

## CHAPTER IV

### FINDINGS AND ANALYSIS

This chapter presents the study's findings and analyses concerning the research question. This section is related to the teacher's struggle in increasing student's achievement found in 'Coach Carter' movie.

#### **A. Findings**

This sub-chapter will show the data found in the movie to answer the research problem which is stated in the previous part. The following is the result researcher found.

When it comes to struggling, this is identical to the heroes who fought for independence against the invaders in the past. that struggle is only one of many forms of struggle. The class struggle in society, the struggle for survival, the struggle in politics, the struggle in the economy, the struggle in education, and so on are all examples of many types of struggle.

This study discusses the struggles that the main character (Coach Ken Carter) goes through in increasing his student achievement using personality theory by Alfred Adler. He claimed that six things contribute to a person's struggle, the struggle for success or superiority, subjective perception, self-consistent, social interest, style of life, creative power. Indeed, the Coach Carter movie only presents five of them without striving for success or superiority. The findings will be presented in a table by the researcher. To understand the contents of the table below, the author will present some abbreviations as follows:

1. CC: Coach Carter
2. PG: Principal Garrison
3. JL: Jason Lyle
4. PM: President Martinez
5. JB: Junior Battle
6. BM: Battle's Mother
7. TO: Tonya (Carter's Wife)
8. KS: Kenyon Stone
9. DC: Damien Carter

Table 4.1

Type of Struggle	Dialog / Gesture	Description	Minute
Subjective Perception	Dialog	CC: <b>“The losing stops now.</b> Starting today, you will play like winners, act like winners, and most importantly, <b>you will be winners.</b> If you listen and learn, you’ll win basketball games. And gentlemen, winning in here is the key to winning out there”	00:11:10
	Dialog	CC: "Look, ma'am..." PG: “Can I ask what it is you want?” CC: <b>“I want my boys to go to college.”</b> PG: “Mr. Carter, Richmond graduate 50 percent of its students, the higher percentage being girls. Now, in my educated opinion,	00:55:59

		<p>you have 15 players on your team, you'll be lucky to graduate five of them.”</p> <p>CC: “I’m sorry ma’am, but <b>I don’t agree with you</b>. Look, these boys signed contracts. Maybe if you’d read one of them...”</p> <p>PG: "Your job is to win basketball games, Mr. Carter. I suggest you start doing your job."</p> <p>CC: “And your job is to educate these kids. I suggest you start doing yours.”</p>	
	Dialog	<p>PG: “Your intentions are good, Mr. Carter, but your methods are a bit extreme.”</p> <p>CC: “You painted an extreme picture. No one expects them to go to college.”</p> <p>PG: “So you take away the basketball, the one area of their lives where they have some success?”</p> <p>CC: “Yes, ma’am.”</p> <p>PG: “And you challenge them academically?”</p> <p>CC: “Yes, ma’am!”</p> <p>PG: “And what if they fail?”</p> <p>CC: “Then we’ve failed.”</p> <p>PG: “Unfortunately Mr. Carter, both you and I know that for some of these kids, this basketball season will be the highlight of their lives.”</p>	01:24:11

		CC: <b>“Well, I think that’s the problem. Don’t you?”</b>	
	Dialog	CC: <b>“Why study earth science or history or algebra? <b>Getting good grades in those subjects, combined with basketball skills, can get you into college.</b>”</b>	01:31:35
Self-consistent	Dialog	CC: <b>“Sir, you’re 20 minutes late. <b>That’s ten suicides for the whole team, 250 push-ups for you</b></b> JL: <b>“This ain’t the track team, man.”</b> CC: <b>“Nor is it the debate team, Mr. Lyle. But you’re right. And because you’re right, <b>that’s 20 suicides for the entire team and you get the privilege of joining Mr. Battle with 250 push-ups of your own.</b>”</b> JB: <b>“What, are you serious? Yeah, this is bullshit!”</b> CC: <b>“Ting ting ting ting. Good answer, Mr. Battle. Johny, tell him what he’s won! Because <b>you gave such a good answer and you gave the coach attitude, you win the bonus prize</b> of 500 push-ups. And would you like to go for the grand prize of a thousand?”</b> JB: <b>“No, sir.”</b>	00:17:59
	Dialog	BM: <b>“This is crazy! A dress code and they have to sit in the front row in class? This is a</b>	00:20:57

		<p>basketball, man!”</p> <p>CC: “And <b>basketball is a privilege</b>, ma’am. If you want to play basketball on this team, these are simple rules you have to follow if you want to enjoy that privilege. Now, if you decide to follow these simple rules, I need you and the boys to sign this contract. They can bring the contracts to practice tomorrow. If you come to practice.”</p>	
	Dialog	<p>CC: “Well, as of now, you’re suspended. Oh, you can practice but you can’t play until Mr. Gesek tells me you’re caught in his class. And that’s a shout-out to the rest of you. You signed the contract. You committed. Now I have your schedules and I’ll be getting reports from your teachers. <b>If you don’t perform in the classroom, you will not play.</b>”</p> <p>JB: “What’s up with that?”</p> <p>CC: “Sit down, Mr. Battle. All right, that’s 500 push-ups.”</p> <p>JB: "Man, this is bullshit! We won those games, not you."</p> <p>CC: “And that’s 100 push-ups for Mr. Battle, Clyde. You wanna try for 2000?”</p>	00:52:01
	Dialog	<p>PM: “The state only requires a 2.0 GPA for participation in extracurricular activities.”</p>	01:39:23

		<p>CC: “Yeas, ma’am.”</p> <p>PM: “And according to your contract, the players are agreeing to maintain a 2.3?”</p> <p>CC: “That, among other things. Yes, ma’am.”</p> <p>PM: “Other things like?”</p> <p>CC: “Attending all classes, sitting in the front row of those classes, and wearing a tie on game day.”</p> <p>PM: “I see. Mr. Carter, does the lockout include practices and games? And do you have a set period of time?”</p> <p>CC: “There will be no basketball, ma’am.”</p> <p>Audience: “No! Come on, man!”</p> <p>PM: “Please. Quiet, please.”</p> <p>CC: “<b>That includes practices and games until we as a team reach the agreed-upon GPA.</b>”</p>	
	Dialog	<p>PG: “Mr. Carter, are you sure wanna do this? Look, I know we haven’t always seen eye to eye., but you’ve done such a great job with these boys, it seems wrong to just..”</p> <p>CC: “Look, no offense, ma’am. But <b>all the work I did with those boys was negated when they ended the lockout.</b>”</p> <p>PG: “I don’t think that’s true, I...”</p> <p>CC: “The board sent the message loud and</p>	01:44:31

		clear. Winning basketball games is more important than graduating from high school and going to college. <b>I'm sorry, I just can't support that message.</b>	
Social Interest	Dialog	CC: "You know, <b>that school was rough</b> when I went there. It's way beyond that now."  TO: "Well then just forget about it. Don't even discuss it again."  CC: "I can't quite do that. <b>Coach officially offered me the job tonight.</b> The clock's ticking."	00:05:33
	Dialog	CC: "Now I want you to go home, and look at your lives tonight, and look at your parent's lives, and ask yourself, 'Do I want better?'. If the answer is yes, I'll see you here tomorrow. And I promise you, <b>I will do everything in my power to get you to college and to a better life.</b> "	01:29:03
	Dialog	CC: "Now, I played basketball at Richmond 30 years ago. It was the same thing then. Some of my teammates ended up in prison. Some of them ended up dead. <b>I took this job because I wanted to effect change in a special group of young men,</b> and this is the only way I know how to do that. If you vote to end the lockout, you won't have to	01:42:25

		terminate me. I'll quit.”	
	Dialog	CC: “When we step on the floor, every second that clock is ticking, we are pedal to the metal. We run the ball. We pressure the ball. And most importantly, we control the tempo of the game! We make them play Richmond Oiler ball. Worm, you can take this kid. Force him left and when he crosses over, you jump him. Damien, push the tempo. Kenyon, Lyle, crash the boards. Cruz, when you’re in the game in transition, take that jumper you love. Junior, just keep doing what you’re doing. Hold on that monster. You do those things, gentlemen, and <b>I guarantee you at the end of the game, we will be there.</b> ”	02:00:20
Style of Life	Dialog	CC: “Part of growing up is <b>making your own decisions and living with the consequences. And you will earn every minute of playing time.</b> ”	00:23:19
	Dialog	CC: “Everything inside me tells me if I take you back, I'd be making a mistake and you'll make a fool of me.”  JB: “No, sir.”  CC: “ <b>You owe me 1000 push-ups and 1000 suicides before you can play. I'll see you at practice tomorrow.</b> ”	00:59:11



		JB: "Thank you, sir."	
	Gesture	CC pasted a piece of paper that said "tonight's game is canceled" on the locked practice room door.	01:25:00
Creative Power	Dialog	CC: "Secondly, <b>if basketball practice starts at 3, you are late as of 2:55.</b> You, shooting the ball. What's your name, sir?" JL: "Jason Lyle. But I ain't no sir." CC: "You are not a sir. Well, are you a madam? <b>As of now, you are a sir.</b> So are the rest of you. 'sir' is a term of respect. And you will have my respect until you abuse it."	00:10:04
	Dialog	CC: "Everything I knew about basketball, I learned from women. <b>I have a sister, her name's Diane.</b> She was always on my case about every little thing. Matter of fact, she still is. 'Turn down that radio! You eat the last piece of cake?' She was always in my face. So when I call 'Diane' we're gonna play straight man-to-man pressure defense."	00:25:13
	Dialog	CC: "Now <b>we have Delilah. She was my childhood sweetheart.</b> " KS: "Sir, was she hot?" CC: "Oh, yes, sir. Delilah, gentlemen. She's our trap defense."	00:26:06
	Dialog	CC: "Now, <b>I have a sister. Her name is</b>	00:34:25

		<b>Linda.</b> Linda is smart, she's political. Well, she's radical. Linda is our pick-and-roll offense. Before we get into that, let's warm-up."	
	Dialog	CC: "Gentlemen, you have failed to up-. No, I'm sorry. We have failed each other. Now there are some of you who have upheld this contract. But now we that we are a team. <b>And until we all meet the terms of this contract the gym will remain locked.</b> " KS: "Locked?" JL: "What? What you mean, locked? What, like for the day? He must mean for the day." CC: "Mr. Thompson, Mr. Gesek, and Miss Sherman have generously volunteered their time to help us reach our goals."	01:22:12

## B. Analysis

This section will go over the findings in further depth. The findings refer to the formulation of the research problem by taking into account the focus and limitations of the research. Using Alfred Adler's personality theory, the researcher examined the type of teacher struggle in the movie "Coach Carter". Things that indicate an act are divided into two categories by the researcher: dialogues and gestures. The researcher found that there were five types of struggle performed by the main character: subjective perception, self-consistent, social interest, style of life, and creative power.

Here are the analyses of each of the movie's findings:

## 1. Subjective Perception

In the context of struggle, subjective perception means that a person's motivation to battle comes from the desire for a free future that he has established. The image's freedom is influenced by human creative power, yet this freedom is paired with responsibility in every action made to realize that hope. The researcher found that four dialogues indicate the subjective perception as follows.

### a. Performed at 00:11:10

**Dialog:** CC: "The losing stops now. Starting today, you will play like winners, act like winners, and most importantly, you will be winners. If you listen and learn, you'll win basketball games. And gentlemen, winning in here is the key to winning out there"

This dialog took place during the first meeting between CC and his team. He explains the whole regulation at the same time providing a contract that requires his team to obey if they want to play and become a winner. the first impression given by the students was impolite behavior, which was evidenced by the harsh words thrown at CC. But CC respond strongly because he believed he could lead his team to the goal he had set for them, which was to become champions at something better.

Subjective perception refers to how a person experiences the physical world based on his or her brain and sensory systems (Liden, n. d). Subjective perception is established as a result of environmental stimuli that cause a person to become habituated to reacting. Various problems, ranging from trivial to those requiring the help of others, will train a person's problem-solving mindset. In this case, CC is confident that he can lead his team to victory using the methods he has devised, such, imposing penalties and agreeing to sign a contract.

b. Performed at 00:55:59

**Dialog:** CC: “Look, ma’am...”

PG: “Can I ask what it is you want?”

CC: “I want my boys to go to college.”

PG: “Mr.Carter, Richmond graduate 50 percent of its students, the higher percentage being girls. Now, in my educated opinion, you have 15 players on your team, you'll be lucky to graduate five of them.”

CC: "I'm sorry ma'am, but I don't agree with you. Look, these boys signed contracts. Maybe if you'd read one of them..."

PG: “Your job is to win the basketball games, Mr. Carter. I suggest you start doing your job.”

CC: “And your job is to educate these kids. I suggest you start doing yours.”

CC and PG debate to prove that their viewpoints are correct. CC makes every effort to persuade PG to allow the basketball squad to attend college. However, others disagreed, claiming that it was impossible because the graduating students who go to college were women and that even if it were possible, only five children from the basketball team would be qualified. CC is serious about asking PG to assist him in getting his basketball team into college for a brighter future.

Subjective perception refers to how a person experiences the physical world based on his or her brain and sensory systems (Liden, n. d). Faced with the reality that just 5 children are allowed to attend college, CC is concerned and asks PG for assistance in passing all members of the basketball team. CC believes that his team is capable of completing the contract's terms and getting them closer to the future they desire.

c. Performed at 01:24:11

**Dialog:** PG: “Your intentions are good, Mr. Carter, but your method is a bit extreme”

CC: “You painted an extreme picture. No one expects them to go to graduate, No. One expects them to go to college.”

PG: “So you take away basketball the one area of their lives where they have some success?”

CC: “Yes, ma’am.”

PG: “And you challenge them academically?”

CC: “Yes, ma’am!”

PG: “And what if they fail?”

CC: “Then we’ve failed.”

PG: “Unfortunately Mr. Carter, both you and I know that for some of these kids, this basketball season will be the highlight of their lives.”

CC: “Well, I think that’s the problem. Don't you?”

This disagreement between CC and PG came from PG's belief that CC's locking of the basketball practice room was extreme given the basketball team's achievements at the time. PG believes CC's acts hurt the basketball team as well as society's perception of Richmond High School. CC does not interrupt PG's argument, but he stays sure that what he did was the proper thing to do for the sake of his team.

At the end of the conversation, PG states that the current basketball season may be the team's golden period and that CC's actions may jeopardize that pride. CC stated emphatically that it was precise because of this golden age that he decided to go on strike. CC expects his team to perform well in both sports and academics. CC assumes that sports and academic achievements combined will be a matter of pride for the present and the future.

CC assumed that closing the gym room was the right thing to do and that this step would demonstrate that CC was serious about

changing his team's attitude from apathy to a goal for academic and sports success. CC remains sure that he will be able to lead his team to success because of the decisive action he took, despite receiving many rejections. Although according to others CC's view is extreme, CC still maintains this perception. Subjective perception describes a person's perception of the physical world with his or her brain and sensory systems (Liden, n. d).

d. Performed at 01:31:35

**Dialog:** CC: "Why study earth science or history or algebra? Getting good grades in those subjects, combined with basketball skills, can get you into college."

CC's priority with the previous point, that all players of the basketball team should at least have good academic grades or be able to continue to college, is the same. CC feels that learning these three disciplines, as well as basketball strategies, will make it easier for them to get into college.

Subjective perception is a term that describes how a person perceives the physical world through his or her brain and sensory systems (Liden, n. d). Achieving a GPA of 2.3, which is quite high, is one of the contract's requirements that the basketball team must reach. CC informed them of the most important lessons, such as earth science, history, or algebra, based on the contract's contents. According to CC, the three lessons had a major impact on their basketball performance.

## 2. Self-consistent

Consistency in the choices made is required to reach the goal. The ability to anticipate alternate options in case the primary option fails without changing the initial goal. According to Cambridge Dictionary, consistent means always acting or behaving in the same way, especially in a positive way. Self-consistency also involves conscious and unconscious actions that are done repeatedly. The main character in this film portrays a good example of self-consistency, as indicated in the following description:

### a. Performed at 00:17:59

**Dialog:** CC: “Sir, you’re 20 minutes late. That’s ten suicides for the whole team, 250 push-ups for you.”

JL: “This ain’t the track team, man.”

CC: “Nor is it the debate team, Mr. Lyle. But you’re right. And because you’re right, that’s 20 suicides for the entire team and you get the privilege of joining Mr. Battle with 250 push-ups of your own.”

JB: “What, are you serious? Yeah, this is bullshit!!”

CC: “ting ting ting. Good answer, Mr. Battle. Johnny, tell him what he’s won! Because you gave such a good answer and you gave the coach



attitude, you win the bonus prize of 500 push-ups. And would you like to go for the grand prize of a thousand?”

JB: “No, sir.”

Self-consistent can be influenced by creative power. People who are accustomed to utilizing the ability to think creatively and then combined with related experiences will find it easier to influence or change their current environment. On CC's first day at Richmond High School, he saw the basketball team being rude and disobedient to the coach. Therefore, CC imposes a penalty for every violation, which he explained on the first day as the new coach. the penalties for each of these violations, are applied continuously as long as CC is the coach. this action supports the consistent definition that consistency is defined as a firm commitment to the same principles (James, 2016). CC is hoping that, as a result of the discipline, they will have more respect for the coach and will be more cautious in their actions in the future.

b. Performed at 00:20:57

**Dialog:** BM: “This is crazy! A dress code and they have to sit in the front row in class? This is basketball, man!”

CC: “And basketball is a privilege, ma’am. If you want to play basketball on this team, these are simple rules you have to follow if you want to enjoy that privilege. Now, if you decide to follow these simple rules, I need you and the boys to sign this contract. They can bring the contracts to practice tomorrow. If you come to practice.”

Parents complained to cc because the contract's terms were unreasonably restrictive and had nothing to do with basketball. Basketball, according to cc, is not simply a 'game,' but a privilege. CC's goal with this contract is to not only assist the team in winning, but also to mentally prepare team members to behave correctly as winners with high academic achievements. CC believes if the team can fulfill the terms and maintain their consistency, the team will achieve success. The same idea is stated that people must be consistent if they want to achieve something valuable and meaningful in their lives (James, 2016).

c. Performed at 00:52:01

**Dialog:** CC: “Well, as of now, you’re suspended. Oh, you can practice but you can’t play until Mr. Gesek tells me you’re caught in his class. And that’s a shout-out to the rest of you. You signed the contract. You committed. Now I have your schedules and I’ll be getting reports from your teachers. If you don’t perform in the classroom, you will not play.”

JB: “What’s up with that?”

CC: “Sit down, Mr. Battle. (time has passed for five seconds) All right, that’s 500 push-ups.”

JB: “Man, this is bullshit! We won those games, not you.”

CC: “And that’s 100 push-ups for Mr. Battle, Clyde. You wanna try for 2000?”

The value, like the rules in general, is derived not only from the teacher's assignments but also from attendance in class. The conversation came at a time in which CC reminds his players that he already has their school schedule and that if they want to participate, they must constantly attend class. CC believes if the team can fulfill the terms and maintain their consistency, the team will achieve success. This situation support the statement that people must be consistent if they want to achieve something valuable and meaningful in their lives (James, 2016). JB, in particular, had not attended Mr. Gesek's class in a long time and reasoned that because Mr. Gesek is a basketball fan, he should be 'forgiven' although he had never been seen in class. JB refuses to accept the regulations, which he considers to be unreasonable and quits the basketball team.

d. Performed at 01:39:23

**Dialog:** PM: "The state only requires a 2.0 GPA for participation in extracurricular activities."

CC: "Yes, ma'am."

PM: "And according to your contract, the players are agreeing to maintain a 2.3?"

CC: "That, among other things. Yes, ma'am."

PM: "Other things like?"

CC: "Attending all classes, sitting in the front row of those classes, and wearing a tie on game day."

PM: "I see. Mr. Carter, does the lockout include practices and games?  
And do you have a set period of time?"

CC: "There will be No. Basketball ma'am."

Audience: "No! Come on, man!"

PM: "Please. Quite, please."

CC: "That includes practices and games until we as a team reach the  
agreed-upon GPA."

CC's decision to close the basketball practice room resulted in several problems. The basketball team was locked out because they were unable to fulfill the terms of their contract. Six players have failed at least one class, and eight players have never missed a class. Although the contract is intended for each individual, they should work as a team and support one another. CC locks out and cancels all matches during the lockout time since one of the contract's rules has not been followed. Because the successes of the Richmond Oilers basketball team are at their peak, this gets the attention of teachers, staff, parents, the general public, and journalists. Those dissatisfied with CC's actions submitted their case to a board meeting, which was convened by the board and attended by several journalists. CC remained consistent with his choice from the beginning, specifically implementing a lockout, despite the nasty charges and harsh remarks from the crowd, but the vote results were in favor of opening the lockout, and CC decided to resign from the school. In this case, CC

hasn't changed his mind about the fact that the only way he knows to better his team's future is to implement a contract. As James (2016) mentioned that people must be consistent if they want to achieve something valuable and meaningful in their lives, CC works hard to teach his team so that they can be successful when they grow up.

e. Performed at 01:44:31

**Dialog:** PG: “Mr. Carter, are you sure wanna do this? Look, I know we haven’t always seen eye to eye, but you’ve done such a great job with these boys, it seems wrong to just...”

CC: “Look, No. Offense, ma’am. But all the work I did with those boys was negated when they ended the lockout.”

PG: “I don’t think that’s true, I...”

CC: “The board sent the message loud and clear. Winning basketball games is more important than graduating from high school and going to college. I'm sorry, I just can’t support that message.”

PG persuaded CC not to retire since she began agreeing with CC despite their frequent conflicts. PG asked CC to stay in school, but CC refused because he disagreed with the Board's view that winning every basketball game was more important than graduating from high school and attending college, which was contrary to CC's original purpose.

### 3. Social Interest

A measure of human values and actions is social interest. Humans will begin to struggle for the perfection of mankind, not for personal interests, once social interest exists. To assess a person's life role, Adler employs social interest criteria as a measure of human psychological health. People with social interests are considered to be psychologically matured. The following is a description of the main character's activities that reflect the actions of social interest:

a. Performed at 00:05:33

**Dialog:** CC: "You know, that school was rough when I went there. It's way beyond that now."

TO: "Well then just forget about it. Don't even discuss it again."

CC: "I can't quite do that. Coach officially offered me the job tonight. The clock's ticking."

CC objected to the rude behavior of team members who couldn't control their emotions. But the old coach offered the job officially. CC and TO discussed this issue which finally CC agreed to take this job because he was concerned about the old coach who was retiring and wanted to create a good environment for school children. This situation prove the statement of Kronemyer (2009), that a social interest is a mindset or perspective that aims to improve the well-being of others.

b. Performed at 01:29:03

**Dialog:** CC: “Now I want you to go home, and look at your lives tonight, and look at your parent's lives, and ask yourself, 'Do I want better?'. If the answer is yes, I'll see you tomorrow. And I promise you, I will do everything in my power to get you to college and a better life.”

After CC had a news conference with reporters in front of a locked gym room, this exchange took place in the library. Basketball team members complained to CC that the gym lock-down was unfair and that CC's actions were highly publicized. In actuality, CC took this action because he believed the school system they followed would lead to their failure. This point of view does not exist for no cause. Only half of the students at Richmond High School graduate, and only 6% of those who do can continue their education. Those who do not attend school are more likely to end up in prison. With research suggesting that 33 percent of black men in the US between the ages of 18 and 24 are arrested, basketball team members have an 80% probability of going to jail rather than college. This fact causes CC to be concerned for the basketball team's future and motivates him to work hard to ensure that they get the best education possible. This situation prove the statement of Kronemyer (2009), that a social interest is a mindset or perspective that aims to improve the well-being of others. CC urges his team to consider whether they want a better life or not and then helps those that do.

c. Performed at 01:42:25

**Dialog:** CC: “Now, I played basketball at Richmond 30 years ago. It was the same thing then. Some of my teammates ended up in prison. Some of them ended up dead. And I took this job because I wanted to effect change in a special group of young men, and this is the only way I know how to do that. If you vote to end the lockout, you won’t have to terminate me. I’ll quit.”

After the trial, CC voiced his worry for the tragic destiny of the youth in Richmond, inviting the audience to comprehend the situation from CC's perspective. He claimed that several members of the basketball team he was a part of 30 years ago ended up in prison, while others died. This is what pushed CC to become a coach to make a positive difference, starting with the Richmond Oilers basketball team, to keep them from having a negative future. When one has a social interest, he or she shows or enacts a "useful" style of living (Kronemyer, 2009).

d. Performed at 02:00:20

**Dialog:** CC: “When we step on the floor, every second that clock is ticking, we are pedal to the metal. We run the ball. We pressure the ball. And most importantly. We control the tempo of the game! We make them play Richmond Oiler ball. Worm, you can take this kid. Force him left and when he crosses over, you jump him. Damien, push the tempo. Kenyon, Lyle, crash the boards. Cruz, when you’re in the game in transition, take that jumper you love. Junior, just keep doing what you’re doing. Hold on that monster. You do those things,



gentlemen, and I guarantee you at the end of the game, we will be there.”

The Richmond Oilers faced off against St. Francis, a team that has a habit of winning a lot of games. CC continues to encourage his team to remember what he has taught them. CC put pressure on their players to keep the ball as long as possible, believing that if they did, they would win. CC showed the act which demonstrating social interest because it occurs in a certain set of prosperity improvement results (Kronemyer, 2009).

#### 4. Style of Life

The consistency of a person's personality pattern defines their lifestyle, which includes goals, ideals, convictions, sympathy, and ways of responding to the world's dynamics. The combination of inheritance, environment, and a person's creative potential forms one's lifestyle. Someone who is psychologically healthy may modify how they react to their environment at any time and can think of new ideas to achieve success in life. The researcher found that there were some dialogues that indicate the style of life as follows.

- a. Performed at 00:23:19

**Dialog:** CC: “Part of growing up is making your own decisions and living with the consequences. And you will earn every minute of playing time.”

When DC persuaded CC to agree to change his school from St. Francis to Richmond High School, they had this talk. Because the St. Francis basketball team is the finest, CC sends DC to St. Francis for encouraging his son's passion for basketball. He also believes that it would make it easier for DC to get into his desired university. However, DC forced CC to agree to his desire to transfer to Richmond High School to play basketball for his father, in exchange for a letter of approval and some criteria that DC must fulfill. CC first disagreed strongly with DC's wishes, but DC insisted that this was a personal decision and that all CC needed to do was agree. Against DC, CC takes a firm stance. If he wants to change schools, he must have a minimum GPA of 3.0 and serve a term that is proportional to the amount of training time he has missed. This shows that a firm and consistent attitude has become a part of him. According to Adler (1956), a person's goals, self-concept, feelings for others, and attitude toward the world all contribute to their style of life.

b. Performed at 00:59:11

**Dialog:** CC: “Everything inside me tells me if I take you back. I'd be making a mistake and you'll make a fool of me.”

JB: “No, sir.”

CC: “You owe me 1000 push-ups and 1000 suicides before you can play. I'll see you at practice tomorrow.”

JB: “Thank you, sir.”

BM and JB went to CC's store to ask JB to return to the basketball team. BM asked CC directly, but it didn't necessarily accept JB's return. As a coach and a parent, he maintains a strong tone to induce cooperation from his players. After agreeing to join JB, CC still punished him with push-ups and suicides as a result of JB's impulsive decision the previous day. This shows that a definite and consistent attitude has become a part of him. According to Adler (1956), a person's goals, self-concept, feelings for others, and attitude toward the world all contribute to their style of life.

c. Performed at 01:25:00

**Gesture:** CC pasted a piece of paper that said 'tonight's game is canceled' on the locked practice room door.

In this scene, CC posted the words that his upcoming match had been canceled on the locked gym room door. This was done as a follow-up to the non-fulfillment of the contents of the contract by several members of the basketball team. This action shows the relationship between social interest and style of life by having the same focus, specifically, contributing in the development of the surrounding environment. People who live a healthy, socially valuable lifestyle demonstrate their social interest by taking any action (Feist & Feist, 2008, p. 84).

CC considers basketball to be a privilege. If sports and academic achievements are not balanced, it will become a source of gossip among people who are aware of the situation. CC's team must

be able to regulate every attitude in every situation to create the privilege that he has imagined. CC teaches them how to become winners who truly deserve to win, rather than winners who happen to win by luck. No one can affect CC's decision on his team because he believes that he can only control and make positive changes for his team by taking this move.

## 5. Creative Power

Every human being, according to Adler, has the freedom to choose their lifestyle as well as a great deal of responsibility for their decisions. A person's creative power will support them in determining and taking responsibility for their life's purpose, determining the strategy for achieving goals, and contributing to the establishment of social interest. Humans, according to Adler, are creative creatures able to act and responding to their surroundings. The following is a detail of the main character's activities that reflect the actions of creative power:

- a. Performed at 00:10:04

**Dialog:** CC: “Secondly, if basketball practice starts at 3, you are late as of 2:55.you, shooting the ball. What's your name, sir?”

JL: “Jason Lyle. But I ain't no sir.”

CC: “You are not a sir. Well, are you a madam? As of now, you are a sir. So are the rest of you. ‘sir’ is a term of respect. And you will have my respect until you abuse it.”

This is CC's first day as the basketball team's official coach. such as his belief that team members' etiquette is appalling, as evidenced by their willingness to call the coach by a bad name. CC implemented a hard and dominant attitude from the beginning, such as setting late hours, calling members and coaches 'sir,' and applying the contract structure that had been prepared, based on his experience playing basketball at the same institution, where harsh behavior was regarded usual. People's creative power gives them control over their lives, makes them responsible for their final goal, chooses how they will achieve it, and helps to the growth of societal interest (Feist & Feist, 2008, p. 85). CC established this technique for educating its team members based on their school experience and adaptation to the current situation of students.

b. Performed at 00:25:13

**Dialog:** CC: “Everything I knew about basketball, I learned from women. I have a sister, her name’s Diane. She was always on my case about every little thing. Matter of fact, she still is, ‘Turn down that radio! You eat the last piece of cake?’ She was always in my face. So when I call ‘Diane’ we’re gonna play straight man-to-man pressure defense.”

When CC practice explained a new basketball skill by applying it to real life, this dialogue occurred. This time, CC demonstrates the 'Diane' approach. CC revealed that she was his sister, who was always worrying over little matters and was usually in his sight. As a result,

when CC mentioned Diane, they were forced to play man-to-man pressure defense. Whether CC has a sister named Diane in real life or not, he can impart knowledge clearly and easily to his team. This strategy is unique from teachers who simply impart the same information as those found in books without processing it so that it is easily understood by students. People must not only follow the training, but also use their creative abilities to integrate and apply what they've learned; without this combination, even the best teachers or trainers may fail (Stein, n. d).

c. Performed at 00:26:06

**Dialog:** CC: “Now we have Delilah. She was my childhood sweetheart.”

KS: “Sir, was she hot?”

CC: “Oh yes, sir. Delilah, gentlemen. She's our trap defense.”

CC describes a new approach named 'Delilah,' which he describes as his first love as a child, similar to the prior section. Delilah has certain negative characteristics, one of which being persuading CC to steal brownies from a bakery. Delilah, on the other hand, refers to a trap defense strategy. This scene also shows how CC gives the material of basketball with combining to his experience. People must not only follow the training, but also use their creative abilities to integrate and apply what they've learned; without this combination, even the best teachers or trainers may fail (Stein, n. d).

d. Performed at 00:34:25

**Dialog:** CC: “Now, I have a sister. Her name is Linda. Linda is smart, she’s political. Well, she’s radical. Linda is our pick-and-roll offense. Before we get into that, let’s warm-up.”

In this section CC introduces the third technique, 'Linda'. Linda is described as her smart and political sister. Linda is a technique for the pick-and-roll offense. This scene shows how CC gives the material of basketball with combining to his experience. People must not only follow the training, but also use their creative abilities to integrate and apply what they've learned; without this combination, even the best teachers or trainers may fail (Stein, n. d).

e. Performed at 01:22:12

**Dialog:** CC: “Gentlemen, you have failed to up-. No., I’m sorry. We have failed each other. Now some of you have upheld this contract. But now we all meet the terms of this contract the gym will remain locked.”

KS: “Locked?”

JL: “What? What you mean, locked? What, like for the day? He must mean for the day.”

CC: “Mr. Thompson, Mr. Gesek, and Miss Sherman have generously volunteered their time to help us reach our goals.”

Because certain team members received poor scores based on weekly reports, CC decided to lock the gym room. The most important aspect of life is movement, and creative power is a dynamic idea that suggests movement (Feist & Feist, 2008, p. 85). This violated the contract they had signed at the beginning of the meeting. Some meet, but a team's system requires that all members be in the same place with the same goal in mind, namely victory. CC, who has the authority to educate his team and the power of a coach, explained the situation and decided to suspend all basketball activities until the contract value reaches the amount mentioned in the contract.