

**CONFLICTS ANALYSIS OF THE MAIN CHARACTER IN
THE NOVEL OF *MATILDA* BY ROALD DAHL**

THESIS



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CONFLICTS ANALYSIS OF THE MAIN CHARACTER IN THE NOVEL
MATILDA BY ROALD DAHL

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ABSTRACT

Fortunata, L. (2022). *Conflict Analysis of the Main Character in the Novel Matilda by Roald Dahl*. English Department. Islamic State University of Sunan Ampel Surabaya. Advisor: Dr. Abu Fanani, S.S., M.Pd.

Keywords: main character, conflict, characterization.

This research aims to analyze the conflict experienced by a girl named Matilda Wormwood, the main character in the novel of Matilda by Roald Dahl 1988. There are three problems to be solved in this research: 1) How are the characters and characterization in the novel? 2) what are the conflicts faced by Matilda? 3) how does Matilda solve the conflict?.

This research uses a qualitative descriptive method in relation to the use of clear and systematic descriptions of the phenomena being studied. A descriptive study in textual analysis was applied in this research to analyze the main character through the novel's text. This research uses New Criticism because this thesis discusses the characters and characterization of the novel. The researcher also uses the conflict theory by Meyer (1990) to analyze the conflict that faced by Matilda as the main character.

The conclusion of this study explains that Matilda overcomes conflicts with her parents and the school principal with the help of Miss Honey. With Matilda's intelligence, she manages to get Miss Honey's attention so that their relationship is very close. Besides resolving all conflicts, Miss Honey also regains her rights that had been taken away.

ABSTRAK

Fortunata, L. (2022). *Analisis Konflik Tokoh Utama dalam Novel Matilda Karya Roald Dahl*. Universitas Islam Negeri Sunan Ampel Surabaya. Dosen Pembimbing: Dr. Abu Fanani, S.S., M.Pd.

Kata kunci: tokoh utama, konflik, karakterisasi.

Penelitian ini bertujuan untuk menganalisis konflik yang dialami oleh seorang gadis bernama Matilda Wormwood, tokoh utama dalam novel *Matilda* karya Roald Dahl tahun 1988. Terdapat tiga permasalahan yang akan dipecahkan dalam penelitian ini, yaitu: 1) bagaimana tokoh Matilda dideskripsikan dalam cerita? 2) konflik apa yang dihadapi oleh Matilda? 3) bagaimana Matilda menyelesaikan konflik tersebut?

Penelitian ini menggunakan metode deskriptif kualitatif dalam kaitannya dengan penggunaan gambaran yang jelas dan sistematis tentang fenomena yang diteliti. Kajian deskriptif dalam analisis tekstual diterapkan dalam penelitian ini untuk menganalisis kutipan tokoh utama melalui teks novel. Penelitian ini menggunakan *New Criticism*, *character*, dan *characterization* karena skripsi ini membahas tentang penokohan tokoh utama. Peneliti juga menggunakan teori konflik dari Meyer (1990) untuk menganalisis konflik yang dihadapi oleh Matilda sebagai tokoh utama.

Kesimpulan penelitian ini menjelaskan bahwa Matilda mengatasi konflik dengan orang tuanya dan kepala sekolah dengan bantuan dari Miss Honey. Dengan kecerdasan yang dimiliki Matilda dia berhasil mendapatkan perhatian Miss Honey hingga hubungan mereka sangat erat. Di samping terselesaikan semua konflik, Miss Honey juga mendapatkan kembali atas haknya yang telah direbut.

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CHAPTER I

INTRODUCTION

1.1 Background of The Study

Literature is an expression of imaginative and artistic facts of human life. Literature is present because the author contemplates existing phenomena. According to Putri (2018), literature depicts a picture of existence that includes human connections. The relationship between literature and society that supports cultural values cannot be separated because literature presents life and mainly consists of social reality.

Behind the social reality that occurs in society, a conflict will certainly arise. Conflict is a social phenomenon that often happens in a community, humans are social beings with different goals and interests, and differences sometimes lead to conflict. Conflict is a problem that is not wanted by every human being, such as quarrels and disputes. Taqwiem & Muhammad (2019) states that conflicts experienced by humans in real life often inspire writers to pour them into a literary work, so, naturally, conflict becomes an object that is often raised by writers as outlined in the form of literature such as a novel

According to Pemilia (2021), the novel is one of the popular literary genres. In the form of a novel, it has a lot of narrative space, which allows many things to be included as constituent elements of a literary work. The series of stories in the novel often have similarities with everyday human life.

Novels are considered the most dominant in presenting community elements because they can present the complete story elements, have the most extensive media, and give the broadest social problems.

Novel writers can create interesting conflicts through the intrinsic aspects of their novels. According to Pemilia (2021), The main character element is one part that is often a space for the author to create social conflicts in the world of their novel. The existence of conflict in literary works greatly influences the novel's storyline until its completion. Conflict occurs when in one event, there are two opinions or actions being considered.

The researcher uses the novel *Matilda* by Roald Dahl (1988), which tells the story of a very genius little girl named Matilda, the son of Mr. and Mrs. Wormwood. A child is usually still full of love from her parents, but this is not the case with Matilda, whose parents are both busy with their activities. While at school, she is also faced with a scary principal named Miss Trunchbull. Even though she has special powers, she often gets violent with her parents and school principal.

The researcher chose the novel *Matilda* by Roald Dahl 1988 as the object of this research because the novel presents many conflicts in the family and school environment, especially those experienced by Matilda as, the main character in the story. Conflict always happens in every kind of life that is hard to prevent. It could be internal and external conflict, cultural conflict, values conflict, and religious conflict. The researcher chooses conflict as the topic because the

researcher has found several problems that suffer by main character in the story. The researcher argues that conflict has the power to affect human behavior, way of thinking, attitude, and relationships with other characters.

In relating to the novel, the researcher finds several studies about this novel. The first was conducted by Anggraeni (2016), entitled *Patriarchal Practices and Resistance in Roald Dahl's Matilda*, the thesis aims to explain and analyze the intrinsic and extrinsic aspects of the story. The second was conducted by Mahmudah (2010), entitled *The Construction of the Main Child Character's Identities in Matilda (1996)*, this research aimed to reveal the construction of Matilda's identities and to derive meanings behind the structure.

In this study, the researcher wants to analyze characters and characterization, the conflicts faced by Matilda, and how Matilda solves the conflicts that have never been studied by previous research. The researcher applies New Criticism and conflict theory to analyze this study. In the first previous study, the researcher analyzed patriarchal practices that focused on Matilda's parents. Meanwhile, in this research, the researcher focuses on analyzing character, characterization and conflicts faced by Matilda as the main character. Another reason the researcher uses Roald Dahl's Matilda novel in this study is because the researcher is very interested in this novel, especially in giving the characters' names, which are very similar to the characters' personalities.

1.2 Statement of The Problems

Based on the background of the study above, the researcher formulated three problems as follows:

1. How are the characters and characterization in the novel?
2. What are the conflicts faced by Matilda?
3. How does Matilda solve her conflicts?

1.3 Significance of The Study

Theoretically, the study results are expected to contribute to developing the study and analysis on literary study related to New Criticism theory on the novel *Matilda* by Roald Dahl 1988. The researcher expects that it can give knowledge about the characterization, characters, and conflict.

Practically, the researcher also expects this study to inspire other studies, especially in English Letters Department of State Islamic University of Sunan Ampel Surabaya. Also, the researcher hopes this study can be a helpful reference for other writers interested in conducting further research on analysing the novel *Matilda* by Roald Dahl 1988.

1.4 Scope and Limitation of Study

The researcher analyses the novel entitled *Matilda*. This novel has 197 pages and divided into twenty-one chapters. To narrow this study, *Matilda* as the main character become a central issue. The researcher will analyze the intrinsic element of literary work by focusing on the characters and characterization using new criticism theory. Also, the conflicts faced by the main character in the Novel *Matilda* using conflict theory.

1.5 Research Method

In this chapter researcher will discuss the research design, data sources, data collecting, and data analysis with the explanation below:

1.5.1 Research Design

In this research, the researcher uses qualitative descriptive approaches to describe the characterization and explain the conflict. According to Fraenkel (2009), the descriptive method is used to explain, analyze, and classify something. A descriptive study attempts systematically to describe a situation, problem, phenomenon, service, or program. Provides information about, say, the living conditions of a community or describes attitudes towards an issue.

1.5.2 Data Sources

In this study researcher used two data sources, there are primary and secondary data. The primary data source is the novel "Matilda" by Roald Dahl in 1988. The secondary data sources include books, journals, and other references related to the subject or topic.

1.5.3 Data Collection

1. The researcher reads Matilda's novel carefully twice.
2. Researcher collect data depicting characters and characterization.
3. The researcher found data on the conflicts and how Matilda solves the conflicts in the story.
4. The researcher explains characters and characterization, the conflicts, and how to solve the conflicts by using the New Criticism and conflict

theory.

5. The researchers also look for references from journals, books, and eBooksto assist in the analysis process

1.5.4 Data Analysis

After collecting the data, the researcher continues the research to analyze the data collected by used new criticism and conflict theory. There are some steps to analyze the data. The first step, the researcher identifies characters and characterization in the novel *Matilda*. The second step, the researcher identifies the kinds of conflict and how Matilda solving the conflicts. Then, the last step is making conclusion based on the result of data analysis.



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CHAPTER II

THEORETICAL FRAMEWORK

This chapter contains the theoretical framework used by the researcher to complete the study and some findings of previous research. This thesis uses new criticism to analyze the characters and characterization, also uses conflict theory to analyze the conflicts depicted by Matilda. For the further explanation about the theory will be explain as follows.

2.1 New Criticism

New criticism is the organic unity of the text that is formed by formal elements depicted in the text. The formal elements are the main tool to analyze the text itself. In other words, Tyson (2006) states that new criticism is the main tool in an analysis to reveal the true meaning of a text based on the text itself. Moreover, he also states that knowing an author's intention tells us nothing about the text itself, which is why New Criticism coined the term intentional fallacy to refer to the mistaken belief that the author's intention is the same as the text's meaning. It means that new criticism does not need the author's background or reader response to get the meaning of the text. As Charter states that, new criticism concentrated on paradoxes and ambivalence which could be established in the text (Tyson, 2006).

New criticism asserts that test of literary works is a complete system or structure. As complete structure of literary works, text of literary works is constructed by elements of literary works which correlate each other to make a

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meaning. In this way, a New Criticism attempt to study the formal elements of the text such as characterization, setting of the time and place, point of view, plot, images, metaphor, and symbols to interpret the text which all the evidence provided by the language of the text itself. (Tyson, 2006).

2.1.1 Character and Characterization

The character comes from the Greek *kharakter*, rooted in the diction '*kharassein*', which means to inscribe/engrave. Character in the American Heritage Dictionary is the quality of traits, attributes, and differences in characteristic abilities. Character has the meaning of psychological or moral characteristics that distinguish one person from another. According to Abrams & Harpham (2014), characters are people in a literary work that readers can interpret with moral, quality, and emotional qualities. The desires and morals of a character are referred to as motivations reflected in their action or words.

The story's character occupies a strategic position as a carrier and conveyer of messages, morals, or something that is intentionally conveyed to the readers (Fitriah, 2013). For this reason, the characters in the story are described as humans in everyday life and have their characterizations. Recognizing the characters can be seen in what is said and done. How to recognize it can be used to display characters in a story called characterization techniques.

According to Abrams & Harpham (2014), characterization is the depiction of a clear picture of a person who is shown in a story. Characterization in stories can be done in various ways, such as through the characters' actions, especially in dealing with critical situations, through their words, through physical descriptions,

and through direct statements written by the author. So, the researcher explains kinds of characterization that found in the novel.

- Smart

The ability to acquire and apply knowledge, information, and skills. Smart is congenital and cannot be sought.

Intelligent or smart people who rely on logic as a support and critical thinking and experience.

- Diligent

Diligent is an active behavior that leads to a goal and in general, diligent is described as a relationship between effort and real results through actual work activities.

- Superhuman

Refers to humans with enhanced qualities and abilities that exceed those naturally found in humans.

- Open Minded

Open-mindedness is the ability to think openly about various kinds of ideas, information, and arguments. An open-minded mindset is often considered a positive quality a person possesses.

- Cunning

Cunning people are clever at planning something to get what they want, especially by tricking other people, or things that are cleverly made for a particular purpose.

- **Lazy**
Condition when a person avoids work that should be done with the potential and energy they have. Most people categorize laziness as a bad activity and are synonymous with being undisciplined.
- **Caring**
Caring in general can be interpreted as an ability to be dedicated to others, supervision, empathy for others, and love or affection.
- **Abusive**
Abusive can take the form of words, actions and threats that have a certain pattern. This behavior usually takes the form of physical and psychological violence which can have a negative impact on the victim.

According to Sudjiman 1996 in Aldy (2019), characters can be classified: as major and minor characters, protagonist and antagonist characters, flat and round characters, typical and neutral character.

2.1.1.1 Major and Minor Character

According to Nofitasari (n.d), the main character is a character who plays an important role in the story that supports the central idea/theme. The main character in certain novels is always present on every page of the storybook, but some novels do not always feature the main character in every incident. However, each incident is still closely related to the main character. According to Nofitasari (n.d), the main character in a novel can be more than one person, although the priority level is not always the same. The priority level depends on the characters' dominance, the amount of storytelling, and their influence on the plotdevelopment.

Minor characters appear only once or several times in the story, perhaps in a relatively short portion. They are needed to sharpen and highlight the role in characterizing the main character and clarify the central theme conveyed. The Minor Character may be one, maybe more than one, according to their involvement in presenting the main character and the storyline.

2.1.1.2 Protagonist and Antagonist Character

According to Nurgiantoro (2013), the protagonist is a character who readers admire because the protagonist has a kind nature and an attitude of courtesy, which is often told or can be a hero at the end of a fictional prose story. The protagonist is a character who carries a mission of truth and goodness to create a peaceful, safe, and prosperous community living situation. The protagonist displays something that matches our views, hopes, and other readers' expectations. Thus, we often recognize protagonists as having something in common with us, the problems they face, as if they are also our problems and inresponding to them.

According to Nofitasari (n.d), an antagonist is a character who causes conflict. An antagonist can also be called a character who opposes the protagonist, directly or indirectly, physically, or mentally. The antagonist is depicted as a flawed character who is usually the protagonist's enemy. The antagonist is often described as someone with a vindictive nature, a liar, arrogant, unfriendly, troublemaker, likes to show off, and others. In general, it can be said that the presence of an antagonist is important in a fiction story, especially fiction that raises the issue of conflict between two interests and which causes conflict and tension so that the story becomes interesting.

2.1.1.3 Flat and Round Character

Characters distinguished based on their character are flat and round characters. According to Robert (2005), a flat character or also called a simple character is a character who only has certain personal qualities or, in other words, only has one character. Flat characters do not surprise the readers because not all sides of their lives are revealed. These traits and behaviours are under constant pressure in the story. Thus, the reader will more easily understand the character and conduct of a simple character.

A round character also called a complex character, is revealed from various sides of their life, both personality and identity. They may have a certain character on one side but can also display another different character or even a character that is difficult to predict. According to Nofitasari (n.d), round characters are more difficult to understand. Their behavior is often unpredictable and has a surprising effect on the reader. Round characters also tend to resemble real human life.

Therefore, the character is generally difficult to describe precisely. Compared to simple characters, round characters are more like real human life because in addition to having various possible attitudes and actions, they also often give surprises.

2.1.1.4 Typical and Neutral Character

According to Nofitasari (n.d), the typical character is a character whose individuality is only slightly displayed and more of the quality of his work nationality or something else that is representative. A typical character depicts a person/group of people bound in an institution that exists in the real world. The authors give reactions/responses through typical characterizations, showing their attitude toward the character's problems and attitude.

A neutral character is a story character who exists for the sake of the story itself. This character is an imaginary character who only lives and exists in a fictional world. So, it can be said that the presence of a neutral character is only for the sake of the story, not to represent something in the story's real world. Readers will find it difficult to interpret because of the lack of a picture that exists in real life.

2.2 Conflict

Conflict is a dispute or disagreement between two or more people. According to Isaeningsih (2019), conflict occurs because humans must choose. Conflict can also occur because of someone's internal problems that clash with the norms that exist in society. Conflict is an inseparable part of human life.

There are no people involving some people or groups of people who challenge

each other and have inviolacy impact live without any conflict around them. It can be said that conflict is the "colour" of human life. Conflict is a social process that happens in our life.

Meyer (1990) states that conflict is an internal or external struggle between main character and an opposing force. The existence of conflict in literary work is caused by action. It happens in character 's life in story, whether internal and external conflict

According to Meyer (1990), conflict may also be internal such as case some oral or psychological issue must be resolved with the protagonist. Inner conflicts frequently accompany external mess. It relates with relationship between one and another characters. Internal conflict is a conflict that arises in a group that has a very intimate relationship.

According to Meyer (1990), external conflict may place the protagonist in opposition to another individual, nature, or society. External conflict is a conflict that occurs between a character and something outside of themselves, perhaps with the natural environment or the human environment. This conflict is usually related to various groups or organizations, such as in the school environment, friendships, and another society.

In a novel, a novelist arranges a story about human life where is in the story we can find some events that correlate each other, and that is conflict. Where conflict is something that to assess the somebody behavior or a group of people in each their life. In the appeared as the result something unpleased of in our interaction with another people. Therefore, we can see that conflict as one

important element that determines a story in the novel is interesting for the reader.

Conflict must exist if we want to analyze the character, and it usually involves studying conflict as well. If someone talks about conflicts, it means “the struggle” or the problem that is usually brought about, because of something the character face in the stories (Christensen, 1977). Many experts have put forward the definition of conflict as mentioned above. However, the understanding of these experts' conflict does not show a striking difference. The understanding of the conflict above actually complements each other. Based on the understanding of the conflict above, it can be concluded that conflict is a dispute or problem between two characters.

2.2.1 Conflict Against Children

The family is a place for children to get guidance, education, attention, and affection from their parents. In a family, children who get optimal love and attention from their parents will learn to shape behavior, personality, and morals that will later be useful for their social life. However, not all children can receive attention and affection from their parents. Some children must experience things they do not want, such as being abandoned by their parents because of several problems, such as economic problems, communication problems, and problems related to differences of opinion (Gunarsa, 2006).

Not only in the family, but children also often experience problem in school environment. According to Tobing (2014), schools as an organization will certainly also face conflict, whether it occurs within fellow teachers, superiors and subordinates, between fellow students, students and teachers, or teachers and

parents. When conflicts occur in schools, the role of the principal as a manager is indispensable. However, in certain conflicts, the role of the principal in resolving a conflict is not always needed. For example, conflicts that occur between students require a third person as a mediator.

The conflict is motivated by differences in the characteristics that individuals bring in an interaction. These differences include physical characteristics, intelligence, knowledge, customs, beliefs, etc. Including individual characteristics in social interaction makes conflict a normal situation in every society and no society has ever experienced conflict.

2.3 Review of Related Study

Review of related studies will make it researcher easier to determine systematic steps for the preparation of research in terms of theories and concepts. Here the researcher will review several previous studies related to conflict analysis. First, the study by Khasina Nisa Soraya (2018) with Title an *Analysis of The Main Character's Conflict in The Fault in Our Stars Novel by John Green*. This study aimed to analyze conflict and the process of how the conflict is contained in the novel by John Green entitled *The Fault in Our Stars*. In this study, the writer tried to explain how the conflict developed. The researcher applied an objective approach.

Second, the study conducted by Lalu Riyan Permana (2017) with the title *An Analysis of Main Character's Conflict in Anne Holm's Novel I Am David*. This study aims to identify the internal and external conflicts faced by the main characters. The author uses Sigmund Freud's theory which explains the role of the

Id, Ego, and Superego in the conflict the main character faces. The data were analyzed using a qualitative descriptive method.

Third, Disa Ramadani (2016) conducted the study with the title *An Analysis of Conflicts of Main Character in Coelho's "By the River Piedra, I Sat Down and Wept"*. It attempts to analyze the main character's conflicts containing women's issues, using Eco Feminist theory. The first is to find out the main character's conflict in this novel and the second is to find out the woman issue in the main character's conflict. The writer uses a descriptive qualitative approach to answer the research question.

Previous studies provide new ideas for researchers to conduct studies focusing on conflict analysis from different literary works. Based on several previous studies that were reviewed, it was not found that Matilda's novel was used to analyze conflict using new criticism and conflict theory. In addition, it differs from previous research because the researcher first analyses the characterization or describes the characters. The researcher only focuses on analyzing the conflicts faced by the main character and how to solve the conflict.

CHAPTER III

ANALYSIS

In this chapter, the researcher wants to analyze the conflicts of the main character in the novel *Matilda*. This analysis divides into three parts, the first part will discuss the characters and characterization. The second part will discuss the kinds of conflicts that depicted Matilda as the main character. The third part will discuss solving the conflict that doing by Matilda.

3.1 Characters and Characterization

In this analysis, the researcher chooses five novel characters to analyze the characterization. The five characters are Matilda, Mr. Wormwood, Mrs. Wormwood, Miss Honey, and Miss Trunchbull. The researcher prefers to discuss on five characters above because they are the dominant characters in this novel.

3.1.1 Characterization of Matilda

One of the characters was chosen is Matilda as the main character, because she is one of the dominant characters in this novel. The main character is a character who plays an important role in the story that supports the main idea/theme in the story. The main character in a novel is always present in every page of the story.

3.1.4.1 Smart

Matilda described a smart girl. Matilda has a beautiful teacher named Miss Honey; she notices Matilda who is sitting in the second row. Miss Honey gave counting lessons, at that time all students learned about multiplication. Matilda memorized and answered all the questions given by Miss Honey.

"Wonderful," she said. "Please stand up and recite as much of it as you can." Matilda stood up and began to say the two-times table. When she got to twice twelve is twenty-four she didn't stop. She went right on with twice thirteen is twenty-six, twice fourteen is twenty-eight, twice fifteen is thirty, twice sixteen is . . ." (Dahl, 1988, p.61).

Miss Honey was so surprised by Matilda's abilities, even though a child of Matilda's age shouldn't have had time to memorize all the numbers. Miss Honey took some time to understand the meaning of that extraordinary answer. This was the first time he met a five-year-old child who could fluently do multiplication. At that time, Miss Honey could not resist the urge to get to know Matilda more because of her intelligence.

After counting lessons, suddenly Miss Honey dropped a book from her bag. Matilda found out that the book she had read in the library. Miss Honey seemed surprised to hear Matilda's words, how could she understand the book. The following quote evidence this.

"Who taught you to read, Matilda?" Miss Honey asked. "I just sort of taught myself, Miss Honey." "And have you read any books all by yourself, any children's books, I mean?" "I've read all the ones that are in the public library in the High Street, Miss Honey." "And did you like them?" "I liked some of them very much indeed," Matilda said, "but I thought others were fairly dull." (Dahl, 1988, p.69).

Matilda came to Mrs. Phelps' library every afternoon not only to read children's books but also books that adults often read. For example, the book called *High Street*, this book is a satirical novel published in 1920. With her intelligence, Matilda could understand a satirical book that a five-year-old child should not understand. No wonder Miss Honey was very surprised to hear that Matilda had read the book.

3.1.1.1 Diligent

Matilda also described as a diligent girl. Matilda has a good habit of reading books, unlike her family members who only like useless things. On weekdays, almost every afternoon, Matilda was left alone at home and decided to go to the city library every day.

"Where are the children's books, please?" Matilda asked. "They're over there on those lower shelves," Mrs Phelps told her. "Would you like me to help you find a nice one with lots of pictures in it?" "No, thank you," Matilda said. "I'm sure I can manage." From then on, every afternoon, as soon as her mother had left for bingo, Matilda would toddle down to the library. (Dahl, 1988, p.12).

When she arrived at the library, Matilda met the librarian, Mrs Phelps. Matilda politely asked if she could sit down to read the book she had borrowed for a while. Mrs Phelps was very surprised to see a little girl named Matilda excitedly going to the library unaccompanied by her mother or other adults. For the next few afternoons, Mrs. Phelps's always attention to Matilda because she was very diligent.

"Did you know", Mrs Phelps said, "that public libraries like this allow you to borrow books and take them home?" "I didn't know that," Matilda said. "Could I do it?" "Of course," Mrs Phelps said. "When you have chosen the book you want, bring it to me so I can make a note of it and it's yours for two weeks. You can take more than one if you wish." (Dahl, 1988, p.18).

From then on, Matilda only visited the library once a week to pick up new books and return old ones. Her own little bedroom was now her reading room and there she would sit and read most afternoons with a cup of hot cocoa by her side. The books she read transported her to a new

world and introduced to great people who lived exciting lives

3.1.1.2 Superhuman

Matilda has super powers that other children her age don't have. While in class, Matilda often felt power was growing within her body. The apples of his eyes also felt hot as if they were starting to fill with immense power. Suddenly hereyes fell on a glass on Miss Trunchbull's table.

"Tip it!" Matilda whispered. "Tip it over!"
"Tip it!" she whispered again. "Tip it over!" (Dahl, 1988, p.137).

The power grew, it felt like millions of tiny and invisible hands were sliding out of her eyeballs. She saw that the glass began to sway sideways to the right and the left. Matilda continued to stare at the glass with her eyes, then the glass filled with water toppled over without being touched by anyone. After the incident, Matilda returned home and headed for her bedroom. Matilda exercises her powers while in the room.

"She sat on the end of the bed and started again. It was easy now to summon up the power behind her eyes. It was like pushing a trigger in the brain. "Lift!" she whispered. "Lift! Lift!" (Dahl, 1988, p.172).

In Matilda's bedroom there is a small dressing table on top of which is a comb and a hairbrush. Then Matilda sat down on the Mattress 3-meters from the dressing table and began focusing her eyes on the objects. Matilda was shocked when the two objects suddenly fell into the below-mentioned carpet. After falling, Matilda wanted to return the things with her power.

“With a colossal effort, she managed to hold it there for about ten seconds. Then it fell back again. "Phew!" she gasped. "I'm getting it! I'm starting to do it!" (Dahl, 1988, p.173).

At first the objects started to move when they were on the floor, Matilda focused her mind strongly. It didn't take long for all the objects on the floor to lift by themselves and back to the table. For an hour Matilda trains her powers without stopping, she is increasingly convinced she has the superpower abilities. Matilda's next mission is just to carry out her big plan to resolve all conflicts.

3.1.1.3 Open Minded

According to Renner (2006), open-mindedness is the ability to think openly about various kinds of ideas, information, and arguments. An open-minded mindset is often considered a positive quality a person possesses. Matilda has this characterization; she is very open and not afraid to express her thoughts or opinions. This is shown by the quotation below.

“Miss Honey had seated herself at her table and was riffling through some papers. She looked up and said, "Well, Matilda, aren't you going outside with the others?" Matilda said, "Please may I talk to you for a moment?" "Of course, you may. What's troubling you?" "Something very peculiar has happened to me, Miss Honey." (Dahl, 1988, p.140).

One day Matilda was accused by Miss Trunchbull of putting a small animal in her drink. Miss Honey couldn't believe that Matilda did that, then after class ended Matilda explained what happened to Miss Honey. Matilda is very open when she talks to Miss Honey, she says everything on her mind without the slightest hesitation because she is innocent.

"There was quite a long silence before she said, "May I tell

you a story?" "Of course," Matilda said. "I am twenty-three years old," Miss Honey said, "and my father was a doctor in this village when I was born. We had a nice old house, quite large, red brick. It's tucked away in the woods behind the hills. I don't think you'd know it." (Dahl, 1988, p.159).

Matilda and Miss Honey's relationship is like a mother and daughter, after school Matilda wants to come with Miss Honey to her house. Miss Honey tells about her family's history and Matilda listens to all the stories from Miss Honey. Not only is Matilda a good listener, but Matilda is also open-minded, as seen from the quotation above when Matilda responded to several conversations with Miss Honey.

"Miss Honey paused and sipped her tea. "I can't think why I am telling you all," she said, embarrassed. "Go on," Matilda said. "Please." (Dahl, 1988, p.160).

Miss Honey's story was so long that she wondered why she could tell Matilda all her history. While drinking tea, they both continued to talk until the afternoon. With Matilda's open-minded mindset, she can have a high sense of empathy for others. According to Renner (2006), if we have a closed mindset, it will be difficult to accept new things. Therefore, open-minded people will be happy to discuss with anyone.

3.1.2 Characterization of Mr. Wormwood

"Harry" Wormwood, also known as Mr. Wormwood, is the secondary antagonist character. Although he poses as an honest and amicable businessman, Wormwood is a fraudster - selling faulty cars at unreasonable prices, as he believes that nobody gets rich being honest.

3.1.2.1 Cunning Person

Harry Wormwood's past is mostly unknown, but it is mentioned that he never attended university/college. It is unknown at what point in his life he decided to create his business, Wormwood Motors, where he would scam unsuspecting customers, cheating them of their money.

"Sawdust", he would say proudly, "is one of the great secrets of my success. And it costs me nothing. I get it free from the sawmill." (Dahl, 1988, p.21)

He puts sawdust in the gearboxes so they would only go about a hundred miles. He also uses an electric drill to lower the numbers on the speedometers of old cars from the dump. Through his dishonest dealings, Wormwood manages to make a decent living for himself. He is mentioned to have purchased stolen car parts.

"You must be very clever to find a use for something that costs nothing," she said. "I wish I could do it." "How long will it run like that before it starts rattling again?" Matilda asked him. "Long enough for the buyer to get a good distance away," the father said, grinning. "About a hundred miles." (Dahl, 1988, p.21)

Later that day, Harry takes his two children to his business, Wormwood Motors, unaware that two FBI agents were following them. He shows Michael his business tricks and dishonest methods of scamming customers. Matilda is rightfully offended by such actions, and speaks up, only to earn her father's insults.

"Can you really turn the mileage back with an electric drill?" young Michael asked. "I'm telling you trade secrets," the father said. "So don't you go talking about this to anyone else. You don't want me put in jail, do you?" Matilda, who had been listening closely, said, "But

daddy, that's even more dishonest than the sawdust. It's disgusting. You're cheating people who trust you." (Dahl, 1988, p.23)

Through his dishonest dealings, Wormwood manages to make a decent living for himself. He is mentioned to have purchased stolen car parts. While he maintains a great relationship with his wife and with his son, he shows little interest for Matilda, and sees her as a thorn in his side. He proves to be easily irritated, bad-tempered, and disrespectful of her, and shows envy towards her for her intelligence and love of education. He frequently insults Matilda, shouting at her and calling her names.

3.1.3 Characterization of Mrs. Wormwood

Mrs. Wormwood is Matilda, Michael's mother, and Mr. Wormwood's wife. She is a minor character in the Roald Dahl novel *Matilda*. Though she thinks of herself as very beautiful, the narrator's tone suggests otherwise the narration describes her as having mousy brown hair dyed platinum blond, as being overweight and never fitting into her clothes well, and as wearing too much makeup.

3.1.3.1 Lazy

Mrs. Wormwood plays Bingo five times a week. She's more concerned about looks than getting an education. Mrs. Wormwood often left Matilda at home alone, she is shown to prefer maintaining a social life over the raising of her children.

"My mother goes to Aylesbury every afternoon to play bingo," Matilda had said. "She doesn't know I come here." (Dahl, 1988, p.16)

Every night Mrs Wormwood sat munching her meal with her eyes glued to the American soap-opera on the screen. Much like her husband, and son, Mrs. Wormwood is obsessed with wealth and television, actively preferring to eat dinner while watching TV, instead of following Matilda's suggestion of eating at the table.

"Quite right, Harry," the mother said. And to Matilda she said, "You've got a nerve talking to your father like that. Now keep your nasty mouth shut so we can all watch this programme in peace." (Dahl, 1988, p.24)

She's way more interested in playing Bingo and watching nighttime operas than she is in spending time with her family or developing a career of her own. She doesn't even really cook for her family. Some nights they have TV dinners, premade food, and other nights they have takeout fish-and-chips.

3.1.4 Characterization of Miss Honey

Miss Jennifer Honey is a protagonist of the novel *Matilda*. She is the daughter of Magnus Honey and the niece of Agatha Trunchbull. Miss Honey was a well-loved teacher towards all her students. Several years later, Miss Honey became a teacher at Crunchem Hall school, which was where Miss Trunchbull became a principal.

3.1.4.1 Caring person

Miss Honey was described as a caring teacher at the school, all the students really liked and loved Miss Honey. The first-time class started, she always paid attention to the school equipment needed by all students. The teacher's attention to students is very important in teaching and learning activities,

because if the teacher wants to understand their students, they can learn well.

“After the usual business of going through all the names of the children, Miss Honey handed out a brand-new exercise-book to each pupil. "You have all brought your own pencils, I hope," she said. "Yes, Miss Honey," they chanted.” (Dahl, 1988, p.24)

Miss Honey is Matilda’s school teacher and the first person to appreciate and foster Matilda’s extraordinary intelligence. Realizing that Matilda needs far more than Miss Honey can provide, Miss Honey tries to move Matilda to a higher class. When the principal, Miss Trunchbull, refuses, Miss Honey decides to give Matilda high school textbooks so she can study independently.

"I suppose she set fire to your skirt and scorched your knickers!" Miss Trunchbull snorted. "No, no!" Miss Honey cried out. "Matilda is a genius." "Her father is wrong, Headmistress." (Dahl, 1988, p.74).

She attempted to talk to Trunchbull and Matilda's parents Mr. and Mrs. Wormwood, but none of them were willing to listen. One day she intended to go to Matilda's home and talk to her parents. When they got to Matilda's house, Miss Honey stepped in and rang the bell, then Mr. Honey came out. Wormwood with an unpleasant face.

"I'm not," Miss Honey said. "And please forgive me for butting in on you like this. I am Matilda's teacher at school and it is important I have a word with you and your wife.” (Dahl, 1988, p.77).

And now Miss Honey's hopes began to expand even further. She started wondering whether permission might not be sought from the parents for her to give private tuition to Matilda after school. The prospect of coaching a child as bright as this appealed enormously to her professional instinct as a teacher. She

couldn't believe that the parents were totally unaware of their daughter's remarkable talents. After all, Mr Wormwood was a successful motor-car dealer, so she presumed he was intelligent. In any event, parents never underestimated the abilities of their own children.

3.1.5 Characterization of Miss Trunchbull

Agatha Trunchbull, also known as Miss Trunchbull or simply The Trunchbull, the fictional headmistress of Crunchem Hall Primary School. She is the main antagonist in Roald Dahl's 1988 novel *Matilda*. Ms. Trunchbull was an athlete when she was younger and still has a powerful body.

3.1.5.1 Abusive

Matilda has a principal named Miss Trunchbull, who looks tall and big like a giant. She always wore a brown uniform with a leather belt. She doesn't like children who are stubborn and don't obey the rules she makes. One day Miss Trunchbull abused one of the male students named Julius Rottwinkle who was caught eating candy during class.

"Listen to this then," Hortensia said. "Only yesterday the Trunchbull caught a boy called Julius Rottwinkle eating Liquorice Allsorts during the scripture lesson and she simply picked him up by one arm and flung him clear out of the open classroom window. Our classroom is one floor up and we saw Julius Rottwinkle go sailing out over the garden like a Frisbee and landing with a thump in the middle of the lettuces." (Dahl, 1988, p.92).

Based on the quote above, Miss Trunchbull committed physical violence by throwing the child from the classroom window and Hortensia said that Julius Rottwinkle had a minor fracture. Miss Trunchbull had once entered the Olympics

as a hammer thrower, so she was very proud of her strong arms. Miss Trunchbull likes to throw anything to keep her arms working, and she especially likes to throw small children who break the rules. Not only with one student, Miss Trunchbull also abusive to another student named Rupert.

“Rupert suddenly became aware of the danger signals and quickly tried again. "It's eighteen!" he cried. "Two sevens are eighteen, not sixteen!" "You ignorant little slug!" the Trunchbull bellowed. "You witless weed! You empty-headed hamster! You stupid glob of glue!" (Dahl, 1988, p.124)

Miss Trunchbull tests students' numeracy skills. Miss Trunchbull asked Rupert how much he added to two times seven, Rupert spontaneously answered sixteen. Miss Trunchbull approached Rupert like a tiger on prey. Rupert realized that the danger would come to him, the Trunchbull was getting angry and again cursed at Rupert with harsh words.

3.2 External Conflict

According to Meyer (1990), external conflict may place the protagonist in opposition to another individual, nature, or society.

External conflict occurs between a character and something outside of themselves, perhaps with the natural environment or the human environment. This conflict is usually related to various groups or organizations, such as in the school environment, friendships, and another society.

3.2.1 Matilda Conflict with Her Father

In this part explain the internal social conflicts Matilda against her

family. Matilda's conflict with her father begins, one day she wanted to buy some reading books, and she spoke to her father. When she was three years old, Matilda was able to read and learn on her own by listening to newspapers or magazines. Mr. Wormwood is a father figure who often ignores his son; as a daughter, Matilda is not considered by her father.

"Daddy," she said, "do you think you could buy me a book?" "A book?" he said. "What do you want a flaming book for?" "To read, Daddy." "What's wrong with the telly, for heaven's sake? We've got a lovely telly with a twelve-inch screen and now you come asking for a book! You're getting spoiled, my girl!" (Dahl, 1988, p.11).

Very different from parents in general, Matilda's father gave bad feedback to his son. In that situation, Mr. Wormwood gets so angry that it causes conflict with Matilda. That day Matilda's father refused to buy a book and he thought watching television was more fun than reading a book. The only books in Matilda's house were the cookbooks that all of Matilda had read. To relieve Matilda's annoyance, she finally decided to go to the city library and read a book there.

"What do you use it for?" Matilda asked him. "Ha!" the father said. "Wouldn't you like to know." "I don't see how sawdust can help you to sell second-hand cars, daddy." "That's because you're an ignorant little twit," (Dahl, 1988, p.21).

Matilda's father works as a used car dealer, one day Matilda went to the garage to see the cars her father would sell. She saw her father pouring a packet of sawdust into a car, so Matilda asked her what the benefit of the powder was. From the trivial question that had caused conflict between them, Mr. Wormwood replied brusquely that Matilda didn't need to know about it.

"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 of sawdust with the oil in the gear-box and it runs as sweet as a nut." "How long will it run like that before it starts rattling again?" Matilda asked him. "Long enough for the buyer to get a good distance away," the father said, grinning. "About a hundred miles." "But that's dishonest, daddy," Matilda said. "It's cheating." "No one ever got rich being honest," the father said. "Customers are there to be diddled." (Dahl, 1988, p.22).

The next conflict occurred when Matilda listened to her father's conversation with one of his business partners and said that if he bought a broken car at a very cheap price, he sold it at a very high price. They argue with each other. When Matilda finds out her father didn't repair the car at all to sell it to his customers. Matilda already knew that her father had been cheating all along and it was even worse when they argued. Mr. Wormwood said inappropriate words.

"You couldn't," the father said. "You're too stupid. But I don't mind telling young Mike here about it seeing he'll be joining me in the business one day." (Dahl, 1988, p.25).

The situation is that Mr. Wormwood is getting emotional and says that Matilda is an idiot. Matilda was very upset about being called a stupid child, so she went home and thought of teaching her father a lesson. The next day Matilda pranked her father by putting super sticky glue on his hat. This is evidenced by the quote below.

"The father glared at his daughter with deep suspicion but said nothing. How could he? Mrs Wormwood said to him, "It must be Superglue. It couldn't be anything else. That'll teach you to go playing around with nasty stuff like that. I expect you were trying to stick another feather in your hat." (Dahl, 1988, p.29).

In that situation, there was bound to be a conflict between Matilda and her

father, when he was about to leave for Mr. Wormwood was surprised when his hat couldn't be removed from his head. He asked his wife to help remove the hat, but he still could not. Finally, Mr. wormwood was very emotional and grabbed the hat, Matilda laughed a little at her father's actions. Until dinner, Wormwood continued to wear his hat like an idiot.

“At breakfast Matilda said to him, "You must try to get those bits off your forehead, daddy. It looks as though you've got little brown insects crawling about all over you. People will think you've got lice." "Be quiet!" the father snapped. "Just keep your nasty mouth shut, will you!" (Dahl, 1988, p.33).

The next morning the hat had not yet come off his head. At breakfast Matilda said that if the hat was removed, her father's hair would turn into white powder flying like insects. Mr. Wormwood was getting angry with Matilda's words. In that situation, the Conflict between Matilda and her father had not yet been resolved, after the problem of the hat and super sticky glue, the next thing was about Matilda reading a book.

"Mummy," Matilda said, "would you mind if I ate my supper in the dining room so I could read my book?" The father glanced up sharply. "I would mind!" he snapped. "Supper is a family gathering and no one leaves the table till it's over!" (Dahl, 1988, p.30).

At breakfast, Matilda also asked her mother if she wanted to read a book in the dining room with her family. In that situation Mr. Wormwood doesn't like it when Matilda reads a book in the dining room, and he also says that it's not a good time to read a book.

"I don't want to know what it's about," Mr Wormwood barked. "I'm fed up with your reading anyway. Go and find

yourself something useful to do." With frightening suddenness, he began ripping the pages out of the book in handfuls and throwing them in the waste-paper basket." (Dahl, 1988, p.35).

The next conflict occurred after having breakfast together when Matilda told her father about the book she was reading. Suddenly her father tore the book and threw it in the trash. Matilda was very surprised at her father's behaviour, tearing a page every time, as if she was about to say how dare Matilda enjoy reading books when she couldn't. From this incident, the conflict was caused by a sense of jealousy from Mr. Wormwood.

According to Marpaung & Novitasari (2017), conflict reflects a mismatch between two or more individuals. Sources of Conflict can come from the closest people such as family or relatives. In a family, the role of a father is very influential on the development or growth of the mindset that occurs in children. Based on the analysis of the Conflict between Matilda and her father, the role of an ideal father is not reflected by Mr. Wormwood. The differences in their characters also contributed to the conflict.

3.2.2 Matilda Conflict with Her Mother

Mrs. Wormwood is Matilda's mother, in the novel, she is described as having brown hair and wearing a lot of jewellery. Not much different from her husband, Mrs. Wormwood is also obsessed with American television shows. Throughout the story Matilda also often conflicts with her mother, this can be proven by the quotation below.

"Quite right, Harry," the mother said. And to Matilda she said, "You've got a nerve talking to your father like that.

Now keep your nasty mouth shut so we can all watch this programme in peace."(Dahl, 1988, p.24).

In that situation they were having dinner while watching television. They ate dishes that were just heated and chatted. Matilda goes back to discussing her father's cheating behaviour towards customers, but Mrs. Wormwood defends her husband, and she yells at Matilda to shut up. Even though Mrs Wormwood knew that her husband was earning money the wrong way, she still supported him and ignored Matilda for telling the truth.

"She gave the hat a sharp yank. Mr Wormwood let out a yell that rattled the window-panes. "Ow-w-w!" he screamed. "Don't do that! Let go! You'lltake half the skin off my forehead!"(Dahl, 1988, p.29).

The moment when Matilda taught her father a lesson by pouring super sticky glue on the hat, she also had a bit of conflict with her mother. Mrs Wormwood looked so emotional as she removed the hat from her husband's head, with her emotions as if she was accusing Matilda of doing this. But Matilda ignored her mother's treatment, and she chose to read a book on the living room chair.

"Serve him right," Mrs Wormwood said. "He shouldn't have put his finger up there in the first place. It's a nasty habit. If all children had Superglue put on their fingers they'd soon stop doing it."
Matilda said, "Grown-ups do it too, mummy. I saw you doing it yesterday in the kitchen." "That's quite enough from you," Mrs Wormwood said, turning pink."(Dahl, 1988, p.31).

The situation depicts Matilda's older sister who also makes fun of her father when he is having trouble removing the hat from his head. The conflict between them is quite complicated because of the glue that sticks to the hat. Matilda also laughed a little at the incident, she was quite satisfied with the lesson she gave. It

wasn't that Matilda hated her parents, but she wanted them to change for the better.

But Matilda didn't expect much if they would change after experiencing it all.

“So the following afternoon, as soon as Mrs Wormwood had departed in her car for another session of bingo, Matilda set out for Fred's house to investigate. She knocked on his door and asked if he would be kind enough to show her the famous bird.”(Dahl, 1988, p.37).

After the super-sticky glue incident, the situation at Wormwood's house could be said to be quite calm for about a week. He doesn't seem to like to brag anymore and is pretentious in his house. But Matilda didn't let her guard down, she went to her friend Fred's house to borrow her smart pet bird and then brought the bird home to scare her mother. The cage containing the bird was inserted into the house's chimney so it would not be seen. The job was not easy, but Matilda did it.

"Harry!" cried the mother, turning white. "There's someone in the house! I heard a voice!" "So did I!" the brother said. Matilda jumped up and switched off the telly. "Sssh!" she said. "Listen!" "Hullo, hullo, hullo!" came the voice again. "There it is!" cried the brother. "It's burglars!" hissed the mother. "They're in the dining room!"(Dahl, 1988, p.40).

That evening Matilda ate as usual, in front of the television set with her parents and Michael. When everyone was eating suddenly a loud and clear voice came,

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That evening Matilda ate as usual, in front of the television set with her parents and Michael. When everyone was eating suddenly a loud and clear voice came from inside their house saying "hello, hello". In this situation, the conflict began to emerge. Mrs. Wormwood thought that an intruder had entered the house

and they were frightened. Mrs Wormwood grabbed an ash scraper from the fireplace, her husband grabbed a golf club in the corner of the room.

Matilda ran to her room while listening to the non-stop chirping of birds. The next afternoon Matilda managed to lower the cage containing the parrot from the ignition chimney and carried it out of the house through the back door unnoticed. Arriving at Fred's house, Matilda told me she was very satisfied with the parrot's work. Similarly, when Matilda taught her father a lesson, she wanted her mother to change and pay more attention to her. Every morning until evening, her mother played bingo with her friends. Matilda didn't like being ignored, so there was bound to be a conflict once they got together.

According to Marpaung & Novitasari (2017), busy parents sometimes ignore children who need love. Good parental attention at home will foster positive encouragement or motivation in children. In addition, communication is also important because it can strengthen the relationship between parents and children. Mrs. Wormwood throughout the story does not pay attention and communicate well with Matilda, she is only busy in her world which she thinks is more fun than taking care of children at home.

3.2.3 Matilda Conflict with Miss Trunchbull

Matilda has a principal named Miss Trunchbull, who looks tall and big like a giant. She always wore a brown uniform with a leather belt. She doesn't like children who are stubborn and don't obey the rules she makes. At that school, Matilda was a new student, and she was a bit late in starting school, her friends were sent to elementary school at the age of five. Matilda was automatically put

<http://digilib.uinsa.ac.id/> <http://digilib.uinsa.ac.id/> <http://digilib.uinsa.ac.id/>

into the lowest grade along with 18 other students.

Miss Honey feels Matilda has above-average intelligence. During school break, Miss Honey left the classroom and went to the headmaster's office. She wanted to tell Miss Trunchbull that in her class there was a student named Matilda who had above average intelligence. Miss Honey started to walk in and was greeted by an impatient Miss Trunchbull. The evidence of this can be seen in the quotation below:

"What's the matter with you? Have those little stinkers been flickingspitballs at you?" "No, Headmistress. Nothing like that."

"Well, what is it then? Get on with it. I'm busy.

"I came to you to talk about Matilda, Headmistress. I have extraordinarythings to report about the child. May I please tell you what happened in class just now?" "I suppose she set fire to your skirt and scorched your knickers!" Miss Trunchbull snorted. "No, no!" Miss Honey cried out.

"Matilda is a genius."

"Don't argue with me, for heaven's sake, woman! This little brute Matildaor whatever her name is has stink-bombed my study! There's no doubt about it! Thank you for suggesting it."(Dahl, 1988, p.74).

The conflict started when Miss Honey stated that Matilda was a genius, Miss Trunchbull's face changed instantly. She doesn't believe Miss Honey's words, she remains stubborn with her bad view of the children at school, especially Matilda. Miss Trunchbull always assumed that the students at the school were naughty and always causing trouble. Apart from being out of her mind, Miss Trunchbull also can't control her behavior in class, which often causes conflicts with all students.

"I don't give a tinker's toot what your mummy thinks!" the Trunchbull yelled, and with that, she lunged forward and grabbed hold of Amanda'spigtails in her right fist and lifted the girl clear off the ground. Then shestarted swinging her round and round her head, faster and faster, and Amanda

was screaming blue murder and the Trunchbull yelled, "I'll give you pigtails, you little rat!" (Dahl, 1988, p.96).

Miss Trunchbull really doesn't like it when a girl leaves her hair long and in two braids. With her big arms, Miss Trunchbull grabbed Amanda's two braids and threw them. Matilda and her friends couldn't help but stare at Miss Trunchbull's violence. Amanda fell onto the grass, tossing and turning until she fell to the ground. There Miss Trunchbull just smiled with satisfaction at her treatment of Amanda.

"Amanda, paralyzed with fright, managed to stutter, "My m-m-mummy likes them. She p-p-plaits them for me every morning." "Your mummy's at wit!" the Trunchbull bellowed. She pointed a finger the size of a salami at the child's head and shouted, "You look like a rat with a tail coming out of its head!" "My m-m-mummy thinks I look lovely, Miss T-T-Trunchbull," Amanda stuttered, shaking like a blancmange. (Dahl, 1988, p.97)

Miss Trunchbull said that if Amanda's mother was stupid, there wasn't anything wrong with leaving Amanda's hair long and braided in two. But it was different in the eyes of Miss Trunchbull, she hated the appearance of Amanda with her hair in two braids. In that case, Miss Trunchbull psychologically abused Amanda, making fun of her and cursing her mother as a stupid mother. This action cannot be justified because it can bring down the child's mentality so that she is not confident about her appearance.

The next day at lunchtime there was an announcement from Miss Trunchbull that the students had to go to the hall after lunch. When all the students had gathered around, there were two hundred and fifty students seated in the room, Miss Trunchbull came up on stage. All the students were waiting for what would

happen next. Then Miss Trunchbull called out Bruce Bogtrotter's name in a loud voice. An 11-year-old boy who was fat and round then walked quickly into the stage.

"I don't want to eat it," the boy said. "Taste it, you little brat," the Trunchbull said. "Eat another slice! Do as you are told!" "I don't want another slice," the boy said. Suddenly the Trunchbull exploded. "Eat!" she shouted, banging her thigh with the riding crop. "If I tell you to eat, you will eat! You wanted cake! You stole cake! And now you've got cake! And now you've got cake! What's more, you're going to eat it! You do not leave this platform and nobody leaves this hall until you have eaten the entire cake that is sitting there in front of you! Do I make myself clear, Bogtrotter? Do you get my meaning?" (Dahl, 1988, p.108).

Miss Trunchbull accused Bruce Bogtrotter of stealing her chocolate cake prepared by the cook while in the kitchen. Miss Trunchbull's face began to show anger as she forced Bruce to admit what he had done. Bruce still did not admit that he had eaten Miss Trunchbull's chocolate cake. It didn't take long for Miss Trunchbull to call the chef over for a large chocolate cake and punish Bruce to finish all the cake.

"Suddenly the Trunchbull lunged forward and grabbed the large empty china platter on which the cake had rested. She raised it high in the air and brought it down with a crash right on the top of the wretched Bruce Bogtrotter's head and pieces flew all over the platform." (Dahl, 1988, p.113).

Miss Trunchbull took a plate of chocolate cake and slammed it on Bruce's head, suddenly it made all the students shocked and very scared. Her anger was out of control, Miss Trunchbull only moved her head a few times, grinning with

satisfaction at what she had done.

At two o'clock in the afternoon, all the students were back in their respective classes including Miss Honey. Suddenly, Miss Trunchbull, the principal, walked into the classroom with her trademark clothes, a long blazer and green pants. Miss Trunchbull stood at the front of the class with her legs crossed and her hands on her hips, staring at all the students. Then Miss Trunchbull tested the students' numeracy skills and called one of the boys named Rupert.

Say it!" bellowed the Trunchbull. "Say two sevens are fourteen! Hurry up or I'll start jerking you up and down and then your hair really will come out and we'll have enough of it to stuff a sofa! Get on with it boy! Say twosevens are fourteen and I'll let you go!" (Dahl, 1988, p.126).

Miss Trunchbull grabbed Rupert's long, shiny hair. Rupert screamed and squealed like a slaughtered animal. While screaming Miss Trunchbull told Rupert to say the correct answer, if Rupert didn't correctly answer Miss Trunchbull would not let her go. Miss Honey who was at the back of the class pleaded with Miss Trunchbull to let Rupert go. Finally, Rupert followed Miss Trunchbull's words and answered correctly. Miss Trunchbull kept her promise to release Rupert, but she continued to commit violence by throwing Rupert out of her grasp like a ball that bounced to the floor.

Miss Trunchbull said in front of the class that if she didn't like little children, they were to her a bunch of dwarves to get rid of. A boy sitting in the front row of the bench said to Miss Trunchbull that we must all be children at onetime or another. Miss Trunchbull screamed at the boy and denied that she had never been small and had always been great. The boy named Eric, Miss Trunchbull tested

Eric's spelling skills. An incident like before happened, Eric couldn't spell correctly until he became Miss Trunchbull's target to vent her emotions.

“Eric hesitated. Then he said very slowly, "It's not W . . . O . . . T, and it's not W . . . H . . . O . . . T. Ah, I know. It must be W . . . H . . . O . . . T . . . T." Standing behind Eric, the Trunchbull reached out and took hold of the boy's two ears, one with each hand, pinching them between forefinger and thumb. "Ow!" Eric cried. "Ow! You're hurting me!" "I haven't started yet," the Trunchbull said briskly. And now, taking a firm grip on his two ears, she lifted him bodily out of his seat and held him aloft.” (Dahl, 1988, p.127).

As had happened to Rupert before, Miss Trunchbull tugged at Eric's ear. Miss Trunchbull has been the umpteenth time to act violently against a student who made a mistake. It can affect the child's physical and mental health, but Miss Trunchbull doesn't think so. As a new student at the school, this was Matilda's first experience of seeing a child lifted by holding her ear only.

While in class Miss Trunchbull told Miss Honey to read a book by Charles Dickens called *Nicholas Nickleby*. Matilda suddenly said that she had read the book. But Miss Trunchbull instead cornered Matilda with anger. This is evidenced by the quotation below.

"I said I've read it, Miss Trunchbull." "Read what?"
 "Nicholas Nickleby, Miss Trunchbull." "You are lying to me, madam!" the Trunchbull shouted, glaring at Matilda. "I doubt there is a single child in the entire school who has read that book, and here you are, an unhatched shrimp sitting in the lowest form there is, trying to tell me a whopping great lie like that! Why do you do it? You must take me for a fool! Do you take me for a fool, child?"
 (Dahl, 1988, p.130)

In that situation, the Conflict between Matilda and Miss Trunchbull persisted in the classroom. Miss Trunchbull didn't believe Matilda's words, she said that it

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was impossible for a child in the lowest grade to read the book. Miss Trunchbull continues to corner Matilda to annoy her, and Miss Honey tries to calm the two of them down, so they don't argue about it. After things had calmed down, Miss Trunchbull asked what Matilda's full name was

“Matilda stood up and said, "My name is Matilda Wormwood, Miss Trunchbull." "Wormwood, is it?" the Trunchbull said. "In that case you must be the daughter of that man who owns Wormwood Motors?" "Yes, Miss Trunchbull." "He's a crook!" the Trunchbull shouted. "A week ago he sold me a secondhand car that he said was almost new.” (Dahl, 1988, p.132).

Miss Trunchbull very surprised that Matilda is Mr. Wormwood's daughter, the conflict is back when Miss Trunchbull finds out about it. Miss Trunchbull was furious when she remembered Wormwood's name because she had been tricked by Matilda's father when she bought a used car and her hatred for Matilda grew.

"Matilda!" she barked. "Stand up!" "Who, me?" Matilda said. "What have I done?" "Stand up, you disgusting little cockroach!" "I haven't done anything, Miss Trunchbull, I haven't. I've never seen that slimy thing before!" "Stand up at once, you filthy little maggot!" p.134

The next conflict occurred when one of the students teased Miss Trunchbull by putting a small animal in her drink. Without evidence, Miss Trunchbull accused Matilda of doing it. She shouted and Matilda also fought back because she had done nothing wrong. Miss Trunchbull confidently accused Matilda of being a swindler because she thought Matilda's nature was like her father's deceitful nature.

"I'm telling you I did not do it!" Matilda screamed. "I've never even seen a creature like that in my life!" "You have put a . . . a . . . a crocodile in my drinking water!" the Trunchbull yelled back. "There is no worse crime in the

world against a Headmistress! Now sit down and don't say a word! Goon, sit down at once!" (Dahl, 1988, p.136).

In this situation, the Conflict between Matilda and Miss Trunchbull escalated. The Trunchbull was so angry that her face was like boiling water and the corners of her lips were foaming and Matilda was furious too. She didn't mind being accused of something if he didn't. This is the first time Matilda has been accused of a crime she didn't commit. Matilda felt that she was getting angrier, so soon something must explode inside her, considering that Matilda had extraordinary abilities.

Miss Trunchbull always has ideas and behavior beyond reason, how can a principal hate and consider all the small children in her school a source of chaos. While in the classroom, one could say she spoke like an insane person. The following quotation evidence this.

"Still holding the jug by the handle but not lifting it yet, she said, "I have never been able to understand why small children are so disgusting. They are the bane of my life. They are like insects. They should be got rid of as early as possible. We get rid of flies with fly spray and by hanging up flypaper." (Dahl, 1988, p.132).

From the quotation above, Miss Trunchbull likens the small children in her school to flies that can be removed at any time with a spray or a fly adhesive. Then she asked Miss Honey's opinion on her words, and Miss Honey said in her heart that the principal had indeed gone mad. For Miss Trunchbull, the most enjoyable school was one where there were no children at all. If you think about it with common sense how a big school has no children at all. Not only that social conflicts with Miss Trunchbull still often occur at school.

According to Qasim (2009), conflicts between two or more people can occur within a group or organization. School is one form of organization with a collection of individuals with different characters and backgrounds. From these differences will eventually emerge a form of diversity of views and thoughts which can lead to a conflict. The emergence of a conflict in the school environment cannot be separated from the role of a school principal. The principal as a leader often makes big decisions and rules at will. As described in Matilda's novel, Miss Trunchbull as the principal does not have good skills to manage teachers and students, so she often conflicts with people at school.

3.3 Matilda Solving the Conflicts with the help of Miss Honey

In this section, the researcher analyzes how Matilda solved the conflicts. It started when Matilda was in the classroom, after the lesson was over, she talked with Miss Honey about the conflict that occurred at her house. As evidenced by the quote below, Miss Honey intends to contact Matilda's father secretly.

"Very well, Miss Honey," Matilda said. "Thank you so much for getting those books for me." What a nice child she is, Miss Honey thought. I don't care what her father said about her, she seems very quiet and gentle. And not a bit stuck up despite her brilliance. In fact she hardly seems aware of it. (Dahl, 1988, p.77).

With Matilda's intelligence and extroverted personality, she dared to tell Miss Honey that her parents often looked down on her. When she heard this, Miss Honey felt that the matter had gone too far. Miss Honey confidently came to Matilda's house at night. When they got to Matilda's house, Miss Honey stepped in and rang the bell, then Mr. Honey came out. Wormwood with an unpleasant face.

"I'm not," Miss Honey said. "And please forgive me for

butting in on you like this. I am Matilda's teacher at school and it is important I have a word with you and your wife." (Dahl, 1988, p.78).

Miss Honey started talking to Mr. Wormwood and introduced herself as a teacher at Matilda's school. Miss Honey told Wormwood that her daughter Matilda was very intelligent and diligent. Matilda's parents don't believe it, they think that Matilda often causes trouble. Miss Honey was starting to lose her patience when Matilda's mother came out of the house and threw her out.

"I'm sure you know", Miss Honey said, "that children in the bottom class at school are not expected to be able to read or spell or juggle with numbers when they first arrive. Five-year-olds cannot do that. But Matilda can do it all. And if I am to believe her . . ."

"I wouldn't," Mrs Wormwood said. She was still rattled at losing the sound on the TV. "Was she lying, then," Miss Honey said, "when she told me that nobody taught her to multiply or to read? Did either of you teach her?" (Dahl, 1988, p.81).

No one asked Miss Honey to sit down and enter Matilda's house. But she still tried to convince Mr & Mrs. Wormwood if Matilda is very smart and genius. Matilda's characterization is very influential in resolving conflicts with her parents. Many people admit that Matilda is a genius, starting from the librarian and Miss Honey. In contrast to her parents' views, who often condescend if Matilda is a stupid child. Almost every day Matilda is not considered by her parents, so every time she comes home from school, she is reluctant to go home and prefers to go with Miss Honey to her house.

After Miss Honey secretly visited Matilda's house, the next day Matilda visited Miss Honey's hut. Miss Honey told her where she came from and her history before moving into the cottage. Matilda was very surprised when she

discovered Miss Honey was Miss Trunchbull's niece. After seeing the various conflicts that occurred with Miss Trunchbull at school, Matilda thought about punishing Miss Trunchbull. Matilda thought that Miss Trunchbull's actions had gone too far, be it with herself or her friends.

"Tip it!" she whispered again. "Tip it over!" Once more the glass wobbled. She pushed harder still, willing her eyes to shoot out more power. The water in it and the squirming newt splashed out all over Miss Trunchbull's enormous bosom. (Dahl, 1988, p.137).

Once again, the glass swayed, Matilda pushed it up even more and she forced her eyes to radiate with incredible power. Then the water and the newt in it burst onto Miss Trunchbull's chest. The incident made Miss Trunchbull scream and be shocked. Matilda sat without moving an inch, she suddenly felt that she was not afraid of anyone in this world.

After Matilda gave Miss Trunchbull her first lesson, it didn't deter her. Miss Trunchbull continues to do bad things and conflicts with one of Matilda's friends, Wilfred. After lunch, the children returned to class and Miss Honey stood on the edge of the room. Everyone waited in an anxious silence, and then the big Trunchbull entered the classroom. Her finger pointed at a boy named Wilfred, Miss Trunchbull told Wilfred to name a multiplication list with three from the back. Wilfred replied if he didn't memorize it, as usual, Miss Trunchbull was violent against the boy for not being able to answer her question.

"In two strides the Trunchbull was beside him, and by some amazing gymnastic trick, it may have been judo or karate, she flipped the back of Wilfred's legs with one of her feet so that the boy shot up off the ground and turned a somersault in the air. But halfway through the somersault she caught him by an ankle and held him dangling upside-

down like a plucked chicken in a shop-window. "Eight threes," the Trunchbull shouted, swinging Wilfred from side to side by his ankle, "eight threes is the same as three eights and three eights are twenty-four! Repeat that!" (Dahl, 1988, p.177)

The quote explains that Miss Trunchbull committed acts of violence against her student, Wilfred. As was done to the previous students if no one can answer Miss Trunchbull's question will receive the same treatment. This should not be allowed to continue, one of the students must have the courage to report the action to parents or other adults who can handle the action. What happened next was Matilda giving Miss Trunchbull a second lesson. Just as Matilda did when she first gave Miss Trunchbull a lesson, she also uses her powers.

"Matilda pondered these answers very carefully. "Let me make sure I've got them right," she said. "In the house at home, your father was Magnus, Miss Trunchbull was Agatha and you were Jenny. Am I right?" (Dahl, 1988, p.170).

Matilda remembered when Miss Honey told her at home about her history with Miss Trunchbull. Matilda also remembers Miss Honey's father named Magnus; long story short, Miss Trunchbull is Miss Honey's aunt. Miss Honey's father died mysteriously, and the cause is unknown. After the departure of Miss Honey's father, not so long ago Miss Trunchbull immediately took control of all the assets owned by Miss Honey's father. Matilda used her powers from all these stories to move the chalk on the table and wrote Magnus's name on the blackboard.

"It's writing something!" screamed Nigel. "The chalk is writing something!" And indeed it was "What the blazes is this?" yelled the Trunchbull. It had shaken her to see her first name being written like that by

an invisible hand. She dropped Wilfred on to the floor. Then she yelled at nobody in particular, "Who's doing this? Who's writing it?"

Everyone in the place heard the gasp that came from the Trunchbull's throat. "No!" she cried, "It can't be! It can't be Magnus!" (Dahl, 1988, p.178).

Nigel's shout caused everyone in the classroom to look at the blackboard, Miss Trunchbull looking there too. Miss Trunchbull was very surprised to see Magnus' name written in chalk like that. He let go of Wilfred and slammed him hard on the floor. Then Miss Trunchbull screamed and got angry, Miss Honey glanced at Matilda. The whole class jumped up because they wanted to see more clearly. And finally, Miss Trunchbull passed out on the floor.

The next day word spread that Miss Trunchbull was no longer coming to school as usual. When school hours are over, Mr. Trilby tried to contact Miss Trunchbull, but there was no answer. Finally, all students back to their each home. Matilda had returned to Miss Honey's cottage and was reluctant to go her home.

"Daddy and mummy!" Matilda burst out, gasping for breath. "I don't want to go with you! I want to stay here and live with Miss Honey and she says that I can but only if you give me permission! Please say yes! Go on, daddy, say yes! Say yes, mummy!" (Dahl, 1988, p.193).

One day Matilda's parents were in a difficult position and were targeted by the police because of Mr. Wormwood. Matilda, who was at Miss Honey's house, was suddenly picked up by her mother and father. Matilda chooses not to go with her parents but prefers to live with Miss Honey. Then Matilda made a statement letter of adoption so that she could become Miss Honey's daughter. Matilda has a brave personality, so she dared not go with her parents in that position.

"I would love to have Matilda," Miss Honey said. "I would

look after her with loving care, Mr Wormwood, and I would pay for everything. She wouldn't cost you a penny. But it was not my idea. It was Matilda's. And I will not agree to take her without your full and willing consent." (Dahl, 1988, p.194).

Miss Honey is happy to receive Matilda and will take care of her with love. Meanwhile Matilda's parents and her brother rushed into the car and set off immediately. Matilda was very happy and hugged Miss Honey tightly. Finally, Matilda lived with Miss Honey forever without any toxic from her parents.

According to Abrams & Harpham (2014), characterization in stories can be done in various ways, such as through the characters' actions, especially in dealing with critical situations. As experienced by Matilda in resolving conflicts with her parents, her characterization also very influential. It could be said that Matilda was in a critical situation due to her parent's and the principal actions.

Even with her intelligence she can amaze Miss Honey to help solve the problem. Through Miss Honey she got a lot of stories about Miss Trunchbull, so with that it was easier for Matilda to overcome her problems with Miss Trunchbull by knowing her weaknesses.

CHAPTER IV

CONCLUSION

This chapter concludes all the analysis results discussed in Novel Matildaby Roald Dahl 1988. Matilda Wormwood is a little girl with above-average intelligence for her age. Before she was five years old, she had read the works of great authors. But her parents thought she was just a stubborn and annoying child. Matilda decided to take care of herself. At school, Matilda also received bad treatment from her principal named Miss Trunchbull.

First part is about analyze character and characterization in the novel, researcher focuses analyze five characters there are Matilda, Mr. Wormwood, Mrs. Wormwood, Miss Trunchbull, and Miss Honey. Matilda described as smart and diligent girl, she also open minded with the people around her. Mr. wormwood as the father of Matilda described as cunning person. Mrs. Wormwood as the mother of Matilda described as lazy moms. While Miss Trunchbull as Matilda's principal described as abusive. Different with MissHoney as Matilda's teacher she is very care and loving her students.

Second part is about the conflicts faced by Matilda. Researcher found that Matilda only depicted external conflict. Matilda admits having external conflict with her parents and Miss Trunchbull. Conflict occurs because Matilda and her parents have very different personalities. In the school, Matilda often conflicts with her principal named Miss Trunchbull. Matilda often argues with Miss Trunchbull because she is often accused of things she didn't do. In addition to

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conflicts with Matilda, Miss Trunchbull often conflicts with other students at school.

Third part is about Matilda solve the conflicts. Through her characterization Matilda solves the conflict with the help of Miss Honey. Matildahas several personalities, including smart, diligent, open minded, and has superpowers. Miss honey really helps Matilda in solve the conflicts with her parents, by coming to Matilda's house secretly to meet her parents. In solve the conflicts with Miss Trunchbull, Matilda is also assisted by Miss Honey with telling who Miss Trunchbull really in the past, so Matilda knows her flaws. Besides that, Miss Honey also regains the rights that Miss Trunchbull had seized.



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