can’t Mr. Fletcher: You can’t? Carl Tanner: I can’t go on the stage. I don’t know the charts... by heart.</td>
</tr>
<tr>
<td>1:28:30, see appendix A4</td>
<td>Andrew: I’ll cue you in. Caravan</td>
</tr>
<tr>
<td>00:29:22, see appendix A5</td>
<td>Andrew takes his drum sticks and goes to practice in the room</td>
</tr>
<tr>
<td>00:29:28, see appendix A6</td>
<td>Andrew copies the chart Whiplash song for him to practice in the room</td>
</tr>
<tr>
<td>00:29:41-00:29:42, see appendix A7</td>
<td>Andrew moves his bed, alarm, tooth brush, and anything that he needs into practicing room</td>
</tr>
<tr>
<td>Time</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>00:30:05,</td>
<td>Andrew also looks practice hard. Andrew’s hand is injured because of the</td>
</tr>
<tr>
<td></td>
<td>forces himself to hit the drum.</td>
</tr>
<tr>
<td>00:30:44,</td>
<td>Andrew’s face is full of sweat</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>00:30:09,</td>
<td>He is bandaging his hand and practiced more</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1:01:39-1:01:56 | Mr. Fletcher: Connelly’s playing the part.  
Andrew: Like f**king he*l he’s playing my part.  
Mr. Fletcher: What the f*ck did you just say to me?  
Andrew: It’s my part.  
Mr. Fletcher: It’s my part, and I decide who to lend it to. | An Ambitious Person |
| 1:02:01-1:02:12 | Mr. Fletcher: Neiman, You lost the f**king part.  
Andrew: No I didn’t, look you can’t f**king do this to me.  
Mr. Fletcher: Can’t?!  
Andrew: Yeah!  
Mr. Fletcher: When did you become a f**king expert on what I can or cannot do? You f**king weepy-willow sh*t s*ck?  
Andrew: I earn that part.  
Mr. Fletcher: You never earned anything. God you’re a self-righteous prick. | An Ambitious Person |
| 1:03:18     | Andrew drives back to the rental car office and get his drum sticks. He    |            |
|            | drives back to the competition.                                              |            |
|            | Andrew is calling his friend when he is driving a car.                      |            |
| 1:03:35,   | Andrew got the car’s accident on his way back to the competition.            | see appendix A11 |
|            |                                                                             |            |
| 1:05:12,   | Andrew does not care with the blood on his head. He keeps moving to the    | see appendix A12 Andrew does not care with the blood on his head. He keeps moving to the competition and force himself to play the drum with the blood on his head |
|            | competition and force himself to play the drum with the blood on his head.  |            |
| 00:48:00-00:48:09 | Andrew: Hey hear, I can play that.                                        |            |
Mr. Fletcher: Now is not the time.
Andrew: I can play.
Mr. Fletcher: I swear to God. I said NOT NOW! If you want the part? Earn it.

1:27:39-1:28:09
1:27:46, see appendix A13

Mr. Fletcher has succeeded to make Andrew felt shame. Andrew goes to backstage and meets and hugs his Daddy. Andrew goes back on stage and shows his performance with play on Caravan song. Andrew hit his *snare* drum, a part of drum set.

<table>
<thead>
<tr>
<th>No</th>
<th>Minutes in Whiplash Movie</th>
<th>The script</th>
<th>The motivating factors of Andrew Neiman</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>00:08:55, see appendix B1</td>
<td>Andrew has seen the rehearsal of Studio Band. He goes back to his boarding house and practices to play the drum. He is also listening of the music from Buddy Rich.</td>
<td>Intrinsic Motivation</td>
</tr>
<tr>
<td>Time</td>
<td>Segment</td>
<td>Description</td>
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<tr>
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<tr>
<td>00:32:38-00:32-39</td>
<td>Nicole: Why do you go to Shaffer? Andrew: It’s the best music school in the country</td>
<td></td>
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<tr>
<td>1:28:09, see appendix B2</td>
<td>Andrew hugs his daddy on the back stage</td>
<td>Extrinsic Motivation</td>
<td></td>
</tr>
<tr>
<td>1:09:32-1:09:49</td>
<td>Andrew: Why did you do this to me? Jim: You think i was going to let him put my son through hell and walk off scot-free? Don’t you know I would never let that happen, Andrew? That there’s nothing in the world more important to me than you? Don’t you know that?</td>
<td></td>
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<tr>
<td>1:11:36, see appendix A22</td>
<td>Jim Neiman gives him a new room for Andrew to stay. Jim always visits his son on his flat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>00:05:37, see appendix B3</td>
<td>He and Andrew sometimes going off to cinema and watch the movie together</td>
<td></td>
<td></td>
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<tr>
<td>00:33:54, see appendix B4</td>
<td>Andrew: I still go to the movies with my Dad</td>
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<td></td>
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<tr>
<td>00:22:50-00:23:18</td>
<td>Mr. Fletcher: So, no mucisians in your family. Well, you’ve got to listen to the great then. Buddy Rich, Jo Jones. You know Charlie Parker became “Bird” because Jones threw a cymbal at his head. You see what I’m saying? The key is just realx. Don’t worry about the numbers or what the other drummers think. You’re here for the reason. You believe that, don’t you? Say it. Andrew: I’m here for a reason. Mr. Fletcher: Good.</td>
<td></td>
<td></td>
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<tr>
<td>00:24:24, see appendix B5</td>
<td>Mr. Fletcher: We got Buddy Rich here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>00:26:30, see appendix B6</td>
<td>Mr. Flecther says the bad words. Then, he slaps Adrew’s face for several times</td>
<td></td>
<td></td>
</tr>
<tr>
<td>00:48:00-00:48:09</td>
<td>Andrew: Hey hear, I can play that</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Scene Description</td>
<td></td>
<td></td>
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<tr>
<td>--------</td>
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<td></td>
</tr>
<tr>
<td>00:45:45-00:45:46</td>
<td>Mr. Fletcher: Neiman, stay a bit. Look at this. See the tempo? Andrew: Quarter note 330 Mr. Fletcher: That’s a double time swing. That’s what got you in here, isn’t it? Andrew: I guess so.</td>
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<tr>
<td>00:32:15</td>
<td>Andrew also does a date with a girl, which is indicated to his need in sex.</td>
<td></td>
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<tr>
<td>1:08:20-1:08:22</td>
<td>Andrew: So..... What do they want? A psychologist: To make sure that Terrance Fletcher’s never allowed to do this to another students.</td>
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</tr>
<tr>
<td>00:41:59</td>
<td>The attention of Nicole is also showed when she is texting Andrew.</td>
<td></td>
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<tr>
<td>00:42:50</td>
<td>Andrew’s aunt and uncle always gives compliment and achievement to his cousins.</td>
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<td></td>
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<tr>
<td>00:41:09</td>
<td>Mr. Fletcher: Tanner what are you doing? It’s core only today, I don’t have time for the alternates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:08:20-1:08:57</td>
<td>Andrew: So..... What do they want? A psychologist: To make sure that Terrance Fletcher’s never allowed to do this to another students. Andrew: He didn’t do anything.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:27:38-1:28:09</td>
<td>Andrew keeps practicing to success play that technique, especially for his performance on Caravan song.</td>
<td></td>
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<tr>
<td>1:37:17-1:37:18</td>
<td>Mr. Fletcher gives a smile to Andrew for his effort in playing drum. Then, Andrew also smiles because he knows he has been successful in playing drum and shows his potential.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 5

PICTURES OF APPENDIX

Pictures of Appendix A

That's enough for that, just back to the core drummer please.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Hi, and... I loaded your pantry with Gushers. I saw that.
I still go to the movies with my dad.

We got Buddy Rich here.
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Oh are you gonna tell them about your game this week?

Tanner what are you doing? It’s core only today, I don’t have time for alternates.
APPENDIX 6

Reflection

Andrew Neiman’s life story makes the writer reflect on a good point. As a student he could face all the obstacles and scorns in his life. He is struggling with the challenges that come to him. Andrew has faced Mr. Fletcher, who becomes an abusive teacher in that school. He has been successful to show that he really deserves the best thing in the end.

Andrew shows to the audiences the hard process of his life to be a professional drummer. Most of people want to see the result. People might not care with the process. Besides, a real life comes from the long process. To reach a dream, people might fall for several times, make lots of mistakes, even one step behind the other people. Therefore, a long journey does not indicate those failed people. All is about time. People will achieve her or his own life goal through a long process.

From Andrew’s story, the writer can learn that life is taking a long journey. People cannot get a thing instantly. Everything needs a process to reach a life goal or a dream. The other good thing in Andrew’s story is he never afraid to be failed. In this movie, Andrew is a person who loves to learn something new. It is shown from his effort to success in playing drum in double time-swing technique.

This reflection can help the readers in seeing things in different ways. People deserve to be successful in life. People only need to be patient in the
process and never give up until reaching the dream. However, the meaning of success for everyone is different. It depends on how people determine his or her life.