



Article

Characterization Analysis of the Main Character in “Hichki” Movie

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A B S T R A C T

Characterization is the author's effort in presenting the character of the characters. It is made to build and develop the characters in a story. This characterization is related to the attitudes, desires, interests, emotions, and moral principles of the characters. This characterization also suggests the embodiment and development of the characters in the story. The objectives of this research are to analyze the characterization of the main characters in “Hichki” movies. The approach used in this analysis is descriptive qualitative research, the research data are from dialogues between characters in the movie that are linked to character characterization. The results of this research show that Naina Mathur is the main character or central figure in the “Hichki” movie. She is Tourette's syndrome sufferer. The characterizations are educated woman, always keep the spirit and never give up, have confidence, stands to belief and stick to the principles, protective, optimistic, creative, responsible, and being a good teacher. This movie shows the character of Naina Mathur as a teacher who is rarely found in educational circles. Like teachers who are challenged to guide their students to develop according to their respective talents. Naina Mathur is a central character where her character becomes the essence as well as the beginning until the ending of the story.

I. INTRODUCTION

The word “character” comes from Greek, ‘stamp, impression’ which refers to a person depicted in a literary work (Auger, 2010, p. 46). Character is central to every story (Lawrence, 2017, p. 78). It is also the major player in a narrative. Characters are people, animals, or personified objects that act and interact in the story (Rubin & Merrion, 2011, p. 72). Character is a personage in a narrative or dramatic work (Baldick, 1996, p. 52). They are interpreted by the reader as possessing particular moral, intellectual, and emotional qualities by saying the dialogue and do the action (Abrams & Harpham, 2011, p. 46).

Characterization is the process of creating a character in a literary work (Auger, 2010, p. 46). Characterization is the representation of persons in narrative and dramatic works (Baldick, 1996,

p. 52). Bodden states that characterization is the art of bringing characters to life. One of the most useful characterization tools is from dialogue or conversations between two or more characters (2008, p. 36).

By seeing and listening to the characters' talk, the listener, the viewer/readers can learn more about attitudes and the relationship with others. While, according to Rubin and Merrion (2011, p. 72) the tools of characterization are the voice and the body. Voice is what a character says and the way it is said (Heims, 2006, p. 49). So, the players must find the appropriate correct posture, appearance, vocal tunes, inflection, and personal rhythm to interpret a particular character truthfully and multi-dimensionally. Therefore, characterization can be accomplished by narration, description, and dialogue (Dowst, 2014, p. 124) (Lyon, 2004, p. 6). Characterization is the core of successful fiction.

It is also the source of a writer/author's greatest magic.

Characterization is a term commonly used. It includes the description of persons as physical objects as well as the strict portrayal of characters (Dowst, 2014, p. 124). Minor (2012) states that characterization is the way characters are created on the screen through actors' and actresses' performance, speech, and voice characteristics. Characterization is the representation of persons in narrative and dramatic works (Baldick, 1996, p. 52).

Lawrence (2017, p. 87) states that the methods of characterization are generally divided into two categories, they are direct and indirect characterization. This statement is also supported by Small (2014, p. 318) that characterization technique generally tends to fall along with two basic approaches, they are direct presentation (or telling) and indirect presentation (or showing). In a direct presentation, the narrator comments directly on a character. Here, the writer is a narrator in the story to give much clarity about the particular character. In an indirect presentation, the narrator displays the characters' through a variety, such as 'external' or 'environmental' attributes (names, title, age, gender, physical appearance, habitual posture, expression, clothing, possessions, surroundings, socio-economics status, nationality or ethnicity, occupation, and/or educational background. The writer/author also can reveal the characters through thoughts, emotions, and motives, or even the apposition with other characters in both comparison and contrast of characters.

In the story, the character's roles can be divided according to the motivations given by the play writer. These role motivations can give birth to a role act. These roles are protagonists, antagonists, and tritagonists. The protagonist is the main role that is the center or center of the story. The existence of a role is to overcome problems that arise when achieving an ideal. This problem could be from other figures, it could be from nature, it could also be due to his shortcomings. This role also determines the course of the story. The antagonist is the character or force in conflict with the protagonist (Mezo, 2002, p. 68). The antagonist is the role of the opponent because he is often the enemy that causes the conflict to occur. The protagonist and antagonist must make it possible to fight, and the

conflict must develop to a climax. The antagonist must have a strong and contradictory character to the protagonist. It can be said that antagonist is a major component of the protagonist (Prince, 2003, p. 6). While, tritagonist is the role of an intermediary in charge of being a conciliator or intermediary for the protagonist and antagonist (Hochman, 1984, p. 261). Papadopolou (Papadopolou, 2014, p. 151) states that the tritagonist is the third actor. It usually plays a minor role (Hochman, 1984, p. 261). This character can help the protagonist or even become an antagonist.

Some characters may develop in a story. There are some broad categories of characters' development during the story (Griffith, 2010, pp. 60-61). They are static and dynamic characters. Static characters are referred to as characters who remain in the same throughout a work are static. Or it can be said that characters remain fundamentally the same from start to finish (Dalisay, 2006, p. 22). While dynamic characters typically grow in understanding. Or it means that characters undergo important changes over the story related to the events that enfold them and to the discoveries they make.

The characters can be generally described as static and dynamic. Flat characters have only one or two personality traits and are often recognizable as stereotypes. This character possesses but few traits to have little chance to be dynamic. While round characters have multiple personality traits and more like real people. They are harder to understand and more intriguing than flat characters. This character from the beginning possesses both good and bad traits, a change is more convincing (Nikolajeva, 2005, p. 159).

A movie has a variety of characters who complement each other so that it can provide conflict, plot, and story development as desired by the story maker. Although in its development, many movies only feature one or two characters throughout the duration of a movie. The main challenge for a writer is to build the character of the character. Strong and clear character characters will greatly help achieve the impression of the theme presented. There are so many movies that reveal characters and their characterization related to the plot of the story. One of the movies is "Scarlet Innocence".

Hichki (transl. Hiccup) is a Hindi drama movie in 2018. It is directed by Siddharth P. Malhotra,

written by Malhotra, Ankur Chaudhry, Ambar Hadap, and Ganesh Pandit. The movie stars Rani Mukerji, who must prove herself by educating a group of underprivileged students, in the lead role of an aspiring teacher with Tourette syndrome (Hichki, 2020). Hichki is a movie based on the story of a woman who has Tourette's syndrome, which she suffered from since she was young until now (adulthood). He works as a teacher. The Hichki movie is a very interesting movie to watch because in many educational matters we can take as an example, especially for us as prospective teachers how we must be able to master class and students. This movie is an adaptation of Brad Cohen's autobiographical book entitled *Front of the Class*, which was adapted into a television movie with the same title in 2008.

This "Hichki" movie is chosen because it teaches us as future teachers. Many things we can do to make our students become good moral students and teach us in teaching not only one strategy that we use and can apply a variety of strategies that can grow enthusiasm for student learning. Physical backwardness and economic backwardness do not prevent someone from getting the best education possible, everyone has the right to get an education. The good thing about Hichki's movie is that there is an adaptation of a heartwarming story to this realm of Eastern culture or Asian culture, which is very close to our daily life.

Some previous studies are also related to this research. First, research entitled *A Study on Characterization of the Main Character in "The Fault in Our Stars" Novel* was written by Patmarinanta and Ernawati (2016). This review focuses on the personalities of the main characters, Hazel and August. Some characteristics that reflect the character Hazel and August are: sad, lover of books, soldier, stubborn, chivalrous, kind, and loyal. Second, a research entitled *An Analysis of Characters In "I Love You Mom" Short Story Book* that written by Zahroni (2016). This study's issues are about the characters in the short storybook and the moral values of a short storybook. The result of the analysis is (1) character related, (2) moral meaning related. Third, a research entitled *Analysis of Characters and Characterization in the Compilation of Malay Poetry "Mirror"* written by Saraswati (2018). This study is to describe the form of characters and characterizations in those Malay

poems, to describe the revelation of character and characterization of the poets in their poems, to express certain values about the personality of human beings. The results of this analysis were: a form of characters, the meaning of the poems, figurative meaning, characterization form, and discovery of the poems of the poets that convey the personality of human beings. Fourth, a research entitled *Characterization Analysis of The Main Character of the Secret Garden* was written by Hidayat and Wulansari (2016). This research is to examine the characterization of the main character in the novel and movie. From the comparative analysis, it is to expose and improve the character of Mary Lennox is direct characterization, which is achieved through the appeal of the novel. By some reduction and addition to the characterization of the main character, the characterization is transformed. Besides the disparity in the characterization form used, it is found that there are certain inconsistencies between the novel and the movie in the portrayal of the character of Mary Lennox.

Those previous studies have similarities with this research which focuses on the characterization of the main characters. There is a difference between those previous studies in the data analysis. In the first research, it focuses on a novel. The second research focuses on poetry. The third research focuses on the short story, and the last research focuses on the comparative analysis of both the novel and its movie. In this research, the data analysis focuses on the movie entitled "Hichki". Based on the explanation above, the researcher is interested in analyzing the characterization of the main character namely Naina Mathur in the "Hichki" movie. Therefore, the researcher formulates the objectives of the research to analyze the characterization of the main character in the "Hichki" movie.

II. METHOD

The approach of this research applies descriptive qualitative research. According to Taylor et.al (2015, p. 8), qualitative research develops concepts, insights, and inductive. It also understands the patterns in the data rather than collecting data to analyze preconceived models, hypotheses, or theories. Qualitative research is for studying contexts we are curious about but do not have a valid reason for entering (Tracy, 2019). Here, the result of the study will be presented in descriptive

without showing the data in the form of numbers, graphs, charts, figures, or tables.

In collecting data, the researcher uses document analysis or it can be called ‘documentation’. Billups (2019) states that documents are as evidence that consists of the archival, extent, and generated items that provide a context for an understanding phenomenon under study. The document used by the researcher is from the English subtitle of “The Scarlett Innocence” movie and supported by the dialogues of the characters in the movie.

In analyzing data, the researcher uses some steps, such as choosing the movie, downloading the movie, downloading the English subtitle of the movie, watching a movie several times while focusing on the subtitle movie, analyzing the main characters, describing the characters of the movie, then describing the analysis result.

III. RESULTS AND DISCUSSION

Results

Characterization is a description of the character or character given by the author to the characters in the story. In indirect characterization, the writer requires the viewers/readers to put and find clues together to figure out what a character is like. In the movie, “Hichki” shows that the major character shows his/her characters based on indirect characterization. Naina Mathur is the main character or central figure in the “Hichki” movie. The role starring Rani Mukerji had to swallow ridicule from the general eye because of her illness, namely Tourette’s syndrome. Below the characterization of “Ms. Naina Mathur” in the “Hichki” movie as follow:

1. Tourette syndrome sufferer

Below the dialogues which show Naina Mathur is a Tourette syndrome sufferer as follow:

Data 1

- Headmaster* : Some water? It'll stop your hiccups.
Naina : It's not a hiccup, sir. I have Tourette syndrome. (01.58)
Headmaster : Huh? What syndrome?

- Naina* : Umm... It's a neurological condition ma'am. Sometimes when the wires in the brain have a loose-connection, they give a shock. (02.05)
Headmaster : So... how does it stop?
Naina : Sir, this isn't something that stops. It does get worse – when I am nervous... like right now.
Headmaster : So you make noises even when you sleep?
Naina : No sir; when I sleep, even my brain sleeps.
Headmaster : But how long will we keep sleeping?
Naina : We? Yes sir. Me and... my Tourette's.
Headmaster : Does it affect your eating or drinking?
Naina : We manage well ma'am. I do the eating, he does the drinking. (02.44)

Data 2

- Mr. Khan* : Can you stop these hiccups, please? (14.13)
Naina : I can't sir.
Mr. Khan : Why not?
Naina : I have Tourette syndrome, sir.
Mr. Khan : I have never heard about it.
Naina : Sir, it's a neurological problem, because of which I get... like an electric shock. (14.25)

Data 3

- Ms. Naina* : I have Tourette syndrome. It's a neurological disorder. When there are some loose connections in our brain, it gives small shocks like that. You can ask me anything you want to know about my Tourette's. (24.10)
Student : Ma'am, what's your ring tone?
Ms. Naina : I'll tell you. 1, 2 cha cha cha... 3, 4, cha cha cha...!
Student : Dude, these days my rats also make the same noises. (24.44)

Data 4

- Headmaster* : See, let me be honest. With her condition, it's difficult for other kids in the class and Naina as well. (06.38)
Mrs. Marthur : But sir...
Headmaster : I'm giving you this Leaving Certificate without mentioning the reason. Maybe she needs a different kind of school, Mrs. Mathur. (06.53)

Data 5

- Mr. Marthur* : *Naina needs a special school. (07.26)*
- Mrs. Marthur* : *Naina needs a normal school. A normal life. She's a normal girl, Prabhakar.*
- Mr. Marthur* : *Normal! With those tics?! She's constantly ashamed of these noises.*
- Mrs. Marthur* : *She's ashamed? Or are you?! Have you forgotten, why we separated? Look... Naina is still my daughter. Yes, she is, so where were you all these years? When she needed you. (07.53)*

The example above shows that Ms. Naina Mathur was a sufferer of Tourette's Syndrome since childhood. However, Naina confidently explained that she was a sufferer of Tourette Syndrome, which is a neurological condition where the connections in the brain are loose and cause a shock to the sufferer. The teachers and supervisors then asked further how the voices remained and how to stop them. They even gave suggestions for Naina to choose another, easier job. What he describes as Tourette Syndrome may not get him accepted into his job, but once again he has become a teacher even to the teachers and principals she met for the first time at the interview.

Tourette syndrome is a biological malfunction of the human brain (Olive, 2010, p. 6). This malfunction is largely genetic. It is combined with multiple motor and vocal tic (Chowdhury, 2004, p. 23). This syndrome is a neuropsychiatric disease that makes a person get an electric shock in the nerves of the brain so that they spontaneously emit speech or movement without being able to control it. This syndrome will get worse if the sufferer is in a state of fear and nervousness. Because of this Tourette Syndrome, making little Naina the laughing stock of her school friends, in line with that the teachers expelled her from class because it was considered to interfere with the teaching and learning process. So, she had to be expelled twelve times from school. Some schools even suggested that Naina attend a special school. But Naina's mother doesn't want to because she feels Naina is a normal child.

2. Educated woman

Below the dialogues which show Naina Mathur is an educated person as follow:

Data 1

- Headmaster* : *Ms. Naina Mathur. Please sit. Double Bachelors in Education and Masters in Science. Impressive. (01.43)*
- Naina* : *Thank you, sir. (01.51)*

The example above shows that Ms. Naina Mathur is an educated person. She gets a Bachelor of Education and a Masters in Science. He made his dream to become a teacher even though there were many oppositions from what he had suffered. Armed with a bachelor's degree in education and a master's degree in science, Naina tried her luck applying to a leading private high school called St. Notker school.

3. Keep spirit and never give up

Below the dialogues which show Naina Mathur keep spirit and never give up as follow:

Data 1

- Headmaster* : *I just want to know, you said you've applied to 18 schools with no success. Even St. Notker's has rejected you 5 times. I'm just curious, with your condition, why do you want to be a teacher?*
- Naina* : *Because of that chair sir.*
- Headmaster* : *You want to be the Principal?*
- Naina* : *Oh! No sir. Like the 18 schools that have rejected me, I was thrown out of 12 schools as a student. This school was my lucky number 13. I sit here in front of you, wanting to be a teacher, because Mr. Khan, who sat in that chair 22 years ago, taught me the biggest lesson of my life. For me Mr. Khan is that kind of a teacher. Mr. Khan was an inspiration for all of us. To me, he still is sir. (15.44)*

Data 2

- Naina* : *Life is a circle, really!! I got the job!!!*
- Headmaster* : *Your qualifications are excellent Ms. Mathur.*
- Naina* : *Thank you, sir.*
- Headmaster* : *And I like your spirit. We are willing to give you a chance.*
- Naina* : *Thank you, sir!! Thank you. (12.06)*

The example above shows that Naina Mathur is always keeping the spirit and never give up. Naina is a sufferer of Tourette's syndrome. Hence,

Naina managed to complete her bachelor's degree even though previously she was banished by 18 schools. Mr. Khan accepted Naina and inspired her to become a teacher. According to Mr. Khan, a normal teacher will provide motivation, a good teacher makes students understand, a great teacher will show students how to apply their knowledge, and some teachers are inspiring. It was because of the motivation of her school principal that Naina Mathur never gave up on becoming a teacher, even though 18 schools rejected her when applying (the reason was rejected because of her Tourette syndrome). Naina Mathur appears as a teacher who is tireless and doesn't want to give up.

4. Confident

Below the dialogues which show Naina Mathur is a confident person as follow:

Data 1

- Naina* : I was born to be a teacher sir!
Headmaster : Ms. Mathur... will you be able to manage with these sounds? I mean I've never seen a teacher with a speech defect.
Naina : Tourette's affects my speech sir. Not my intellect. (16.00)

Data 2

- Naina* : Did any of you know anything about Tourette's before today?
Headmaster : No, not at all...
Naina : And now?
Headmaster : Well... now we do.
Naina : So, if I can teach something new to Principals and Trustees, I'm sure I'll be able to manage children sir. Thank you. (03.34)

Data 3

- Headmistress* : 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. (04.56)

The example above shows that Ms. Naina Mathur is confident. Naina Mathur is a girl who struggles to prove herself to gain trust despite her physical deficiencies. This syndrome affects the way he speaks, but not his intelligence. Naina Mathur is

an absolute figure as a teacher, who has to prove the ability and hard work for the sake of her students. Being a good teacher is being able to fight his biggest fears and generate his confidence to be carried forward and emulated by his students. Naina Mathur succeeded in making his students no longer laugh at him but laugh with him.

5. Stands to belief and stick to the principles

Below the dialogues which show Naina Mathur is standing to belief and stick to her principles as follow:

Data 1

- Mr. Marthur* : I have a friend in banking. It's a job offer for you. Open it.
Naina : That's not a job! Part time, because I need time to look for teaching openings.
Mr. Marthur : You've been looking for teaching openings for 5 years now. With your condition. (09.34)
Mr. Marthur : Just read it once?
Naina : Sorry, my hands are dirty. I'll read it later.
Mr. Marthur : How much is a teacher's salary anyway?
Naina : Dad, did you have a favourite teacher in school or college?
Mr. Marthur : Of course!
Naina : You remember his salary? Forget it Dad. You'll never get it. (10.30)

Data 2

- Naina* : Sir, I assure you sir, I won't let you down. I was born to be a teacher sir! (15.46)

The example above shows that Ms. Naina Mathur made her dream to become a teacher even though there were many oppositions from what he had suffered. Mathur's father also underestimated his ability to become a teacher. However, Naina Mathur still looks for the job she wants. As a result, she was accepted in the best schools after he was rejected by 18 educational institutions because of Tourette's syndrome.

6. Protective

Below the dialogues which show Naina Mathur is a protective person as follow:

Data 1

- Mr. Wadia : So, are you able to tolerate 9F?
- Ms. Mathur : Sir, they're not that bad. I don't know, if they'll be able to tolerate me.
- Mr. Wadia : FYI, that book isn't in the 9th grade syllabus. 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.
- Ms. 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? (36.34)
- Headmaster : Ms. Mathur, we all know this is their doing. You do too. You're still protecting them! Like you said, we all know this prank might be their doing.
- Ms. Mathur : But sir, what they did requires planning, foresight, intelligence. (37.08)

The example above shows that Ms. Naina Mathur is a protective person. On the first day of class, the students tricked her with liquid nitrogen, this resulted in a light explosion that shattered the classroom window. Naina prevents the class from being kicked out by explaining the joke that it requires a lot of thought and planning, if that thought and planning can be guided in the right direction, the class potential will not be limited. With an approach such as covering and protecting students who have made mistakes so that they are threatened with leaving so, they feel protected, cared for, and feel meaningful. Going to the guardian of the student to his place so that the parents feel happy because they get attention.

7. Optimistic

Below the dialogues which show Naina Mathur is an optimistic person as follow:

Data 1

- Ms. Mathur : Like you said, we all know this prank might be their doing. But sir, what they did requires planning, foresight, 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.

- Headmaster : It's a fool's dream Ms. Mathur. They don't belong here. They never did and never will.
- Ms. Mathur : They will sir. Maybe we just haven't tried hard enough - they do belong.
- Headmaster : Are you challenging me?
- Ms. Mathur : They just need some time and effort sir.
- Headmaster : How much time? Set a deadline. For 9F, and yourself.
- Headmaster : Sir, 4 months. Till the final exams.
- Ms. Mathur : And after 4 months?
- Headmaster : Sir, after the exams the results will speak for themselves. You can do what seems right.
- Ms. Mathur : But I get the next 4 months, no questions asked. (38.07)

Data 2

- Ms. Mathur : Sir, in the real world, life doesn't test us subject-wise.
- Mr. Wadia : So Ms. Mathur, it's now your exam, as much as theirs! Whether you like it or not, they will be tested in the classroom on the exam day!
- Ms. Mathur : And don't worry, the day a student from 9F scores 90% - I'll pin that badge on them, myself. Thank you, sir! Mr. Wadia, make sure you have more than one badge ready. (50.58)

The example above shows that Ms. Naina Mathur is an optimistic person. It was not easy for the children at first to adapt because most of the students of St. Notkers are children of "well-to-do" people, while 9F children are just poor children who live in poverty. This feeling of being left out made this 9F grader take the fight by deliberately making a mess, especially with the 9A graders who are smart and rich students. After knowing this, Naina made more efforts to help this 9F grade student to get the same treatment at school to help the students succeed in their exams.

8. Creative

Below the dialogues which show Naina Mathur is a creative person as follow:

Data 1

- Ms. Mathur : Let's have our class here today.
- Student : Isn't it lovely?

Ms. Mathur : *And today, we'll try a new roll call. Ready?! Well done my precious eggs! Full attendance. The eggs are boiled, you can eat them if you like. The egg could've gone anywhere in the air, but all of you caught it. Mathematically speaking, the equation of the egg's flight is called Parabola. You caught the egg without reading the equation, means you'll be already Mathematicians.*

Student : *We get an egg everyday now?*

Ms. Mathur : *Now you just need to learn the equation.*

Student : *I can't touch eggs on Tuesdays!*

Ms. Mathur : *But Oru taught us some Physics. Oru applied force to get out of the way. Force=Mass x Acceleration. Oru's taught us Newton's Law of Motion. Walking, sitting, getting up, running we learn all of this early on. Now just learn it as an equation. (47.17)*

Data 2

Headmaster : *Mr. Mathur trust me, it's enough if 9F can just pass.*

Mr. Wadia : *Especially given the way you're teaching them.*

Headmaster : *Sir, has Ms. Mathur shared her methods with you?*

Mr. Wadia : *Today, in the playground, she began the class with eggs. Went on to Parabola, Maths. Then suddenly she shifted to Physics and Newton's laws. Was it a Maths class or Physics, or cooking class?*

Ms. Mathur : *I'm so glad you're interested in my teaching methods Mr. Wadia. (50.22)*

The example above shows that Ms. Naina Mathur is creative. There were so many trials that Naina had to face. But he still believes that 9F graders are smart and achievers. Naina started teaching them a different teaching method than other teachers. With various unique methods (ways) he tried to apply to teach in class. But the weakness (Tourette's syndrome) cannot be avoided. He must be able to adapt to his naughty and wayward students. Naina has a unique way of teaching than other teachers. He always applies the concept of every lesson in practice in everyday life. For example, get to know the concept of a parabola and style through an egg that is thrown. Interpret the chemical concept of adding salt content to the food. Play basketball to understand physics concepts.

9. Responsible

Below the dialogues which show Naina Mathur is the responsible person as follow:

Data 1

Mr. Wadia : *You should've slapped him, Ms. Mathur.*

Ms. Mathur : *I've never raised my hand on a student till date. But don't worry, 9F deserves it.*

Mr. Wadia : *Am glad you've finally realized it. 9F. They're not fit to be students.*

Ms. Mathur : *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. (01.13.35)*

The example above shows that Ms. Naina Mathur is responsible. Becoming a teacher is her big responsibility that cannot be underestimated. Being a teacher who strives for his students is worship and a calling. When the heart is moved to move forward and serve and educate, all tiredness, doubts, and material will disappear. Naina Mathur was given quite a complicated responsibility, namely being a teacher in one of the classes which were notorious for being stubborn in this school. Class 9F is one of the highlight classes and has made many disturbances that interfere with teaching and learning activities.

10. Good teacher

Below the dialogues which show Naina Mathur is a good teacher as follow:

Data 1

Headmaster : *Do you think 9F can even pass the exam?*

Ms. Mathur : *Sir, I don't have the answers to these questions. This isn't just about the exams, it's about their future sir. Please.*

Headmaster : *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.*

Ms. Mathur : *I understand, sir! Thank you, sir.*

Headmaster : 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. (01.22.03)

The example above shows that Ms. Naina Mathur is a good teacher. Naina Mathur, a woman who has a strong desire to become a teacher even with a syndrome that makes her laugh at any time and anywhere, has unacceptable consequences and may get unfair treatment. Naina's experience as a child took her on an amazing journey to becoming a good educator/teacher for her students. Naina Mathur is a representative figure of an ideal teacher. He is always looking for a way to teach that makes it easier for his students. Even though it wasn't easy for him.

Discussion

In indirect characterization, the writer shows what other characters feel, think and say about the characters through five methods of indirect characterization, such as the speech/dialogue, action, inner thought, appearances, and others' view. In knowing the characterization of the main characters, the researchers use a technique of indirect characterization. In indirect characterization, the writer/author states and shows the characters say, do, think, and react so the viewers and readers can get a better understanding of the characters. Here, the writer/author also shows what other characters feel, think, and say about the characters. Therefore, the viewers/readers can involve in the story as they observe and evaluate a character by the information given by the writer through five methods of indirect characterization, such as the speech/dialogue, action, inner thought, appearances, and others' view about the characters. Indirect characterization means that the text shows the characters saying or doing something (Venturino, 2013). The main challenge for a writer is to build the character of the character. Strong and clear character characters will greatly help achieve the impression of the theme presented.

Based on the analysis from the movie and its subtitle, the writer found that the characteristics of in "Scarlet Innocent" movie were developed from the beginning until the end of the story. Hichki is a movie that tells the story of a girl who struggles to

prove herself to gain trust despite having physical deficiencies. Naina Mathur is the central figure in the movie. The role starring Rani Mukerji had to swallow ridicule from the public eye because of her illness. He has Tourette's syndrome. Where every person who has the disease will spontaneously make a sound (hiccup) without being controlled. With her illness, many residents underestimated Naina Mathur's abilities. When he was still in school he had to experience unfair dismissal. 12 schools that have expelled Mathur because they are annoyed by the sound of hiccups issued by him.

Even with such circumstances, he still managed to get a Bachelor of Education and a Masters in Science. He confirmed his aspiration to become a teacher even though there were many conflicts from what he had suffered. Mathur's father also underestimated his ability to become an educator. However, Naina Mathur still looks for the job she wants. As a result, he was accepted into one of the best schools after he was rejected by 18 educational institutions because of Tourette's disease. St. Notker's is the only school that accepts Mathur as a teacher. His struggle paid off even though he was rejected 5 times by St. Notker's. Even though this school is the former Naina Mathur school. He has the ambition to become a teacher because one of St. Notker's motivates Mathur to be treated fairly (the same as other students). This motivation was obtained when he was a student of St. Notker's.

The journey has started. Naina Mathur is very excited to prove that humans should not only see themselves as flaws. Mathur became the homeroom teacher of class 9F at St. Notker's. Which, the class is known for noise, stupidity, and brutality by students. In one 9F classroom, there are only 14 people. The class was also getting injustice because of the student's very uncomfortable condition. Identical delinquency is always attached to the class held by Mathur.

One day, Mathur started as a teacher and experienced the unkind actions shown by the class. However, Mathur's spirit never died, despite having to fight the distrust of some of the teachers at St. Notker's. This is because the class has succeeded in expelling several new teachers. Ms. Mathur sees this as a challenge in itself and as proof that "there are no bad students, only bad teachers". This utterance became the foundation of a Mathur teacher. Even though he knows the risk of becoming a teacher, his

situation will have a negative impact (the students make fun of his hiccups).

Ms. Mathur has a strong belief that to be rewarded students must take some action that shows "I am the teacher". He believed, "ordinary teachers only give knowledge, great teachers make you understand, very great teachers will show you how to practice it, but there are teachers who inspire us". Mathur used this foundation to deal with 9F students as well as to silence several teachers, including the Principals, who had underestimated the class.

Day after day Mathur spent with class 9F. This is also a sign that Mathur's teacher is still holding on to face student delinquency. Many tragedies and events have been experienced by Mathur. Starting from the teacher's chair is broken, chalk filled with phosphorus matches, trash cans filled with firecrackers and pumping balls, and the most frequent stuttering jokes for him. But he always refused patiently and responded with the opposite action. With the attitude Mathur accepted. Mr. Wadia always suggests that class 9F is not worthy of being St. Students. Notker's and must be excluded from the favorite and elite schools. Hearing these complaints Mathur always asked for compassion and the opportunity to prove that they would not be a cover introduction to St. Notker's school.

Until finally Mathur gave a challenge as a sign of his seriousness in changing them from brutal students to perfect students like other excellent classes. This was immediately responded to by the Principal. With this challenge, the Principal gave him 4 months. To prove their success as well as their fate and the fate of teacher Naina Mathur. Since the challenge was official. Naina Mathur looks for a way so that they can change. In the end, Mathur found an effective way of teaching. This was all obtained after he got the story of why class 9F is different from other classes.

In history, students who sit in class 9F are the latest generation of slums, poor, brutal, and stupid. They were not students of St. Notker's. They can attend school in St. Petersburg. Notker's due to a land dispute in the slum settlement was successfully won by St. Notker's. Notker's. From this dispute, the neutralization of the area, including the state school where they attend school, must be forcefully evicted. It's all for the sake of St. Notker's to build his school building. This is the beginning of joining

class 9F in the favorite and elite school of St. Notker's. From their status, teachers give different classes as evidence of different strata and different treatments. This storyline makes 9F class naughty, brutal, and stupid as a rebellion for the treatment they have received.

This story was obtained directly from one of the people at St. Notker's. Where he worked there as a sweeper. Hearing this story, Mathur is increasingly determined to change and shows that they also have the same opportunity and treatment. He has invented teaching methods. Mathur always provides an effective way so that it is easy for them to understand every lesson he teaches. The trivial things that were done by Mathur made 9F students master in practice and theory. Although they do not realize that they have mastered sciences such as mathematics and science in everyday life.

Mathur realized their abilities by going directly to their village who had changed locations. Initially did not have a purpose to see them one by one the student's background. Instead, Mathur wanted to meet the guardian of every student in class 9F because they did not come to the meeting for the parent meeting. This is where Mathur knows the backgrounds of students and villages that are synonymous with negativity and poverty. Many of the students work helping their parents. Some bookies are still young. and some work in car paint sales and repair shops.

Mathur has succeeded in turning them into outstanding children. The teaching method and creatively succeeded, it shows that education cannot distinguish the status and background of students. They have the same opportunity despite their rich and poor backgrounds. Mathur won the challenge with the success of 9F students getting nominations for Perfect ST students. Notker's. The hard work and sacrifice of a teacher Naina Mathur paid off and changed the way of thinking of the St. school. Notker's. From here Mathur can become the principal of the school and answer the concerns of the family and the general public that human shortages cannot stop human goodwill. And education is not a space to differentiate the status and strata of students.

This movie shows the character of the character Naina Mathur as a teacher who is rarely found in educational circles. Like teachers who are

challenged to guide their students to develop according to their respective talents. While the character Mr. Wadia represents teachers who often force their students to be smart according to the teacher's standards. For example, a student is smart in the field of language but has low abilities in the field of Mathematics and Natural Sciences, then he is considered stupid. Likewise, students who are ignorant in the field of languages but smart in the field of Mathematics and Natural Sciences are considered smart. 9F students represent students who often face discrimination from the school environment and must endure meeting their parents' expectations. 9A students represent students who are seduced by their achievement and perceive other students as having a low predicate. *Hichki* is neat, simple, captivating, and of course able to stir up emotions through melodrama scenes and dialogues. Naina Mathur is a central character where her character becomes the essence as well as the ending of the story. His spontaneous movements and checkups earned him awe that deserves such high praise.

CONCLUSION

Characters and characterizations are very important in drama because they are an intrinsic element that

must be present. Besides, it also makes the play/drama appearance "lively". So, it can immerse the audience in the story. This movie provides life lessons and school education. All groups have the right to gain public trust to prove the quality of humans in different people.

In this movie, we will see how a teacher named Naina Mathur suffering from Tourette's syndrome can increase the self-confidence of their children who have already been labeled as naughty and stupid in their school environment, St. Notker School. This movie is very interesting because it tells about a person who has Tourette's Syndrome. However, what is also interesting is the criticism of the world of education that is featured in this movie. Although many of these critical discourses are cliché, they are still very relevant to be discussed and discussed. The first is criticism of the teacher's treatment of students. As a teacher, it is very important to be able to be an example for the students he teaches. Unfortunately, in some cases, the teacher is often one of the figures who contributed to the exclusion of a student. Either because he was an inconspicuous, underachieving student, or even considered naughty and stupid.

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