

ANALISIS HUKUMAN MATILDA DALAM NOVEL ROALD DAHL DARI PERSPEKTIF PSIKOLOGIS

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Abstrak: Novel Matilda karya Roald Dahl menceritakan seorang anak dengan kecenderungan yang kuat untuk menghukum orang dewasa. Dengan menggunakan konsep Erikson tentang perkembangan anak, penelitian ini bertujuan untuk menjelaskan mengapa Matilda digambarkan sebagai gadis berusia lima tahun untuk melakukan hukuman tersebut. Melalui analisis tekstual, penelitian ini mengungkapkan bahwa Matilda berkembang sebagai seorang gadis yang memberikan hukuman kepada orang dewasa di sekitarnya sebagai bagian dari perkembangannya pada usia bermain. Pada usia ini, seorang anak belajar untuk menetapkan tujuan tertentu dan merencanakan untuk mencapainya. Dalam novel, perkembangan ini tercermin dalam tujuan Matilda Wormwood untuk menghukum ayahnya seperti yang dijelaskan dalam bab "Topi dan Lem Super," "Hantu," dan "Pria Pirang Platinum." Hukuman Matilda dalam novel ini memberikan pesan yang kuat kepada pembaca bahwa orang tua harus memberikan contoh yang baik dan perhatian yang cukup kepada anak-anak mereka ketika mereka mulai belajar untuk menetapkan tujuan, terutama ketika mereka sangat cerdas dan memiliki potensi yang kuat seperti Matilda

Kata-kata Kunci: penokohan, sastra anak, perkembangan anak, kebutuhan psikologis, psikoanalisis

ANALYSIS ON MATILDA'S PUNISHMENTS IN ROALD DAHL'S NOVEL FROM PSYCHOLOGICAL PERSPECTIVE

Abstract: Roald Dahl's novel Matilda features a child with a strong penchant for punishing adults. Using Erikson's concept of children's development, the present study aimed to explain why Matilda was described as a five-year-old girl to perform those punishments. Through textual analysis, the present study revealed that Matilda developed as a girl who administered punishments to adults around her as part of her development at the play age. At this age, a child learns to set specific goals and plan to achieve them. In the novel, this development is reflected in Matilda Wormwood's goal to punish her father as described in chapters "The Hat and the Superglue," "The Ghost," and "The Platinum-Blonde Man." Matilda's punishments in this novel send a strong message to readers that parents should provide good examples and sufficient attention to their children when they start learning to set goals, especially when they are very intelligent and have strong potentials like Matilda.

Keywords: Pancasila Student Character, Padepokan Character Comics, Understanding Character Education.

INTRODUCTION

The prose is literary works that consist of narrative, where characters undergo a series of events at a specific time and place, whose story is told by a narrator from a certain point of view (Gill, 1995). Prose fiction narrates fictional adventures of fictional characters in fictional settings, although these elements may be inspired by factual events and include factual places (Kennedy & Gioia, 1995). Among the forms of prose fiction, the novel was the first to be established in the fiction genre, where the events unfold around the life of the main characters (Boulton, 2013). The main character appears in most events and faces most of the conflicts, with the climax as the pivotal point where the fate of his or her goal is determined (Nurgiyantoro, 2005). As the center of the story, the main character is usually most developed, with many characterizations are given to the main character. According to Gill (1995), characterization refers to the method of delivering the uniqueness of the characters. It is essential to do so because the characterizations will determine how the main character thinks, speaks, and acts. The main character's behaviours will determine the plot development (Boulton, 2013; Widasuari et al., 2020).

Roald Dahl's *Matilda* is one of the novels that presents the main character as the novel's title, marking the character's significance in the plot development. The novel was first published in 1988 by Jonathan Cape and since then has been reprinted three times by different publishing companies. The novel was adapted into a feature film in 1996, marking its popularity to guarantee the profitable production of its film adaptation (Kranz & Mellerski, 2008; Suwastini, 2014). This novel talks about a five-year-old girl named Matilda Wormwood. In this novel, Matilda is characterized as a brilliant little girl. However, her parents and school did not recognize Matilda's reading aptitude and her vast knowledge of justice. Her parents treated her unfairly because she was a girl. This novel implies how parents' support in understanding a child's talent and their curiosity is vital to

help the child develop well as explained by Herwina (2021), Suwastini et al. (2021), and Wandansari & Hernawati (2021). The novel is very famous among children and teachers because it has been argued to inspire students to read (Putri & Retnaningdyah, 2018). The novel has also been studied from feminist perspectives, highlighting the marginalization of women and feminist ideologies reflected through Matilda's characterizations (Dickinson, 2017; Maynard, 2019; Shaw & Fard, 2018; Tanusy, 2018).

However, many studies have been concerned with Matilda's characterizations to understand why Matilda did very clever actions in the novel. Ramya (2019) focused on analyzing characters in *Matilda* (1988) by using Freud's psychoanalysis. Ramya's (2019) motives to understand Matilda's characterizations psychoanalytically are very reasonable. As a child, Matilda is depicted as having a penchant for determination to establish justice. Although Matilda was only five-year-old, she had been reading a long list of English canons since she was four, as Matilda had taught herself to read since she was three. This description was enough to describe Matilda as a genius with an avid reading aptitude. From what she read, she might have absorbed a lot of moral teachings and insights that gave her ideas about justice. Many studies have read Matilda's vengeance as a heroic action (Beauvais, 2015; Hansson, 2012; Martens, 2015; Yeni & Ariska, 2018), while Erhart (2017) saw them as an effort to fight anxiety.

According to Erikson (1963), Gerungan (1991), and Santroc (2015), psychology covers knowledge about the soul learned by using scientific theory. In terms of literature, the psychological approach can be used to analyze characters' personalities by seeing their behavior (Setiawan et al., 2021; Suwastini, Asri, et al., 2020; Suwastini & Wahyudiputra, 2021; Widasuari et al., 2020). According to Erikson, there are eight stages in the development of a person: infancy (since birth to one-year-old), early childhood (one to three years old), play age (three to six years old), school-age (six to twelve years old), adolescence (twelve to nineteen years old),

young adulthood (twenty to twenty-five years old), middle adulthood (twenty-six to sixty-five years old), and late adulthood (from sixty-five to death). Based on these stages, Matilda was still in a play age because Matilda's age throughout the story was from three years old to five and a half. According to Erikson, children usually learn to take initiative and control what will happen in their lives at this age. They would try to make their plans in order to achieve their goals, and the achievement of these goals helps them build their confidence.

In Roald Dahl's novel, Matilda practiced making goals of punishing her parents for their ignorance before she embarked on the true adventure of punishing Miss Trunchbull and saving Miss Honey. The present study aims to explain Matilda's motives for punishing her parents by describing her characterizations and tracing her psychological needs, linking her behaviors with the stage of her psychological development. In the long run, understanding fictional characters may inspire readers to understand other people in the readers' lives and build better characters (Hutapea & Suwastini, 2019; Suwastini, Banjar, et al., 2020). As argued by Abrams (1999), literature reflects life, which may lead to an understanding of life as reflected in the literature. Thus, the result of this study is expected to provide more insights into Matilda's characterization as a child and the impact of parental neglect of their children's talents and needs..

RESEARCH METHODOLOGY

. This study was conducted as textual analysis conceptualized by Mckee (2003). The research subject was a novel entitled *Matilda*, written by Roald Dahl. The novel was first published in 1988 by Jonathan Cape. However, in the present study, the version used was published by Penguin Random House U.K. in 2016. The object of the study was Matilda's characterizations as a child. The data collection was conducted through close reading, where the novel was repeated read. The second step of the data collection was note-taking to record the parts of the novel containing Matilda's characterizations. The analysis was conducted using Erikson's eight stages of human psychological development (1963). The understanding of Matilda's psychological development stage was used to

elaborate on Matilda's fixation on punishing her family and headmaster

FINDING AND DISCUSSION

As a five-year-old girl, Matilda was at the stage when children start developing their confidence by setting simple goals, designing plans to achieve the goals, and to execute the plans (Erikson, 1963). In Roald Dahl's novel, Matilda set three punishments for her parents, namely "The Hat and the Superglue," "The Ghost," and "The Platinum-Blonde Man." The following section will elaborate these events as the backgrounds for Matilda's motivations for punishing his parents and how she executed the punishment. Her behaviours are then related to her psychological development according to Erikson's stages of psychological development to provide understanding why Matilda felt the needs to conduct the punishments.

1. The Hat and the Superglue Incident

Matilda planned the Superglue incident because Mr. Wormwood cheated on his customers, ignored Matilda's reminder not to cheat, called Matilda ignorant, and did not allow her to read her book during supper. The following excerpt shows how Mr. Wormwood ignored Matilda and continued explaining how to cheat on his customers to his son.

Excerpt 1: *"Ignoring Matilda, he turned to his son and said, 'I'm always glad to buy a car when some fool has been crashing the gears so badly they're all worn out and rattle like mad. I get it cheap. Then all I do is mix a lot.'"*

(Roald Dahl, *Matilda*, pp.16).

The excerpt above shows that Mr. Wormwood wanted to talk to his son about his business in selling cars. However, he tricked the cars and cheated on the customers. Matilda tried to remind Mr. Wormwood that his technique was not right by stating, "...that's dishonest, Daddy... [sic] It's cheating." However, Mr. Wormwood did not want to hear her advice. Instead, he was mad at her and called Matilda stupid. Furthermore, when Matilda wanted to eat her suppers in her room so she could read her book instead of watching soap operas on the television, Mr. Wormwood did not allow her. He stated that,

Excerpt 2: *"I would mind!" he snapped. 'Supper*

is a family gathering and no one leaves the table till it's over!"

(Roald Dahl, *Matilda*, pp. 22).

The excerpt above shows how Matilda tried to get permission from her father to eat suppers in her room. Matilda thought her father's reasoning was not logical because they did not dine at the table, as stated by Matilda, "We're always eating off our knees and watching the telly." When Matilda's argument was met with a threat by Mr. Wormwood, Matilda decided to keep calm. However, she silently decided to punish her father, as described in the following excerpt:

Excerpt 3: *"She resented being told constantly that she was ignorant and stupid when she knew she wasn't. The anger inside her went on boiling and boiling, and as she lay in bed that night she made a decision. She decided that every time her father or her mother was beastly to her, she would get her own back in some way or another"*

(Roald Dahl, *Matilda*, pp. 23).

Excerpt 3 shows how Matilda designed the plan to punish her father while lying in her bed. After assessing her father's mistakes, where she believed that cheating on the customer was dishonest on wrong, she measured the injustice she felt. Matilda was confident that she was not "ignorant and stupid." Thus, her father's judgment had been unfair. With this process, Matilda set the goal to educate her parents for being ignorant. This plan was carefully designed, resulting meticulous execution in the next morning, as described in the following excerpt:

Excerpt 4: *"The following morning, just before the father left for his beastly second-hand car garage, Matilda slipped into the cloakroom and got hold of the hat he wore each day to work. She had to stand on her toes and reach up as high as she could with a walking stick in order to*

hook the hat off the peg, and even then she only just made it.

....

Matilda, holding the hat in one hand and a thin tube of Superglue in the other, proceeded to squeeze a line of glue very neatly all-round the inside rim of the hat. Then she carefully hooked the hat back on to the peg with the walking-stick."

(Roald Dahl, *Matilda*, pp. 24).

From the excerpt above, it can be observed how Matilda executed her plan to punish Mr. Wormwood for cheating on his customers. She slipped into the cloakroom to take her father's hat and found the hat he wore to work every day. She correctly calculated the height of the hook and used a walking stick to reach it. After applying the Superglue all-around the inside rim of the hat, she carefully hooked the hat back on the peg with the walking-stick to hide the fact that the hat had been tampered with. This strategy worked well because Mr. Wormwood wore it to work without any suspicion. After he arrived at the garage, he finally realized that she could not take his hat off, that Mrs. Wormwood had to help him. It is described in the novel that while her parents were busy trying to take the hat off, Matilda played innocent when Mr. Wormwood had to suffer because Mrs. Wormwood kept pulling his hair which stuck on the hat. Matilda continued her punishment by teasing her father, telling him about a kid whose finger got stuck inside his nose for a week because of the Superglue. Scared of Matilda's teasing, Mrs. Wormwood then decided to cut the hat off by chopping her husband's hair off right to the skin. Matilda then made fun of her father's haircut by telling him that he looked like he got little brown insects crawling over his head.

As foreshadowed by the story of the stuck finger, it can be predicted that Mr. Wormwood had to suffer the humiliation of the bad haircut for a week. It was described that the Wormwood household was "comparative[ly] calm [sic] for about a week" (pp. 32). It means Matilda's punishment through the superglue incident succeeded, and its effect lasted for a week.

2. The Ghost

The following incident was called "the

Ghost." It started when Mr. Wormwood ripped Matilda's book and wanted to punish her father by using a parrot. The following excerpt shows Mr. Wormwood unleashing his anger by tearing a loaned library book that Matilda was reading.

Excerpt 5: *'I don't want to know what it's about,' Mr Wormwood barked. I'm fed up with your reading any way. Go and find yourself something useful to do.' With frightening suddenness, he now began ripping the pages out of the book in handfuls and throwing them in the waste-paper basket.*

(Roald Dahl, *Matilda*, pp. 35).

Excerpt 5 shows how Mr. Wormwood tore the library book because reading is useless, and he was in a bad mood at work. The words "barked," "frightening suddenness," "ripping the pages of the book in handfuls," "throwing in them in the waste-paper basket" reflect how furiously Mr. Wormwood leashed out his emotion on Matilda and her book. For Matilda, the saddest part of her father's outburst was the irresponsibility of treating a loaned library book because she borrowed it and had to return it to Mrs. Phelps, the librarian. She protested, "That's a library book, [sic]. It does not belong to me, I had to return it to Mrs. Phelps" (pp. 35). However, Mr. Wormwood did not care. Thus, she decided to take her revenge on her father, as shown in the excerpt below:

Excerpt 6: *"Most children in Matilda's place would have burst into floods of tears. She didn't do this. She sat there very still and white and thoughtful. She seemed to know that neither crying nor sulking ever got anyone anywhere. The only sensible thing to do when you are attacked is, as Napoleon once said, to counter-attack. Matilda's wonderfully subtle mind was already at work devising yet another suitable punishment for the poisonous parent. The plan that*

was now beginning to hatch in her mind depended, however, upon whether or not Fred's parrot was really as good a talker as Fred made out."

(Roald Dahl, *Matilda*, pp. 36).

The excerpt describes Matilda's reaction to her father's outburst. Instead of "burst[sing] into floods of tears," Matilda sat and planned her punishment, or as she called it, "to counter attack." Her mind was "at work devising [sic] punishment," which included Fred's parrot. Matilda decided to borrow Fred's parrot to scare her father. Matilda has predicted this plan could be thwarted if the parrot was not a good talker. Thus, the first thing she had to do was assess the parrot, which she did that afternoon. When the parrot did talk, meeting Matilda's purpose, Matilda then set the punishment in motion. Below is the excerpt that shows Matilda executed her plan.

Excerpt 7: *"Matilda staggered back to her own empty house carrying the tall cage in both hands. There was a large fireplace in the dining-room and she now set about wedging the cage up the chimney and out of sight. This wasn't so easy, but she managed it in the end."*

(Roald Dahl, *Matilda*, pp. 36).

Excerpt 7 highlights Matilda's efforts in executing her plan to punish her ignorant family. After observing that Fred's parrot would serve her purpose, she carried the bird with great effort to her house. It was explained that she "staggered" to carry the tall birdcage and wedge the cage into the chimney, which "wasn't easy." In the evening, when all of the family members were gathered in the living room having suppers, the Wormwoods heard a voice, "[h]ello, hello, hello," from the dining room. They searched for the voice, carrying a lamp stick, golf club, and poker as weapons. In the meantime, Matilda, who pretended not to know who made the voice, carried the knife that she was using. She joined the family searching for the sound, making her plan to make the house feel haunted more realistic. Matilda emphasized that it was a ghost

because they found nobody in the dining room, scaring the whole family to make it more intense.

The second punishment was a success for Matilda. She planned and executed it to the point that she also pretended to be the victim. The whole family was scared and made her father "less cocky and unbearable for several days" and that the incident "cooled both parents down a lot and for over a week they were comparatively civil" Matilda (pp. 43-44). Thus, Matilda's punishment succeeded in disciplining her parents for over a week, which means her goal was accomplished.

3. The Platinum-Blonde Man

The Platinum-Blonde Man was another punishment devised by Matilda after her father accused her of cheating. It happened when Mr. Wormwood tried to teach his son arithmetic. While so doing, Mr. Wormwood refused to teach Matilda, who keenly listened to the lesson. The following excerpt from the novel describes Mr. Wormwood's lesson.

Excerpt 8 *"He fished a bit of paper from his pocket and studied it. 'Listen boy,' he said, addressing the son and ignoring Matilda, 'seeing as you'll be going into this business with me one day, you've got to know how to add up the profits you make at the end of each day. Go and get yourself a pad and a pencil and let's see how clever you are."*

(Roald Dahl, *Matilda*, pp. 46).

In the excerpt above, Mr. Wormwood taught his son about business and how to count their profits. Mr. Wormwood seemed more interested in talking about business with his son than Matilda. He wanted his son to follow his path in running his business in selling second-handed cars. He then asked his son to solve a question about counting profit. However, his son took it too long to answer his question. When Mr. Wormwood was bragging about how fast his calculations were and arguing that nobody could do complicated arithmetic without scribbling on a piece of paper, Matilda said that she knew the answer. Mr. Wormwood did not believe that Matilda's answer was correct since she

did not seem to listen or scribble the calculation. Matilda assured her father that her calculation was correct, as shown in the following excerpt:

Excerpt 9: "Look at your answer, Dad,' Matilda said gently. If you've done it right it ought to be four thousand three hundred and three pounds and fifty pence. Is that what you've got, Dad?'"

(Roald Dahl, *Matilda*, pp. 48).

The above excerpt emphasized that Matilda spoke "gently" as she tried to assure her father that her calculation was right. When Mr. Wormwood checked his paper and found that Matilda's calculation was right, he accused Matilda of cheating:

Excerpt 10: "You... you little cheat!' the father suddenly shouted, pointing at her with his finger. You looked at my bit of paper! You read it off from what I've got written here!' 'Daddy, I'm the other side of the room,' Matilda said. 'How could I possibly see it?' 'Don't give me that rubbish!' the father shouted. 'Of course you looked! You must have looked! No one in the world could give the right answer just like that, especially a girl! You're a little cheat, madam, that's what you are! A cheat and a liar!'"

(Roald Dahl, *Matilda*, pp. 49-49).

Excerpt 10 shows the conversation that highlights the severity of Mr. Wormwood's ignorance of Matilda's talents by accusing her of cheating after refusing to teach her arithmetic. He called Matilda "little cheat" and "a liar" and told his wife that Matilda was a cheater. Matilda was deeply hurt by these accusations and her parents' ignorance of her ability. However, she did not cry. The following excerpt shows how Matilda responded to her father's outrageous accusations:

Excerpt 11: "There was no doubt in

Matilda's mind that this latest display of foulness by her father deserved severe punishment, and as she sat eating her awful fried fish and fried chips and ignoring the television, her brain went to work on various possibilities. By the time she went up to bed her mind was made up."

(Roald Dahl, *Matilda*, pp. 50).

The excerpt above describes how calmly Matilda responded to the event: she kept eating her dinner while her brain silently working to devise a punishment. It was the third time Matilda set her goal to punish her father in the novel. It can be seen that she was already very confident in her decision to punish her father and how to execute the punishment because she had practiced with the "Superglue Incident" and "The Ghost." As argued by Erikson (1963), as a five-year-old, Matilda was in the stage to build her confidence in achieving her goals. Matilda started with the superglue hat, and she succeeded, and thus her confidence grew. With "The Ghost," Matilda was more confident, and her punishment was more complicated than the first one, and she succeeded again. Thus, her confidence in her ability to set a goal and achieve it grew stronger. When she decided that her father deserved another punishment because of the arithmetic incident, Matilda was at the stage of confirming her strength of confidence. She was not emotional anymore, as what happened during the designing of the first punishment when it was described that "[t]he anger inside her went on boiling and boiling" (pp. 23). With the planning of the second punishment, she was described to "[sit] there very still and white and thoughtful," where the word "white" may indicate that she was still anxious during the planning. But at this third planning, she was thinking while eating, and by the time she finished eating, "her mind was made up." No description indicates anxiety or emotion in Matilda's third planning, as observed in Excerpt 11. The absence of distracting emotions and the speed of her planning in this third stage show the level of Matilda's confidence in her competence in setting her goal and achieving it.

This third punishment should be executed meticulously because it involved sneaking into her parents' bathroom and meddling with her parents' cosmetics without her parents noticing it. The following excerpt elaborates the precision in Matilda's action:

Excerpt 12: *"She carefully left enough of her father's original hair tonic in the bottle so that when she gave it a good shake the whole thing still looked reasonably purple. She then replaced the bottle on the shelf above the sink, taking care to put her mother's bottle back in the cupboard. So far so good."*

(Roald Dahl, *Matilda*, pp. 53).

The description above shows how Matilda executed her third revenge on his father by mixing her father's hair tonics and her mother's strong hair dye. As described in the above excerpt, Matilda "carefully" mixed the tonic, so the color remained like the original color of her father's tonic. She gave the bottle a good shake, so the color mixed properly, and then she put the bottle back to its original place and returned her mother's dye to the cupboard where it was always kept. The precision of Matilda's execution reflects the fastidiousness of a mature person. She took into considerations how the mixture would look and made sure that the positions of the bottles on the dressing did not change. Matilda did these actions while trying not to be caught redhanded by her parents. As planned by Matilda, Mr. Wormwood's hair instantly turned platinum-blonde and started to fall off because Matilda mixed more than enough of her mother's dye that contained strong chemicals. The purpose of this punishment was to make Mr. Wormwood's hair turn platinum and eventually fall off because the hair was his pride about what he bragged every morning. In Matilda's design, taking away his pride would give Mr. Wormwood a lesson.

The three punishments planned and executed by Matilda above indicate four important notes to highlight. First of all, Matilda was described as developing behaviors that confirm her development stage. In Erikson's (1963) concept, Matilda practiced setting goals and achieving them, which was a normal stage for a child at play age, from three to

five years old. It means Matilda was a normal child who developed according to the usual stages of development. The second note to consider is the growing confidence in Matilda's setting of the goals and executions of her plans. The first punishment was planned with emotion and was most simple. The second one was devised more steadily, and it involved external factors that could go wrong. Nevertheless, she succeeded. The third one was subtly planned, involving the complicated process of mixing chemicals to produce the desired effect. It means, with each success, Matilda's confidence grew stronger, as Hidayat et al. (2020) revealed that one's confidence increase along with achieved goals.

The third important note is related to the structure of the text, where the three punishments designed by Matilda for her parents become the proleptic events (Gill, 1995) that provide the logic why Matilda could devise and execute the punishments for Miss Trunchbull to set Miss Honey free. The three punishments prepare the readers that Matilda was very smart. She had developed confidence in setting goals, planning the steps to achieve the goals, and executing the plans to achieve the desired results. Thus, when toward the climax, Matilda planned to overturn Miss Trunchbull from the school, and Miss Honey's Red House, the readers are prepared to accept the plausibility of the plan and its accomplishments.

However, the fourth note should be taken into pedagogical considerations. It is related to the discrepancy between Matilda's normal development in Erikson's stage of development, Matilda's description as outstandingly intelligent for her age, and the extent of her punishments. While it is normal for children aged three to five to start setting goals and learn to achieve them to build their confidence, only exceptionally intelligent children would set a goal with moral reasoning and complicated administrations like Matilda's punishments. She planned the punishments on the moral ground that her father cheated her customers (see pp. 19), tore Matilda's loan library book (pp. 35), and accused Matilda of being stupid (see pp. 16, 23, 27), a cheat (pp. 48, 49), and a liar (pp. 49). While the punishments were well deserved by an ignorant, inconsiderate, dishonest, and disrespectful person like Mr. Wormwood, it is quite disconcerting that a five-year-old child should be doing the punishments. The necessity for an exceptionally intelligent five-year-old child to provide just punishments for her parents becomes a pedagogical

concern of how a dysfunctional family may provide malfunctioning informal education. It was lucky that Matilda had a strong moral ground because she was a "reader of books," whose intelligence enabled her to teach herself to read. With strong moral ground like that, Matilda could differentiate right from wrong, honest from dishonest, kindness from cruelty. However, pedagogically speaking, Matilda's development of confidence through the administration of punishments should serve as a message to parents and educators about the danger of neglecting children's intelligence and their stages of development

CONCLUSION

This study aims to explain Matilda's passion for punishments by using a psychological perspective from Erikson (1963) about stages of human psychological development. From the analysis, it was revealed that Matilda's aim to punish adults around her reflected her psychological development. Roald Dahl's novel presents Matilda as a child starting from three years old until she was five-and-a-half years old. In Erikson's stages of human development, Matilda was in the play age, where she learned to set goals and make plans to achieve them. Her goals were to punish adults because she saw injustice in their behaviors. Thus, the present study implies that children at their play age stage should be given good examples and guidance to set proper goals to develop their confidence..

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