

CHAPTER 1

INTRODUCTION

In this chapter, the researcher provides sub chapters that involve research context, research focus, research objective, definition of key terms, significant of study, previous study, and review of related literature.

A. Research Context

Learning is important because it helps individuals acquire, through study and knowledge, the skills necessary to achieve set goals. An important fact about learning is that learning is a means of increasing knowledge and acquiring skills that help achieve a particular goal. Hamalik defined learning as a form of personal growth or change expressed through new behaviors as a result of experience and practice.¹ So we can say that student learning is a process where the student receives a lesson, experience, and material in the classroom that is obtained by the teacher.

There are many factors influencing learning activity, it can be from external factor or internal factor. Such as family factor, psychological, method of teaching, learning strategies or even teacher's expectation toward their students.

¹Hamalik, Umar, *Metodologi Belajar dan Kesulitan-kesulitan Belajar*, (Jakarta: Tarsito 1983)

Bandura² called these expectations self-efficacy. Shank explained that students achieve educational effectiveness through real-world outcomes, surrogate or observational experiences, physical reactions, and forms of persuasion. Due to their tendency to focus on their own interests, there are many benefits to the education system that follow students' efforts to increase their self-efficacy.

Given the importance of academic engagement and the role of self-efficacy in learning and academic performance, educational systems are constantly seeking to improve such variables. One of the emerging theories in the field of educational and institutional psychology one is Pygmalion. Pygmalion is one of the most important in the field of teachers' perceptions and expectations in the academic and mental processes of students.

In teaching and research, the "Pygmalion effect" was also called the "Rosenthal effect" because of the classic experiment by Rosenthal and Jacobson.³

In 1968, Robert Rosenthal and Lenore Jacobson published the famous Oak School experiment, introducing the Pygmalion effect. The experiment took place in an elementary school where students were given a pre-test of intelligence.⁴

²Bandura, A, Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 1977 84, 18.

³Pintrich P R and Schunk D H, *Motivation in education: Theory, research and applications*, Prentice Hall, Englewood Cliffs, NJ, 1996

⁴Maria Niari, *The Pygmalion Effect In Distance Learning: A Case Study At The Hellenic Open University*, *European Journal of Open, Distance and e-Learning* – Vol. 19 / No. 1 37 ISSN 1027-5207, p.37

Rosenthal and Jacobsen shared with their teachers the names of the 20% of the students in their school who showed "extraordinary potential for intellectual growth" and who would thrive academically within a year. Unbeknownst to the teachers, these students were randomly selected without reference to entrance exams. When Rosenthal and Jacobson tested students eight months after, they found that randomly selected students, whom teachers thought would blossom, performed significantly better.⁵

Pygmalion first appears in Greek mythology as the king of Cyprus, whom Aphrodite sculpted and fell in love with as Galatea. Much later, George Bernard Shaw wrote a play called *Pygmalion*. Lisa Doolittle is a Cockney flower girl who bet gentleman Henry Higgins could become a lady. Today, the "Pygmalion effect" is the fact that people, usually children, students or employees, tend to do what is expected of them and do better when treated as if they can succeed.⁶

This theory describes a way of overtly communicating a person's mental expectations about how to interact with others so that they behave according to their own expectations. The basis of the Pygmalion theory is that it is the beliefs and expectations that determine a person's performance are products of the actions of others towards us. Formulating this theory suggests that higher expectations of a person lead to better performance, the Pygmalion Effect, or A self-fulfilling prophecy occurs. Elevating or moderating negative expectations, or replacing them with positive, high-

⁵Rosenthal, R., & Jacobson, L., *Pygmalion in the Classroom*, The Urban Review, 3(1), 1996, 16-20.

⁶Jie Chang, A Case Study of the "Pygmalion Effect": Teacher Expectations and Student Achievement, International Education Studies Vol. 4, No. 1; February 2011, p.198

level expectations, improves student performance and, in some cases, the performance of leadership subordinates.⁷

This theory is also found in Surah al-Ashr. This surah explains how we have to always have good prejudices against each other, advise each other on truth, and advise each other on patience. The verse reads:

وَالْعَصْرِ . إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ . إِلَّا الَّذِينَ آمَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَاصَوْا بِالْحَقِّ

وَتَوَاصَوْا بِالصَّبْرِ

Means: By time, Indeed, mankind is in loss, Except for those who have believed and done righteous deeds and advised each other to truth and advised each other to patience.

The Surah above explains that as human beings we must have faith, do good deeds, consult one another in truth, and consult one another in patience. In general, this surah indicates the urgency of the time. This surah contains the affirmation that everyone loses except those who admonish each other to believe and do good deeds and to adhere to truth and patience.

If you want to be appreciated and make a good impression, first of all, by showing a positive attitude towards others, always thinking positively about others, and always being patient when you are seen by bad or negative people. Managing all of this will also give you positive feedback from others.

⁷Friedrich, A., Jung, P., Reisser, C., Schacherer, J, *Population genomics reveals chromosomescale heterogeneous evolution in a protoploid yeast*, Mol Biol Evol, 32(1), 2015, 184-92.

This is related to Robert Rosenthal's Pygmalion theory. According to the Pygmalion theory, giving positive expectations and reactions will lead to positive results, and vice versa. Therefore, we must always think positively and advise others to remain true and patient.

Based on the researcher experience, positive feedback and positive expectations provided by the teacher is very important to the competence and ability of students to understand a material. But we do not always meet teachers' expectations in real life at school. In fact there are still many cases of this problem so that it was made into a movie story.

The movie that has been examined by the researcher here is Hichki, which is a movie from India where in this movie tells a life journey of a teacher who has Tourette syndrome must teach a child who is very playful and the least accomplished in that school, until finally with the positive expectations that the teacher has always given, it has a big impact on their behavior and achievement. Expectation effects between students and PE teachers showed that students who were expected by their associated teachers performed better than those who were not.

Therefore, from the explanation above, the researcher interest to analyze the theory of Pygmalion Effect that happened in “Hichki” Movie, because with positive expectations or positive reinforcement from the teacher, it will also affect student behavior and students learning in the classroom. In this study, the researcher investigated the impact of teachers' Pygmalion Effect-based teaching on students' self-efficacy and academic engagement in the classroom, based on the Hichki Bollywood Movie.

B. Research Focus

Another term of research problem is called research focus. Research focus or research problem are the educational issues, controversies, or concerns that guide the need for conducting a study.⁸ While in Pedomani Penulisan Karya Ilmiah states that research focus is a complete and detailed statement regarding the scope of the problem to be researched based on problem identification and limitation.⁹

Based on the background of the problems described above, the researchers found 2 problems formulation that will become research material, namely as follows:

1. What kind of Pygmalion Effect happened in Hichki Bollywood Movie Based on Robert Rosenthal Perspective?
2. How does Pygmalion Effect happened in Hichki Bollywood Movie Based on Robert Rosenthal Perspective?

C. Research Objectives

Creswell state in his book that a purpose is the major intent or objective of the study used to address the problem.¹⁰ Research objectives are usually short statements to indicate the purpose of a study. The objective of this study is to find out whether or not the positive expectation given by the teacher affect student achievement in the classroom.

⁸John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), p.59

⁹ Tim Penyusun Pedomani Karya Ilmiah, *Pedomani Penulisan Karya Ilmiah*. (Pamekasan: IAIN Madura Press, 2020), p.16

¹⁰John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), p.60

1. To identify kind of Pygmalion Effect that happened in Hichki Bollywood Movie Based on Robert Rosenthal Perspective
2. To describe what happened in Hichki Bollywood Movie Based on Robert Rosenthal Perspective

D. Significant Of Study

Significance of study is describing the usefulness or urgency of the research, either scientific use (theoretical) as well as social use (practical).¹¹ So significant of study is an explanation of the benefits obtained from research that will be useful for education, teacher, students and researchers itself. This study, which focuses on analyzing the Pygmalion effect, may influence students' learning performance in the classroom. Based on the objective above, the significance of the study can be stated as follows:

1. Theoretical significant

This lesson is used to develop knowledge and add new information from the theory. On the other hand, the writer hopes that the result of his research could give some message for the reader. Related with how teacher's expectation can affect student's motivation in students learning.

2. Practical Significant

- a. For Teacher

¹¹Tim Penyusun *Pedoman Karya Tulis Ilmiah* (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 19.

This study can help the teacher to always provide positive stimulus or positive expectation for students in their teaching learning process in the classroom.

b. For the Students

This study was expected to read by students, so it can be an encouragement for students to develop their interest in learning. The students can give the best effort with the positive expectations or motivation given by the teacher, so that it has an impact on learning activities and outcomes.

c. For the Future Researcher

The results of this study may serve as a reference for future researchers intended to research movie principally “Hichki” Bollywood Movie and was expected to be an inspiration for further research that has the similar problem in future.

E. Definition of Key Terms

Creswell stated that to begin your search of the literature, narrow your topic to a few key terms using one or two words or short phrases.¹²

This key term to avoid misunderstanding and word difficulty for readers and differences in meaning or lack of clarity of meaning.

¹²John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012),82.

1. The Pygmalion effect is a person's performance that influenced by the expectations of others. Students perform better or worse than others depending on what teachers expect of them.
2. Movie is a story or event recorded by a camera as a series of moving images and shown in theaters or television.
3. Hichki is a Bollywood film directed by Siddharth P. Malhotra and produced by Aditya Chopra and Maneesh Sharma under the label of Yash Raj Films.

F. Previous Study

Previous research is important to know for researchers in conducting research. Where this will help researchers develop their research and will be very interesting when research has differences with previous research even though the topic is the same.

Some previous study from this research are reported by Jie Chang from English Department, Beijing Institute of Petrochemical Technology, entitled "A Case Study of the "Pygmalion Effect": Teacher Expectations and Student Achievement". In his research, the researcher use descriptive quantitative method that analyze the teacher's expectation can affect student's achievement as well. In a case study of English teaching in colleges, researchers observed a paradoxical fact that teachers' positive expectations lead to false assessments of student autonomy, enforced (online) learning requirements, and inadequate testing work. With proper design, you can get amazing results for poor student gains. The study

aimed to learn about areas of education that don't always "get what you expect." Student motivation, enthusiasm, and performance are influenced by several factors in addition to teacher expectations.¹³

Afterward, the previous researches which are almost similar is an experiment that carried out by Robert Rosenthal and Lenore Jacobson, entitled "Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development. This research was aimed to predict academic intellectual growth or effect of someone's expectation towards another person. The research method used was experiment quantitative that analyze teachers expectation towards their students. This experiment held on the West Coast and was administered in spring of 1964. With the statistical population of study there were three classrooms for each of the six grades of elementary school, one for above-average, average, and below-average children. A place where each student takes a test designed as a mock IQ test. After the exams, the teachers were given the names of the children who were considered capable and smart, rather than the scores. At the end of the school year, children are asked to take another test. All students performed better, but there was a noticeable improvement in test subjects. Students who are considered capable and expected by their teachers make the most progress, compared to First and Second Graders.¹⁴ The results of this study showed that the Oak School experiment provided further evidence that one's expectations of one's

¹³Jie Chang, A Case Study of the "Pygmalion Effect": Teacher Expectations and Student Achievement, *International Education Studies* Vol. 4, No. 1; February 2011, p.198-199

¹⁴Rosenthal, R., & Jacobson, L, *Pygmalion in the Classroom: Teacher Expectation and Pupil's Intellectual Development*, Englewood Cliffs, NJ: Prentice Hall, 1974, p.444

behavior can serve as self-fulfilling prophecies. It has also been shown that when children are expected to exhibit greater intellectual development, those children exhibit greater intellectual development.

Meanwhile, a third previous study is from a paper by Dr. Faezeh Jahan, "The Effectiveness of Teacher Education Based on the Pygmalion Effect on Student Self-Efficacy and Academic Engagement." and Dariush Mehrafzoon, Islamic Azad University, Islam Shahr Branch, Iran 2019 Dariush Mehrafzoon. Check the validity of this is related to research previously conducted by Jie Chang. In this study, the expectations teachers have of their students and, as a result, the negative feedback students give teachers through educational outcomes cause the Golem effect. The Golem Effect refers to the effect of students having low expectations of themselves and their seeming underachievement as a result of this inefficient attitude. That is, after receiving negative feedback from students, teachers change their beliefs from weakness to incompetence by reducing student activity and interfering in classroom activities.¹⁵ The current study aimed to determine educational effectiveness based on the Pygmalion effect of teachers on students' self-efficacy and academic engagement. Analysis of covariance showed that interventions based on the Pygmalion effect had significant positive effects on self-efficacy and educational engagement.

In spite of that, Dr. Geetha conducted a study entitled "The Pygmalion approach: New perspectives toward English Language

¹⁵Faezeh Jahan & Dariush Mehrafzoon, Effectiveness of Pygmalion Effect-based Education of Teachers on the Students' Self-efficacy and Academic Engagem, Iranian Journal of Learning and Memory, 2019, 1 (4), 17

teaching". Researchers use different forms of dialogue between teachers and students. This can be done through various communication channels, internal assessments, tests, verbal correspondence, emails, written comments on assignments, forums, telephone communications, face-to-face communications through contact sessions) used to get valid data and new perspective of Pygmalion effect. In her study, researchers distributed semi-structured, open-ended questions to 170 students at a university and tested teacher expectations with adult students (age: 18-25). Which is Students perception of Teachers expectations (1), Students Expectations from Teachers (2), Teachers perception of Students Expectations (3), and Teachers' Expectations from Students' (4).¹⁶ Findings are consistent with literature reviews that consider the power of positivity or positive expectations leading to positive outcomes, as is this study. If you can use the Pygmalion approach in your teaching practice and set positive expectations for your students, your performance will improve significantly.

The previous studies above have similarity and difference with this research. The research above also uses a quantitative experimental method which is a direct classroom action research, at the same time, this study uses a descriptive qualitative approach with a content analysis method where the researcher analyzes Pygmalion Effect theory and associate with the expectations of others can affect the output of the expected person based on the perspective of Robert Rosenthal that occurs in the movie. In

¹⁶Dr Geetha, The Pygmalion approach: New perspectives toward English Language teaching, European Journal of Molecular & Clinical Medicine, ISSN 2515-8260, Volume 7, Issue 11, 2020

this research, the researcher intends to analyze Hichki Bollywood Movie by using Robert Rosenthal's theory. Analyzing the movie by using Rosenthal's theory is very suitable for my research, which is to find out whether or not a teacher's expectations can affect student learning outcomes during class. His perspective is suitable with the research discussed about people's expectation. Hence, it is very worthy to analyze Hichki Bollywood movie by using Rosenthal's theory because the previous studies above do not using that theory, so that this research can be a novelty and different than other researches above.

G. Review of Related Literature

In this research, the writer only focused on this Hichki Bollywood movie, because in that movie is one of the movie was followed by an object in this research.

1. Pygmalion Effect

a. Definition

Pygmalion Effect is where an individual's performance is influenced by others' expectations. The power of positivity or positive expectations leading to positive outcomes students performs better or worse than other students.¹⁷ Expectation effects between students and PE teachers showed that students who were expected by their associated teachers performed better than those who were not.

¹⁷ Paul Boyce, Pygmalion Effect Definition, article accessed on <https://boycewire.com/pygmalion-effect-definition/>

According to Babad, The Pygmalion effect is a kind of self-fulfilling prophecy positive in its nature and outlook that shows how teachers' expectations can influence students' performance. The higher the teacher's expectations, the more satisfying the student's results and overall performance.¹⁸

While Robert Rosenthal stated that the Pygmalion effect is a result of our actions that are influenced by expectations. A positive expectation will affect behavior positively, and a negative expectation will affect behavior negatively.¹⁹

Pygmalion is a term used to describe a behavior or action that occurs where it is influenced by the expectations of others that can turn into positive or negative effects on their abilities or achievements. The positive or negative effect that can be obtained depends on how the expectations or stimulus given by the other person.

The Myth of Pygmalion Effect

To get to know more about the Pygmalion Effect, the researcher will also explain the myth of the Pygmalion Effect that originated from Greece:

Here is the myth of the Pygmalion effect that originated and developed from Greece that has widely used and reproduced in art for centuries till now.

¹⁸ Babad, E, Teacher expectancies and nonverbal behaviour. (R. Feldman, Ed.) Applications of nonverbal behavioural theories and research, 1992

¹⁹Rosenthal, Robert, Jacobson, Lenore, Pygmalion in the classroom; teacher expectation and pupils' intellectual development, (Swiss: Holt, Rinehart and Winston, 1968)

Pygmalion first appeared in Greek mythology. Pygmalion was a talented Greek sculptor from Cyprus who was sick of the shameful lives and immorality of *Propoities*, a common prostitute. It is implied that Pygmalion saw in *Propoities* something natural in all women and chose to isolate himself and remain unmarried for this reason.²⁰

Seeing women as flawed creatures, Pygmalion devoted himself to his work, vowing not to waste a single moment of his life for them. With prodigious artistry, he creates beautiful statues that are more perfect than living women. The statue is Galatea until the more he see it, the more he fall in love with it, until he wants to be more than a statue.²¹

As he completed the features of the statues, they became so beautiful that he found himself more and more lovingly struck with hammers and chisels. He brought her presents, stroked her, kissed her, and talked to her every day. He brought it gifts that women seemed to like: beautiful shells, pearls, songbirds, baubles, and flowers. He clothed the statue with fine clothing, put a ring on his finger, and put a necklace around her neck, and even earrings.

Lovesick, Pygmalion goes to the temple of the goddess of love Aphrodite (aka Venus) and prays that she give him a lover like his statue. Aphrodite is touched by his love and brings Galatea to life.

When Pygmalion returned from Aphrodite's temple and kissed his

²⁰Antonis Chaliakopoulos, Pygmalion And Galatea: A Myth About Creation And Love, article accessed on <https://www.thecollector.com/pygmalion-and-galatea-myth/>, retrieved at 18 April 2022

²¹Sparknotes, Pygmalion, article accessed on <https://www.sparknotes.com/lit/pygmalion/section6/>, retrieved at 18 April 2022.

statue, he was delighted to find it warm and soft to the touch. Pygmalion's spirit wavered between doubt and joy. Afraid of making a mistake, he repeatedly touches the object of his desire with the passion of a lover. Pygmalion and Galatea were married by Aphrodite herself. From their marriage, *Paphos* was born after whom the city of *Paphos* got its name.²²

This basic Pygmalion story was written by Irish playwright and political activist George Bernard Shaw whose play 'Pygmalion' explores the notion that the way one person treats another can be transforming for better or worse. Much later, George Bernard Shaw wrote a play called *Pygmalion*, about Lisa Doolittle is a Cockney flower girl who bet gentleman Henry Higgins could become a lady. Today, the "Pygmalion effect" is the fact that people, usually children, students or employees, tend to do what is expected of them and do better when treated as if they can succeed.²³

In Shaw's Play *Pygmalion*, Eliza Doolittle says: "You see, really and truly, apart from the things anyone can pick, the difference between a lady and a flower girl is not how she behaves but how she's treated. I have always been a flower girl, because he always treats me like a flower girl and always will: but I know I can be a lady to you because you always treat me as a lady and always will"²⁴

²²Unknown, The Myth Of Pygmalion And Galatea, article accessed on <https://www.greekmyths-greekmythology.com/myth-of-pygmalion-and-galatea/>, retrieved at 18 April 2022

²³Jie Chang, A Case Study of the "Pygmalion Effect": Teacher Expectations and Student Achievement, *International Education Studies* Vol. 4, No. 1; February 2011, p.198

²⁴ Shaw, G. B., *Pygmalion*, George Bernard Shaw, London, (1913, October 16)

b. Kind of Pygmalion Effect

The Pygmalion effect consists of both positive and negative expectations. In terms of self-fulfilling prophecy, the Pygmalion effect means "you get what you expect". Where these two effects are very influential on achievement or in the teaching learning process in the classroom, and the relationship between students and their teachers should be good too. The teacher will have formed expectations about how the class runs or have an expectations about student's achievement based on their knowledge through the activity the day before.

1) Positive

When the teacher provides positive expectations or positive reinforcement towards students, and the teacher hopes that the student will succeed in the exam or during lessons in class, provided with detailed feedbacks, be praised more often, then it is certain that the student will success or in accordance with the teacher's expectations. It is called Galatea or Positive Expectations, which is taken from the name of a statue that comes to life like a human because of the positive expectations of the sculptor, Pygmalion. This positive effect can be obtained if the relationship between the teacher and his students is also well established. The teacher always applies good feedback to his students. Then the results obtained will also be good.

In fact, a positive communication cycle between teacher perceptions is a key factor in improving student performance. Improving the psychological needs of students is another factor that amplifies the effectiveness of the Pygmalion Effect. For example, Scott, Shannon, and Caroline found that students who were more engaged in their school work performed better on their homework, and that homework performance was attributed to individual ability rather than chance or external factors.²⁵ In fact, learning problems can lead to frequent experiences of failure in education, and along with dissatisfaction can negatively label such people as dumb, stupid, and lazy.

2) Negative

Meanwhile, if the teacher provides negative feedback or negative expectations towards students, they will be taken into disadvantageous learning conditions, and teacher behavior adversely affects student performance in a negative way. Negative expectations here is when the teacher gives low or bad feedback or expectations to students and of course with that the results will not be in line with expectations. Which results a Golem effect. The Golem Effect refers to the impact of students having low expectations of themselves and poor performance as a result of this inefficient attitude. After

²⁵Scott, H., Shannon, L., & Caroline, L, *Life satisfaction in children and youth empirical fundtion and implications for school Psychologist*, Psychology in the Schools, 41(1), 2004, p.18-130.

receiving negative feedback from teachers, students will change their beliefs for the worse.²⁶

Lack of clear expectations from the teacher causes the student to fall behind, and finally the student believes that he is not capable. Ultimately, students feel embarrassed and unworthy when they do poorly. If students get negative expectations from teachers, they will be in areas that cannot follow the teaching and learning process. Consequently, if teachers consider their expectations in making assessment decisions, they will get scores that are not by their actual achievements.

A real-life example from Pygmalion effect can be seen around us. For example, in football. The coach of football team, Mr. Abdillah recruits two new players, Diar and Huda. Diar looks like one of the coach's football idols. Therefore, he has high expectations of him. Huda, by contrast, looks skinny and doesn't score much. He already has low expectations of him.

As the weeks pass, Mr. Abdillah spends more time trying to help Diar with his technique while Huda sits in a corner. Diar is constantly admired while Huda is ignored. Diar seems to be a "golden boy". At the start of a season full of confidence and leadership, Diar scored his first goal to win the

²⁶ Eden, D, *Leadership and expectations: Pygmalion effects and other self-fulfilling prophecies in organizations*, Leadership Quarterly, 3 (4), 1992, p.271-305.

match for his team. Huda, meanwhile, full of fear and self-doubt, immediately attacked.

So this is why the nice of the connection among teachers and students may be very essential and has a right away effect on students' gaining knowledge of achievement. A teacher's personality can also determine the likes and dislikes of a student's subject. In class, teachers should ensure that students are friendly, generous, and use humorous language to make them feel comfortable and have fun. Teachers must communicate high expectations to students by giving them special attention and giving them verbal and non-verbal reinforcement. This reduces the distance between teachers and students and eliminates feelings of alienation from each other.

A good teacher-student relationship can increase student enthusiasm and improve learning effectiveness. Teachers should take care of their students so that they are welcome to their lessons in the classroom.

c. Robert Rosenthal Perspective

In 1964, Robert Rosenthal hypothesized that our expectations of others can have a positive or negative effect on reality. Rosenthal argues that such expectations can create self-fulfilling prophecies in which positive expectations lead to positive performance, and vice versa. According to him, the

expectations that teachers give to students greatly affect the achievement of these students in the classroom.

Rosenthal proved this by conducting his experiments at an elementary school in California, the Oak School. Where each student takes a test designed as a mock of IQ test. After the exam, the score was not revealed to the teacher, but they were told the name of each child who was said to be capable and clever.

After the school year has passed, the children are asked again to take the test. All students scored higher, but there was a marked improvement in test subjects. Students who are considered capable and expected by their teachers make the most progress, compared to First and Second Graders.

After conducting the experiment, Rosenthal argues that the results of the Oak School experiment prove that a person's expectations of the behavior of others will have an impact on that person's achievement. When teachers expect that certain children will demonstrate significant knowledge development, then it will happen. Vice versa if the teacher has shown that he does not care and does not even give any hope to his students, then the student will also feel inferior and insecure, which will result in his achievement later.

This study concludes that expectations are a contributing factor in student outcomes. Rosenthal believes

that even subtle factors such as the mood, positive reinforcement, good relationship or attitude of the teacher can influence student and has a very positive impact on its achievement in the classroom.

According to Rosenthal, the Pygmalion effect works like a self-fulfilling prophecy. This can be seen from the circular working order:

1. People's beliefs and expectations effect their actions towards others.
2. Those actions impact on the beliefs and expectations that other people hold true about themselves.
3. Those beliefs then impact on the performance of others.
4. The initial belief and expectations of others are verified.²⁷

According to Robert Rosenthal's theory, we can conclude that the expectations of others strongly influence a person's learning outcomes and attitudes. If we consistently instill or give positive expectations or feedback to others, the results will be positive, and according to expectations, by the way, if we give negative expectations, the results will also be negative. This line of thinking is consistent with what Robert set out in his research experiment The Oak School. This experiment proves that the expectations of others affect performance. This theory is also very useful in discussing the

²⁷Rosenthal, R., & Jacobson, L., *Pygmalion in the Classroom, The Urban Review*, 1968, 3(1),

issues researchers are investigating. It is about understanding how other people's expectations and expectations affect their performance.

2. Movie

a. Definition

Movie is a moving picture record that tells a story and that people see on screens and televisions: Motion Picture.²⁸ Movie is a very effective medium for conveying drama and especially for evoking emotion. Movie art is very complex, requiring input from almost every other art and a myriad of technical skills (sound recording, photography, optics, etc.). This new art form emerged in his late 19th century and has become one of the most popular and influential mediums of the 20th century and beyond.

According to Hornby movie means a series of moving pictures recorded with a sound that tells a story, shown at a cinema or movie. Movie or film is a term that surrounded individual motion pictures, the field of the movie as an art form, and the motion pictures industry.²⁹ Movies are made by capturing images of the world with a camera or using animation techniques and special effects to create the images.

²⁸ Merriam-Webster. (n.d.). Movie. In Merriam-Webster.com dictionary. Retrieved November 30, 2021, from <https://www.merriam-webster.com/dictionary/movie>

²⁹ Hornby, A.S. 2010. Equivalence: In Oxford Advanced Learner's Dictionary, (8th ed., p. 495). Oxford: Oxford University Press.

In the film or movie theory, genre indicate to the primary method of movie types. The main types are often used to be categorized genre movies; settings, moods, and formats. The location of the film is already interpreted as a setting. The emotional charge carried all over the film is known as the mood. This film may also have been shot using certain equipment or presented in a certain way, or format. Meanwhile, for its own purpose, it is to educate, entertain and inspire the movie's audience so that the moral message can be taken.

b. Characteristics of successful movie

Making a movie is hard work. Especially when the movie has a lot of expensive props, scenes and actors. There are a few simple characteristics that can truly make a film successful. Here we take a look at the five most important characteristics of a successful movie:

1. Script

Just like with any other media, most viewers would give it an A rating if it grabbed their attention and interest. It can also be seen on a small scale in advertising. If the audience can instantly relate to the characters in the story and genuinely care about what's going on, then the story and the movie have served their purpose.

2. Director

A great director can also make a movie successful. A director may be considered a quarterback whether or not he calls and scores games. If the director can assemble a cast and give the movie a quality look and feel, the show has a good chance of succeeding.

3. Cast

The cast is another important area. Usually in the first few minutes of the movie you'll know if the casting is correct. In fact, cast chemistry can literally make or break a movie, and it certainly has in the past.

4. Differentiation

This one may be a little far-fetched, but it can have its entertainment quality. In other words, if a movie offers audiences something they've never seen before, even if that simply means that they're playing types of characters that actors and actresses don't normally play, their Movies can be interesting enough!

5. Mass Appeal

Over and above all of the other factors, the mass appeal may be the number one criteria for the success of a film. As the saying goes,

“you’re never going to please all of the people, all of the time.”

However, if you can please the majority of people, you may only have one successful hit. Public appeal can be countered in a number of ways. However, one of the best ways to get maximum audience share is to make your topic controversial. This can eventually lead to arguments and debates, but after all, this is a true sign of success. Let people talk — and they'll start flocking to theaters to see what all the fuss is about. See if there is one.³⁰

The quality of the movie is no less important in producing a good movie, while the Qualities of the movie image are Intensity, intimacy, ubiquity:

The qualities Intensity, intimacy and ubiquity were emphasized as the distinguishing features of the movie's imagery. Its strength derives from its ability to fully draw the viewer's attention to the piece of reality being shown.

The intimacy of a film image has to do with the camera's ability to see more detail than the eye can. This ability is evident in close-up shots as well as long distance shots through a telephoto lens.

The ubiquitous impression of being everywhere at the same time is achieved in part by the camera's apparent freedom

³⁰ Heather Johnson, Top 5 Simple Characteristics of Successful Films, Retrieved November 30, 2021, from <https://chillopedia.com/top-5-simple-characteristics-of-successful-films/>

to move from place to place, approach and retreat in an instant.³¹

3. Hichki

Title	: Hichki
Director	: Siddharth P. Malhotra
Producer	: Aditya Chopra and Maneesh Sharma
Writer	: Ankur Chaudhry
Cast	: Rani Mukerji, Harsh Mayar, Rohit Saraf, Neeraj Kabi, Sachin Pilgaonkar, Jannat Zubair Rahmani, Vikram Gokhale, Supriya Pilgaonkar, Hussain Dalal.
Duration	: 1 hour 55 minutes

Hichki is a 2018 Indian Hindi comedy-drama film co-written and directed by Siddharth P. Malhotra and produced by Aditya Chopra and Maneesh Sharma under the former's label of Yash Raj Films. This movie was released on March 28, 2018 in India, with a duration of about 1 hour 55 minutes.

Hichki's movie was made with a budget of 25 million US dollars and grossed 2 billion worldwide. The movie won five awards (two each from the Melbourne Indian Film Festival and Indywood Academy Awards and one from the Giffoni Film Festival),

³¹Stephenson, R., Andrew, Dudley, Manvell. Roger, Sklar. Robert and Murphy. Arthur D. (2020, November 19). *Film. Encyclopedia Britannica*. <https://www.britannica.com/art/motion-picture>

furthermore earned Mukerji several nominations in the Best Actress category from the Filmfare, Screen, and Zee Cine awards ceremonies.

Based on American motivational speaker Brad Cohen's autobiography *Front of the Class*, Rani Mukherjee stars as Naina Mathur in a comeback performance. The Indian film *Hichki* made its debut in mainland Chinese theaters in 2018 and received a favorable reputation at the 21st Shanghai International Film Festival with zero negative reviews.³² The film sheds light on educational issues in India, specifically the hiccup teacher with Tourette's Syndrome, not only showing the difficulty of socially vulnerable groups surviving in difficult situations, but also the sacredness of teachers between education and problem solving promote its mission. *Hichki* has also become synonymous with a teacher.

The Indian film *Hichki*, based on a true story, is based on Brad Cohen's biographical novel *Front of the Podium* and was adapted into the film *Front of the Class* in America. An Indian film production team realized a local production based on the original, replacing the male lead with an Indian woman.³³

The storyline was also rewritten to incorporate Indian-style music and dance. The movie focuses on issues of educational equity and, as a sister movie to Hindi media, depicts issues in Indian society such as wealth inequality, class segregation, and surname race. After

³² Qi, Y.J. (2019). An Analysis of the Narrative Mode of the Indian Film *Hichki*. *Open Journal of Social Sciences*, p.205

³³Ye, Y.L. (2018). The Artistic Characteristics of New Concept Indian Films and Its Enlightenment to Domestic. *Media*, 10, p.79-81.

the movie was introduced in China, it was loved by Chinese audiences. This is especially noteworthy for the Chinese film industry.

The character of Naina is played by Bollywood actress Rani Mukherjee, who starred in the movie *Kuch Kuch Hota Hai*. The film tells the story of a woman with Tourette's syndrome named Naina Mathur who continues to suffer from uncontrollable hiccups due to neuropathy. Loose connections in her brain cause small shocks like hiccups. Uniquely, despite her shortcomings, Naina does not deter her from pursuing her dream of becoming a teacher.

Naina often experiences rejection and is belittled by people, because of her shortcomings. The teachers at the school and even her parents doubted Naina's ability to achieve her dreams. Naina was rejected by 18 schools because she was disturbed by the sound of her hiccups. St Notker's is the only school willing to accept Naina as a teacher, even though St Notker's has rejected her five times.

At this school, Naina again faces a challenge because she is assigned to be the homeroom teacher for class 9F. Class 9F is known as the most problematic class in St. Notker's where each student has their own life story that makes them not enthusiastic about going to school. But with the positive expectations and hope given by Naina, in the end it also had an impact on the achievement of her students, and prove that they can, namely class 9F.

By watching this movie, the people will get many things to be discussed with other people. According to *The New Indian Express*,

Hichki embraces a message to "destroy stereotypes" and generates several lessons about tolerance and humanity's generosity by presenting Mukerji as a persistent teacher who suffers from Tourette's syndrome.