

**REINFORCEMENT AND PUNISHMENT DEPICTED
ON THE MAIN CHARACTER IN THE *WHIPLASH* MOVIE:
A BEHAVIORAL ANALYSIS**

A FINAL PROJECT

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STATEMENT OF ORIGINALITY

Hereby, I honestly declare that the final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.



MOTTO AND DEDICATION

Motto:

“Indeed, with hardship (will be) ease.”

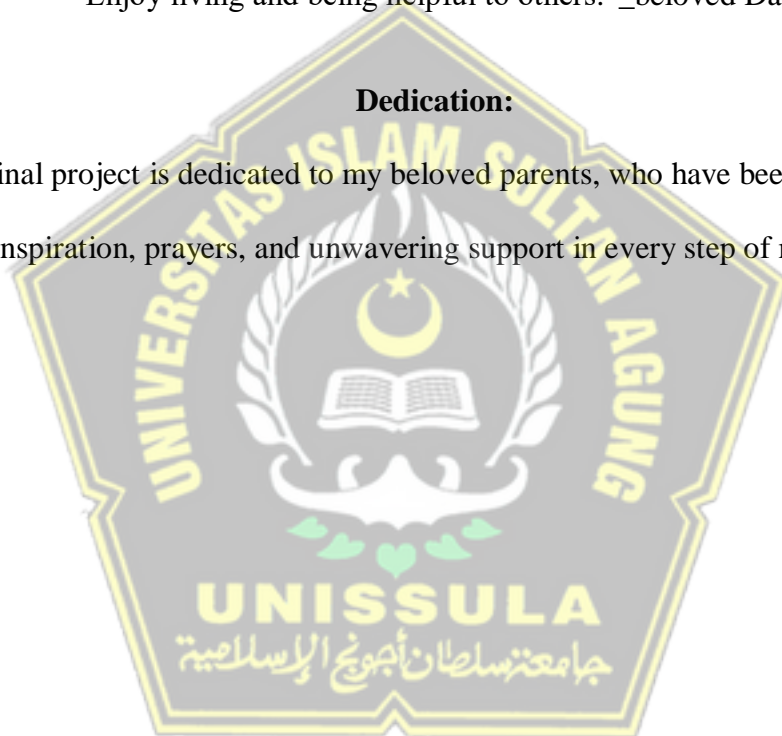
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“Surviving in this world and the next.”_beloved Mom

“Enjoy living and being helpful to others.”_beloved Dad

Dedication:

This final project is dedicated to my beloved parents, who have been a source of inspiration, prayers, and unwavering support in every step of my life.



ABSTRACT

KHOLILIA, ALFI NUR. 2025. "Reinforcement and Punishment Depicted on the Main Character in the *Whiplash* Movie: A Behavioral Analysis". Final Project, English Literature Program, Faculty of Language, Literature, and Culture. Sultan Agung Islamic University, Semarang.
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The behavioral analysis is the change in behavior from the interaction between stimulus and response. B.F. Skinner's behavioral analysis focuses on Operant Conditioning Theory which underlines that human behavior can be shaped and learned by providing reinforcement and punishment. This research aims to analyze how reinforcement and punishment are portrayed in the *Whiplash* movie through the experiences of Andrew Neiman as the main character, and their impact on Andrew's character development.

This research focuses on the various forms of reinforcement and punishment applied by Terence Fletcher as Andrew's music instructor. This research analyzes the data using qualitative descriptive methods. The data in this study were taken from dialog and relevant narrative sentences in the movie.

The results of this study show that there are various forms of reinforcement and punishment received by the main character in the *Whiplash* movie, including positive reinforcement, negative reinforcement, positive punishment, and negative punishment. The results also revealed that reinforcement and punishment had a significant impact on Andrew's character. The reinforcement Andrew experienced created a positive relationship with his music instructor and increased his motivation and self-confidence. However, punishment not only affected Andrew himself but also the people around him. Andrew experienced emotional imbalance, which led to negative feelings, anxiety, and depression, and the punishment made him take his negative feelings out on those around him, which is called widespread impact. This result highlights how reinforcement and punishment can affect individuals in a behavioral context.

Keyword: *Behavioral Analysis, Reinforcement and Punishment, B.F. Skinner, Whiplash Movie*

INTISARI

KHOLILIA, ALFI NUR. 2025. “Penguatan dan Hukuman yang Tergambar pada Karakter Utama dalam Film *Whiplash*: Analisis Perilaku”. Tugas Akhir, Program Studi Sastra Inggris, Fakultas Bahasa, Sastra dan Budaya, Universitas Islam Sultan Agung, Semarang.
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Analisis perilaku merupakan perubahan tingkah laku dari interaksi antara stimulus dan respon. Analisis perilaku B.F. Skinner berfokus pada teori *Operant Conditioning* yang menekankan bahwa perilaku manusia dapat dibentuk dan dipelajari dengan pemberian penguatan dan hukuman. Penelitian ini bertujuan untuk menganalisis bagaimana penguatan dan hukuman tergambar dalam film *Whiplash* melalui pengalaman Andrew Neiman sebagai karakter utama, serta dampak yang ditimbulkan terhadap perkembangan karakter Andrew.

Penelitian ini berfokus pada berbagai bentuk penguatan dan hukuman yang diterapkan oleh Terence Fletcher sebagai instruktur musik Andrew. Penelitian ini menganalisis data menggunakan metode deskriptif kualitatif. Data dalam penelitian ini diambil dari dialog dan kalimat narasi yang relevan dalam film.

Hasil penelitian ini menunjukkan bahwa terdapat berbagai bentuk penguatan dan hukuman yang dialami karakter utama dalam film *Whiplash*, termasuk penguatan positif, penguatan negatif, hukuman positif, dan hukuman negatif. Hasil penelitian ini juga mengungkapkan bahwa penguatan dan hukuman memiliki dampak yang signifikan terhadap karakter Andrew. Penguatan yang dialami Andrew menciptakan hubungan yang positif dengan guru musiknya, dan meningkatkan motivasi serta kepercayaan dirinya. Namun, hukuman tidak hanya berdampak pada Andrew sendiri tetapi juga pada orang-orang di sekitarnya. Andrew mengalami ketidakseimbangan emosional, yang menyebabkan munculnya perasaan negatif, kecemasan, dan depresi, dan hukuman membuatnya melampiaskan perasaan negatifnya kepada orang-orang disekitarnya, yang disebut dengan meluasnya dampak. Hasil penelitian ini menunjukkan bagaimana penguatan dan hukuman dapat mempengaruhi individu dalam konteks perilaku.

Kata Kunci: Analisis Perilaku, Penguatan dan Hukuman, B.F. Skinner, Film *Whiplash*

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The writer realizes that this final project is far from perfect. Therefore, the writer is open to constructive criticism and suggestions. Finally, the writer hopes this final project can provide benefits and contributions for the readers.

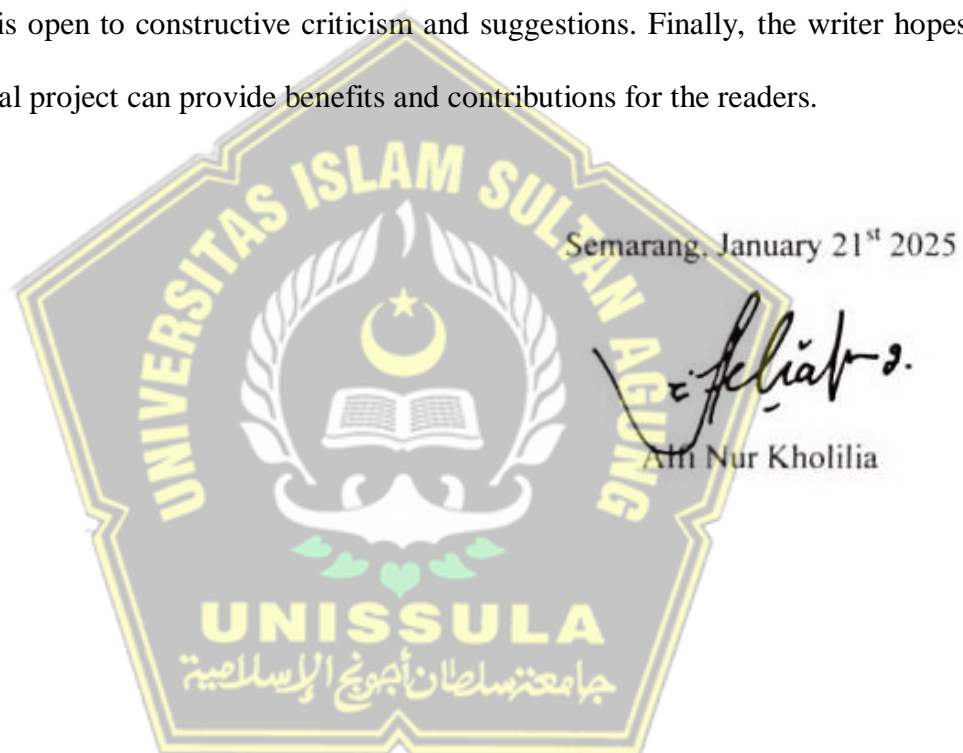


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CHAPTER I

INTRODUCTION

This chapter contains an introduction that includes the background of the study, problem formulation, limitation of the study, objectives of the study, significance of the study, and organization of the study. This chapter provides an overview of the reasons and importance of this study and the steps taken in the compilation of this study.

A. Background of the Study

Literature is a manifestation of human expressions, including feelings, thoughts, ideas, beliefs, and personal experiences, conveyed through language that contains aesthetic elements. Literature encompasses a multitude of elements, including feelings, thoughts, ideas, beliefs, expressions, and language. These elements are collectively referred to as the “elements of literature” (Sumardjo dan Saini 3-4). Consequently, besides having entertainment value, literature serves as a medium to convey the expression of feelings, ideas, and worldviews.

Nowadays literature has undergone a significant development. In addition to its aesthetic dimensions, literature is concerned with the manner in which it functions in social, political, and cultural contexts. This enables writers to delve more deeply into most contemporary issues and topics; including identity, power, and social change (Eagleton 13).

One form of literature is movies. Like novels, movies tell stories and explore complex characters. As with other forms of literary works, movies are constructed using narrative or text to develop characters and storylines. The narrative text in a movie is referred to as a screenplay or movie script, which is then translated into a visual format. The visual nature of the movie allows it to depict scenes, characters, and storylines in a more emotional manner than other forms of literature (Cahir 22).

It can be argued that movies play an important role in the description of human behavior. In this context, the portrayal of complex characters and storylines can provide a clear and detailed illustration of the psychological and social dynamics that occur within the movie. In order to clarify the lives of the characters depicted in the movie, including their behaviors and personalities. Based on this assertion, movies can be utilized as a source for psychological studies by analyzing the behaviors of the characters in the movie.

It is indubitable that each individual will exhibit disparate behaviors. In the view of Skinner, behavior is a response to specific stimuli or environmental factors. In other words, behavior is the way individuals respond or react to external stimuli. Consequently, it can be concluded that behavior is a pivotal factor in the development of an individual's personality. In the absence of a stimulus, behavior itself cannot manifest (Skinner 56).

Skinner believed that the behavior of each individual can be learned through the application of specific methodologies, including operant conditioning

(Feist dan Feist 450). Operant conditioning is a process that regulates how individuals behave and the consequences that result from their actions. In certain circumstances, operant conditioning that occurs in the environment is designed to produce specific effects on individuals (Cheney dan Pierce 4).

In accordance with Feist's assertion, which draws upon Skinner's 1987a work, reinforcement may be defined as an event that occurs or is provided with the objective of increasing and strengthening behavior. In contrast, punishment refers to events or circumstances that result in a reduction in the frequency of a particular behavior, thereby preventing its recurrence (Feist dan Feist 452-453).

This study examines movies related to behavior. The study will use the *Whiplash* movie. *Whiplash* is an American movie written and directed by Damien Chazelle. The movie tells the story of a young drummer, Andrew Neiman, who wants to become a famous and recognized drummer. He eventually becomes a student of Terence Fletcher, a music instructor known as a strict man. Fletcher wants to mold Neiman into a reliable drummer, but Fletcher's teaching methods are extreme.

In the movie, Andrew Neiman, as the main character, undergoes a process of behavioral change. This change is predicated on the behavioral concepts developed by B.F. Skinner, which posits that reinforcement occurs when Fletcher, Andrew's music instructor, provides praise or removes obstacles for him. This is done because Fletcher intends to improve Andrew's behavior and ability to play drums. In contrast, punishment in the movie occurs when Fletcher replaces

Andrew's position with someone else when playing drums and gives extreme lessons when Andrew makes mistakes. This is done by Fletcher to prevent, even stop, the behavior or mistakes made by Andrew so that they do not occur again. The reinforcement and punishment that Andrew receives will result in changes in his behavior and emotional instability.

Whiplash movie shows how reinforcement and punishment can be used in a highly competitive educational environment. Fletcher believes that his harsh teaching methods are necessary to encourage students to reach their highest potential. However, the movie also highlights the negative impacts of such methods, including the stress and emotional damage they can cause. Consequently, the data presented in the movie served as the rationale for the study to examine the characters in the *Whiplash* movie through the lens of B.F. Skinner's behavioral analysis.

Whiplash has received numerous awards, including three Oscars at the Academy Awards in 2015 for Best Supporting Actor, Best Film Editing, and Best Sound Mixing. In addition, the British Academy Film Awards (BAFTA) honored it for Best Editing and Best Supporting Actor in 2015, and received the Grand Jury Prize and Audience Award at the Sundance Film Festival in 2014. These successes show that the *Whiplash* movie not only has a strong story, but also excellent direction and acting, especially in its depiction of the complex relationship between the teacher and the student.

To provide further substantiation for this research, the researcher identified several previous studies that were relevant to the aims of this research, including “Behaviouristic in the Novel *The Call of The Wild* by Jack London” written by Pordan (2023), “Reinforcement and Punishment Depicted by Pip’s Behavior in the Charles Dicken’s Novel and Movie *Great Expectations*” written by Mahardika (2023) and the last one was written by Mustapa (2022) with the title “Behavioristic Model of The Main Character Speech Behavior in the *Split* Movie Script”.

Overall, the review of previous research shows that changes in behavior in individuals, caused by operant conditioning in behavior analysis, but no one has discussed the impact of reinforcement and punishment on human behavior and none of the previous studies analyzed the behavior of the main character in the *Whiplash* movie. However, the differences from each of these studies create a research gap that influences the writing of this study.

B. Problem Formulation

Based on the background of the study, this study determines the problem formulation as follows:

- a) How does reinforcement and punishment depicted in the *Whiplash* movie based on Andrew’s experience?
- b) How does reinforcement and punishment affect Andrew in the *Whiplash* movie?

C. Limitation of the Study

This study focuses on reinforcement and punishment in Skinner's behavioral theory (Operant Conditioning) that occurs to Andrew Neiman as the main character in the *Whiplash* movie. Although the Zone of Proximal Development (ZPD) theory can explain how Andrew developed under Fletcher's guidance, the focus of the theory is learning through social interaction, rather than on the reinforcement and punishment mechanisms that are the primary focus of this study. Therefore, Zone of Proximal Development (ZPD) theory is not the main section of this study.

Furthermore, the study highlighted that reinforcement and punishment had an impact on Andrew's character. In terms of data collection, this study was limited to watching the movie and reading the movie script.

D. Objectives of the Study

Based on the problem formulation above, this study formulates the following objectives:

1. To explain the concept of reinforcement and punishment experienced by Andrew in the *Whiplash* movie.
2. To analyze the impact of reinforcement and punishment on Andrew in the *Whiplash* movie.

E. Significance of the Study

This study is expected to help study in the field of literature that uses Skinner's behavioral theory in the future and is useful for providing new insights into how the application of Skinner's behavioral theory in the form of operant conditioning on characters in films and in society in everyday life. In addition, this study can provide insight that reinforcement and punishment (operant conditioning) can change or form new behaviors in individuals.

F. Organization of the Study

This final project is organized systematically into five chapters. Each chapter has different things that will be discussed. Chapter one contains an introduction, which consists of background of the study, problem formulation, limitation of the study, objective of the study, significance of the study and organization of the study. Chapter two contains a review of related literature consisting of a synopsis of the object of study and several other theories related to the study. Chapter three contains research methods consisting of type of research, type of data, data organization and data analysis. Data organization contains data collection methods consisting of watching the movie, reading the movie script, identifying data, classifying data, and reducing data. The last part of the third chapter is analyzing the data. The next chapter contains a discussion of the study, and then chapter five contains conclusions and suggestions for future researchers.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses a synopsis of the object of study and the theoretical basis for the premise of this study. An explanation of the relevant theory is prepared to support the analysis of the problems discussed in the study.

A. Synopsis of *Whiplash* Movie

Whiplash is an American drama and music movie directed by Damien Chazelle and produced by Michel Litvak, Helen Estabrook, Jason Blum, and David Lancaster. Damien Chazelle also wrote the screenplay for the movie, he depicts the world of jazz music in great detail and introduces intricate storylines and tense conflicts, giving viewers an in-depth look at the pressure felt by musicians striving for perfection.

Miles Teller and J.K. Simmons was the movie's main actor when it was released in 2014. The story centers on Miles Teller who plays Andrew Neiman, a first-year student at Shaffer Conservatory, a prestigious music school in New York City. Andrew is a jazz drummer who aspires to be one of the best in history.

Subsequently, Andrew joins a studio jazz band led by Terence Fletcher played by J.K. Simmons, a famous music instructor who is notoriously harsh and demanding. Fletcher uses extreme and controversial teaching methods, often pushing his students to their limits through a combination of reinforcement and punishment.

In his lessons, Fletcher would occasionally give brief praise or the opportunity to perform a solo as a form of reinforcement. Like when Andrew managed to play a difficult drum part perfectly, Fletcher gave him a gesture of recognition and allowed him to perform as a featured performer in a concert. This praise and opportunity motivated Andrew to keep practicing and trying to get better.

On the other hand, Fletcher often used harsh verbal insults as a form of punishment. He did not hesitate to ridicule, demean and insult his students in front of others if they made mistakes or did not meet his expectations. Like when Fletcher threw a chair at Andrew and cursed at him because the tempo of the music he was playing was slightly off.

Fletcher created an extremely competitive situation, often replacing players without warning and forcing them to practice for hours without a break. Andrew was subjected to severe emotional and physical stress, including an incident where he continued drumming until his hands bled. Fletcher used punishment by expelling students who did not meet the high standards he set. This created fear and additional pressure on the students to keep improving.

Fletcher's extreme teaching methods had a significant impact on Andrew. On the one hand, the reinforcement provided encouraged Andrew to continue to strive hard and reach his highest potential. However, excessive punishment causes stress, fear, and isolation, which ultimately affects his mental and emotional health.

At the climax of the movie, Andrew and Fletcher reunite in a big performance. Despite being under tremendous pressure, Andrew ends up giving an amazing drum performance, showing that he has pushed his limits, largely thanks to Fletcher's harsh teaching methods.

B. Review Related Literature

B.1. Skinner's Operant Conditioning Theory

Behaviorism assumes that human personality is formed from the environment in which the human is located. Humans are considered a creation of the environment, so humans will have different personalities in each environment (Endraswara 56-57). In other words, the behavioral analysis discusses how the behavior of each individual can change based on their environment. These changes in behavior are influenced by the responses shown by each individual.

Skinner believed that humans can be trained to perform actions, and the type of reinforcement that follows the behavior will be responsible for determining the action. This means that whoever controls the reinforcer has the power to control human behavior (Schultz dan Schultz 321). For Skinner, behavior is a complex thing, so it will be quite difficult to learn. Behavior is not easily observed because behavior is a process that cannot be formed directly.

Skinner's behavioral theory focuses on operant conditioning, that the conditioning process occurs due to stimulus, reinforcement and punishment contained in the environment. This theory states that reinforcement and

punishment are important reasons for the formation of new behavior or the loss of pre-existing behavior and changes in the behavior of each individual (Skinner 58).

Skinner's theory is underlined in the book *Behavior Analysis and Learning*, that operant conditioning regulates how individuals show behavior and what the consequences are for individuals (Pierce dan Cheney 4). Which under certain circumstances, operant conditioning that operates in the environment aims to produce consequences or effects on individuals.

Skinner assumes that any behavior that causes pleasant consequences will lead to the reoccurrence of the behavior. While any behavior that causes less pleasant consequences has only a small chance of reoccurrence, even the behavior will be eliminated or lost (Wahab 44). The application of Skinner's operant conditioning concept can usually be found in everyday life such as in teaching and learning activities at school, as well as in the family. Such as when parents or teachers discipline their children or students by providing stimuli in the form of rewards and punishments that cause a response in the child.

Skinner's operant conditioning theory is about how human behavior can be changed and learned through the response of a given stimulus. In the book *Theory of Personality* (Feist dan Feist 450) it says "Skinner believes that most human behavior is learned through operant conditioning".

The main concepts of operant conditioning are reinforcement and punishment. The term "*reinforcement*" itself basically refers to events that can

increase and strengthen a behavior. While the term “*punishment*” is used when there are events that cause the behavior to decrease so that it does not recur.

B.2. Reinforcement

All behaviors that lead to increasing a person's chances of survival tend to be reinforced, for example food. Because food is essential for survival, and all behaviors that produce this condition are reinforced. As well as things that are detrimental to survival, such as disease. Any behavior that tends to avoid or reduce the condition will also be reinforced. Therefore, reinforcement is divided into reinforcement that produces favorable conditions, which is called positive reinforcement, and reinforcement that avoids or reduces bad conditions, which is called negative reinforcement (Feist, Roberts dan Feist 508).

a. Positive Reinforcement

Positive reinforcement works similarly to rewarding an individual after performing a certain behavior, with the hope of reinforcing the individual's behavior and increasing the probability of the behavior being repeated. Positive reinforcement emphasizes that a person's behavior can be maintained, improved, and shaped by using pleasant consequences.

Skinner said that “Any stimulus that, when added to a situation, increases the possibility of a particular behavior occurring is called positive reinforcement” (Skinner 73). In other words, positive reinforcement is when something pleasant (positive stimulus) is added or presented after a behavior (response) to strengthen or increase the possibility that the behavior will occur again.

Positive reinforcement can be found in everyday life, such as in educational institutions. For example, a student receives praise from his lecturer for getting a perfect score in his course. In this case, praise from the lecturer is a positive stimulus, while the student who succeeded in getting a perfect score is because of his behavior. This is called positive reinforcement, because by giving praise to students who get a perfect score, it will increase the possibility that the student will study hard so that they can get a perfect score again.

b. Negative Reinforcement

Negative reinforcement tends to cause individuals to reject or avoid unpleasant and self-defeating situations. Someone who is treated or is in an unpleasant situation, it is likely that the individual will avoid the situation. If the unpleasant situation and avoidance behavior carried out by the individual continues to be repeated, then it is likely that it will reinforce or even create new behaviors for the individual.

This statement is based on what Skinner said about negative reinforcement, where the removal of a negative stimulus from a situation also increases the possibility of the previous behavior occurring. This omission can result in negative reinforcement (Skinner 73). In other words, negative reinforcement occurs when removing, reducing, or avoiding something unpleasant (negative stimulus) thereby increasing the possibility of the behavior recurring.

There are many cases of negative reinforcement happening around us that we rarely realize. For example, a person takes painkillers to relieve the pain or

tenderness of an injury. In this case, pain and tenderness in a wound is a negative stimulus, while taking painkillers is a behavior. This is called negative reinforcement because to avoid or eliminate pain and soreness in a wound, the person will go back to taking painkillers and continue to repeat it.

B.3. Punishment

Punishment is the addition or provision of negative and unpleasant conditions. This punishment aims to reduce behavior. In contrast to negative reinforcement, if negative reinforcement is the process of eliminating or avoiding unpleasant consequences to strengthen behavior, then punishment is the opposite, adding negative and unpleasant consequences to reduce behavior, which can be called positive punishment or reducing and eliminating positive consequences, which is called negative punishment (Feist, Roberts dan Feist 509).

a. Positive Punishment

Positive punishment involves an unfavorable situation for the individual that is added to reduce the probability of recurrence of unwanted behavior by the individual. If an individual begins to exhibit deviant behavior, then in order to suppress the recurrence of the deviant behavior, an unpleasant stimulus will be given to the individual.

As Skinner said “The process by which a behavior is stopped or suppressed by adding a negative or unpleasant stimulus after the behavior has occurred is called positive punishment” (Skinner 183-185). In other words, positive punishment occurs when something unpleasant (a negative stimulus) is

added after a behavior occurs to stop the possibility of the behavior repeating itself.

In an educational environment, a case of negative punishment can be exemplified when a lecturer strongly criticizes or even scolds a student who damages campus facilities. In this case, the lecturer's harsh criticism is a negative stimulus, while damaging campus facilities is a behavior. This is called positive punishment, because in order to stop the student from repeating the behavior, the lecturer gives harsh criticism.

b. Negative Punishment

In contrast to positive punishment, if the way positive punishment works is by providing unpleasant situations to eliminate unwanted behavior, then negative punishment is the opposite. The way negative punishment works is by removing pleasant situations, but the goal is the same, namely to suppress unwanted behavior.

Negative punishment according to Skinner is the process by which a behavior is stopped, suppressed or reduced by reducing, avoiding or eliminating the positive stimulus after the behavior occurs (Skinner 183-185). In other words, negative punishment occurs when something pleasurable (a positive stimulus) is removed after a behavior occurs in order to stop the possibility of the behavior occurring or recurring.

A simple case in point is when the campus revokes a student's scholarship because the student's grades have decreased and they do not meet the scholarship

standards. In this case, scholarships are a positive stimulus, while disability is behavior. This is called negative punishment, because to prevent the student from experiencing a decline in grades again, the campus also revokes the student's scholarship.

B.4. The Impact of Reinforcement and Punishment

Reinforcement and punishment, which are the main concepts of Skinner's operant conditioning theory, have a significant influence in shaping individual behavior. The main purpose of giving reinforcement to individuals is to increase behavior, while giving punishment aims to eliminate or suppress behavior.

Skinner argues that reinforcement increases the probability of behavior recurrence by providing pleasant consequences or eliminating unpleasant consequences. In contrast, punishment has the purpose of eliminating, reducing or suppressing behavior by providing unpleasant consequences or removing something pleasant.

It should be underlined that reinforcement or punishment must be given wisely and in balance, so that behavior can be formed in a healthy and perfect manner without showing negative consequences or unwanted consequences.

a. Reinforcement

The use of reinforcement in shaping or changing behavior tends to be more effective than the use of punishment. This is because reinforcement can make individuals to feel better, depending on several things, one of which is how the

individual himself receives the reinforcement. However, reinforcement tends to have a more positive impact on individual behavior.

Positive reinforcement has the capacity to influence a variety of domains, including academic performance, behavioral patterns, social interactions, and emotional well-being, as Ningsih said in Rumfola (Ningsih 27). In this case the use of reinforcement can be used to strengthen behavior in students in the academic field, and every individual in various fields, because the concept of reinforcement is actually often encountered in everyday life.

There are several impacts of reinforcement. The first is the creation of a positive relationship with the person providing the reinforcement (Cooper, Heron dan Heward 53). This is because individuals who get a reinforcement stimulus will feel that they are valued, so they will also form a positive perspective on the person who provides reinforcement. Better relationships and stronger relationships are formed between people who regularly provide reinforcement to others. Someone who provides reinforcement can build trust and relationships with recipients of reinforcement stimulus.

Secondly, including the impact of reinforcement on individual behavior in outline, namely, increasing the possibility of individuals doing good behavior, can cause the emergence of motivation in individuals that support success in achieving their goals, and form positive habits. Therefore, positive reinforcement and negative reinforcement have a stronger potential to improve individual behavior. In line with what was revealed by Darmadi (2010) that the use of

appropriate reinforcement and its implementation techniques can increase individual attention, provide motivation, improve and maintain behavior, and foster self-confidence (Halik, Prayitno dan Mudjiran 36).

b. Punishment

Punishment can influence a person's behavior, as can reinforcement. Punishment is more likely to create temporary changes in behavior because it is based on coercion and usually creates a negative and unfriendly relationship with the person administering the punishment. However, Skinner stated that controlling behavior by using punishment has unexpected impacts (Skinner, Science and Human Behavior 363). Because punishment is synonymous with inappropriate behavior, its impact on a person's behavior will tend to be less than optimal. Therefore, behavior control is better if using reinforcement rather than punishment.

The first impact is the emergence of negative feelings because there is an aversive stimulus with the punished behavior (Feist dan Feist 453). In other words, giving punishment can cause individuals to feel negative feelings or emotions. Taking the example above, if the blow received by the older sibling shows significant pain, it will cause responses such as crying, hitting, and isolating themselves. The older sibling is likely to experience emotional responses such as anxiety, fear, or shame when then thinking about bothering the younger sibling again.

Secondly, the experience of anxiety, anger, fear, and depression is often a consequence of the avoidance of punishment (Skinner, *Science and Human Behavior* 362). It can be concluded that when individuals get a punishment stimulus, it will cause emotional disturbance for those who get punished and can even cause individuals to feel uncomfortable with someone who gives punishment. Referring to the previous example, if the younger brother gets punished by his parents, then most likely the younger brother will show a response by being afraid of his parents, angry or even depressed because he gets pressure.

The next impact is the widespread impact (Feist dan Feist 453). However, the stimulus of punishment can be reduced or avoided. Therefore, to avoid punishment, a person tends to take it out on other people, living things, or inanimate objects. Skinner agrees that Freud's defense mechanism is an effective method to avoid anxiety and the pain that comes with it. Still in the context of the example above, the older brother may avoid his younger brother and stay away from his parents. As a result, the older brother will find it difficult to fit in with his family. The purpose of the older brother's behavior is none other than to avoid punishment, and the punished person will tend to rationalize aggressive behavior to take it out on others.

It should be noted that with balanced and thoughtful punishment, it can provide positive results such as awareness of their mistakes and self-control. In this case, of course, it should also be underlined that giving punishment needs to pay attention to the factors and causes, so that individuals do not feel depressed

and can completely eliminate bad and inappropriate behavior in the individual. The most important thing is to balance the provision of reinforcement and punishment.



CHAPTER III

RESEARCH METHOD

This chapter explains the research method of this study. It is presented in four parts. They are, Types of Research, Types of Data, Data Collection Methods, and Analyzing Data.

A. Type of Research

The research method used in this study is a descriptive qualitative method. Qualitative research is research that intends to understand holistically about the phenomena or events experienced by the research subject, for example actions or behavior, perceptions, motivations, etc., by means of descriptions in the form of words and language, in a special natural context and by utilizing various natural methods (Moleong 6). Meanwhile, descriptive qualitative refers to research that seeks to tell problem solving based on data, including analyzing data, interpreting data, and presenting data (Narbuko dan Achmadi 44).

Qualitative research analysis is based on narrating and describing data (Ahmadi 3). Descriptive qualitative research aims to describe certain events in depth based on qualitative data. Based on this, this study focuses on analyzing the *Whiplash* movie as the object of study, where movie elements such as narration and dialogue are analyzed to understand the behavior of the main character.

B. Types of Data

The data in this study were categorized into primary and secondary data. Primary data is considered more accurate because the data is presented in detail (Indriantoro dan Supomo 79). Therefore, primary data is used as the main source, while secondary data is used as supporting and reinforcing primary data. Primary data was obtained from the *Whiplash* movie script directed by Damien Chazelle. The data used is in the form of narration, dialog, and description in the movie.

Meanwhile, secondary data used to support the understanding of theories related to the study were obtained from various references, such as journals, articles, research reports, books, or the web on the internet. These sources were carefully selected to support the explanation and clarification of the primary data used in the analysis process.

C. Data Collection Methods

Data collection in qualitative research involves interpretation 'non-uniform texts' (De Smedt, Gardiner dan Ore 79), i.e. "...texts that are not so much structured as answers to closed questions" because the reader is not only faced with yes/no or true/false questions. Novels, poems, interviews, conversations, dialog in movies, and most texts fall into this category. The non-uniform characteristics of texts in qualitative research require a lot of (re)interpretation in the data collection process because most of the data in this study are in the form of texts. With the above understanding, the data collection method in this study is carried out with the following systematic steps:

C.1. Watching Movie and Reading the Primary and Secondary Data

The researcher watched the *Whiplash* movie several times carefully to achieve a better understanding of the movie and get the relationship between the movie and other elements in the study. By watching the *Whiplash* movie the researcher was able to understand the context, culture, behavior and messages conveyed in the movie. The purpose of watching the *Whiplash* movie was to observe the visual representation of the topic being analyzed.

Then the researcher read the primary source of data, the *Whiplash* movie script repeatedly to be able to better connect the content in the movie and the study in the research. In analyzing this research, the data used are dialogues, sentences, descriptions, and narratives that are in accordance with the studies in this research.

The next step was reading secondary data. The aim was to identify secondary data in this research. Since the secondary data were mostly collected from books and scientific articles, which were written in a non-uniform and straightforward manner, the reading process was done analytically. At this stage of reading, the researcher focused on B.F Skinner's theory. Therefore, Skinner's works and books that discuss Skinner's theory are the main focus. In addition, other publications, previous research from journals, textbooks, and essays around the topic of this research were also taken into consideration. By reading research sources, the researcher can understand the concepts and theories of the topic under

study. Thus, the analysis presented in Chapter IV can be more thorough because it includes an interdisciplinary perspective.

C.2. Identifying Data

The following steps were taken to identify the data. For primary data, the researcher identified potential data sequentially (from front page to back page without regard to thematic divisions) after reading the movie script several times. In this step, the researcher gave special attention to dialogues, sentences, descriptions, narratives, and prologue, which were related to the problem formulation. To facilitate the identification of primary data at a later stage, the researcher underlined and added additional notes next to sentences suspected of having potential data. This step aimed to separate data from non-data. The primary data identification process used the two problem formulations described in Chapter I as a reference. This means that only potential data related to the two problem formulations will be considered in this process.

Secondary data identification was done simultaneously during the close reading process by marking potential data with a certain color code: Color coding was practically very helpful when the researcher tried to focus on a particular issue under study. Due to the limited amount of secondary data, the researcher did not find it necessary to classify the secondary data into a table format.

C.3. Classifying Data

The next stage of identification was data classification. Data classification was the categorization of data obtained to be used as a report study in research. Classification was done by grouping primary data based on the appropriate problem formulation. Given that there are two problem formulations to be discussed in this study, there would be two confidential data tables. It is intended that the data obtained can be organized systematically.

C.4. Reducing Data

This step aimed to finalize the primary data that has been classified through the elimination and selection method. That is, similar or weak data was eliminated to refine and simplify the data. In this step, only strong and relevant data was used to answer the problem formulation. The final data that supported each problem formulation was stored in the final data table. The data stored in this table was used to support the researcher's analysis in Chapter IV.

D. Analyzing Data

Data would be analyzed through descriptive qualitative methods. Qualitative data in this study was analyzed using a psychological approach. This research used primary data taken from movies and movie scripts, while secondary data was obtained from articles, journals, books or eBooks, and research reports. This research uses a movie entitled *Whiplash* as the object of research. This research analyzed the reinforcement and punishment that occurs to the main

character and its impact on the main character's behavior using Skinner's Operant Conditioning theory. The analysis is reported in Chapter IV.



CHAPTER IV

DISCUSSION

This chapter aims to provide answers to the two problem formulations contained in this research, therefore, there are two sub-chapters, each of which provides a different analysis. In the first sub-chapter, the researcher discusses the reinforcement and punishment contained in the *Whiplash* movie based on Andrew's experience, while the second sub-chapter discusses the impact of the reinforcement and punishment on Andrew.

A. Reinforcement and Punishment Based on Andrew's Experience in the *Whiplash* Movie

The concept of reinforcement and punishment can be further subdivided into two categories: positive reinforcement and negative reinforcement, as well as positive punishment and negative punishment (Feist, Roberts and Feist 508-509).

In order to answer the formulation of the problem, the researcher conducts data analysis in this section, focusing on reinforcement and punishment based on Andrew Neiman's experience as the main character in the *Whiplash* movie. The data analysed is in the form of dialogue or narration in the movie.

A.1. Positive Reinforcement

Positive reinforcement is when something pleasant or a positive stimulus is added to increase the possibility that the behavior will be strengthened and will be repeated (Skinner 73). In the *Whiplash* movie, the positive reinforcement

experienced by Andrew as the main character is when Andrew ventures to meet Fletcher with the aim of asking for approval to move to Columbia, however Fletcher did not immediately agree to this and advised Andrew to rethink his decision with a smiling and friendly face.

FLETCHER (CONT'D)

Which is why I'm sure you'll be great at whatever you set your mind to at Columbia. (puts his arm around Andrew, starts escorting him toward the door--)

It was a pleasure chatting, Andrew, now—

ANDREW

I just -- one thing first -- I mean -- I'm not entirely sure I'm transferring yet...

FLETCHER

Well that's worrisome. I'm sure you had good reason to make your decision.

ANDREW

I -- just might give it some more time—

FLETCHER

No need to do that. First instincts are best.

ANDREW

My first instinct...is not to transfer...

FLETCHER

I'm not sure your first instinct is right, then. Why don't you give it some more thought, and in the meantime.. (reaches the door; about to close--)

...make sure your double-time swing is ready by Monday's Nassau Band.

He closes the door. **WE LINGER** on Andrew. **A spark has been lit.**

In this dialogue, Fletcher, who is renowned for his apathetic temperament, exhibits a notable contrast in his interactions with Andrew Neiman, displaying a notable change in sentiment and a notable shift in his demeanor towards the latter. Fletcher displays a willingness to support Andrew Neiman's decisions and recognizes his potential. Fletcher's attitude demonstrates the provision of positive reinforcement, which functions as a positive stimulus for Andrew Neiman. This reinforces Andrew's belief that Fletcher supports his decision not to transfer to Columbia, thereby maintaining his position in the music class.

The next instance of positive reinforcement occurred when Fletcher entered the Nassau Band music class, which was Andrew's class for recruiting new members for his jazz club. The players were tested individually to demonstrate their proficiency on their respective instruments. Subsequently, the drummers, Ryan and Andrew, were also tested. Ultimately, Fletcher decided to recruit Andrew as a new member in his jazz club.

FLETCHER (CONT'D)
Drums. Come with me.

Ryan's heart starts speeding. His excitement visible, he--

FLETCHER (CONT'D)
Other drums.

Ryan freezes. Andrew is stuck in place for a moment. Then, eyes wide -- is this really happening? -- he rises and approaches the doorway... There, Fletcher hands him an ORANGE PAPER SLIP.

FLETCHER (CONT'D)
Give this to Admin for rescheduling. We meet 6am to 1pm every day. Room B16.

And with that, he EXITS.

In a daze, Andrew drifts back toward the band. Kramer looks at him. Andrew answers the look with a defiant smile. Vindicated.

In the dialogue, Fletcher accepts Andrew to be a member of his music class, because he sees Andrew's ability to play the drums. As it has been said, positive reinforcement is a process in which a person provides a positive stimulus to increase behavior. Here, Fletcher accepting Andrew to be a member of his music class is a positive stimulus. By providing this positive stimulus, Andrew will further improve his drumming.

Then in the next data, Fletcher approached Andrew who was preparing for the next class to motivate him in the form of praise for Andrew's expertise in playing drums. This also includes providing positive reinforcement.

FLETCHER
So no musicians in the family.

ANDREW
...No, I guess not...

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.
(MORE)

FLETCHER (CONT'D)
You see what I'm saying? (Andrew nods)
(MORE)

FLETCHER (CONT'D)

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?

(Andrew nods) Say it.

ANDREW

I'm here for reason

FLETCHER

Good

A beat. And, finally—

FLETCHER

Now have fun.

(He pats Andrew on the back)

This dialogue explains that Fletcher gives support to Andrew and recognizes that Andrew has a good role model in music. Fletcher gives a praise sentence to Andrew to increase Andrew's enthusiasm, so that he repeats or even improves his ability to play the drums. The words of praise given by Fletcher are a positive stimulus to improve Andrew's ability to play the drums.

Further positive reinforcement is found in the dialogue where Andrew is asked to demonstrate his drumming skills in his new class, Fletcher's jazz club. Before Andrew plays his drums, Fletcher tells Andrew to do his best which makes Andrew even more excited to play the drums. Fletcher also praised Andrew after Andrew played his drums, he told the whole class that Andrew is Buddy Rich. Buddy Rich is a prominent figure in the art of music, he is a drummer who is famous for his extraordinary playing ability.

FLETCHER (CONT'D)

Neiman -- just do your best.

Andrew nods. Looks at the music. Counts in his head. *He's ready...*

Fletcher CLAPS the band off. WHIPLASH STUDIO BAND REHEARSAL ANDREW #1, mid-tempo, far easier than before. Andrew's doing well. Fletcher nods, smiles--

FLETCHER (CONT'D)

Let's see some fills.

(Andrew fills, rolling down the toms. Fletcher grins.)

Andrew, seeing Fletcher's grin, can't help but smile. Getting into it now. The whole BAND building, his drumming growing more intense. He fills again.

FLETCHER (CONT'D)

Snap! We've got Buddy Rich here.

The dialog proves the positive reinforcement that occurs in the *Whiplash* movie. It is evident from Fletcher's dialog that gives supportive sentences to Andrew Neiman so that Andrew Neiman can give his best music performance. Fletcher also gives praise as a form of appreciation to Andrew who has played the drums well and as expected by Fletcher. The words of support and message given by Fletcher are positive stimulus. The positive stimulus was given by Fletcher to Andrew so that Andrew could maintain his ability for a while.

In the next piece of evidence, Andrew met Fletcher after several months because of the conflict that occurred between them before. The conflict resulted in Fletcher being fired from Shaffer's music school and Andrew deciding to quit drumming. Fletcher spoke to Andrew for the first time, and after a conversation Fletcher invited Andrew to play drums in his new jazz band at the next show.

Fletcher assured Andrew that he was in fact the student he had hoped for. As in the following dialog,

FLETCHER

Look. I don't know how you'll take this. That band I'm leading for JVC -- our drummer isn't cutting it. (Andrew looks at him blankly...) Do you understand...?

ANDREW

No...

FLETCHER

I'm using the Studio Band playlist. "Whiplash", "Caravan". I need a replacement who already knows those charts inside out.

Andrew looks at him. You can't be serious...

ANDREW

**(trying to gather his thoughts)
Wh-- what -- what about Ryan Connolly...?**

FLETCHER

What about him? All he was was your incentive.

ANDREW

...And...and Tanner??

FLETCHER

He switched to pre-med.

(and with a hint of a smile) I think he got discouraged.

Andrew is speechless now. Is this really happening?

FLETCHER (CONT'D)

We're rehearsing next Tuesday. Why don't you take the weekend to think about it?

Andrew takes it all in. WE PUSH in on him, processing... And, slowly but surely, his shock and uncertainty harden before our eyes -- into resolution... This is something to seize on.

ANDREW

I don't need to.

In this case, Fletcher seems to convince Andrew to participate in his band's performance in the future. He persuades and flatters Andrew so that Andrew is interested. It can be concluded that in the dialogue there is positive reinforcement made by Fletcher to Andrew, Fletcher with his words who really expects Andrew to participate in his band's performance, so that Andrew wants to work with him and obey what Fletcher wants. Fletcher's words were a positive stimulus that made Andrew return to drumming.

Then after Andrew returned to drumming with Fletcher's band, in the last seconds of their performance, Fletcher provided support by giving directions to Andrew when Andrew started to enter the drum tempo that was previously very difficult for him to do. With the trust that Andrew gained from Fletcher, Andrew was finally able to finish his drumming and make it through the difficult tempo.

FLETCHER

Take it back to the snare...

Andrew considers this. It's a good idea. He moves back to the snare...

FLETCHER (CONT'D)

Slow...

(Andrew does as suggested) Single-stroke...

Andrew nods again... Slowly simmers the beat down... Let's his hi-hat hang open for a moment... Everything goes quiet...

Silence for a second... You can feel the hush, the anticipation, that indescribable electricity in the air...

Fletcher looks at Andrew, looks at his sticks, face brimming with hope now... Andrew begins a series of slow, clean snare hits... Right stroke, left stroke, right, left...

FLETCHER (CONT'D)

Up... Up...

Andrew nods... Ever so gradually builds up the pace... Right, left, right, left... Builds up the pace some more... Right, left, right, left... Keeps going... Speeds up more, a hair at a time... Right, left... Speeds up more.. Right, left...

Fletcher stands there, nodding, focused, like a coach at the critical moment. Waves his hand, pushing Andrew on.

Positive reinforcement in this data is depicted when Fletcher provides support to Andrew by giving him direction in his drumming. The support and direction given by Fletcher is a positive stimulus that will improve Andrew's ability to play the drums, so that Andrew can complete his performance perfectly without any mistakes, as Fletcher hopes.

A.2. Negative Reinforcement

Negative reinforcement occurs when removing or reducing something unpleasant (negative stimulus) thereby increasing the possibility of the behavior repeating itself (Skinner 73). The negative reinforcement that Andrew received in the *Whiplash* movie was in the dialogue where Andrew managed to play his drums according to the tempo in the summer competition and then when music

class started again, Carl, who had been the main drum player, was replaced by Andrew on Fletcher's orders. Andrew felt victorious and he would really improve his skills this time.

FLETCHER

“Cherokee”.

(looks Carl)What are you doing?

No answer. Carl, seated at the set, is visibly confused.

FLETCHER (CONT'D)

Core only today, I can't waste timewith alternates.

Carl stays still. What...? Andrew looks just as shocked.

But Fletcher keeps on staring. He's dead-serious. Finally, Carl slides off, stunned, as Andrew takes his place... And, calmly tossing this off even though he knows how much it hurts--

FLETCHER (CONT'D)

Tanner, make sure to turn Neiman's pages.

Then he raises his hand. Andrew holds his sticks, stillshocked. This is as clear a verdict of his playing atOverbrook as he'll ever get.

He's the new core drummer.

In the dialogue, Fletcher changed Tanner to be a backup drummer replacing Andrew, so Andrew got the position as the main drum player. By changing the positions of Tanner and Andrew, it shows that Fletcher has removed the negative stimulus, namely Tanner, which could be said to be an obstacle for Andrew to improve his drumming. So by replacing Tanner with Andrew, it was proven that Andrew's drumming was better. Andrew's position as lead drummer will increase the possibility of Andrew further improving his skills.

A.3. Positive Punishment

Positive punishment is when an unpleasant situation or negative stimulus is added to suppress the possibility of repetition or escalation of an undesirable behavior (Skinner 183-185). Giving positive punishment to Andrew is in the following dialogue,

FLETCHER (CONT'D)

You're rushing. Claps again. Stops again.

FLETCHER (CONT'D)

Dragging.

Claps again. Andrew plays **WHIPLASH STUDIO BAND REHEARSAL ANDREW #3**, expecting another stop -- but it doesn't come. Fletcher nods, as though now satisfied, then slowly turns around. Puts his hand on a spare chair. Looks like he's about to sit down, when...

...like a flash of lightning he WHIPS up the chair and HURLS it straight at Andrew's head.

Andrew DUCKS, as the chair CATCHES the top of the bass drum, almost toppling it over. An **EAR-PIERCING CLANG OF CYMBALS**, as Andrew's sticks go flying and the chair hits the floor.

Then -- total silence in the room. Andrew is shell-shocked, beyond shaken, *what in the fuck just happened???*...

FLETCHER (CONT'D)

(as though discussing the weather) Why do you suppose I just hurled a chair at your head, Neiman?

ANDREW

I... I... I d--don't kn--

FLETCHER

Yes, you do.

ANDREW

I... The...the tempo...

The data tells the story that when Fletcher starts his music class, Andrew makes a mistake with the tempo of his drumming. Initially, Fletcher patiently asked Andrew to repeat his drumming several times. However, Fletcher started to get angry and threw a chair at Andrew. Andrew is shocked and scared, then Fletcher asks if the tempo is too slow or too fast and Andrew does not know. Then Fletcher shouted at Andrew, even using harsh words and even slapping him.

In the dialogue, Fletcher throws a chair at Andrew because he made a mistake while playing the drums. Andrew could not adjust his drum tempo to the musical composition. Fletcher added a negative stimulus, namely throwing a chair at Andrew Neiman to stop his inappropriate behavior for Fletcher, namely Andrew Neiman who could not follow the tempo of the music.

Then in the next data, when Fletcher's jazz club plays "Whiplash", Andrew is asked to play drums, but when Andrew's drumming does not match the tempo of the musical composition, Fletcher yells at Andrew with harsh words, and makes Andrew try as hard as he can. as in the following quote,

He CLAPS. Andrew begins.

FLETCHER (CONT'D)

Don't slow down.

Andrew tries, the tempo slips... So fast, so loud...

FLETCHER (CONT'D)**Speed up! God-fucking-damnit I said SPEED UP!!!**

Andrew's arms are moving as fast as they possibly can, his feet like triggers -- and his ears start RINGING now, the RINGING cutting and almost drowning out the other sounds...

Fletcher, fire-eyed, turns around and goes into the nearest CLOSET. Emerges with a COWBELL and a STICK. Comes closer and BANGS ON IT in time. The SOUND slices through the RINGING, startles Andrew, this stick whacking down inches from his head--

FLETCHER (CONT'D)**Don't stop!!**

In this dialogue, Andrew's drumming does not match the tempo of the music, so Fletcher still has to give directions to Andrew, but with harsh words. Fletcher scolds Andrew for always controlling the tempo of his music. Here Fletcher's anger is a negative stimulus. Fletcher gave Andrew a negative stimulus because he could not adapt his drumming to the musical composition. This was done to minimize the possibility of repeating Andrew's mistakes in playing the drums.

The next positive punishment occurred when Andrew and the Fletcher's Jazz Club appeared on stage. Here is the evidence,

FLETCHER**It was you.**

(The lights shift. Blue to bright, harsh, near-blinding yellow. It's showtime. Andrew is completely still.)

ANDREW**...Was...was me what...?**

FLETCHER

(then, leaning in even closer,) Why do you think I invited you here? I've known it was you all along.

(Beat. He lets it sink in. Retreats to his spot, smiling at Andrew. Then, off Andrew's paralyzed stare, he turns to the audience. They APPLAUD. A few seconds later...silence. Then--)

FLETCHER (CONT'D)

Good evening, ladies and gentlemen. We're going to start things off with an old favorite of mine.

Andrew, his heart in his throat, looks at his sheet music. "WHIPLASH". Holds his sticks tight, but his hands are now slippery with sweat... Fletcher waits. More silence...

FLETCHER (CONT'D)

It's called "Upswing in".

ON ANDREW. What?

(Andrew turns to his left and catches a glimpse of the SAXOPHONISTS' sheet music. Written on the top: "UPSWINGIN". He turns right, sees the BASSIST's music. Ditto. He looks ahead.)

(And there's Fletcher -- staring right back at him. And smiling)

Fletcher was expelled from the Shaffer Conservatory music school because Andrew complained about Fletcher's extreme teaching. Moreover, unfortunately Fletcher found out about this, which then made him threaten Andrew. The threat given by Fletcher was a negative stimulus, so Fletcher gave Andrew a negative stimulus which resulted in him being expelled from the Shaffer Conservatory to suppress this unwanted behavior.

A.4. Negative Punishment

Skinner said that negative punishment occurs when a pleasant or positive stimulus is removed to suppress the possibility of repeating an undesirable behavior (Skinner 183-185). The negative punishment given to Andrew in the *Whiplash* movie is in the dialogue where Fletcher replaces the main drum position for Ryan, who has just been recruited by Fletcher to join his jazz club. The change in position as the main drum player occurred because Andrew could not control the tempo of his drumming, while Ryan's drumming was better than Andrew's.

FLETCHER (CONT'D)

Don't worry, I don't care about hits. That'll be tonight. For now, just tempo.

Andrew nods. Takes a deep breath. Looks at the tempo notation. "330". Another breath. Ok... I've got this... Fletcher CLAPS. Andrew BEGINS.

FLETCHER (CONT'D)

No... That's not quite my tempo...

ANDREW

I'm -- I'm sorry -- I'll--

FLETCHER

Let's see if Connolly can do it, ok?

Beat. Andrew looks at Ryan. Heart pounding, he switches with him. Fletcher CLAPS. Ryan BEGINS. And he plays perfectly.

FLETCHER (CONT'D)

Connolly -- that was excellent. See, this is the beauty of Studio Band. You come in an alternate -- but a minute later, you could be the new core.

Andrew's eyes widen again.
 ANDREW
 You're not serious. That shit?

Fletcher looks at Andrew -- as though shocked Andrew talked back. A moment of silence. Then -- BZZZZZ. Fletcher's cell.

FLETCHER
Connolly, the chart's yours. See you both tonight at 9.

In this data, it is explained that Fletcher has recruited a new member, namely Ryan, then Fletcher orders Andrew and Ryan to show their abilities to determine who will be the main drum player. It was when Andrew's play did not match Fletcher's tempo that he replaced Andrew with Ryan. In this case, Andrew's lead player position is a positive stimulus and Fletcher removes that positive stimulus from Andrew because he cannot meet Fletcher's musical standards.

The next data also depicts the negative punishment that Andrew receives. During the summer competition, Andrew, who was supposed to be drum major, arrived late to the competition. Consequently, Fletcher transferred the main drum position to Connolly, as in the following quote.

Andrew arrives, panting. Fletcher glares, the band behind him--

FLETCHER
Glad you could work us into your schedule, darling.

ANDREW
 I'm here. I'm ready to play.

FLETCHER
Too late. Connolly's playing
 (Andrew looks over to his left -- to Ryan.)

ANDREW

Like fucking hell he is.

(Fletcher looks at him. Stunned. The PLAYERS also look shocked.)

FLETCHER

Come again?

ANDREW

It's my part

FLETCHER

Actually it's my part. I decide who I lend it to.

In this dialogue, Andrew was supposed to appear as the main drum player in the competition, but was replaced by Connolly because Andrew did not arrive on time. And the result of Andrew's lateness was that Fletcher removed the positive stimulus, namely Andrew's main drum position, to suppress Andrew's undisciplined behavior.

B. The Impact of Reinforcement and Punishment on Andrew in the *Whiplash* Movie

B.1. The Impact of Reinforcement on Andrew

Giving reinforcement tends to produce pleasant consequences or positive impacts for the recipient, this is because giving reinforcement is the same as giving appreciation and support to individuals. Therefore, reinforcement has a significant impact depending on how often it is applied.

Some of the impacts of reinforcement are the creation of a positive relationship with the person providing the reinforcement (Cooper, Heron and

Heward 53). In addition, the use of appropriate reinforcement and its implementation techniques can increase motivation, and increase self-confidence (Halik, Prayitno and Mudjiran 36).

a. Creating a Positive Relationship with the Reinforcer

The first impact of reinforcement is the creation of a positive relationship with the person providing the reinforcement (Cooper, Heron and Heward 53). This is because individuals who get a reinforcement stimulus will feel that they are valued, so they will also form a positive perspective on the person who provides reinforcement. Better relationships and stronger relationships are formed between people who regularly provide reinforcement to others. Someone who provides reinforcement can build trust and relationships with recipients of reinforcement stimulus.

The reinforcement Andrew experienced had great potential to build a positive relationship between him and Fletcher. Through supportive interactions and constructive feedback, they can create a mutually beneficial relationship. Evidence that reinforcement can create a positive relationship with the person providing the reinforcement is when Andrew met Fletcher after he was accepted into Fletcher's music club and said that Andrew was very grateful to Fletcher and would not let Fletcher down.

ANDREW

I'm sorry to interrupt you. I just want to tell you -- I'm so thankful to have been accepted into Studio Band. And I'm going to make sure I don't disappoint you.

Fletcher, seated at his desk, just looks at Andrew. Andrew nods, turns around. Marches back down the hall -- as PERCUSSION begins... WE FOLLOW HIM, sticking close to his face, the resolve now in his eyes. Something has changed.

PERCUSSION grows louder and, as we move, hurdles us back...

...to FLETCHER'S OFFICE. And to Fletcher, peeking out through his doorway now. Fletcher smiles...

In the dialog, Andrew Neiman ventured to meet Fletcher and was determined to do his best and would not disappoint Fletcher, because Fletcher had accepted Andrew Neiman in his music class. This proves that the reinforcement given by Fletcher to Andrew can make the relationship between them better.

b. Increasing the Possibility of Individuals Doing Good Behavior

b.1. Motivation

Andrew felt an increase in motivation after receiving reinforcement, both in the form of awards and constructive feedback. This encourages him to continue to do his best and improve his performance in achieving the desired goals.

As defined by Slavin, that "Motivation is a change of energy in a person characterized by the emergence of feelings and reactions to achieve goals" (Slavin 123). It can be stated that motivation is a process that occurs inside and outside a person that can affect behavior and become a driving force that encourages a person to do something to achieve a certain goal.

Below is the data that shows that Andrew is motivated by the reinforcement given by Fletcher. The data tells the story of when Andrew had

received an invitation to join Fletcher to attend a music festival, he was excited to play the drums again so he reset his drums that had not been used for a long time.

INT. ANDREW'S APARTMENT - BEDROOM - DAY

BLACK -- then light floods in. Andrew has just opened his closet doors. In a stack, gathering dust, are his OLD DRUMS... Andrew looks at them -- heart swelling, nerves racing...

CUT TO:

INT. ANDREW'S APARTMENT - LIVING ROOM - MOMENTS LATER

Andrew setting the DRUMS up... Newly energized, a speed in his movements we haven't seen since Dunellen.

CUT TO

INT. ANDREW'S APARTMENT - LIVING ROOM - EVENING

Andrew practicing. You can tell he's been here for hours already. Sweat runs in rivulets down his cheeks, wetting the drum heads. His eyes are wide, glowing, focused... He's back to the life...

In the quote, Andrew regained his enthusiasm after accidentally meeting Fletcher who then expected Andrew to join his band's performance by praising Andrew's talent. By providing reinforcement, Andrew was motivated to get excited about playing the drums again.

b.2. Self-Confidence

The next part of doing good behavior is increased self-confidence. Andrew began to show improvements in his confidence, mainly due to the reinforcement process that encouraged him to feel more capable and valued. According to Ghufon, "Self-confidence is an attitude in a person who can accept reality, can

develop self-awareness, think positively, have independence, and have the ability to have and achieve everything they want” (Ghufron 34).

The following is evidence that Andrew's confidence has increased through the reinforcement that has been given. After class, Andrew retires to the hallway to review his musical sheet once more in order to establish the desired tempo. Subsequently, Fletcher approaches Andrew and begins to ask him questions regarding his life. Following the revelation that Andrew's family background was devoid of musicians, Fletcher offered praise and support, acknowledging the exceptional role model in music that Andrew had identified.

FLETCHER

So, no musicians in the family.

ANDREW

...No, I guess not...

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.

(MORE)

FLETCHER (CONT'D)

You see what I'm saying? (Andrew nods)

(MORE)

FLETCHER (CONT'D)

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?

(Andrew nods) Say it.

ANDREW

I'm here for reason

FLETCHER

Good

A beat. And, finally—

FLETCHER

Now have fun.

(He pats Andrew on the back.)

(Andrew entered the classroom smiling proudly)

The data above shows that the reinforcement given by Fletcher to Andrew greatly influenced Andrew's behavior. The positive stimulus Fletcher gave Andrew before entering the class made Andrew feel confident. Fletcher praised Andrew's musical abilities and gave motivational words to make Andrew feel like he had a reason to be in Fletcher's band. The positive stimulus in the form of motivational sentences from Fletcher caused the impact of the emergence of self-confidence in Andrew.

The next data that proves reinforcement can increase self-confidence is found in the dialog where when the music competition is about to begin, Carl, who is supposed to be the core drummer, loses his music score. Fletcher asked Carl to keep playing without the score, but Carl could not because he did not memorize the tempo.

CARL

You know this... I have -- I need the music, my memory -- it's, it needs visual cues--

FLETCHER

Visual cues??

CARL

--it's a medical conditio--

FLETCHER

A medical condition? What are you, Sanjay Gupta?? Play the fucking music!!

CARL

I can't.

ANDREW

I can.

(Fletcher and Carl both look at him. Neither was expecting him to chime in. Andrew seems almost as surprised.).

FLETCHER

You know “Whiplash” by heart?

ANDREW

Yes. Every measure. Every note.

Quickly realizing this is now his only option--

FLETCHER

You'd better pray your memory doesn't fail you, Neiman. And I hope you've improved since last month's rehearsal. I am not about to start losing now.

Andrew Neiman was able to memorize music scripts that Carl could not. Andrew felt that he was perfectly capable of playing the drums at the right tempo without having to look at the music. Andrew's confidence began to increase. Andrew felt satisfied when Fletcher praised him, so this time he wanted to prove to Fletcher that he was capable and had improved his abilities. This shows that confidence is one of the impacts of reinforcement.

B.2. The Impact of Punishment on Andrew

As with reinforcement, punishment also has a significant impact on individual behavior. Punishment that is not balanced with reinforcement can lead to the possibility of an individual doing or having negative feelings more often. Among the impacts of punishment is the emergence of negative feelings and the widespread impact or taking the negativity out on others (Feist and Feist 453).

In addition, anxiety and depression are things that often accompany when individuals get punished (Skinner 362). This is because the individual feels insecure about the punishment given to him, thus making him feel unhealthy emotions such as anxiety and depression.

a. The Emergence of Negative Feelings

The first impact of punishment is the emergence of negative feelings. These negative feelings can be in the form of crying and which can even cause a person to attack or hit the punisher, because there is a stimulus of aversions to the punished behavior (Feist and Feist 453).

The punishment felt by Andrew triggered a negative emotional response in him. This can be seen from his reactions that show feelings of distress, such as crying, and attacking Fletcher as a form of uncontrolled emotional outburst. The following data shows that one of the impacts of punishment is the emergence of negative feelings, such as crying. In the dialog, Fletcher yells at Andrew when he plays the drums out of tempo.

FLETCHER

What are you, in a fucking a capella group?? Play the goddamn set!!

Andrew plays the measure on the drums. Shaking, terrified...

FLETCHER (CONT'D)

Now answer my question -- were you rushing or were you dragging?

(because Andrew hesitates--)

ANSWER!!!!

ANDREW

R--r--r--rushing...

FLETCHER

Dear God, is that a tear in your eye? Are you one of those single-tear people? Do I look like a double fucking rainbow to you??

(Andrew tries to hide his tear, mortified, wipes it, cowers--)

Fletcher's harsh words and shouting at Andrew for not being able to distinguish whether the tempo of the drums he was playing was too fast or too slow frightened Andrew to tears. Fletcher's yelling was a form of punishment given to Andrew. Since Andrew could not figure out where he went wrong, Fletcher gave him a negative stimulus. This proves that the impact of punishment on an individual is the emergence of fear and makes the individual respond by crying.

This time Andrew was quite fed up with the punishment Fletcher gave him, so he let all his emotions out during the match.

Calmly, Fletcher approaches Andrew and whispers one last thing:

FLETCHER (CONT'D)

You're done.

Then he turns around. **Andrew start shaking, his eyes brimming -- and, suddenly, something takes over inside. Almost despite himself, he RISES -- and KICKS OVER THE DRUMS.**

Cymbals CRASH to the wooden stage-floor like bombs. Andrew CHARGES forward -- and, just as Fletcher turns to him, TACKLES the man to the ground...

Andrew goes absolutely batshit crazy on Fletcher, murder in his eyes... Raises his fists, about to POUND into Fletcher's face, when SECURITY GUARDS yank him off, pulling him away in a flash...

Torn from his target, Andrew breaks down into TEARS. Everything inside him spilling out like water. Fletcher, stunned but uninjured, gets back on his feet. **His shirt drips with blood -- not his own, but Andrew's. A SECURITY GUARD rushes onto the scene, and Andrew, kicking and screaming, is DRAGGED OFF...**

We linger inside the theatre. A hush over the audience, the players and their instruments.

In this narrative, Andrew feels that his emotions cannot be held back any longer, because Fletcher has given a negative stimulus, namely lying to Andrew, as a form of punishment to him. The impact of punishment in this excerpt is evidenced by Andrew attacking Fletcher because he felt quite upset with what Fletcher had done to him. Andrew, who initially was still trying hard to improve his skills because of the punishment given when he made a mistake, this time he dared to express his negative emotions by hitting and attacking Fletcher.

b. Widespread Impact

The next impact is the widespread impact (Feist and Feist 453). However, the punishment stimulus can be reduced or avoided. Therefore, to avoid punishment, one tends to take it out on other people, living beings, or inanimate objects.

Widespread impact is one of the consequences of the punishment given to Andrew, the punishment Andrew experienced not only affected certain aspects of his life, but also had far-reaching effects, such as on his social relationships, as in the following dialog,

ANDREW

Ok, I'm going to just lay it out. This is why I don't think we should be together.

(We're back in the city, at a coffee shop. Andrew is seated across from Nicole, who just looks at him. Clearly, she did not think this is how the conversation would begin.)

ANDREW (CONT'D)

I've thought about this a lot. If we're together this is what's going to happen. I'm going to keep pursuing what I'm pursuing, and it's going to take up more and more of my time. You're going to see me less and less. When you do, I'll be distracted, I'll be upset, I'll be playing things in my mind. And you're going to just grow to resent me. At a certain point, you'll tell me to ease up on the drumming, to spend more time with you. And I won't be able to. And I'll start to resent you for even asking me that. **I'll feel like you're dragging me down, you'll feel like you don't matter -- and before long, we'll hate each other.**

So, I think we should just cut it off now, cleanly, for those reasons.

(A beat. Nicole is silent. Finally, Andrew adds--)

ANDREW (CONT'D)

Because I want to be great.

NICOLE

And you're not.

ANDREW

I want to be one of the greats

Because of Fletcher's punishment for replacing Andrew with Connolly, he felt that this time he should really try and make an effort. In the end, Andrew felt that Nicole was a hindrance to him and he decided to part ways with Nicole. One of the impacts of punishment is the pervasive impacts, where Nicole who should be fine becomes affected by what Andrew feels.

The subsequent impact of the punishment Andrew received is illustrated in the following dialog,

ANDREW

Hello??

PIANIST (O.S.)

Neiman, where the fuck are you? Call-time was 5.

ANDREW

I'm sorry -- I'm on my way. I'm almost--

PIANIST (O.S.)

We're on stage in twenty--

ANDREW

I know, I'm almost ther--

PIANIST (O.S.)

--and Fletcher's got Connolly warming up in case you don't show.

ANDREW

**God-fucking-damnit, I SAID I was on my way, you tell the
redhead I'm ON MY FUCKING WAY!!**

He throws the phone against his seat.

In the quote, Andrew was emotional because the Pianist said that Fletcher had replaced him with Connolly because Andrew did not come to the competition immediately. Fletcher replacing Andrew from the main drummer position was a form of punishment because Andrew was late to the competition. In addition, the emotion that Andrew showed was a response to the punishment. However, in this dialog, it becomes evident of the widespread impact, which is the negative emotion that Andrew feels, is vented to the pianist. Therefore, the pianist also feels the impact of Andrew's negative emotions.

c. Anxiety, Anger, and Depression

The next impact of punishment is anxiety, anger and depression. According to Jeffrey, "Anxiety is an emotional state characterized by physiological arousal, unpleasant feelings of tension, and feelings of worry that something bad will happen" (Jeffrey S 163).

According to the *International Journal of Medical Review* quoting from the *American Psychological Association*, which sees anger as "an emotion associated with the psychological interpretation of a person who is under stress, abused, or rejected, and is perceived as a tendency to react with retaliation" (Shahsavarani and Noohi 147).

While the meaning of depression according to Townsend that, “depression is a condition in which a person feels sad, disappointed when experiencing a change, loss, failure and becomes pathological when unable to adapt” (Townsend 276).

The impact was felt by Andrew when he received punishment from Fletcher, the following data shows that Andrew experienced emotional disturbances in the form of anxiety, anger, and depression.

c.1. Anxiety

Andrew began to show symptoms of anxiety, especially when faced with situations that involved punishment or negative consequences. This affected Andrew's emotional condition. In the following narrative, Fletcher's punishment caused Andrew to feel anxious that he would make another mistake, so he practiced drums regardless of his physical condition.

Andrew practices like mad, trying to nail a double-time swing. To his left a digital METRONOME blinks. The time set: 380.

Andrew stops. Resets the metronome. 390. **Resumes playing. Tries to keep up.** Resets the metronome to 400. **Can't keep up at all now. Struggling, sweating, hands blistering, when -- CRAAACK.** Andrew's right drumstick SNAPS IN HALF.

He stops. Spent. Looks at his hand, sweating and throbbing from the blisters.

Because Andrew had made the mistake of not being able to recognize the tempo of his drumming, Fletcher provided negative stimulus in the form of harsh treatment. Remembering Fletcher's punishment, Andrew practiced so hard that he

suffered physical injuries. He was worried that if he could not play the drums well, he would be punished again by Fletcher. Anxiety is the impact of punishment on individuals.

The next data that shows that Andrew experiences anxiety because of the punishment he received is found in the following dialog,

The side of the road. Andrew and the other PASSENGERS stand outside, waiting, **the BUS's right tire blown, a rod lodged into its side. Andrew checks his phone for the time. Fuck...**

EXT. DUNELLEN - BUS STOP - DAY

A nondescript Jersey town. A NEW BUS comes to a stop, setting down passengers on Dunellen's Main Street. **Andrew bolts off, carrying his stick bag and music folder. Looks around. Perplexed. Grabs a PASSERBY--**

ANDREW

Do you know where all the cabs are? They said there were cabs here, that's what I--

PASSERBY

No, you gotta call the cabs. Takes half an hour notice.

ANDREW

What? Well is there a -- another bus or--

PASSERBY

They got a car rental down on Pine.

ANDREW

Which way??

(The Passerby points -- and Andrew starts RUNNING)

On the way to the music competition venue, Andrew's bus tire popped. He looked at the clock and worried that he would be late for the competition. Therefore, he

asked a stranger for directions to the competition venue. Andrew was anxious that he would be late for the competition and be punished by Fletcher. The anxiety that Andrew felt was the impact of punishment. If Andrew was late, he would have to accept Fletcher's punishment.

The anxiety felt by Andrew because of the punishment he had received, was felt again when Ryan told Andrew to step back from the main drum position because his drumsticks were left at the place where he rented a car, Fletcher was angry because of Andrew's carelessness and warned Andrew that if he had not returned when the competition time began, Ryan would take his place.

RYAN

Why don't you back off, bro?

ANDREW

Fuck you, Johnny Utah. Turn my pages.

FLETCHER

You realize I can cut you anytime I feel.

ANDREW

You would've cut me by now.

FLETCHER

Try me you weasel. At 5:30, that's in eleven minutes, my band is on-stage. You're not there with your own sticks, or you show up and make a single mistake -- a single one -- and I'll send you back to Nassau Band to turn pages until you graduate or drop out. For extra kicks, I'll spread the word on just how you became a Studio Band core, and by the time my sewing circle is done you'll make your dad look like a success story.

(lets that linger, then,)

Or I can give "Johnny Utah" the part and we'll leave it at that. Your choice.

(Beat. Andrew catches sight of Carl, standing in the back, watching -- and almost smiling. He turns back to Fletcher--)

ANDREW

It's my part. I'll be on the stage.

FLETCHER

That's 10 minutes 50 seconds left, you pathetic pansy-ass fruit-fuck.

Andrew turns. Bumps into Ryan, PUSHES him out of the way, RUNS.

In this sentence, Andrew is worried that his place will be taken over by Ryan and he will not be able to show his abilities. Andrew became disobedient and rebellious after he was harshly criticized and punished by Fletcher. He became accustomed to Fletcher's harsh attitude which made him angry when he heard Fletcher's words. From the dialogue, it can be concluded that the impact of continuous negative punishment will make a person's behavior tend to become less good and negative emotions appear.

The following narrative explains that Andrew is performing with his band, after having an accident while picking up drumsticks, he hides his broken left hand and endures the pain he feels. He pushes himself very hard because Andrew also feels anxious if he can't finish his performance.

His left hand still hidden, Andrew props up his music and pulls out a pair of sticks. **Tries to hold his left stick properly -- but it keeps giving way. With his index finger broken, it's impossible to keep the stick steady...**

**He looks at the music: “Caravan” ... Looks back at his hand...
Tries to move his left fingers, mimicking the stick patterns...
Just up ahead -- Fletcher. Animal intensity...**

**Andrew closes his eyes... Tries to block out the anxiety...
The pain... The stress that just keeps mounting and
mounting... Gropes inside his STICK BAG. Pulls out his bag of
pills. Drops it. Pills scatter. Picks a pill up, pops it, out of sight.**

This narrative proves that there is a negative impact of the punishment Andrew received. Andrew felt anxious because with his condition at that time, it was very difficult to finish his performance well. He was anxious because he could not finish his performance, he was anxious because it could make him receive more punishment from Fletcher.

c.2. Anger

Furthermore, the punishment Andrew experienced triggered a strong emotional reaction, in which he appeared angry and frustrated. Andrew's anger came as a direct response to the punishment he received, which shows how much it affected his emotions. In the following dialog Fletcher replaces Andrew with Connolly because Andrew cannot adjust the tempo of the drums,

FLETCHER (CONT'D)
No... That's not quite my tempo...

ANDREW
I'm -- I'm sorry -- I'll--

FLETCHER
Let's see if Connolly can do it, ok?

Beat. Andrew looks at Ryan. Heart pounding, he switches with him. Fletcher CLAPS. Ryan BEGINS. And he plays perfectly.

FLETCHER (CONT'D)

Connolly -- that was excellent. See, this is the beauty of Studio Band. You come in an alternate -- but a minute later, you could be the new core.

(Andrew's eyes widen again.)

ANDREW

You're not serious. That shit?

Fletcher looks at Andrew -- as though shocked Andrew talked back. A moment of silence. Then -- BZZZZZ. Fletcher's cell.

FLETCHER

Connolly, the chart's yours. See you both tonight at 9.

The narrative proves that punishment can cause an anger. Andrew showed an angry response because of the negative stimulus that had been given, namely Fletcher replacing him with Connolly because Andrew did not play the drums perfectly. Andrew's anger is a response to the punishment given by Fletcher.

The data further showed that Andrew felt angry, as his mistake meant he had to accept more bad consequences.

PIANIST (O.S.)

What the fuck is taking so long?? They're moving on-stage now.

ANDREW

There was -- there was a problem with the lock on my car. It's solved and I'm coming.

GPS VOICE

Left turn up ahead.

(Andrew looks at the GPS. Fuck. Tries to switch it off.)

PIANIST (O.S.)

Are you driving?

ANDREW

NO..

The GPS BEEPS for the turn.

PIANIST (O.S.).

He hangs up. Enraged. Slams down on the gas, engine roaring...

In this dialog, Andrew becomes very emotional, he is angry and frustrated because of his own carelessness. Before he received the punishment from his music teacher, he was a calm person. This proves that the punishment had an impact on Andrew, as he experienced a drastic emotional change.

c.3. Depression

Andrew felt that his punishment was too severe and unfair, which had a significant impact on his mental state. The next depiction shows that excessive punishment can cause emotional changes for the recipient, as in the following narration,

Andrew rises from the same mattress and slides onto his drum seat. Starts playing, hands dotted with blisters, eyes crusty with sand. The METRONOME still on...

...because it was never turned off.

CUT TO: Rides furiously, trying to beat his double-time swing... The METRONOME reading 380... **His muscles exhausted...**

CUT TO: The METRONOME adjusted up to 390... Blisters tearing...

CUT TO: **400.. Hands bleeding now, blood smearing the sticks...**

CUT TO: **405... The METRONOME going crazy now... The DRUMMING so fast it's a wash, a wall of sound, blood on the cymbal—**

In the narrative it can be concluded that Andrew Neiman began to feel angry with Fletcher's treatment of him, he was so depressed that he practiced very hard without caring about his injured hand. This is because he received unpleasant

things from Fletcher due to the mistakes he made. This narrative shows that punishment had a bad impact on Andrew Neiman, making him depressed.

In the following excerpt, Andrew, who had decided to stop playing the drums because of the previous incident, replays a video of when he was a child. Andrew, who was 8 years old at the time, was very happy to be playing the drums. This is in stark contrast to Andrew's current condition.

A DVD. He slides that into his laptop, sits down slowly...

A HOME VIDEO begins: a smiling EIGHT-YEAR-OLD BOY at a DRUM... It's ANDREW... Innocent, bright-eyed, having a blast...

EIGHT-YEAR-OLD ANDREW
...and this is my pa-ra-did-dle...

He plays a paradiddle on the drum: left-right-left-left. A CHEER off-camera, a voice we recognize -- his father, JIM--

JIM (O.S.)
Woooo-hoooo!!!

EIGHT-YEAR-OLD ANDREW glows. And our Andrew, hurting, tearing up, watches...

Pulls the DVD out. SNAPS it in half. Tosses the halves in the trash. Slides the drum pad and metronome into the trash as well. Ties the trash bag and pulls it out.

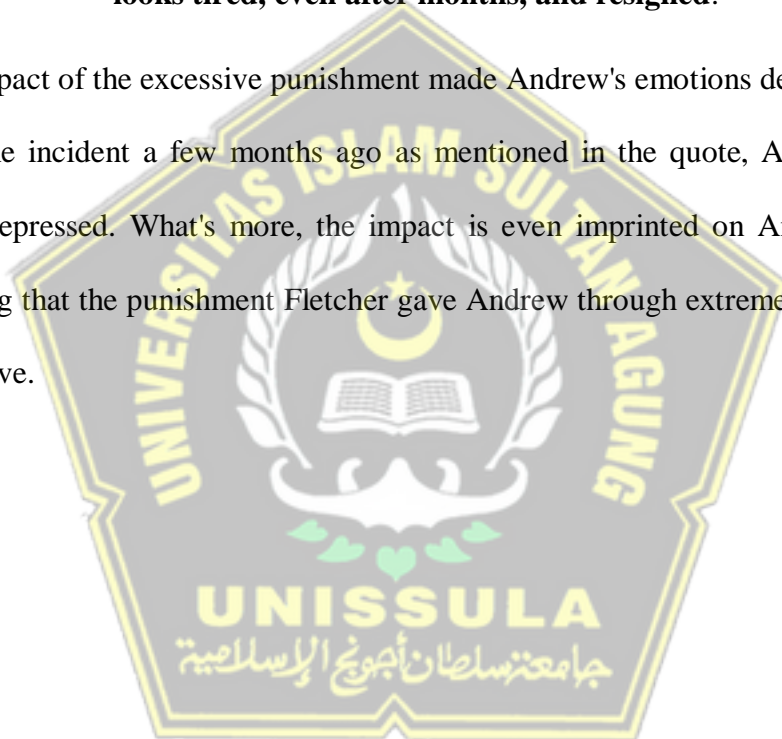
From the quote, it can be concluded that Andrew experienced emotional distress in the form of depression after receiving unbalanced reinforcement and punishment from Fletcher. This scene shows 8-year-old Andrew as a cheerful and energetic child. However, Andrew has now lost his passion for drumming because Fletcher is too hard on him by giving extreme punishments.

As a result, Andrew felt depressed after receiving consecutive punishments from Fletcher, as described in the following narrative,

Blinds closed, as Andrew and Jim sit and watch “North by Northwest” on TV. We PAN from a few college applications on a table, past the walls -- no decorations at all -- to Andrew and Jim seated.

We linger on Andrew’s face. There’s a sadness in his eyes. He looks tired, even after months, and resigned.

The impact of the excessive punishment made Andrew's emotions depressed, even after the incident a few months ago as mentioned in the quote, Andrew looked quite depressed. What's more, the impact is even imprinted on Andrew's heart, showing that the punishment Fletcher gave Andrew through extreme teaching was excessive.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the closing of the research that has been carried out, including conclusions based on the results of the analysis that has been presented in the previous chapter, as well as suggestions that are expected to contribute to the development of research on relevant topics.

A. Conclusion

Based on the analysis reviewed in accordance with the problem formulation, this research produces two conclusions. The first conclusion concerns the concept of operant conditioning experienced by Andrew Neiman, as the main character in the *Whiplash* movie, namely reinforcement and punishment and the second conclusion concerns the impact of reinforcement and punishment on Andrew's character.

The first result of this study revealed that through Skinner's behavioral analysis, it was found that Andrew Neiman received various forms of reinforcement and punishment from Terence Fletcher which include positive reinforcement, negative reinforcement, positive punishment and negative punishment. Positive reinforcement occurred when Andrew was given praise when his drumming matched the tempo Fletcher wanted, while a negative reinforcement that Andrew received was when Fletcher replaced Connolly from the core drummer position, therefore, that the position belonged to Andrew because he had managed to play the drums without making mistakes. Meanwhile,

positive punishment occurred when Fletcher threw a chair at Andrew and shouted angrily at Andrew with harsh words when Andrew made a mistake in his drumming, and the negative punishment that Andrew received was when Fletcher eliminated Andrew's position as core drummer when he arrived late in the summer music competition.

The second result indicates that the reinforcement and punishment experienced by Andrew had a significant impact. Reinforcement tends to have a positive impact such as building a good relationship with Fletcher, increasing the possibility of individuals doing good behavior in the form of self-confidence and increasing Andrew's motivation. Meanwhile, the punishment that Andrew receives tends to have a negative impact and is very influential on Andrew's character. The impact of the punishment is in the form of negative feelings such as crying and attacking or hitting Fletcher, giving a negative emotional response in the form of anger, causing emotional disorders in the form of anxiety and depression, and the last is a widespread impact, such as the negative impact on Andrew's character.

Based on the analysis in this study, it shows that punishment has a stronger impact on Andrew than reinforcement, this is because punishment tends to trigger intense and long-lasting emotional responses, such as psychological trauma, anxiety and decreased mental health. Meanwhile, reinforcement, while providing motivation and self-confidence, is not as powerful as punishment in affecting a person's emotional and psychological state, especially in the context of extreme stress as Andrew experienced. Therefore, it can be concluded that the unbalanced

provision of reinforcement and punishment to Andrew caused him to experience emotional disorders and damaged Andrew's mental health.

B. Suggestion

This research analyzes the reinforcement and punishment contained in the *Whiplash* movie based on Andrew Neiman's experience using Operant Conditioning theory. The topic can be a reference for future researchers who will analyze using the same theory with different research objects or the other way in order to get a broader perspective. For example, other approaches such as Lev Vygotsky's Zone of Proximal Development (ZPD) theory may provide a different perspective on how mentors such as Fletcher play a role in developing someone's potential or analyzing the power relation between Fletcher and Andrew Neiman using Michel Foucault's Power Relation theory.

The results of this study can also be a reflection for psychology and education practitioners to understand how the use of reinforcement and punishment can affect individual development, it is important to apply a balanced approach to maintain motivation without causing excessive emotional pressure.

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