

The Conflicts of The Main Character Ken Carter in The Movie “Coach Carter”

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Abstract: *This study analyzes the conflicts experienced by the main character Ken Carter in the movie "Coach Carter". The study aims to identify the types of conflicts that Ken Carter experiences using Kenney's conflict theory (1986) and how he resolves them in terms of his psychological makeup and personality structure using Sigmund Freud's Psychoanalysis theory (1989). The primary data used in this study is the movie itself, and qualitative methods are used to analyze the data. The result shows that Ken Carter's conflicts are complex and varied, with external conflicts dominating the movie. The study also highlights the presence of the id, ego, and superego in Ken Carter's decision-making process, with the ego being the most dominant factor. The study's keywords are movie, main character, conflict, and psychological structure.*

INTRODUCTION

People have a good deal of experience with artistic creations. They might be works of literature, music, architecture, or painting. Literature is a form of art; typically, it is written work that provides enjoyment and illumination, such as poetry, drama, and prose

Language produces literature. Literature, according to Saini and Sumardjo (1986:3), is a concrete way for people to express their experiences, thoughts, feelings, ideas, spirits, and beliefs. Its language can also be enjoyable. This indicates that literature draws its standards of expression from what people have demonstrated in their lives and experiences that are directly and forcefully interested in their experiences. Whereas, according to Jones (1968: 1), "Literature is simply a way we can experience the world around us through our imagination." In general, literature is the unique expression of the human spirit that results from both physical and psychological experiences. They are made up of feelings, thoughts, ideas, spirit, and faith that are exposed in the form of linguistically expressed concrete descriptions. A literary work develops an element of entertainment that makes reading enjoyable for everyone, and it is regarded as interesting because it presents many aspects of life that are very common in our daily lives.

Generally, literary works are categorized into prose, poetry, and drama. Prose includes novels, short story, legend, and fairy tale; Prose also includes poetry; and drama includes opera, theatre, and movies. For some people, Literature is enjoyable, such as reading a novel, writing a novel, watching drama, etc. Through literary work, people can understand its meaning without having to interact with others directly.

In his book *Poetic*, Aristotle (1996) states that drama is a representation of an action that appears in literature. Drama has a branch of literary works such as a movie. In this era, the movie is the famous literary work. People like watching movies by using a lot of streaming platforms, whether it's a legal streaming platform such as Netflix, Disney, etc, or an illegal one. Movies are a type of media that include sound, video animation, and pictures, and are intended to depict the real world. According to Rabiger (2004:2), the benefits of watching movies include not only providing us with enjoyment and entertainment but also education. People can learn new things about the advancement of science, art, and technology through movies. The movie contains intrinsic elements that are quite like drama. Intrinsic elements are generally the main points that are found in a story. Aristotle (1996) stated that besides story, characters are the most fundamental components of drama. Generally, characters have several types of characters such as the Protagonist, Antagonist, and Tritagonist. Character is important, especially the main character. It's because the main character serves as the driving force in a story. Moreover, the main character is also the one who makes the story in the movie looks more exciting and interesting.

This study found an interesting and amazing movie to be analyzed. The movie is entitled "Coach Charter". "Coach Charter" was directed by Thomas Charter. This movie has won several achievements and awards such as "NAACP Image Award for Outstanding Actor" in 2005, "Black Movie Award for Outstanding Achievement in Directing" in 2005, and more. This movie is interesting to be analyzed because this movie is based on a true story, and it addresses sensitive issues related to our societal life. For instance, in the current situation, teenagers in schools are more aware of mental health, but they use this as an excuse to give up, complain, be undisciplined, etc. It's difficult for educators to teach and manage them. Because of that, this movie is suitable for this study because the researcher found that there are a lot of conflicts and psychological personality issues that the main character faces as a coach when coaching the teenagers in Richmond High School in the movie.

Aside from that, this study is expected to contribute to conflict theory. This study analyzing using theories from Kenney (1986) and Sigmund Freud (1989). Furthermore, the objective of this study is to make the readers undercover new insight into how decision-making processes and conflict resolution strategies can be applied to real-world scenarios by evaluating a real-life case study such as "Coach Carter" movie.

THEORITICAL FRAMEWORK

1. Theory of Conflict

Kenney (1986) argues that the conflict pattern shifts from the beginning to the beginning of the middle as the initial circumstance becomes more unstable. A growth toward climax is latent in the original conflict, just as a development towards conflict is in the initial circumstance. The complication is a term used to describe the development of conflict after its original declaration.

The story's resolution becomes inevitable at the climax when the problems reach their peak level of intensity. Every dispute has a turning point, or climax, where the issue is resolved. The main character is forced to decide when the battle intensifies, and that choice then shapes the rest of the plot. The author then resolves the problem after the plot has brought the novel to a conclusion. This part also decides whether the story has a happy conclusion, a tragic ending, a depressing ending, or an open ending. Conflict is included in the story's plot to make sense of it. Furthermore, Kenney (1986) divides conflict into two types, internal and external conflict.

a. Internal Conflict

Internal conflict usually arises from the character itself, which the writer would convey through the struggle of a character who has conflict against him. This conflict occurs when one of the characters in the story has a problem in himself that makes him must fight the problem that occurs and solve it. For example, the character may have to decide between justice and evil between two solutions to solve a problem. Occasionally, a character may deal with his or her mixed sense of sacrifice.

b. External Conflict

External conflict is used to separate problems between a character and another character, problems with their environment, and problems from nature. The author usually conveys external conflicts with two different sides in debates or fights between characters. Their outside forces could also be natural; for example, a story could be about the main character battling the arctic cold.

2. Theory of Psychological Structure

Freud claimed that the interactions and conflicts between the parts generate personality. To cope with anxiety and preserve a good self-image, Freud claimed that humans deploy defense mechanisms. Freud (1989) described the mind as being divided into three separate areas:

- a. The Id is the wholly unconscious domain of the mind. The Id serves as a huge store for immoral libido. Here, the libido is used to facilitate discharge and remove barriers to further the pleasure principle. The pleasure principle acts as a compass for the Id in its conflict with the libido, the force that was introduced into the life process. According to the pleasure principle, the id responds to these tensions in numerous ways when it perceives dissatisfaction. The Id, which stands for reason and common sense, is inversely proportionate to the Id, which contains passion (1989: 19, 43, 45, 56).
- b. The ego is the conscious part of the psyche, which interacts with external reality and makes rational decisions based on the demands of the outside world. The ego attempts to replace the unlimited pleasure principle that rules the id with the reality principle which seeking to satisfy the demands of the id in ways that are socially acceptable and realistic. The role that perception performs in the ego is that of instinct in the id. The ego stands in contrast to the id, which contains passion, and symbolizes what might be referred to as reason and common sense. Even though the ego is a component of the id, it aspires to morality. The ego also uses defense mechanisms, such as repression and denial, to manage conflict between the demands of the id and the constraints of external reality. (1989: 18-19, 56, 58).
- c. The superego is also only partly conscious, which harbors conscience and, beyond that, unconscious feelings of guilt. The father's personality is still there in the superego. The superego is the moral and ethical component of the psyche, often representing the internalization of cultural values and parental guidance. Moreover, The superego idealizes authority figures, such as parents, teachers, and religious leaders, who represent the moral standards and values that are internalized by the individual. However, as a kid matures, teachers and other adults assume the position of a father; their instructions and prohibitions continue to have an impact on the ego ideal and continue to be used by conscience to exercise the superego, which can be super-moral (1989: 28, 30,40,56).

RESEARCH METHOD

This section covers four points: data source, method and technique of collecting data, method, and technique of analyzing data, and method and technique of presenting data. The explanations are elaborated as follows:

Data Source

The data is from an American biographical teen sports drama movie named “Coach Carter.” “Coach Carter” was directed by Thomas Carter and was released in The United States on January 14, 2005. The film is based on the actual story of Richmond High School basketball coach Ken Carter, who made news in 1999 when he suspended his undefeated team due to poor academic performance. The story originated from a screenplay that John Gatins and Mark Schwahn wrote together. The movie was a co-production between the motion picture studios of MTV Films and Tollin/Robbins Productions and it was commercially distributed by Paramount Pictures for theatres and the home video rental market. The movie was portrayed by Samuel L. Jackson. Coach Carter is an interesting movie since it explores professional ethics, academics, and athletics.

Method and Technique of Collecting Data

The data for this study were collected by applying the documentation method. The data were collected by watching and reading the movie script intensively. Moreover, the technique of collecting data was started by watching the movie intensively. Watch the movie to get a complete understanding of the conflict and psychological structure analysis of the main character in the movie. Read the movie script so there is no dialogue related to the conflict and psychological structure analysis is missed. Furthermore, rewatch the movie and take note of the conflict and psychological structure analysis of the main character in the movie. Lastly, Re-read the script and note which sentences in the dialogue contain the main character conflict and psychological structure analysis of the main character in the movie.

Method and Technique of Analyzing Data

In analyzing the data, the qualitative method was used in this research. The data were analyzed in every detail understanding and better information. After all the essential data required were collected and fulfilled, the conflict of the main character was analyzed carefully and thoroughly using the theory of conflict proposed by Kenney (1986). Moreover, identified the psychological characteristic of the main character by using the theory of Psychology proposed by Freud (1989). And then the conclusion was drawn based on the data analysis.

Method and Technique of Presenting Data

This study presents the data taken from the analysis result by informal method. According to Sudaryanto (2015:144), verbal utterances are employed in the informal technique. Informal models are seen as models that can be understood and explained without specialized training: Natural language models, which include text descriptions, are most common. The informal method was implemented using the following techniques, which classified the conflict based on four types of conflict. Next, classified the problem solving based on the psychological structure of personality (id, ego, and superego) of the main character using a structural theory of mind. Lastly, described and gave analysis based on the data.

RESULT AND DISCUSSION

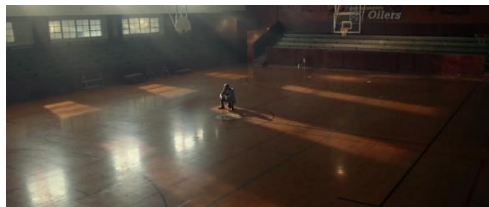
Kinds of Conflict

According to Kenney (1986), the conflict pattern transfers from the beginning to the beginning of the middle as the starting situation becomes more unstable. Conflict can cause battles, feuds, and wars. Furthermore, Kenney (1986) divides conflict into two types, Internal and External conflict.

Internal Conflict

Internal conflict generally emerges from within the character, which the writer would depict via the struggle of a character who is at odds with himself. This struggle arises when one of the story's protagonists has a difficulty within himself that forces him to battle and address the problem.

(1)



As for the internal conflict in data (1), Coach Carter was in the practice room, alone while just sitting on his basketball. At that time, he was in a dilemma about the decision he made as a coach to help his pupils. The decisions that Coach Carter made started by increasing his pupils academic by requiring that his students' grades be at least C+ (00:20:20). Then closing the field and not continuing to take part in the regional league championships (01:31:11). Because of what he did, the coach got hated, but he can understand people's anger, especially from their pupils. However, after thinking hard and contemplating all of his decisions, he decided to stick with his decision to increase his pupils' academic skills, because he wants his students to become even better people when they graduate from high school.

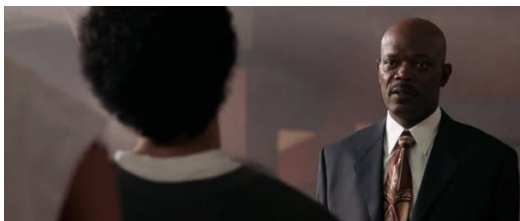
The data above is following the internal conflict understanding. According to Kenney (1986:5) saying that internal conflict occurs when one of the characters in the story has a problem in himself that makes him must fight the problem that occurs and solve it. Based on the definition of "Internal Conflict", Coach Carter surely had problems with himself. At the time, Coach Carter felt conflicted about his decisions as a coach to help his pupils, which he is confused about choosing between bringing his pupils to win the league (01:31:11) or helping their academics (00:20:20). At the end of the conflict in data (1), he chooses to solve his internal conflict by helping his pupils because he knew that becoming a pro basketball player is not enough to bring his pupils success in the future.

External Conflict

External conflict is used to distinguish between conflicts between characters, problems with their surroundings, and problems caused by nature. External conflicts are typically conveyed by the author through arguments or battles between characters.

Conflict Between Characters

(2)



Regarding the external conflicts, data (2) shows that Coach Carter has problems with other characters in the film. The problem started at **00:09:33**, when the coach first sees them, he immediately clashes with the pupils. The students show him no respect by ignoring him. Moreover, the students insult and disrespect him, such as in minute **00:09:44** by saying **“We hear you, dog. But we can't see you. The glare from your big, black-ass head is hella shiny, man”**. Furthermore, in minutes **00: 12: 55** a student called Timo Cruz attempts to attack Coach Carter after the coach asked him to leave the team.

According to Kenney (1986:5), External conflicts are used to separate **problems between characters and other characters**, problems with their environment, and problems with nature. From the data above, Coach Carter was involved in a fight with other characters, several of his pupils. It started when he introduced himself, then some students disrespect him by saying impolite sentences, such as **“We hear you, dog”** and **“The glare from your big, black-ass head is hella shiny, man”** in minutes **00:09:44**. The disagreement came to a head in **00: 12: 55**, when one of the pupils “Timo Cruz”, attacked Coach Carter and threatened to beat him. Fortunately, Coach Carter could guard himself, and he eventually removed Timo Cruz from the Richmond High School basketball team.

Conflict With Their Surroundings

(3)



Coach Carter has several conflicts with his surroundings as the film develops. For example, in data (3), disputes occurred when coach Carter prohibited the Richmond high school basketball team from practicing and playing in the league, as shown in minute **01:32:10**. Many outsiders questioned the coach charter decisions at the time. Furthermore, the following conflict happened at minute **01:32:22**, while Coach Carter was at his sports shop. An unknown car arrived, and the individual inside tossed a stone at the Coach Charter business while yelling, **“Open up the damn gym! Let the boys play!”**

Given the evidence, this is an excellent example for internal conflict; specifically, conflicts between a character and their surroundings, as defined by Kenney (1986:5). According to the research, various disagreements emerged from Coach Carter's surroundings. Coach Carter, for example, was criticized by numerous locals at minute **01:32:10** owing to the rules he established. Furthermore, an unknown individual threw stones at Coach Carter's sports business at minute

01:32:22. **"Open up the damn gym! Let the boys play!"** he said. All the acts and disputes indicated in data (3) confirm that the coach charter's surroundings disagree with the coach charter's restrictions. Even so, Coach Carter doesn't care and sticks to the regulations, because he believes that this is the best for the future of his students.

Psychological Personality

This section focuses on Coach Carter's psychological personality structure, which consists of the Id, Ego, and Superego. Additionally, this examines how he solved his challenges.

Coach Carter Id

The Id is the mind's completely unconscious area. The Id is a massive repository for immoral desires. In this case, the libido is employed to ease discharge and remove impediments to advance the pleasure principle. As the Id feels discontent, it responds to these tensions in a variety of ways, according to the pleasure principle.

(4)



Coach Carter and his wife were talking in data (4), at minute **00:05:39**. Coach informed his wife about Richmond's request to coach their basketball team that night. Ken Charter, with his ego, revealed that he did not want to teach at the school, although being paid \$ 1000 for five months. That's because the kids playing basketball there are reckless and all of them are troublemakers. **"And the team, it's so bad. Those boys, they're so angry and undisciplined"** he said to his wife. Yet, his wife insisted on Ken Charter teaching there since she needed money to go on vacation. Finally, he accepted the offer since he wished to spend time with his loving wife. He said, **"There's no way I'm not going to Mexico and hanging out on the beach with you in your bikini."**

Based on the context in data (4), it can be said that Id has taken Ken Carter's decision. According to Freud's theory (1995: 20-27), The id is the most primitive part of the psyche and represents our innate, biological drives such as hunger, thirst, and sexual desire. It can be seen from the sentence spoken by Coach Carter when he agreed to become a basketball coach to his wife, namely **"There's no way I'm not going to Mexico and hanging out on the beach with you in your bikini"**, which indicates that there is a sexual desire behind the reason Ken Carter agrees to become the basketball coach at Richmond Highschool.

Coach Carter Ego

The ego is the part of the id that has been directly impacted by the outer environment. The ego is kind of conscious and has protection systems as well as the ability to calculate, reason, and plan. The ego attempts to replace the unbounded pleasure principle that governs the id with the reality principle to impose influence from the outside world on the id and its tendencies. The ego, in contrast to the id, which includes emotion, represents reason and common sense.

(5)



In data (5) and minutes **00:06:55**, Coach Carter wanted to introduce himself to the members of the Richmond High School basketball team. A student wearing a yellow shirt, named Mr. Worm scorned Coach Carter, saying **"We hear you, dog. But we can't see you. The glare from your big, black-ass head is hella shiny, man. Damn, do you buff it?"**. After Worm said that, Coach Charter immediately answered him. **"Oh, you got jokes to go along with that ugly jump shot of yours, huh?"**.

Coach Carter's response shows that he was controlled by his ego and not distracted by his id (his emotions). According to Freud (1989:18-19), the ego stands in contrast to the id, which contains passion, and symbolizes what might be referred to as reason and common sense. In this case, Coach Carter did not ignite his emotions to hear the words of these students. He even fought back by slapping his students with some facts, which he said **"Oh, you got jokes to go along with that ugly jump shot of yours, huh?"**. This sentence means that in his last game against St. Francis, Mr.Worm took a very terrible Jump-shot, which cost his team the match. That made Mr worm speechless, and embarrassed.

(6)



The conflict happened in data (6) when Coach Carter resumed his introduction to the players of the Richmond high school basketball team (00:11:42 to 00:13:19). There was a student at the moment who booed and ridiculed Coach Carter as the new coach. "Timo Cruz" was the student's name. **"This is a country-ass nigga, dog,"** Timo said. Coach Carter first ignored him until Timo said, **"Are you some country church nigga, with your tie on and all that?"**. Moreover, he attempted to strike Coach Carter. In the end, Coach Carter came to the realization that he had to protect himself and get this student off the team.

From the conflict in data (6), the coach was controlled by his ego. According to Freud (1995:38), one of the characteristics of egos is rational, in which the ego uses reason and logic to mediate between the conflicting demands of the id and the superego. It helps us to make decisions and solve problems by weighing the risks and benefits of different options. Therefore, Coach Carter's decision with his ego was right in response to Mr. Cruz's unpleasant attitude, as shown in some sentences above. He emphasized that the word **"nigga"** is extremely disrespectful. Furthermore, He protected himself from Mr. Cruz's punch, and he showed that he is the current coach of the basketball team at that time, and students must follow all the rules made by him.

Coach Carter Superego

Simply put, the superego is the moral element of a person's psyche which is formed by parental upbringing or societal standards and values, which are based on morals and judgments about right and wrong. That is why sometimes the superego is also called super moral.

(7)



The conflict happened between 00:06:40 and 00:07:02 in data (7). When Ken Charter brought his son "Damian" to St. Francis, the struggle began. Damian complains about his father's refusal to inform him that he coached the Richmond High School basketball team. **"Then I'll go to Richmond and play for you,"** he responded, adding, **"Dad, you've always been my coach."** Damien desired to play with his father based on this sentence. Ken Charter, as a parent, opposed his son's request, saying, **"This is a great school, Damien. It puts you in a wonderful position for college,"** he added. Then he continued **"Just because I'm coaching at Richmond doesn't impact our plans for your future, okay?"**

Given the data, this is precisely a good case for the Superego example as explicated by Freud. Freud (1989:30,56) stated that the superego is the moral and ethical component of the psyche, often representing the internalization of cultural values and parental guidance. Therefore, it is clear from this statement that Ken Charter's superego is at work when making judgments. Even though his son wants to study with his father **"I'll go to Richmond and play for you"** and **"Dad, you've always been my coach."** Damien said. Unfortunately, as a father, Ken Charter wants the best for his son. He said, **"This is a great school, Damien. It puts you in a wonderful position for college,"**. It means he understood perfectly well that St. Francis is much better for his son's future than Richmond High School. Furthermore, he said **"Just because I'm coaching at Richmond doesn't impact our plans for your future, okay?"** this means that as a father, he didn't want his son to think that way. He wanted his son to focus on his future in St. Francis.

(8)



The conflict happened at 00:50:55 in data (8). Coach Carter had just completed lecturing his students at the time. He then began questioning one of the pupils, Mr. Lyle. **"What does your father do for a living, Mr. Lyle?"** the coach inquired. Mr. Lyle responded with a mournful expression, **"My father's in jail, sir"**. Coach Carter was taken aback when he heard this and remarked, **"Well, I'm sorry to hear that, sir." However, it does not have to be your life."**

According to the dialogue, Carter's superego took the position at the time. Freud (1995:40) stated that the superego is the internalization of cultural and parental norms and expectations,

providing a source of conscience and idealization. In context, a coaching statement represents the expectations of a coach to students. It can be seen from the sentence used, namely "**Well, I'm sorry to hear that, sir. But that doesn't have to be your life**", which conveys the message and optimism of a coach to one of his students, Mr. Lyle, that he has a better future than his father.

CONCLUSION

In conclusion, this study shows that the conflicts experienced by the main character Ken Carter in the film "Coach Carter" are very complex and varied. Through the lens of Kenney's conflict theory (1986), it can be seen that internal conflict and external conflict appear in the movie "Coach Carter". Even so, the conflicts that occur in the film are dominated by external conflicts. That's because the conflict arises from the tension between Carter's desire to instill values and discipline in his players. Aside from that, this study has employed Sigmund Freud's psychoanalysis theory, in which all three elements of Freud's psychoanalytic theory, id, ego, and superego are present in Ken Carter's decision-making process in the movie "Coach Carter,". The findings suggest that Carter's decision-making process in the movie is likely that his Ego seeks to balance his responsibilities as a coach with his desire to develop his players both as athletes and as individuals. Moreover, followed by his superego, which some of his decisions are guided by his sense of morality, and finally, few actions influenced by his Id.

SUGGESTION

Based on the study's findings, the author discovered complicated conflicts and problem-solving. As a result, the author proposes conducting more study, particularly on how conflict resolution and psychoanalytic techniques may be utilized in various real-life contexts, such as the workplace, classroom learning, or personal relationships.

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