

CHAPTER III

DISCUSSION OF RESEARCH FOCUS

In this chapter, the researcher presents the finding and discussion of the study related to data obtained through documentation which discusses based on theory and concept from the previous chapter. It covers the Pygmalion effect on the movie entitled “Hichki” based Robert Rosenthal’s Perspective.

Here the researcher finds some kinds of Pygmalion effect on students learning and how does Pygmalion effect happened in “Hichki” Bollywood movie based on Robert Rosenthal perspective as become finding and discussion in research focus mentioned in chapter 1.

A. Kinds of Pygmalion Effect that happened in Hichki Bollywood Movie

After watching a movie entitled “Hichki” and collecting data, the researcher finds a good deal of Pygmalion Effect that happened and what kind of Pygmalion Effect in movie scene based on the statement of research focus mentioned in chapter 1. In the process of collecting data, the researcher uses Robert Rosenthal’s theory of Pygmalion effect.

Pygmalion Effect is where an individual’s performance is influenced by others’ expectations. The power of positivity or positive expectations that lead to positive outcomes students performs better or worse than other students.⁵⁴

⁵⁴ Paul Boyce, Pygmalion Effect Definition, article accessed on <https://boycewire.com/pygmalion-effect-definition/>

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.⁵⁵

Based on observing the movie, the researcher found 20 Positive Pygmalion effects and 14 Negative Pygmalion effects that occurred in the movie entitled “Hichki” by doing observation and documentation. The data are below:

A. Positive

Rosenthal introduces two kinds of Pygmalion effect, the two kinds are positive and negative. The first kind is positive. Positive effect happened 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 succeed or in accordance with the teacher's expectations.

The student-teacher relationship also has a significant impact on student performance. A comfortable learning environment is created when teachers develop good relationships with their students. This is also very much in line with Rosenthal's opinion even subtle factors such as mood, positive reinforcement,

⁵⁵Rosenthal, Robert, Jacobson, Lenore, *Pygmalion in the classroom; teacher expectation and pupils' intellectual development*, (Swiss: Holt, Rinehart and Winston, 1968)

good relationships and teacher attitudes can affect students and have a very positive effect on classroom performance.

By observing the movie, the researcher found several Pygmalion positive effect that will be illustrated below:

a. 1st Data at 00:12:05



Figure 3.1. Naina was hired as a teacher at St. Notker's

The conversation related with the data is below:

St. Notker's principal	: "Your qualifications are excellent Ms. Mathur. And I like your spirit. We are willing to give you a chance. "
Naina	: "Thank you, sir! Thank you." ⁵⁶

Naina was accepted to work as a teacher at St. Notker. The principal also gave her a good response and the opportunity to work at the school as a teacher.

The scene shows that of the 18 schools that refused her to teach, St. Notker's was the last school to accept her as a teacher. Because she has applied to many schools, but none of the schools

⁵⁶Ankur Chaudhry, *Hichki Bollywood Movie*, (India: Yash Raj Films, 2018), Duration: 00:12:05 - 00:12:05

are willing to welcome her as a teacher due to her Tourette syndrome.

Finally, after trying 18 times she was accepted into St. Notker's. The principal also said that Naina's CV was good and they would give Naina a chance to teach. The principal's actions show a supportive attitude and hope that Naina can become a good teacher and teach successfully in the future.

Based on the conversation between principal and Naina above, it is included in positive effect based on Rosenthal's theory. The positive effect in this scene is when the principal said that Naina's CV was good and they would give Naina a chance to teach, regardless of the Tourette syndrome she has.

The researcher chooses that scene because the scene shows the principal's actions, who have a supportive attitude, and hope that Naina can become a good teacher and teach successfully in the future.

b. 2nd Data at 00:15:09



Figure 3.2. Little Naina was told to come on stage

The conversation related with the data is below:

Principal : “What's your name?”
 Naina : “Naina Mathur, sir.”
 Principal : “Can you stop these hiccups, please?”
 Naina : “I can't sir.”
 Principal : “Why not?”
 Naina : “I have Tourette syndrome, sir.”
 Principal : “I have never heard about it.”
 Naina : “Sir, it's a neurological problem, because of which I get...like an electric shock.”
 Principal : “What do other students say to you?”
 Naina : “They laugh at me, and tease me sir.”
 Principal : “And teachers?”
 Naina : “They throw me out of the class sir.”
 Principal : “Tell me, what can we do for you? How can we help you?”
 Naina : “Sir, just treat me like the rest of the students. Please.”
 Principal : “My child, this is a school. Everyone comes here to learn, but today you have taught us something. On behalf of St. Notker's I promise you, we will treat you just like the other students. Okay? Go back.”
 Mr. Khan : “On behalf of St. Notker's. I promise you, **we will treat you just like the other students.**”⁵⁷

Mr. Khan, the principal of St. Notker's, once gave Naina a positive response and promised her that on behalf of St. Notker's he would treat her the same as the other students, and there was no difference.

This scene shows that it turns out that little Naina also attended St. Notker's. It is also the reason why Naina applied to become a teacher there. When Naina was young, many people looked down on her because of Tourette's syndrome. One time there was an art performance at her school, and she kept

⁵⁷Ankur Chaudhry, *Hichki Bollywood Movie*, Duration:00:15:09 - : 00:15:20

hiccupping so that it made other people and students who performed uncomfortably.

After their performance was over Mr. Khan the principal at that time, came out and ordered the person who made the noise to come forward, which turned out to be Naina. She comes to the stage, and Mr. Khan start asking her, what her name is, can the hiccups go away, what she is suffering from, how are his friends and teacher treating her, and what he can do for Naina. Little Naina replies that she wants nothing and wants to be treated like a normal student by everyone. Mr. Khan also showed a very positive attitude and promised Niana that all of St. Notker's will treat her like any other student normally. Therefore this scene is included in the type of positive effect.

According to Rosenthal, the kinds of Pygmalion effect is positive and negative. The positive effect of second data is when Mr. Khan showed a very positive attitude toward Niana that he and behalf of St. Notker will treat her like any other student normally. Therefore this scene is included in the type of positive effect.

The researcher choose that scene because it showed a positive attitude and faith to Naina that shown by Mr. Khan. Because it in line with Rosenthal opinion that even subtle factors such as the mood, positive reinforcement, good relationship or attitude of the teacher can influence student outcomes.

c. 3rd Data at 00:37:17



Figure 3.3. Naina believes that class 9F can make St. Notker's proud

The conversation related with the data is below:

- Naina : “Sir, it's just so embarrassing sir. Actually I was trying to explain...how Liquid Nitrogen expands in my Chemistry class. I'm so sorry, I didn't realize it will explode. I'm just so sorry sir. They didn't do anything.”
- Mr. Wadia : “What exactly are you trying to prove Ms. Mathur! You think we're all fools? The whole school should suffer because of 9F?”
- Principal : “Get to your classes. Move. Ms. Mathur, we all know this is their doing. You do too. You're still protecting them!”
- Naina : “Yes sir. Like you said, we all know this prank might be their doing. But sir, what they did requires planning, foresight, and intelligence. Sir, I believe if we can find a way to channelize this energy correctly, they can make St. Notker's proud one day... I assure you sir.”
- Naina : **“Sir, I believe if we can find a way to channelize this energy correctly, they can make St. Notker's proud one day. I assure you sir.”⁵⁸**

In the scene, Naina shows positive expectations towards class 9F to the Principal and Mr. Wadia and tries to convince them that the 9F class deserves a second chance.

In this scene, Niana's actions are included in the positive Pygmalion effect because Naina suggests to the principal if they

⁵⁸Ibid, 00:36:08 - 00:37:17

can find the right way to channel 9F's energy then they will be better in the future. Naina also hopes to give 9F a second chance.

It happened because 9F did naughty actions that wanted to make Naina stop teaching and resign. Therefore they looked for ways to act naughty and make whoever the teacher taught them to end up not being assertive. They put the toy balls into a bucket and were then given an explosive liquid so that the ball exploded and broke the windows in the classroom, thus making them summoned by the principal and punished.

Naina defends them and begs them to be given another chance and not to be expelled from school. Naina also said that if they could help 9F channel their energy. Then one day, they would be able to make St. Notker's proud. Naina's attitude suggests that she gives a positive expectation to 9F and feels confident they can act as she hopes.

The conversation chosen by the researcher because it can be analyzed by using Rosenthal's theory. It can be seen in the scene, Naina attitudes that defends them and begs to the principal to be given another chance. Naina also suggests to the principal if they can find the right way to channel 9F's energy then they will be better in the future.

From this, it can be said that this scene included in positive effect of Pygmalion effect.

d. 4th Data at 00:37:44

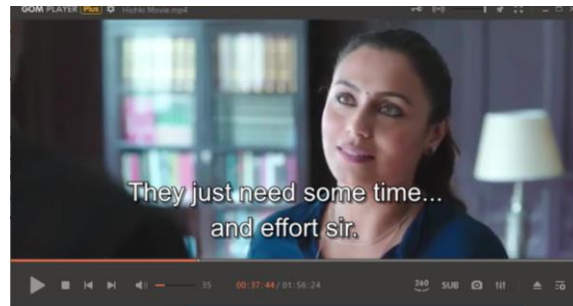


Figure 3.4. Naina believes in 9F's ability

The conversation related with the data is below:

- Naina : “They will sir. Maybe we just haven’t tried hard enough, they do belong.”
 Mr. Wadia : “Are you challenging me?”
 Naina : **“They just need some time...and effort sir.”**
 Principal : “How much time?”
 Naina : “Huh?”
 Principal : “Set a deadline. For 9F, and yourself.”
 Naina : “Sir, 4 months. Till the final exams.”⁵⁹

Naina believes in 9F's ability and hopes they're given a second chance by the principal because they need more time and effort to be able to do what they want, which is to succeed in their studies.

In this scene, 9F did some dangerous deeds. They put the toy balls into a bucket and were then given an explosive liquid so that the ball exploded and broke the windows in the classroom, thus making them summoned by the principal and punished. The principal and Mr. Wadia also felt that this was too much and that 9F deserved to be punished.

Naina defends them by saying that the incident was one of her experiments. Mr. Wadia who did reject the additional 9F class

⁵⁹Ibid, 00:37:32 - 00:37:44

felt that they did not deserve to go to school, but Naina believes in 9F's ability and hopes they're given a second chance by the principal because they need more time and effort to be able to do what they want, which is to succeed in their studies. Naina's actions here show she believes that 9F can change and make St. Notker's proud.

In this fourth data, can be interpreted by using positive effect by Robert Rosenthal. The positive effect in this scene, it can be seen that Naina believes in 9F's ability and hopes they're given a second chance by the principal because they need more time and effort to be able to do what they want.

It is in line with Rosenthal's theory. It also can be a reason why the researcher chooses that conversation to be reviewed.

e. 5thData at 00:48:26



Figure 3.5. Niana gives positive motivation

The conversation related with the data is below:

- Aatish : “What's the big deal about them anyway?! It's just a Badge!”
- Naina : “It's not about the Prefect Badge. **You can be your own Badge if you want.** You just need equal opportunities...”

- Kalai : “What equal opportunities ma'am? I bet 9A has maids and servants to even wash their bums.”
- Ravinder : “And ma'am, we need to stand in a 50 meter long line, just to take a dump!”
- Pankaj : “This school and its teachers will never let us become Prefects.”⁶⁰

Niana provides positive advice, direction, and motivation to the 9F class, encouraging they can earn badges for themselves, even though they still don't believe in their abilities.

This scene show that Naina starts her class outside the classroom, which is the schoolyard, and her class started by throwing eggs at them one at a time for her absence. Class 9F was confused at first and started sitting on the bench that was already prepared, and they began their studies with Naina analyzing the egg toss that 9F received earlier, namely in the mathematics of egg pathways called a parabola, and the Oru action that avoided egg tosses also included in Physics, Naina made it easy for them to understand by analyzing science into what happened in their lives.

After discussing all of that, they all started remembering the perfect badge-sharing activity that was given to 9A, they also said that what the point of them went to school if the results were the same and would always be 9A proud of the school. They also realized that their background was also very different. Here Naina says it's not just about the perfect badge, in fact they can find their prefect badge and try again. Naina's attitude here shows that she's

⁶⁰ Ibid, 00:48:17 - 00:48:17

giving her students positive motivation and her action included in positive effect.

When Naina said *“You can be your own Badge if you want”*. It can be discussed by using Rosenthal’s theory which is positive effect of Pygmalion that show Niana’s motivation and positive reinforcement to her students can make them not only focus on the perfect badge but they can also become a badge for themselves.

f. 6th Data at 00:56:34



Figure 3.6. Shagufta's parents hope their son can become a pilot

The conversation related with the data is below:

Shagufta’s father : **“Ma'am, I work as a baggage courier at the airport. I wanted Shagufta to fly the plane I had my luggage on, so I worked hard every day.”**⁶¹

In the scene, Shagufta's father said to Naina that and hoped his daughter would one day become a pilot on the plane where he worked as a baggage courier.

In this scene, Naina visits each of the parents of her students because they are not present at the parent meeting. From

⁶¹Ibid, 00:56:34

here, Naina realizes how the background of each student. It seems to the parents of Shagufta, that her father tells Naina that he wants to see his daughter succeed one day. He gives positive expectations to Shagufta, which is to become a pilot. Because of the positive expectations given by her father, this scene is included in the positive effect.

From the conversation done by Naina and Shagufta's father. It can be analyzed by using Rosenthal's theory, a positive expectations can lead to positive performance. The word "*I wanted Shagufta to fly the plane I had my luggage on*" shows that her father very much hopes his daughter will be a pilot someday.

g. 7th Data at 00:56:48



Figure 3.7. Tamannah's parents hope that their child will be successful

The conversation related with the data is below:

Tamannah's mom : "Madam, you are a ray of hope for us. There is a whole world outside these slums. **We just want our kids to get an opportunity to do what we could never do.**"⁶²

After meeting Shagufta's father, Naina then meets Tamannah's mother. Tamannah's mother also had high hopes for

⁶²Ibid, 00:56:48

her child. Her mother hopes that Tamannah can get things or knowledge her mother never got before. Her mother also says that Naina is a source of hope for their family. Tamannah's mother also hopes for Naina to teach her child patiently and painstakingly.

This scene shows that Tamannah's mother was very supportive of her, and hoped that her daughter would succeed in fulfilling her wishes, and doing what she could not have done before.

Most of the parents of her students came from a slum environment and had poor backgrounds therefore, all the parents of the students she visited had great hopes and were happy that their children would have the same opportunities as others because their children could go to school.

The researcher chooses this conversation because it is related to positive effect of Pygmalion theory.

h. 8th Data at 00:59:25



Figure 3.8.Naina tests Ravinder's abilities

The conversation related with the data is below:

- Naina : “How much do you make at that card game? If you don’t mind me asking.”
 Ravinder : “8 a month? Sometimes 12”
 Naina : “Thousand? Not bad. I was wondering if you could teach all of us.”
 Ravinder : “What maam? All subjects?”
 Naina : “No, really. Oru, give me the calculator. We’re 15 including me. 15 times 8 thousand. *Start counting on calculator*”
 Ravinder : “120.000”
 Naina : “Hmm...And if some of us are caught...so what? It’s part of the job. **Say 3 of us are caught. Bail will be 6.350 per person. We’re left with...**”
 Ravinder : “100,950”⁶³

On the eight data, Naina told Ravinder to come to the front of the class and said that day he would teach. Naina then asks Ravinder about the card game. Naina then test Ravinder with a mathematics question, which is subtraction, multiplication, and addition. Unexpectedly Ravinder could answer it spontaneously even though the question was difficult, he answered it even faster than a calculator.

In the scene, Naina tested Ravinder's abilities in counting that without him and his friends realized that he could do a complicated mathematical calculation easily.

This shows Naina's attitude that supports Ravinder's ability to count, and is in line with Rosenthal's theory, and also a researcher’s reason to choose that conversation.

⁶³Ibid, 00:58:41 – 00:59:30

i. 9th Data at 00:59:40



Figure 3.9. Naina gives positive feedback to Ravinder

The conversation related with the data is below:

Naina : “If we divide this by 15?”
 Ravinder : “6.730. But ma’am, what’s your point?”
 Naina : “That you are able to do complicated calculations on your own faster than even a calculator! And yet you keep failing in Mathematics.”⁶⁴

In this scene, Naina gave Ravinder a positive feedback and made him realize that he could do math calculations well, even faster than the calculator.

j. 10th Data at 01:00:00



Figure 3.10. Naina gives positive reinforcement to Ravinder

The conversation related with the data is below:

Naina : **“Ravinder...you have a gift. Use it wisely.”**⁶⁵

⁶⁴Ibid, 00:59:40

⁶⁵Ibid, 01:00:00

In this scene, Naina gives positive reinforcement to Ravinder. She also advised Ravinder to use it wisely for the benefit of his studies.

This scene shows Naina giving positive reinforcement to Ravinder by saying that he has gift, and doesn't waste that talent. Because he is capable, especially in mathematics, it's just that he hasn't realized it yet. Therefore, this tenth data is included in the positive effect of the Pygmalion effect. Because it can be seen that Naina shows positive praise toward Ravinder.

k. 11th Data at 01:00:35



Figure 3.11.Naina gives positive expectation to Ravinder

The conversation related with the data is below:

- Pankaj :”Ma’am, what’s he gonna get from studying? Maybe a Graduate degree? He’s already making more than the graduates in our slums, who sell detergents door-to-door.”
- Ravinder :”I don’t want to sell no detergents ma’am!”
- Naina :”Who’s asking you to sell detergents? You wanna bet, learnt to bet legally. Not this petty roadside gambling, but the largest level of gambling in the world. Learnt to bet on the stock markets. **Who knows? You could become an investment banker!**But for that, you’ll have to prepare! You’ll have to study!”⁶⁶

⁶⁶ Ibid, 01:00:04 – 01:00:40

Based on the conversation above, it can be seen that, Naina gives positive expectations to Ravinder. It was said that Ravinder didn't want to just sell detergent, which Naina then gave him positive feedback and advice that he didn't have to do that anymore but he could become an investment banker.

She also advises him to stop street gambling and start thinking about utilizing his talent in mathematics by becoming a successful stock entrepreneur in the capital market. She also gave confidence to Ravinder that he is capable and will be successful as long as he is willing to try and learn.

The conversation is chosen by the researcher because it consists of positive characteristics effect which can be analyzed by using Rosenthal's theory.

1. 12th Data at 01:01:18



Figure 3.12.Naina gives positive feedback to Killam

The conversation related with the data is below:

- | | |
|--------|--|
| Aatish | :”Ma’am, he’s good at math, he has a gift. What about the rest of us?” |
| Oru | :”Yes ma’am, only some kids in a school can be intelligent, the rest of us is useless, isn’t it?” |
| Kilam | :”She’s right ma’am. I am dead sure, I’m completely useless. My Science, Maths, even Geography is a giant zero, just like my tummy!” |

Everyone laugh

- Naina :”Kilam, you work in a garage right? Why does a car go faster in the 4th gear than in the 2nd?”
- Kilam :”Ma’am, because the 4th gear has less friction, so the wheel moves faster!”
- Naina :”**That’s Physics.**”⁶⁷

In this scene, all the students also ask about their fate because they feel don't have any abilities. Then Naina asked one of her students, Killam. She asked a question related to his work in a repair shop, which is why the car goes faster in 4th gear than in 2nd gear. Killam then answered because 4th gear has less friction than 2nd gear, therefore the car goes faster in 4th gear. Naina then replied that the answer he put forward was Physics.

The analysis above shows that Naina gave a positive response to Killam by saying that his response is related with Physic subject which mean indirectly Killam already understands the basics of physics. It also become a reason of researcher to choose the conversation.

m. 13th Data at 01:01:33

Figure 3.13.Naina gives positive feedback to Tamannah

⁶⁷Ibid, 01:00:43 - 01:01:18

The conversation related with the data is below:

- Naina :”Tamannah....When do you add salt to your ladies-fingers? At the start?”
- Tamannah :”Never at the start ma’am. Always at the end. If you add it at the start, it gets watery and sticky.”
- Naina :”Adding salt releases moisture in anything. **That’s Chemistry!** If you ask me, you’re all experts of your own subjects.⁶⁸

Naina asks Tamannah to use her usual daily activities. It's about adding salt to release moisture, which is Chemistry. Indirectly Tamannah has been practicing chemistry, but she is not aware.

The same thing happened to Tamannah, where Naina used imagery in their daily life. Naina asks her when do you think she added salt to ladies-finger, was it at the beginning or not? Then the question was answered by Tamannah never add salt at the beginning but always at the end because if you add it at the beginning, it will be watery and sticky. Naina smiled as she said that Tamannah's answer was Chemistry, which is adding salt will dilute all substances.

From the conversation done by Naina and Tamannah, it shows that everyone has their abilities, but they don't realize it, and Naina always using an example related to her students' daily activities to make it easier for them to understand.

The researcher argues that the conversation is also relevant if it is reviewed by using Rosenthal’s theory.

⁶⁸ Ibid, 01:01:19 - 01:01:33

n. 14th Data at 01:01:37

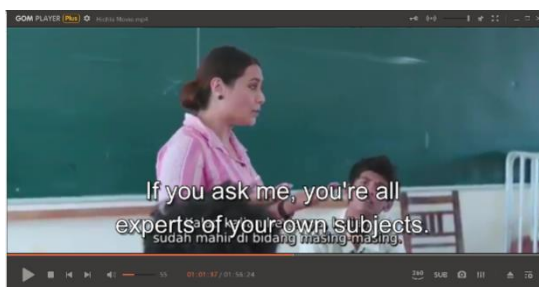


Figure 3.14. Naina explained that her students were smart in each subjects

The conversation related with the data is below:

Naina : "Adding salt releases moisture in anything. That's Chemistry! **If you ask me, you're all experts of your own subjects.** But there's one more thing you're all masters of blaming your situations. Open the last page of your notebooks, take 10 minutes and think about the one thing that you fear...hate about yourself. Now write it down on that page. Come on!"⁶⁹

In this scene, Naina explains that each of her students has expertise in each subject, but they are not receptive and can only blame their life circumstances without trying. Therefore Naina gave positive feedback to them.

The meaning of Naina's words in this scene shows that she praises and says that every student has the skills in each field, just that they don't want to study it and choose to give up and blame their lives differently from others. Naina gave them good motivation and positive responses so that they could start to trust themselves and want to learn because there was no word too late to try.

⁶⁹ Ibid, 01:01:37

Based on the sentences in the conversation, the positive effect of 14th data is Naina gave them good motivation and positive responses. It agrees with the definition of positive effect that happened when the teacher provides positive expectations or positive reinforcement towards students.

o. 15th Data at 01:03:05



Figure 3.15.Naina motivates 9F class

The conversation related with the data is below:

Naina : “The story of your life is stuck on this page....full of your fears. But if you accept this fear...this truth **will become the wind beneath your wings. Hmm?**”

Naina :”But there’s one more thing you’re all masters of blaming your situations. Open the last page of your notebooks, take 10 minutes and think about the one thing that you fear....hate about yourself. Now write it down on that page. Come on!”

Everyone writes

Naina :”The story of your life is stuck on this page...full of your fears. **But if you accept this fear....this truth...will become the wind beneath your wings.**”⁷⁰

Naina motivates class 9F, by telling them to write down their biggest fears on a piece of paper.

⁷⁰Ibid, 01:02:47 – 01:03:09

After explaining their abilities, then Naina told them to turn to the last page of the book and told them to think for 10 minutes. Naina reminds them to write things they fear or hate about themselves. After they all finished writing, Naina told them to fold the paper into an airplane while positively motivating them that all the worries or life stories they feared or hated could be trapped in the paper airplane. But when they can accept that fear, it will become the wind under their wings.

It means that when they are willing to accept all their shortcomings, it will progress and become a booster or motivation for them to be able to escape from their shortcomings and become even better. After that, they all came out of the room and started flying the paper airplane and hoped that they too could fly together to achieve their goals.

p. 16th Data at 01:03:23



Figure 3.16. Naina and her students flew a paper plane

The conversation related with the data is below:

Naina :”Come with me! **From today, these fears will be your strength...not weakness!** Let them go, and you will fly with them.”⁷¹

In the conversation above, it can be seen that Naina gave positive motivation that all her students' fears would be their strength not their weakness, and they just needed to let it go.

This scene shows they're flying paper planes full of cruelty, fear, and things they hate about themselves. Naina then gave positive motivation that all her students' fears would be their strengths, not their weaknesses, and they just needed to let it go like they let the paper plane fly. So from that, Niana's actions included the positive effect of Pygmalion's theory.

q. 17th Data at 01:04:19



Figure 3.17.Tamannah borrowed Biology equipment

The conversation related with the data is below:

9A begins to learn and change.

Tara : “**Thermometer please.**”

Tamannah : “**The Infrared one.**”⁷²

This scene shows Tamannah and Tara borrowing a thermometer for their Biology lesson. After receiving a positive

⁷¹ Ibid, 01:03:23

⁷²Ibid, 01:04:19

response, motivation, and expectation from Naina, they begin to learn and accept the situation.

r. 18th Data at 01:04:25



Figure 3.18. Oru borrowed weighing machine

The conversation related with the data is below:

Oru : **“Sir, we need the weighing machine.”**⁷³

The next day was also like that when Oru and Ravinder borrowed scales or a weighing machine to start learning about Physics and made teachers and other students wonder what their attitude was starting to learn. It's certainly good and makes them very excited to learn because they always get a positive response and reinforcement from Naina.

s. 19th Data at 01:05:02



Figure 3.19.9F is doing experiments on the school yard

⁷³ Ibid, 01:04:25

The conversation related with the data is below:

Akshay : “Who's unwell?”
 Tara : “The basketball.”
 Mr. Wadia : “Behave yourself Akshay.”
Song is playing
 Naina : **“When the ball bounces, potential energy transforms into kinetic and heat energy.”⁷⁴**

In this scene, 9F and Naina are doing an experiment in St. Notker's yard, where Naina explains the bounce ball force that converts potential energy into kinetic energy and heat. 9F is very enthusiastic about participating in Naina's lessons this time, unlike before they will always find a way not to study and skip class. So Naina's actions have had a huge impact on them.

t. **20th Data at 01:05:44**



Figure 3.20.9F is doing experiments on the school lab

Naina and class 9F are conducting experiments in the school lab, where Naina always emphasizes to her students not to give up and keep trying. It is proven when they are all active in taking lessons or experiments.

⁷⁴ Ibid, 01:05:02

This scene shows 9F doing experiments in the school lab. They look happy and enjoy doing that experiment. Because Naina emphasizes to her students not to give up and keep trying. It is proven when they are all active in taking lessons or experiments.

B. Negative

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 setting low expectations of themselves and poor performance as a result of this inefficient attitude, after receiving negative feedback from teachers, students will change their beliefs for the worse.⁷⁵

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.

By observing the movie, the researcher found several Pygmalion negative effect that will be illustrated below:

⁷⁵ Eden, D, *Leadership and expectations: Pygmalion effects and other self-fulfilling prophecies in organizations*, Leadership Quarterly, 3 (4), 1992, p.271-305.

a. 1st Data at 00:03:04

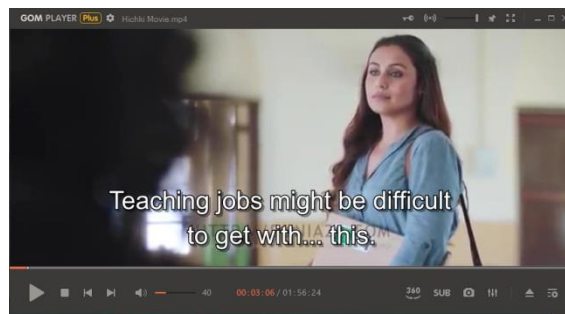


Figure 3.21. School staff showing negative expectations

The conversation related with the data is below:

- Superintendent 3 : “Does it affect your eating or drinking?”
 Naina : “We manage well ma'am. I do the eating, he does the drinking.”
 Principal : “Well Ms. Naina, we'll call you.”
 Naina : “Ok sir. Thank you for your time.”
 Principal : “Thanks for coming.”
 Superintendent 2 : “A friendly advice Ms. Mathur, if you don't mind. **Teaching jobs might be difficult to get with... this. You could try a different profession.** Hope you understand.”⁷⁶

At the beginning of the story it shows that Naina is looking for a job as a teacher in various schools. In this scene, she is conducting interviews with the principal and staff at the school. It turned out that the principal and superintendent at the school that Naina attended showed negative expectations of her by telling her to look for another job besides being a teacher because of Tourette's syndrome.

The actions shown by the supervisor are included in the negative effects of Pygmalion's theory because he already hopes or thinks negatively about other people. Where this assumption is proven by his telling Naina to look for a job

⁷⁶ Ibid, 00:02:40 - 00:03:04

other than a teacher because she believes that Naina is not suitable and worthy to be a teacher because of the Tourette syndrome she is experiencing.

b. 2nd Data at 00:04:50



Figure 3.22. The Principal showing negative expectations

The conversation related with the data is below:

Naina is doing her next interview

Principal : “Ms. Mathur, **the kids won't stop laughing at these noises you make. When will they study?**”

Naina : “Ma'am, I'll make sure instead of laughing at me, I will teach them to laugh with me.”⁷⁷

The same incident happened when Naina applied for a job at another school. Principals in different schools also show negative expectations toward Naina. She is not sure if she can teach with her condition because it will make her students laugh at her syndrome, also she feels that Naina's syndrome is very disturbing and afraid that it will affect her teaching and learning process in the classroom.

Based on the conversation between Naina and principal, it can show this is also a negative effect because the

⁷⁷Ibid, 00:04:50

principal is not sure that Naina can teach and only judges people from outside and not on their abilities.

c. 3rd Data at 00:06:56



Figure 3.23. Little Naina is expelled from school

The conversation related with the data is below:

Naina's mother is called to school and discusses with the principal

Principal : “See, let me be honest. **With her condition, it's difficult for other kids in the class...and Naina as well.**”

Naina's mom : “But sir...”

Principal : “I'm giving you this Leaving Certificate without mentioning the reason. **Maybe she needs a different kind of school, Mrs. Mathur.**”⁷⁸

This scene showed Naina's childhood also at school, she was treated differently and considered to interfere with the lesson with her suspicious voice, so she was always expelled from her school.

Naina's headmaster at that time showed negative expectations towards her by expelling Naina from the school because she was considered to disturb her friend with her hiccup and said that she needed a special school.

⁷⁸Ibid, 00:06:56

From the conversation done by Naina's mom and principal in her school, the principal's actions showed that he did not support Naina's condition and even blamed her until Naina was expelled for no reason. This shows a pessimistic attitude and doesn't support it. It is included in the negative effect.

d. 4th Data at 00:07:28

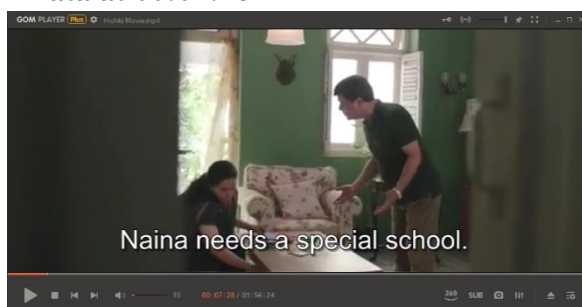


Figure 3.24. Naina's father shows negative expectations towards her

The conversation related with the data is below:

Her mother and father are arguing

Naina's dad : "Why don't you get it Sudha? **Naina needs a special school.**"

Naina's mom : "Naina needs a normal school. A normal life. She's a normal girl, Prabhakar."

Naina's dad : "Normal! **With those tics?! She's constantly ashamed of these noises.**"

Naina's mom : "She's ashamed? Or are you?! Have you forgotten, why we separated?"

Naina's dad : "Look... Naina is still my daughter."

Naina's mom : "Yes, she is, so where were you all these years? When she needed you."⁷⁹

The abnormal treatment experienced by Naina also occurs in her family, where her father always sees Naina as an extraordinary child. His father always doubted her ability and always quarreled about it with her mother. Naina's father shows

⁷⁹Ibid, 00:07:25 – 00:07:57

disappointment and always has an awful expectation of her, that her future will be wrong with her Tourette syndrome. Her father thinks she's different from other children, not normal, and needs a special school.

While her mother says she's a normal girl and needs a normal life too. We know that her father also had negative expectations of her and was not sure of Naina even though he thought his daughter was not normal and needed a special school.

e. 5th Data at 00:09:36



Figure 3.25. Naina's father told her to work in a bank

The conversation related with the data is below:

Naina's father is visiting her house and having lunch together

Vinay : "Didi. Dad is here."

Naina : "I'm not well."

Vinay : "At least come and say hi."

Naina : "Can I say Hi and Bye together?"

Vinay : "Ya, okay. Come now!"

Naina : "Just go, I'll come. Please leave me Vinay! Please!"

Naina's dad : "What's wrong? All okay?"

Naina's mom : "Just a normal cold. She's fine."

Naina's dad : "Stress. What else! Take this. I have a friend in banking. It's a job offer... for you. Open it. Naina, part time animator. That's not a job!"

Naina : "Part time because I need time...to look for teaching openings."

- Naina's dad : "You've been looking for teaching openings for 5 years now. **With your condition.....**"
- Naina : "Vinay, you'll have more rotis no?"
- Vinay : "Err, okay."
- Naina's dad : Why don't you talk to her?"⁸⁰

In this scene, Naina's family is having lunch together because her father's random visit. While eating together, her father asked her how she was and made small talk while making comments about Naina's life as a part-time animator, which her father considered a useless job.

Then Naina's father offered her a job to work at the Bank. Her father also doubted his daughter's ability with all the conditions under which he feared Naina could not work. Naina's relationship with her father is indeed not good, because Naina feels her father does not support and always doubts her just because of the syndrome she suffers.

From the conversation above shows that Naina's father's attitude means that he is not sure of his daughter's ability to find work independently, he also doubts the condition of Naina who wants to work as a teacher with her Tourette. It is included in negative effect of Pygmalion effect.

⁸⁰Ibid, 00:08:21 – 00:09:50

f. 6th Data at 00:35:53



Figure 3.26. Class 9F was called to the principal's office

The conversation related with the data is below:

9F is pranking Naina again by blowing up a toy ball with liquid nitrogen, so they are summoned to the principal's office.

Mr. Wadia : **“I told you Ms. Mathur, they don't belong here.** I'm sorry you had to suffer because of them. Principal Sir also agrees, they need to be suspended.”

Principal : “Yeah.”

Naina : “Sir, it's just so embarrassing sir. Actually I was trying to explain...how Liquid Nitrogen expands in my Chemistry class. I'm so sorry, I didn't realize it will explode. I'm just so sorry sir. They didn't do anything.”⁸¹

In this scene, 9F is summoned to the principal's office due to their naughty behavior that shocks others and harms the school. They did what they thought would make Naina stop teaching, such as breaking the chair that Naina was going to be sitting on and pretending to fight, and the worst thing was that they exploded a toy ball in a bucket with liquid that could vaporize and explode. The incident caused the toy ball to explode, shattering the window pane.

Mr. Wadia suggested that 9F be expelled from school because of their naughty behavior that harmed the school and

⁸¹Ibid, 00:35:53

other notker. It shows that Mr. Wadia does not acknowledge the 9F class just because they are not considered smart.

g. 7th Data at 00:37:28

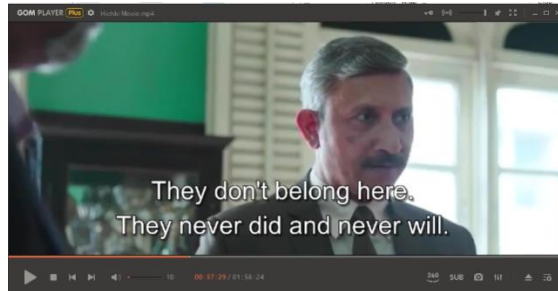


Figure 3.27. Mr. Wadia suggests that 9F be expelled from school.

The conversation related with the data is below:

- Mr. Wadia : “What exactly are you trying to prove Ms. Mathur! You think we're all fools? The whole school should suffer because of 9F?”
- Principal : “Get to your classes. Move. Ms. Mathur, we all know this is their doing. You do too. You're still protecting them!”
- Naina : “Yes sir. Like you said, we all know this prank might be their doing. But sir, what they did requires planning, foresight, and intelligence. Sir, I believe if we can find a way to channelize this energy correctly, they can make St. Notker's proud one day... I assure you sir.”
- Mr. Wadia : “It's a fool's dream Ms. Mathur. **They don't belong here. They never did and never will.**”
- Naina : “They will sir. Maybe we just haven't tried hard enough - they do belong.”⁸²

In this scene, Mr. Wadia showed a disapproved attitude toward the existence of a 9F class because he thought that 9F was inappropriate to show up at St. Notker's. So he was very against it and thought Naina would only be meaningless teaching

⁸²Ibid, 00:36:30 - 00:37:28

them. Mr. Wadia also showed a very indifferent attitude and was not supportive, even though he said 9F was not worthy of being there, because of their poor and less intelligent background.

h. 8th Data at 01:05:21



Figure 3.28. They are watching 9F doing an experiment

The conversation related with the data is below:

9A begins to learn and change.

Tara : “Thermometer please.”

Tamannah : “The Infrared one.”

Naina : “Sir, the Basketball.”

Sports teacher : “Take it.”

Oru : “Sir, we need the weighing machine.”

Song is playing

Akshay : “Who's unwell?”

Tara : “The basketball.”

Mr. Wadia : “Behave yourself Akshay.”

Song is playing

Naina : “When the ball bounces, potential energy transforms into kinetic and heat energy.”

Sunidi : “Why can't our experiments be like that?”

Natasha : “Yes sir, it's the same syllabus no? Why can't we also have some fun?”

Mr. Wadia : “Excellence, my dear, is not fun...it's hard work. **St. Notker's has great expectations from 9A, not 9F.** Let's go.”⁸³

This scene shows Natasha and Sunidi looking at the experiments being carried out by 9F on the soccer field. Mr.

⁸³Ibid, 01:05:21

Wadia told them to study, then Natasha and Sunidi asked him why their experiment was not the same as 9F, and whether their syllabus was different, to which Mr. Wadia says that smarts aren't easy to come by, and says his high hopes are on the 9A and not the 9F.

Mr. Wadia here shows that he doesn't expect anything from 9F, and he has negative expectations and believes that 9F will not succeed.

i. **9th Data at 01:07:49**



Figure 3.29. Natasha asked 9F to look at her science assignment

The conversation related with the data is below:

Aatish and his other friends met Natasha, and asked him to look at his science project.

Natasha : “Thank you, ma'am. Bye. Hi!”

Aatish : “Hello. You... err, going home?”

Natasha : “I'm working on the science project. It's almost done. Want to see?”

Aatish : “Huh?”

Natasha : “Want to see it?”

Aatish : “Ya, ya.”

Natasha : “Let's go? Come. Please come na...See...Look here...we've put solar panels here. And you know photo-voltaic principle...”

Akshay : “**Don't bother Natasha they won't understand all this.** Maybe if it was a 'solar slum', they'd get it?”

Natasha : “Akshay!”

Akshay : “So how's your basketball training with that 'Naina madam' going?”⁸⁴

In this scene, Aatish, Killam, and other friends are about to go home, but they meet Natasha, then Natasha invites them to see her science project. They went to the project lab and started looking there. Natasha, who has good intentions, wants to explain her science project to Aatish. But Akshay comments that Natasha shouldn't be in vain explaining because Aatish will not understand what he is talking about anyway.

Akshay insults Aatish and 9F and thinks they know nothing. Akshay's attitude is arrogant and insults others, therefore his attitude is included in the negative effect.

j. 10th Data at 01:09:59

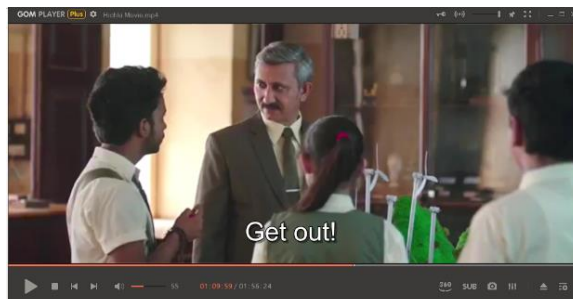


Figure 3.30.Mr. Wadia sent 9F out.

The conversation related with the data is below:

Suddenly Mr. Wadia came and told them to get out.

Mr. Wadia : “What's going on? Hmm? What's this?”

Aatish : “It's mine. We use it to fix a tyre puncture...at my cycle shop.”

Mr. Wadia : “My team and I are making a project for the 'National' Science Fair -not

⁸⁴Ibid, 01:07:06 - 01:07:49

fixing tyre punctures here! I'm sorry, did I puncture your ego? It's a good thing you know how to fix punctures. No? **Get out!**

Killam : “Aatish, are you crying?”
Aatish : “You mad or what?”⁸⁵

In this scene, Aatish and his friends not only got insulted by Akshay but soon after, Mr. Wadia came out and began to wonder why they were there. Because Mr. Wadia disagrees with extra class 9F, and he doesn't like 9F, he shows contempt for Aatish by cornering him and telling him and the 9F class to get out of his lab directly, as their presence is considered a nuisance.

Based on the conversation above, it shows that Mr. Wadia's attitude is disagrees with extra class 9F, and he doesn't like 9F. It is included in negative effect of Rosenthal's theory.

k. 11th Data at 01:13:20



Figure 3.31. Mr. Wadia talks to Naina about 9F

The conversation related with the data is below:

Naina is in teacher's room.

Mr. Wadia : “You should've slapped him, Ms. Mathur. I've never raised my hand on a student till date. **But don't worry, 9F deserves it.** Am

⁸⁵Ibid, 01:09:59

glad you've finally realized it. **9F. They are not fit to be students.”**

Naina : “You know what Mr. Wadia. There are no bad students -only bad teachers. Whatever happened... or happens, is between 9F and me. That's between them and me. I am still their teacher and they're still my class.”⁸⁶

In this scene, Mr. Wadia spoke to Naina about 9F, and he said that 9F is not worthy of being a student because of their behavior, which is that they always argue or fight with 9A. At that time, Aatish and Killam provoke an argument with Akshay in the library so that Aatish and Akshay fight and make a noise at school. Naina then interrupts them and tells them to go to their respective classes,

Mr. Wadia also knew this and said to Naina that Naina should have slapped Aatish at that time. Mr. Wadia also believes that 9F is not worthy of going to school and being a student there. Mr. Wadia always shows a negative attitude towards 9F.

1. 12th Data at 01:18:29



Figure 3.32.Mr. Wadia comes to 9F class

The conversation related with the data is below:

⁸⁶Ibid, 01:13:20

Naina : “Sir.”
 Mr. Wadia : “Ms. Mathur, you'll be happy to know...that St. Notker's pride and project have been blown to pieces...and your brilliant class is responsible for it. You were right, you know, **there are no bad students, only hopeless ones.** Who else was a part of this?”
 Naina : “Mr. Wadia... it can't be...Sir. Sir, will you please tell me.”
 Mr. Wadia : “Ms. Mathur, get ready to teach an empty classroom. Today will be 9F's last day, in this school. I'll see you in the Principal's office.”⁸⁷

This scene shows Mr. Wadia coming to class 9F to confront Aatish because his science project failed. Because apparently, it was because Aatish and Killam put the adhesive on the 9A science project.

Mr. Wadia was very angry and immediately went to class 9F and told whoever did it to confess. Aatish and Killam stood up, followed by his friend, who also stood up. At that time, Mr. Wadia tells Naina that 9F is useless and shows a very disliked and angry attitude towards 9F.

m. 13th Data at 01:21:34



Figure 3.33. Principal suspended 9F

⁸⁷Ibid, 01:18:29

The conversation related with the data is below:

At the principal's office.

- Naina : "Sir, you can give them any punishment you want, but don't rusticate them sir! Please sir, just let them give the exams."
- Mr. Wadia : "Sir, this is ridiculous!"
- Principal : "Let's be realistic. Do you think 9F can even pass the exam?"
- Naina : "Sir, I don't have the answers to these questions. This isn't just about the exams, it's about their future sir. Please."
- Mr. Wadia : "Sir, I think this is."
- Principal : "They can give the exams. But they can't come to school till then. **They're suspended from the school, till the exams begin. They're a bad influence on other students.**"
- Naina : "I...I understand, sir! Thank you, sir."
- Principal : "Ms. Mathur, you're a good teacher, but you're stuck with the wrong class. And that's not your fault, it's mine. I gave you that class. I'm worried, we're going to lose a good teacher along with 9F."
- Naina : "Good day, sir."⁸⁸

The above sentences are the sentences chosen by the researcher to find the meaning of them. They can be analyzed by using Rosenthal's theory.

The principal, Mr. Wadia, and Naina discuss the fate of 9F. In this scene, it explained that the principal of St. Notker forbade 9F to enter and use school facilities because of the mischief committed by 9F. The principal, Mr. Wadia, and Naina discuss the fate of 9F. And finally, 9F was suspended. They were allowed to take the final exam but on the condition

⁸⁸Ibid, 01:20:45 – 01:22:15

that they were not allowed to enter the class until the final exam started.

The negative effect of the conversation above is principal's attitude that the principal's attitude calls them a failure and doesn't allow them to go to school. It is also become a reason of researcher to choose the conversation.

n. 14th Data at 01:38:00

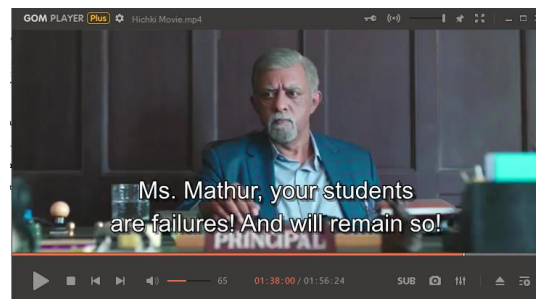


Figure 3.34. Principal suspended 9F

The conversation related with the data is below:

Naina was called to the principal's room.

Naina : "Excuse me, sir?"

Mr. Wadia : "I've been teaching for 20 years! I know when students have cheated. Sure, they could've passed. But suddenly they've topped? And that too only in Science and Maths? The great Ms. Mathur's subjects? Magic."

Naina : "Sir, they've worked hard sir."

Mr. Wadia : "Or cheated hard? Sir, the answers are right, but there is no working. If there are workings, they're not part of the syllabus. How did they get these answers? No idea. This can only happen, if you know the questions, and the answers are rote."

Naina : "I know my teaching methods are different... out of box even. But that doesn't mean 9F has cheated. There are many ways to get to a solution

- Mr. Wadia : “The question papers were leaked Ms. Mathur. Aatish and Killam came to Shyamlal peon for the leaked question papers. Is that one of the out-of-the-box solutions you taught 9F?”
- Principal : “Out!!”
- Mr. Wadia : “Ms. Mathur, **your students are failures! And will remain so!** Sir, 9F is municipality garbage that's making all of St. Notker's rot!”
- Naina : “Please Mr. Wadia! Mind your language. You're talking about students of St. Notker's!”
- Principal : “Not anymore Ms. Mathur. Tomorrow, in the assembly they will be expelled. To set an example that...St. Notker's cannot and will not be a school for cheaters. “
- Naina : “Sir, I believe my students have not cheated.”
- Principal : “I think I've heard enough Ms. Mathur. You can leave now.”⁸⁹

In this scene, Naina is called back to the principal's office regarding allegations that 9F cheated on the exam due to a leaked question sheet. Mr. Wadia and the principal accused 9F of committing such fraudulent acts and did not believe that 9F could pass pure.

Mr. Wadia conveyed his frustration to 9F by saying they were a failure and so will be. Naina and Mr. Wadia also had an argument about the issue, which in the end the

⁸⁹Ibid, 01:36:55 – 01:38:30

school principal also felt annoyed and would announce their actions during the distribution of the prefect badge.

B. How does Pygmalion Effect happened in Hichki Bollywood Movie Based on Robert Rosenthal Perspective

Based on the results of Pygmalion effect found above, the researcher will analyze the outcomes that occur in student's learning on Hichki Bollywood Movie based on Robert Rosenthal Perspective, which is divided into positive and negative effect.

A. Positive



Figure 3.35. Naina become teacher at St. Notker

This scene shows the outcome of the positive expectations given by the principal when he accepted Naina as a teacher at St. notker. Naina managed to become a teacher, and was able to prove to others that she could even though St. Notker was the only school that accepted him as a teacher from 18 schools that Naina had applied to.

The principal showed a supportive attitude by saying he would give him a chance despite her condition. In the end, Naina could become a teacher and even a principal.



Figure 3.36. Naina become a principal at St. Notker

2.

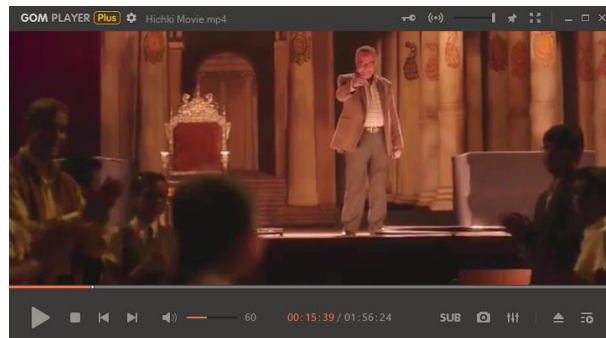


Figure 3.37. Mr. Khan gives positive feedback and motivation

This scene shows that it turns out that little Naina also attended St. Notker's. It is also the reason why Naina applied to become a teacher there. When Naina was young, many people looked down on her because of Tourette's syndrome. One time there was an art performance at her school, and she kept hiccupping

so that it made other people and students who performed uncomfortably.

It shows how influential Mr. Khan is. The principal of Naina's school as a child was very big on Naina's life, with words of encouragement and positive promises that Mr. Khan gave her more confidence in her situation, and the people around her began to treat her like any other normal child. The influence of Mr. Khan is so big that Naina makes it her dream to become a teacher like Mr. Khan.

This shows that positive hopes, motivations, feedback, comments, or suggestions can make other people also excited and confident in their abilities to be able to achieve what they aspire to, just like Naina who has received positive motivation and feedback increasingly confident and able to continue to progress and develop, despite the Tourette syndrome that he suffers from.

3.

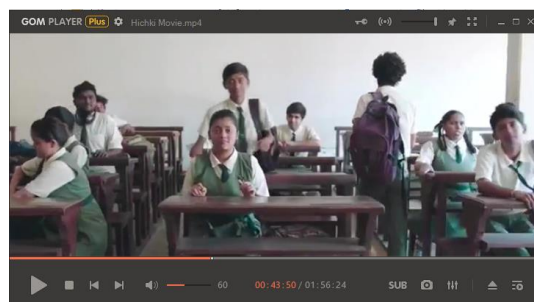


Figure 3.38. 9F starts study diligently

This scene shows their willingness to learn after they were threatened with expulsion from school, because of their naughty behavior as in the third data.



Figure 3.39. 9F is doing an experiment

In this scene, Niana's actions are included in the positive Pygmalion effect because Naina believes in 9F's ability and hopes they're given a second chance by the principal because they need more time and effort to be able to do what they want as in the fourth data.

Which positive expectations also have a positive effect on 9F, because they are starting to be confident and willing to learn. The outcome can be seen from the scene above, they are starting to diligently follow lessons and experiments.

4.



Figure 3.40. 9F passed the final exam

This scene shows a positive outcome in their study results, where they are declared to have passed the final exam.



Figure 3.41. Oru become Topper

In this scene, 9F Niana provides positive advice, direction, and motivation to the 9F class, encouraging they can earn badges for themselves, even though they still don't believe in their abilities as in the fifth data.

This can be seen when 9F passed the exam, even Oru became the Topper in St. Notker is that she is ranked parallel. This happens because of the hope, motivation, and feedback that Naina always gives them. It affects their learning outcomes as well, which at first they were known as the most problematic class and now they can break those assumptions with their achievements or learning outcomes. , namely passing the final exam and one of them became a Topper.

5.

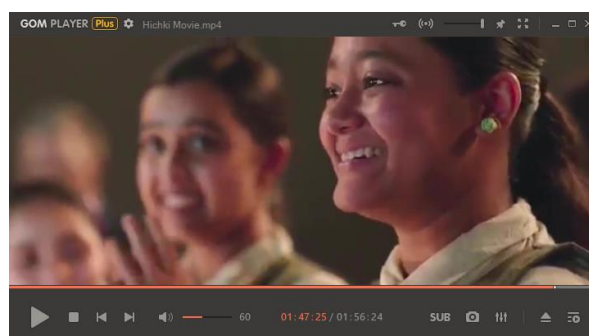


Figure 3.41. Tamannah become Topper

This scene, shows her mother's positive expectations could exist, where she wanted her daughter to be able to do what she couldn't before, the positive hope of Tamannah's mother and also Naina could be achieved while Tamannah also got a perfect badge like Oru as in seventh data.

Giving positive expectations can make students become confident in their abilities and not feel inferior. This is also in line with Rosenthal's theory where the expectations that teachers give to students greatly affect the achievement of these students in the classroom.

6.



Figure 3.42. Ravinder answer the question given by Naina

This scene shows Ravinder answering the calculation questions given by Naina. Here Naina tests Ravinder's ability to count, which turns out to be Ravinder smart in arithmetic. Naina asks while giving positive motivation to Ravinder, that he can answer all the questions easily even faster than a calculator but he still fails in math.

Naina's actions also had a positive impact on Ravinder's ability where he began to be diligent in studying and making good use of his abilities and not just playing street gambling as in 8th, 9th, 10th, and 11th.

7.

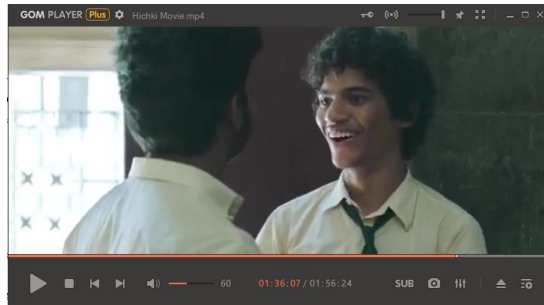


Figure 3.43. Aatish and Pankaj passed the exam

This scene shows the results of hope and positive reinforcement given by Naina during the teaching and learning process so that Aatish who is known as the most problematic student from 9F can also pass.



Figure 3.44. They are dancing happily

Likewise other students, such as Killam who is very weak in terms of learning. But with Naina's persistence and the passion she always gave to 9F, they were able to pass the final exam as in 12th data. They danced happily.



Figure 3.45. Oru become Topper

8.



Figure 3.46. Tamannah explains the mistake of the 9A science project

This scene shows Tamannah that can help explain the layout error of 9A's science project, where Tamannah explains that the position of their project's solar panel is not quite right and must be adjusted again with the direction of the sun.

This can happen because Tamannah is willing to learn and listen to Naina's explanation, she is enthusiastic about learning by borrowing a thermometer to conduct experiments as in the seventeenth data.

The outcome of Tamannah was obtained from the positive expectations that Naina always gave to him and his other friends so he began to believe in his abilities.

9.

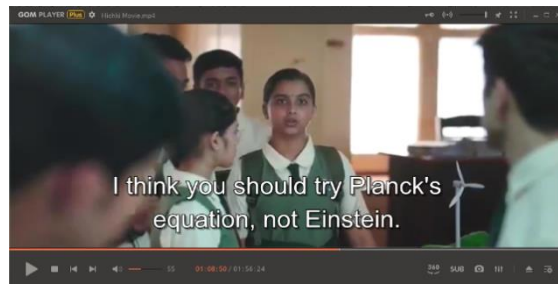


Figure 3.47. Oru helps answer questions

This scene shows a positive outcome, namely Oru can help 9A who has difficulty answering questions. Oru explained that they should have used Planck's equation and not Einstein's. Why did this happen even though at first Oru was very lazy to study, it was because he always received positive responses and feedback from Naina so it made him pursue the subjects he could as in 18th data.

The existence of a positive stimulus or feedback can make students confident in their abilities because they feel supported and guided so that it also has an impact on their learning outcomes.

B. Negative

1.

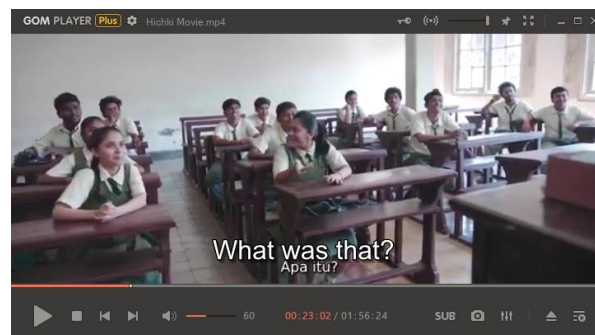


Figure 3.48. The whole 9F student laughed at Naina because of her Tourette.

This scene shows the concern of the principal at the school that Naina previously applied to, the principal shows distrust and belittles Naina by saying that her students will not focus on listening to her teacher if she always makes these strange sounds, and when her students will learn if continue like that as in 2nd data.

With these negative expectations, the outcome was the same, when Naina was accepted to teach at St. Notker and teaches class 9F, all his students laugh at him because of the voice he makes. The whole class laughs and insults Naina for her syndrome.

This shows that negative expectations will produce negative outcomes as well. Naina gets negative expectations, and that happens when she teaches.

2.



Figure 3.49. The whole class laughed at Naina because of her Tourette.

This scene shows the negative attitude of the principal of Naina's school as in 3rd data. Where little Naina was expelled from school on the grounds of disturbing other students with her

hiccupping sound. The principal shows an unsupportive attitude and tends to have negative thoughts toward Naina.

Therefore, Naina is always treated as a strange and disturbing person, this scene is evidence of the outcome of the negative expectations given by the principal and her teacher. Naina is laughed at by all her classmates, her teacher scolds her because Naina always makes hiccups. With these negative expectations, the outcome is also the same.

This shows that negative expectations will produce negative outcomes as well.

3.

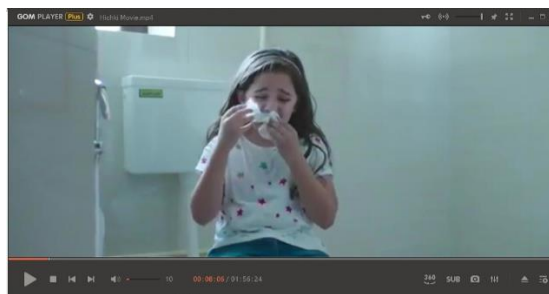


Figure 3.50. Little Naina is crying in the bathroom.

This scene shows the negative outcome of the negative expectations that his father gave to Naina. His father is arguing with his mother because of Naina, his father responds and criticizes negatively against Naina by saying that he needs a special school because he thinks Naina is not normal as in 5th data.

This makes Naina's self-confidence decrease, and she blames herself for the syndrome she is experiencing which causes her to have low self-esteem. This is in line with Robert Rosenthal's explanation that if someone gives negative expectations, the results will also be bad and inappropriate.

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 receiving negative feedback from teachers, students will change their beliefs for the worse.⁹⁰

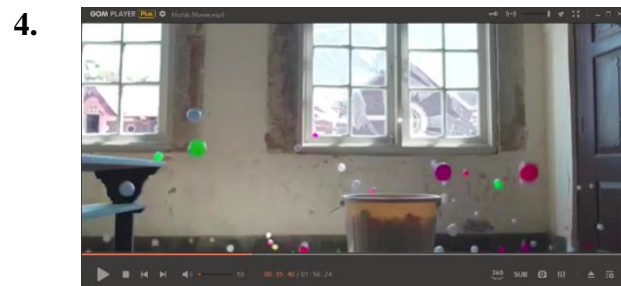


Figure 3.51. 9F commits mischief blowing up toy ball.

In this scene, 9F shows naughty behavior. They act like this because they always receive negative expectations, comments, and criticism from friends, teachers, and others, they rebel and act naughty.

9F did a naughty act, which is they put the toy ball into a big bucket and then poured liquid nitrogen that could make an

⁹⁰ Eden, D, *Leadership and expectations: Pygmalion effects and other self-fulfilling prophecies in organizations*, Leadership Quarterly, 3 (4), 1992, p.271-305.

explosion, after the liquid nitrogen evaporated over time the toy ball exploded causing the window glass to break and everyone was shocked.

Their actions are the effect of the negative expectations that are continuously given by Mr. Wadia and others as seen in the 6th and 7th data.

5.



Figure 3.52. 9F Aatish provoke Akshay

It can be seen from the scene above that Aatish and Killam were provoked Akshay because they were annoyed with Mr. Wadia whose homeroom teacher of class 9A always insults and gives a bad responses to them. Finally, Akshay feels provoked and they fight so Naina breaks up as in 9th, 10th, and 11th.

They are fed up with the insults they always receive, which ultimately affects their learning outcomes. Aatish and Killam always do mischief. Because they think what's the point of being smart in terms of lessons if they still don't match what other people want. Therefore they rebelled, and it was proven when they did naughty things.

6.



Figure 3.53. 9F 9A science project is broken

This scene shows the behavior of Aatish and Killam who destroys 9A's science project. They put adhesive into the wheel so that it jammed and exploded as seen in the 12th data. This scene also shows a truly negative effect outcome, in which Mr. Wadia said that they were useless students and were not fit to be students at St. notker.

With negative expectations for 9F, they also dare to do bad things because they feel they are not considered, not guided, and not cared for. If this happens over time, they will have low self-esteem which also affects their learning outcomes.

7.



Figure 3.54. 9F Aatish provoke Akshay

This scene shows the outcome of the principal saying that 9F was expelled and saying that they were a failure and did not

deserve to be students of St. Notker as in 13th and 14th data. The actions taken by the principal are a negative effect of the Pygmalion theory, the outcome produced is of course also negative because it makes 9F more delinquent. Eventually, they were not allowed to go to school anymore.

Negative expectations can make 9Fs feel unrecognized and appreciated, which makes them rebellious and mischievous.

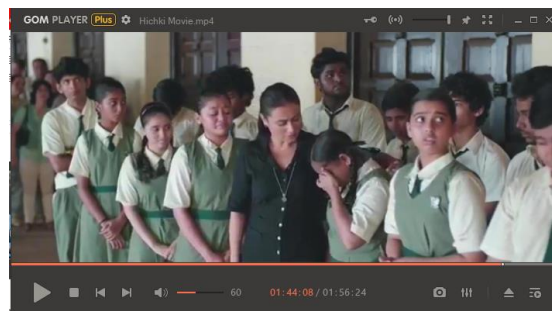


Figure 3.55. 9F 9F accused of cheating

Being able to apply this theory means being able to apply it to other people and students. That means always giving positive answers and feedback. Some of the scenes above show that student performance and student attitudes can be driven by surrounding expectations. It shows us how Pygmalion's theory is implied in our lives, as we see when 9F passes the final exam and even two win topper. Other people. This is partly because of the often negative criticism and expectations of those around St. Notker.