

## TEACHER'S ROLE AS REFLECTED IN WHIPLASH MOVIE

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### ABSTRACT

Teachers' role in a class is fascinating because their existence may affect students' behaviors due to their interaction regularly. The portrait of such situation was adapted into movies, one of them was *Whiplash* movie directed by Damien Chazelle. The *Whiplash* movie was utilized as the source of the data in this study. Therefore, the aim of this study is to identify the role of the teacher in the *Whiplash* movie specifically in classroom activities by employing a qualitative method. It was used to collect and analyze the data. Furthermore, the data were taken from the subtitle of the movie focusing on the classroom's activities scenes, consequently, the data analyzed were in the form of utterances. The gathered data were analyzed using the teacher's roles theory proposed by Harmer (2001). The results showed that Mr. Fletcher, a teacher in *the Whiplash* movie, has eight characteristics including controller, organizer, assessor, prompter, participant, resource, tutor, and observer. Those characteristics refer to the teacher's learning style that influenced students' behaviors a lot.

**Keywords:** *Teacher's Role, Whiplash, Movie.*

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### INTRODUCTION

As an entertainment medium, movies can also become learning media. Hornby stated that a movie means a series of moving pictures recorded with the sound that tells a story, shown at a cinema/movie (1995). Hornby's explanation was similar to Spraul's (2015). He explained that a movie is a series of still images, or frames, presented to the eye in rapid succession, like a high-speed slideshow (2015, p. 59). In other words, a movie is the representation of human real-life portrayed digitally. When people watch some movies, they will memorize any part of the movie instantly. The elements in a movie will influence the audience to learn something new such as how people pronounce the new language that the audience just finds in a movie, so the audience can find new words that they never know before, and the movie can be used as a learning medium in the class. There are lots of movies that featured the educational theme as a storyline. It focuses on school life, so the audience will understand the viewpoint of the teachers and the students.

Through the movie, people can understand something not only from one viewpoint stated above. The movie can be used as a learning tool by teachers. Green stated that movies entertain us, but they can also teach us a lot about different people, places, and times (2010, p.4). Thus, a movie is not only to entertain the

audience but also can be used as a learning tool by teachers. Many of them use the movie as learning resources. They can ask about the main topic, the characteristic of each character, the moral value of the movie, and more. The teacher can also use the movie to motivate the students through the documentary movie that has a lot of good moral values and to show students about bad moral values that should not be copied by them. The good and bad moral values in the movie were supported by Soeseno stating that moral always refers to good or bad humans as humans so the moral field is the field of human life in terms of human kindness (as cited in Ratmelia, 2018, p.107). His explanation shows that the moral is not only about good things but also about bad things. Therefore, both can be used as a learning source for students with the guidance of the teacher.

Furthermore, the supervision of the teacher relates to the role of the teacher which is important for the students, especially for students' development ability. The teacher can be a role model for their students, the teacher gives a big impact on the student depending on their methodology in teaching. Students will eagerly when taught by the teacher they like, and otherwise, students will get scared and bored if taught by teachers they do not like. A teacher said to be successful when they can make their students comfortable with the lesson. Many teachers instill fear in their students so that students follow the process of learning. The important role of the teacher should be completely non-hierarchical. The roles such as "group leader" encourage control of group deliberations through authority rather than on evidence-based argument (Gillies, Ashman, and Terwel, 2007, p. 234).

The significant role of teachers is found in our daily life, particularly in the school area, and it can also be discovered in a movie such as *Whiplash* produced in 2014 directed by Chazelle (IMDb, 2014). This movie was used by the researchers as research material. Moreover, it was chosen because the researchers are interested in the storyline of this movie, where Andrew Neimann faces many obstacles because of his teacher. The researchers will not focus on the main character of the movie, but the researchers will focus on the teacher, Mr. Fletcher, and his teaching methodology that gives an impact on his students.

The final impact was good, however, the process that must be passed is very tough because the students must follow their teacher, Mr. Fletcher's style of teaching them. The difficult path faced by the students to achieve their dream gave a bad impact on them. Although it was hard, one of his students accomplish success by becoming a professional drummer. The contrary things here lead the researchers to begin the analysis from the character of the teacher, and then find out the teacher's role that appears in *the Whiplash* movie. The teacher's role and the impact would be seen from his teaching methodology and the impact that was inflicted by Andrew Neimann as the main character in this movie. Therefore, the problem that was analyzed in this study is as follows: How is the role of the teacher reflected in *Whiplash's* movie?

The problem investigated in this study was inspired by two previous studies. The first is Karunia (2016) that analyzed Andrew Neimann's motivating factors in playing drums as seen in the *whiplash* movie. The result of his research showed that the existence of his teacher give a big impact on his character. The second study was by Kristian (2020). He examined teachers' roles and students' behaviors in the movie *The Ron Clark's Story*. Kristian analyzed the teacher's roles and students' behaviors toward the teacher's roles in the classroom scenes. His study was based

on Harmer's theory on teacher's role (2001, 2007) and Scarlett's theory on students' behaviors (2015). The findings of the students' behaviors show that the students' behaviors toward the teacher's roles in the classroom are mostly disruptive behaviors from scenes one to four until it is starting to have significant changes to positive behaviors from scenes five to eleven (Kristian, 2020).

The two previous studies contain several similarities and differences from this study. The similarities denote to the theory that is Harmer's theory; the type of data that deals with the movie; and the method of study that concerns qualitative. Although this study was influenced by the two previous studies, it has different things from them, particularly the results of the study. Compared to them, the result of this study shows a fascinating point. Mr. Fletcher as a teacher that has frightening characteristics can make his student, Neimann becomes a successful band player. Mr. Fletcher gave him so much pressure with his teaching style that so terrible. In this case, the teacher cannot fulfill the role of teacher to motivate his students in good ways, but he can make them success.

## **LITERATURE REVIEW**

### **Character**

A character is a person, animal, or thing in a story that is created by the author to act within a story for the author's purpose. Roberts said that a character may be described by the author through dialogues, action, description, reactions, inner thought, and reflection, and also through the author's own imperative commentary (2011). Characters could be classified into two groups they are the main character and the minor character. The main character played an important role in a film story or novel, while the minor characters are the opposite, they get a small portion of appearances in a movie.

In addition, Rahardjo stated that the character is one of person who appears in the play (1985, p. 49). The character in the movie is always related to the main character or companion character who appears in the movie. The characters here always have an important role because they are one of the main elements in the movie. Through characters, a movie can be known what the storyline is like. Furthermore, Thamrin and Wargika said that most plays in the film contain major and minor characters that always become an essential part to influence the audience (2013, p.37). This is an important part that the audience always pays attention to when watching movies and one of them is the characters.

### **Teacher's Roles Theory**

In this study, the researchers utilized the theory from Harmer (2001) about teacher's role that consists of eight roles as follows:

a. **Controller**

Harmer stated that teachers act as controllers when they are in charge of the class and of activity taking place in a way that is substantially different from a situation where students are working on their own in groups (2001, p.58). The teacher has a role to regulate class activities that will be carried out by students. Teachers must stand in front of the class and giving instruction to their students. The teacher has the responsibility to organize all activities in the classroom, including giving assignments and dividing students into groups.

b. **Organiser**

Organiser often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop (Harmer, 2001, p.58). Before giving the students instruction to do some activities, teachers must provide an explanation of the activities that students will do. This is to prevent students' lack of understanding about the activities to be carried out. The teacher has the responsibility to give instructions about the activities that the students will do.

c. Assessor

Assessor means offering feedback and correction and grading students in various way (Harmer, 2001, p.59). After giving task to the students, teachers have to give comment or feedback to the result of student's activity. So, the students will understand in which part they did the mistakes. A bad grade is a bad grade; however, it can be acceptable if it is given with sensitivity and support.

d. Prompter

Prompter means an activity to encourage the students to think creatively rather than have them hang on our every word (Harmer, 2001, p.60). As a prompter, teacher is like a motivator. They must give the students motivation when the students lack of motivation or lost their interest in learning activity.

e. Participant

Participant means joining in an activity not as a teacher, but also as a participant in our own right (Harmer, 2001, p.60). As a teacher, we cannot only stand in front of them, but also stand between the students. We can take a part in students' discussion; it is more enjoyable for the students rather than we only giving feedback outside the discussion.

f. Resource

Resource means being resources for students by guiding them or encouraging them to use resource material for themselves, and to become more independent in their learning generally (Harmer, 2001, p. 61). As a resource, teachers focus on helping the students with something they do not understand. Teachers provide indirect direction to students so that they can find their own learning resources to maximize their potential, and also so that students are more independent.

g. Tutor

Tutor means the teachers act as a tutor, working with individuals or groups, pointing them in directions they have not yet thought of taking (Harmer, 2001, p.61). When the students have to work in group, the teacher as a tutor has the responsibility to checking each group, helping the student indirectly to find idea that the students undiscovered, or just assistance the students with something they do not understand before.

h. Observer

Observer means the teachers observe the students in order to give feedback and to judge the success of the different materials and activities that they take into lesson so that they can, if necessary, make changes in the future (Harmer, 2001, p.62). The teacher must provide feedback on the progress of the results of student activities. This is so that students can understand the mistakes they make when doing an activity or task and so that they can correct the mistakes that students make.

## RESEARCH METHOD

The researchers used qualitative method to collect and analyze the data in this study. Hence, the research design employed in this study was qualitative. It is guided by concepts from the interpretive paradigm (Hennink, Hutter, & Bailey, 2020). In other words, this study was directed by the concept of teacher's roles found in the *Whiplash* movie. This study analyzed the character of Mr. Fletcher as the teacher in the *Whiplash* movie.

The data used in this study were the script of the *Whiplash* movie that were collected using documentation technique. The form of the data was the utterances produced by the main characters, Andrew Neimann and Terence Fletcher by ensuing several steps as follow; (a) Watching the *Whiplash* movie several times to clearly understand about the storyline of the movie, (b) Taking notes on the script mainly on the conversations between Neimann and Mr. Fletcher that refer to teacher's role based on the Harmer's theory (2001). (c) Classifying the notes in step two based on the Harmer's theory (2001). (d) Writing the final data taken from the first to third step into table.

Moreover, the final data collected were analyzed with the theory of teacher's role proposed by Harmer (2001) by doing several steps as follow; (a) Rechecking the suitability of the data with the Harmer's theory (2001), (b) Classifying the final data with the eight teacher's roles based on Harmer's theory (2001), (c) Analyzing the data with the theory of teacher's role by Harmer (2001), (d) Interpreting the data with the theory of teacher's role by Harmer (2001), (e) Writing the result of the analysis data.

## FINDINGS AND DISCUSSION

### Findings

The findings were presented in the form of table that contains the appropriate dialogue, time, and role that related to the theory used. The table covers the teacher's roles. Furthermore, the data presented in table 1 were gathered from IMDb (2014).

**Table 1 The Roles of Teacher**

No	Dialogue	Time	Teacher's Role
1	- (In many scenes in the film, if Fletcher enters a noisy room, often times an immediate silence will follow.)	(00:16:54)	Controller
	- (Mr. Fletcher gives instruction to the band in the class) Mr. Fletcher: "Down the line." Mr. Fletcher: "Trumpets. Bars 36 to 38. One-two—" Mr. Fletcher: "Next. One-two-- Next. One-two—"	(00:10:57-00:11:25)	

	<p>Mr. Fletcher: “Trombone. Bars 21 to 23. Four-and--. Saxes. 48 to 50. “And” of one. And-one—“</p> <p>- Mr. Fletcher: “What’s your name?”          Andrew: “Andrew Neimann, sir.”          Mr. Fletcher: “What year are you?”          Andrew: “I’m a first-year, sir.” Mr. Fletcher: “You know who I am?”          Andrew: “Yes, Sir.”          Mr. Fletcher: “So you know I’m looking for players.”          Andrew: “Yes...”          Mr. Fletcher: “Then why did you stop playing?”          Mr. Fletcher: “Did I say to start playing again?”          Andrew: “I thought-- (then, blanching,) I’m sorry, I misun—“          Mr. Fletcher: “I asked you why you stopped playing. Your version of an answer was to turn into a wind-up monkey.”          Andrew: “I’m sorry -- I--I stopped playing becau—“          Mr. Fletcher: “Show me your rudiments.”          Mr. Fletcher: “Uh-huh. Double-time swing.”          (Fletcher begins clapping his hand in time. Fast. Andrew plays.)          Mr. Fletcher: “No. Double-time. Double it.”</p> <p>- Mr. Fletcher: “Come again?”          Andrew: “It’s my part.”          Mr. Fletcher: “Actually it’s my part. I decide who I lend it to.”          Andrew: “I have the folder—“          Mr. Fletcher: “I see the folder for a change, but I don’t see the sticks.” Andrew: “They’re in the car, I just have to grab them.”          Mr. Fletcher: “Nope. I’m warming the band up now.”          Andrew: “I’ll use Ryan’s sticks.”          Mr. Fletcher: “You lost the part, Neimann.”          Andrew: “No I didn’t!! You can’t do this!”          Mr. Fletcher: “I CAN’T?!? When did you become an authority on what I can or cannot do you weepy-willow?”</p> <p>IMDb (2014)</p>	<p>(00:02:27-00:03:30)</p> <p>(01:04:26-01:04:50)</p>	
2	<p>- Mr. Fletcher: “Give this to Admin for rescheduling. We meet 6am to 1pm every day. Room B16. Don’t be late.”          Mr. Fletcher : “Stop. You. Barker. Do not come early. Moving ahead. Bar 93.”</p> <p>- Mr. Fletcher: “We’ve got a squeaker today, people. Neimann. Nineteen years old. Isn’t he cute?”          Mr. Fletcher: “Alright, gang. “Whiplash”.          Carl: “Page... Page...” (Asking Andrew turns the page.)          Mr. Fletcher: “Stop. You. Barker. That is not your boyfriend’s d*ck. Do not come early. Moving ahead. Bar 93.”          Mr. Fletcher: “Five-six-seven—“</p>	<p>(00:12:27)</p> <p>(00:17:42-00:20:31)</p>	Organizer

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	<p>Mr. Fletcher: "Stop! Now this one upsets me. We have an out-of tune player. Before I go any further, does that player want to do the right thing and reveal himself? (silence) Ok. Maybe a bug flew in my ear. Bar 115. Five-six-and—" (After playing an instrument)</p> <p>Mr. Fletcher: "No, I guess my ears are clean because we most definitely have an out-of-tune player. Whoever it is, this is your last chance. Either you know you are out of tune, and are therefore deliberately sabotaging my band; or you do not know you're out of tune -- which I'm afraid is even worse."</p> <p>Mr. Fletcher : "Get your music. "Irene" only for Set 1. Rhythm section out first. Tanner, the kit is a tonal catastrophe. Get it in tune. Rhythm and soloists, we're augmenting the dominant in measure 45. Everyone else sharp the nine at bar 106. Got it? (beat) Now remember. Lincoln Center and its ilk use these competitions to decide who they want. And I am not about to have my record in that department stained by a bunch of sour-note flexible-tempo flatterthan-their-girlfriends dipshits. And another thing, if I ever see one of these lying about unattended to again, I swear to God I will stop being so polite. That alright with you, ladies?"</p> <p>Players : "Yes."</p> <p>IMDb (2014)</p>	(00:36:28-00:37:10)	
3	<p>- Mr. Fletcher: "Tell me it's not you, Elmer Fudd." (Metz sits there, trembling. On the brink of tears.)</p> <p>Mr. Fletcher: "It's ok. Play." (Metz does so, Fletcher stops him, leans in, whispers-- ) Do you think you're out of tune?" (Metz, terrified, looks down at the floor.)</p> <p>Mr. Fletcher: "There's no f*cking Mars Bar down there. Look at me. Do you think you're out of tune?"</p> <p>Metz: "...Y--yes..."</p> <p>- Mr. Fletcher: "For the record, Metz was not out of tune. You were, Wallach. But Metz didn't know it. And that's bad enough."</p> <p>- Mr. Fletcher: "Your parents musicians?"</p> <p>Andrew: "No, not really."</p> <p>Mr. Fletcher: "What do they do?"</p> <p>Andrew: "Well, my dad's a writer."</p> <p>Mr. Fletcher: "What's he written?"</p> <p>Andrew: "Well he's...I guess he's mainly a teacher."</p> <p>Mr. Fletcher: "So no musicians in the family."</p> <p>Andrew: "No, I guess not..."</p> <p>IMDb (2014)</p>	(00:20:55-00:21:53)	Assessor
4	<p>- Mr. Fletcher: (walking Andrew down the hall) "Listen, Andrew. I know what you saw in there is</p>	(00:22:23-00:24:14)	Prompter

	<p>worrying you, but there's a big difference. This is your first day.”</p> <p>Mr. Fletcher: “Metz had been dragging mud for two years. Besides, you're no Elmer Fudd. This is a huge opportunity for you. You know that, right?”</p> <p>Mr. Fletcher: “Well, you've just got to listen to the greats then. Jo Jones, Buddy Rich. You know, Charlie Parker became “Bird” because Jones threw a cymbal at his head. You see what I am saying. The key is relax. Don't worry about the numbers or what the other players think. You're here for a reason. You believe that, don't you? Say it.</p> <p>Andrew: “I'm here for a reason.”</p> <p>Mr. Fletcher: “Good.”</p> <p>Mr. Fletcher: “Now answer my question, were you rushing or were you dragging?”</p> <p>IMDb (2014)</p>		
5	<p>- Mr. Fletcher: “I put him in Studio Band, and we worked together for three years, and when he graduated, Marsalis made him third trumpet at Lincoln Center. A year later, he was first. That's who you're hearing now. His name was Sean Casey.”</p> <p>- Mr. Fletcher: “Ok... Sorry about this, gang, hate to put you through it. But rest your arms, put aside your instruments, if you need to take a dump do it now, 'cause I am going to go for as long as it takes until I find a drummer who can play in my tempo. You hear me talking, c*cksuckers? You'd better start shitting me perfect 400's. Connolly. You first. Get on the kit.</p>	(00:22:23-00:24:14)	Participant
6	<p>- Mr. Fletcher: “Get your music. “Irene” only for Set 1. Rhythm section out first. Tanner, the kit is a tonal catastrophe. Get it in tune. Rhythm and soloists, we're augmenting the dominant in measure 45. Everyone else sharp the nine at bar 106. Got it? (beat) Now remember. Lincoln Center and its ilk use these competitions to decide who they want. And I am not about to have my record in that department stained by a bunch of sour-note flexible-tempo flatterthan-their-girlfriends dipshits. And another thing, if I ever see one of these lying about unattended to again, I swear to God I will stop being so polite. That alright with you, ladies?”</p> <p>Players: “Yes.”</p> <p>IMDb (2014)</p>	(00:36:28-00:37:10)	Resource
7	<p>- Mr. Fletcher: “I'm conducting some, though. They're bringing back the JVC Fest this year, got me opening with a pro band in two weeks.”</p> <p>Andrew: (genuinely impressed) “That's amazing.”</p> <p>Mr. Fletcher: “The truth is I don't think people understand what it is I did at Shaffer. I wasn't there to conduct. Any idiot can move his hands and keep people in tempo. No, it's about pushing people beyond what's expected of them. And I believe that is a</p>	(01:18:35-01:19:26)	Tutor





controller (2001, P.58). He mentioned that teachers act as controllers when they are in charge of the class and of activity taking place in a way that is substantially different from a situation where students are working on their own in groups (2001, p.58). Mr. Fletcher as a teacher takes the role to control the whole class by asking his students to play the instruments in a quick moment. The way he ordered their students can be seen in conversation 1: *Down the line; Trumpets. Bars 36 to 38. One-two; Next. One-two, Next. One-two; Trombone. Bars 21 to 23. Four-and. Saxes 48 to 50. And of one. And one.* He did not even give his students a chance to speak, he repeatedly uttered his order.

The controller role that was noticed in this study is different from Kristian's study (2020, p.24). The controller's role in his study appeared because the teacher faced a messy situation with his students. Consequently, he gave the command to his students by saying *take your seat and look at me when I talk to you.* Those sentences were produced to manage the chaotic class so the learning process can be started. The situation was dissimilar to this study. In this study, the situation of the class was orderly, but the teacher-Mr. Fletcher is the one who showed the controller role due to his ambition to find talented students in playing musical instruments. As a result, he controls the class by doing ordering activities for his students.

b. Organiser

The data found of the organizer role in *Whiplash* movie that can be seen in table 1 above, number 2 were three. It appeared in the administration and playing instruments activities. One of its situations can be seen in the dialogue below:

Conversation 1

Mr. Fletcher : "Give this to Admin for rescheduling. We meet 6 am to 1 pm every day. Room B16. Don't be late."

Mr. Fletcher : "Stop. You. Barker. Do not come early. Moving ahead. Bar 93."

The dialogue above proved that Mr. Fletcher takes the responsibility for organizing the class activities. Mr. Fletcher gives information on when and where they will do practice sessions. This action is commonly used by the teacher to disciples not to be confused about the activities that will students do. It shows that Mr. Fletcher as a teacher takes the role of an organizer. Furthermore, the organizer role that was done by Mr. Fletcher was supported by Harmer's theory of organizer (2001, P.58). It often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop (Harmer, 2001, p.58).

The organizer activities that were completed by Mr. Fletcher showed that he had the responsibility to organize schedules as well as time for his students to practice. It was proven by his utterance in conversation *Give this to Admin for rescheduling. We meet 6 am to 1 pm every day. Room B16. Don't be late.* His utterance refers to giving info and telling his students about the time and room of the activities. The other proof of the organizer's role was mentioned in his second utterance, *Stop. You. Barker. Do not come early. Moving ahead. Bar 93* showed what kind of activities should be done by his students to play the instrument.

The organizer's role in this study is different from Kristian's study (2020, p.24). The main difference was the situation. Kristian's analysis of the organizer

appeared in two situations. The first situation was asking his students to write a journal of their dreams and aspirations. The way he organized it by briefly explaining the material given by Dr. King, then, asking his students to write a journal. His acts were proven by his utterance *So, tonight, after we've gone over Dr. King's speech, I want you all to start a journal about your dreams and aspirations*. The second situation was asking his students to focus on the instructions he was given. He asked his students saying *This is not for you to eat. I want you to watch the clock, and every 15 seconds, bang the jar with the ruler, like that*. His utterance showed that the students pay less attention to his instructions previously, so he needed to utter that sentence. He gave emphasized the point at the beginning by saying *This is not for you to eat*. In addition, the situation in this study refers to class management and instrument-playing activities. The class management was the rescheduling time while the instrument playing was the steps that should be done by the student when they practice it.

c. Assessor

The data found of assessor role in *Whiplash* movie that can be seen in table 1 above, number 3 were three. Mr. Fletcher asked students to play their music tools one by one because he found that one of them played out of tune. Unfortunately, no one realized that mistake except Mr. Fletcher. One of its situations can be seen in the dialogue below:

Conversation 1

Mr. Fletcher : "Tell me it's not you, Elmer Fudd."

(Metz sits there, trembling. On the brink of tears.)

Mr. Fletcher : "It's ok. Play."

(Metz does so, Fletcher stops him, leans in, whispers--) Do you think you're out of tune?"

Mr. Fletcher: "For the record, Metz was not out of tune. You were, Wallach. But Metz didn't know it. And that's bad enough."

The dialogue above shows that Mr. Fletcher found a mistake that was made by one of his students, Fudd. He assessed the play performed by his students and realized that there was out of a tune ensued. The activity made by Mr. Fletcher was classified as an assessor role. It is in line with Harmer's theory of assessor (2001, p.59). It means offering feedback and correction and grading students in various ways (Harmer, 2001, p.59). According to Harmer (2001), Mr. Fletcher's act was delivering response and correction to his students' practice. He mentioned the error that was made by Fudd. In this case, he also presented his capability as a teacher that can evaluate the students' practice and showed the error part. Mr. Fletcher was not only viewing the error, but he also explained to his students that playing out of the tune is a bad thing and the players who do not know that they are out of tune even worse. Mr. Fletcher's act was supported by his utterance *For the record, Metz was not out of tune. You were, Wallach. But Metz didn't know it. And that's bad enough*.

The assessor role found in this study cannot be compared specifically to Kristian's study (2020) because there is no assessor role found in his study. Kristian (2020) did not mention the reason for not finding the role of an assessor. Hence, the assessor's role as found in *the Whiplash* movie is significant because the teacher

presented his students' mistakes and made a correction, so the students knew their mistakes, and they can make corrections and improvement in the future.

d. Prompter

The data found of prompter role in *Whiplash* movie that can be seen in table 1 above, number 4 were one. Although the data found is one, it has a fairly long duration. An example of this situation can be seen in the dialogue below:

Conversation 1

Mr. Fletcher: (walking Andrew down the hall) "Listen, Andrew. I know what you saw in there is worrying you, but there's a big difference. This is your first day."

Mr. Fletcher: "Well, you've just got to listen to the greats then. Jo Jones, Buddy Rich. You know, Charlie Parker became "Bird" because Jones threw a cymbal at his head. You see what I am saying. The key is relax. Don't worry about the numbers or what the other players think. You're here for a reason. You believe that, don't you? Say it."

Andrew : "I'm here for a reason."

Mr. Fletcher : "Good."

Mr. Fletcher : "Now answer my question, were you rushing or were you dragging?"

In the dialogue above, Andrew was anxious because he would be playing drums in Mr. Fletcher's class for the first time. However, Mr. Fletcher gave him the motivation to be confident and to play it casually. The motivation given by Mr. Fletcher was in the form of sentences found in the conversation above such as *Listen, Andrew. I know what you saw in there is worrying you, but there's a big difference. This is your first day; Well, you've just got to listen to the greats then. Jo Jones, Buddy Rich. You know, Charlie Parker became "Bird" because Jones threw a cymbal at his head. You see what I am saying. The key is relax. Don't worry about the numbers or what the other players think. You're here for a reason. You believe that, don't you? Say it;* and *Good*. All his utterances were spoken to one of his students, Neimann. He kept motivating him because this was Neimann's first play. Therefore, Neimann succeeded in playing the drum because of his wish motivated a reason, to be a professional drummer, and he believed in his ability. Mr. Fletcher's act of giving motivation can be called a prompter role. It is in line with Harmer's theory of prompter (2001, p.60). It means an activity to encourage the students to think creatively rather than have them hang on to our every word (Harmer, 2001, p.60). The activities done by Mr. Fletcher in this scene aim to motivate Neimann and to allow Neimann to play critically. In other words, he is not only motivating Neimann with sentences, but his motivation can push Neimann to play the drum.

The prompter role found in this study has similarities and differences to Kristian's study (2020). The similarity was the final result that should be done by the students that were thinking and acting creatively. Both Mr. Fletcher and Mr. Clark wanted their students to be creative. In addition, the difference was the form of sentences used to encourage the students. Mr. Fletcher used long sentences to boost one of his students, Neimann while Mr. Clark used short sentences to cheer his students. It happened because Mr. Fletcher's students were adults, while Mr.

Clark's students were elementary students. If Mr. Clark uttered long sentences, the students may get confused.

e. Participant

The data found of participant role in *Whiplash* movie that can be seen in table 1 above, number 5 were two. An example of this situation can be seen in the dialogue below:

Conversation 1

Mr. Fletcher : "Ok... Sorry about this, gang, hate to put you through it. But rest your arms, put aside your instruments, if you need to take a dump do it now, 'cause I am going to go for as long as it takes until I find a drummer who can play in my tempo."

In that scene, Mr. Fletcher was preparing his band for the contest, but not a single drummer can match his tempo. As a result, Mr. Fletcher asked the drummers to practice until late at night. While they were practicing, Mr. Fletcher accompanied and joined them until one of the three drummers can match his tempo. His act can be called a participant role according to Harmer's theory (2001). Participant means joining in an activity not as a teacher, but also as a participant in our own right (Harmer, 2001, p.60). The participant role was performed by Mr. Fletcher because he was not only asking them to practice on their own but comes into the practice room to make sure they are done accordingly. His act was supported by his utterance *Ok... Sorry about this, gang, hate to put you through it. But rest your arms, put aside your instruments, if you need to take a dump do it now, 'cause I am going to go for as long as it takes until I find a drummer who can play in my tempo*. His utterance was started by saying sorry to his students to ask them to practice the drum for a long period. The apology indicated that he asked apology from his students because the next action that will be done by him may give an impact on his students. Therefore, the impacts were, that the three drummers were wounded in the palm by beating the drums all night and they were exhausted.

The participant role found in this study was similar and different from Kristian's study (2020, p.25). The similarity was the activity that was done by Mr. Fletcher and Mr. Clark. Both were joining their students' activities. Meanwhile, the difference was the atmosphere of the class. The situation in this study forced the students and had fairly heavy pressure where one of the three drummers had to be able to play the appropriate tempo of the drum. In the meantime, the situation in Mr. Clark is quite fun because it doesn't seem like there's any compulsion considering that his students are elementary school students.

f. Resource

The data found of resource role in *Whiplash* movie that can be seen in table 1 above, number 6 were one. An example of this situation can be seen in the dialogue below:

Conversation 1

Mr. Fletcher : "Get your music. "Irene" only for Set 1. Rhythm section out first. Tanner, the kit is a tonal catastrophe. Get it in tune. Rhythm and soloists, we're augmenting the dominant in measure 45. Everyone else sharp the nine at bar 106. Got it?"

(beat) Now remember. Lincoln Center and its ilk use these competitions to decide who they want. And I am not about to have my record in that department stained by a bunch of sour-note flexible-tempo flatter-than-their-girlfriends dipshits. And another thing, if I ever see one of these lying about unattended to again, I swear to God I will stop being so polite. That alright with you, ladies?"

Players : "Yes."

From the dialogue above, we can see that Mr. Fletcher guides his students to prepare for the contest. He tells the students what to do on the stage, which parts they must play, and tell them how important this contest is to their careers. This situation is in line with Harmer's theory of resources (2001, p. 61). Resource means being resources for students by guiding them or encouraging them to use resource material for themselves, and to become more independent in their learning generally (Harmer, 2001, p. 61). Mr. Fletcher performed a resource role by mentioning steps that should be done by his students to organize the contest. He showed the details to his students and it can be seen from his utterance above. Nevertheless, his act provided a dual interpretation that was as a resource and as an organizer. He showed his students what should be done, but he also controls the activities of his students. In some activities, it is inappropriate for us to take on any of the roles we have suggested so far. In such a situation having the teacher take part, try to control them, or even turn up to prompt them might be entirely unwelcome.

The resource role found in this study was different from Kristian's study (2020, p.25). The resource in Kristian's study (2020) showed that Mr. Clark completely became the resource for his students. He was the resource for grammar subjects and also the resource for his student's achievement. Mr. Clark explained to his students the importance of subject and verb in a sentence. His act was supported by Park (2022, p.81) that English teachers should correct grammar and vocabulary errors and provide written feedback. In the interim, the resource in this study had double interpretations due to Mr. Fletcher's act. He was turning as a resource for his students relating to the arrangement of the concert and also as an organizer which means ordering the acts that should be done by his students.

g. Tutor

The data found of tutor role in *Whiplash* movie that can be seen in table 1 above, number 7 were two. An example of this situation can be seen in the dialogue below:

Conversation 1

Mr. Fletcher : "The truth is I don't think people understand what it is I did at Shaffer. I wasn't there to conduct. Any idiot can move his hands and keep people in tempo. No, it's about pushing people beyond what's expected of them. And I believe that is a necessity. Because without it you're depriving the world of its next Armstrong. Its next Parker."

Andrew : (genuinely impressed) "That's amazing."

Mr. Fletcher : "The truth is I don't think people understand what it is I did at Shaffer. I wasn't there to conduct. Any idiot can move his

hands and keep people in tempo. No, it's about pushing people beyond what's expected of them. And I believe that is a necessity. Because without it you're depriving the world of its next Armstrong. Its next Parker."

From the dialogue above, Andrew and Mr. Fletcher had a conversation after they have not met in a long time. Mr. Fletcher shared his feeling relating to his activities as a teacher. The method that he used, and other activities that he has done to push his students' maximum potential. His was in line with Harmer's theory of tutor (2001, p. 61). Tutor means the teachers act as a tutor, working with individuals or groups, pointing them in directions they have not yet thought of taking (Harmer, 2001, p.61). Mr. Fletcher was classified as a tutor because he was working with his students by utilizing several methods. The method was mentioned in his utterance *it's about pushing people beyond what's expected of them. And I believe that is a necessity*. His main method was pushing his students' potential and he presumed that it should be done. Unfortunately, his method was not accepted by several people and it was proven by his utterance *The truth is I don't think people understand what it is I did at Shaffer. I wasn't there to conduct. Any idiot can move his hands and keep people in tempo. No, it's about pushing people beyond what's expected of them. And I believe that is a necessity. Because without it you're depriving the world of its next Armstrong. It's next Parker*. It was the saddest part of Mr. Fletcher as a teacher or tutor. Not all people understand his method and judge it as a rough method.

The tutor role found in this study was different from Kristian's study (2020, p.26). The tutor in Kristian's study (2020) was shown in a situation where he met one of his students personally. He gives his students' exercises and feedback

while playing a tutor to his students in the classroom after the regular classroom meeting with all of his students has ended (Kristian, 2020, p.26). Additionally, the tutor role in this study was found from Mr. Fletcher's sharing feeling with Neimann. It was not the situation in the class when he was teaching his students. This happened because he was no longer working at the school. He was expelled because the method of his study was too extreme for students.

#### h. Observer

The data found of observer role in *Whiplash* movie that can be seen in table 1 above, number 8 were two. An example of this situation can be seen in the dialogue below:

##### Conversation 1

Mr. Fletcher : "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."

Mr. Fletcher : "Now, just as was the case with you, I stumbled on a kid practicing his double-time swing the other night. I'd like to give him a shot."

From the dialogue above, we can conclude that Mr. Fletcher did his job as an observer. He always searches out talented students by looking at their games directly, without revealing the necessary criteria. Therefore, he found a new

talented student as same as one of his potential students, Neimann and he gave him the same opportunity as Neimann. His act can be classified as an observer in line with Harmer's theory of observer (2001, p. 62). Observer means the teachers observe the students and give feedback (Harmer, 2001, p.62). Mr. Fletcher's observed his students by asking them questions relating to the tempo. He can measure their ability and decide on the students with high potential. The way he observed was supported by his utterance *Look at this. See the tempo?*. The one who can give a correct answer can be said to have the great ability because just by listening at a glance, he can give the right answer.

The observer role found in this study cannot be compared specifically to Kristian's study (2020) because there is no observer role found in his study. Kristian (2020) did not mention the reason for not finding the observer role in his study. Henceforth, the observer role as found in *the Whiplash* movie is substantial because Mr. Fletcher paid attention to his students by witnessing them, so he can drive their maximum limit to play the instrument. However, his observation was subtle as he asked questions linking to the instrument in class, and all his students have a similar chance to answer.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

After analyzing *Whiplash*, the researchers conclude the study that Mr. Fletcher uses a teaching method that is considered unusual and will affect the mental development of his students, but the researchers still found eight roles of the teacher in the film. As the teacher in *Whiplash* movie, Mr. Fletcher fulfills the role of the teacher as a controller, organizer, assessor, prompter, participant, resource, tutor, and observer. These can be seen in several scenes that show Mr. Fletcher managing class conditions, telling the schedule and activities to be carried out, telling the purpose of the exercise, giving instructions about the wrong music playing, participating in exercises performed by students, sharing experiences that have been experienced, runs competitions with students, and assesses students' talent to be included in the band that he teaches. The researchers found that the teacher uses his technique to teach his students. The teacher is so adept with his teaching material, so he knows what to do when the student makes a mistake. The teacher does not stop giving the student good commend, because he believes that his student will not get any progress if the teacher does not provide louder teaching. Furthermore, the eight roles of teachers portrayed in Mr. Fletcher are noteworthy and support each other roles. Each role complete each other's; thus, they are important to be maintained by teachers at each level of education. It is supported by the result of Oratmangun's study (2022, p. 53). He stated that the teacher's roles found in his study were significantly correlated with each other and gave an indication that when one role was played well, it would give influence the increase of the level of other roles (2022, p.53).

### **Suggestions**

The researchers who are interested in conducting similar research may use this movie as the source of the data and may analyze deeply the character development of Andrew Neimann or Mr. Fletcher using a different theory of teacher's role. They may analyze the teacher's role using other sources of data such



as other movie dramas. The other researchers may emphasize the pedagogical and practical context of ELT portrayed in a movie, so it will give a clear depiction of those aspects in the movie.

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