

THE PORTRAYAL OF CHILD ABUSE AND REVENGE EXPERIENCED

BY MATILDA IN ROALD DAHL'S *MATILDA* NOVEL

FINAL PROJECT



**Presented as Partial Fulfillment of the Requirements
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STATEMENT OF WORK ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, December 1st 2023



Eliya Ulfa

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MOTTO

The best revenge, is massive success.

-Frank Sinatra

DEDICATION

This final project is dedicated to:

My source of energy; my parents and my sister,
and my folks who always questioned me, “*Kapan lulus?*”.

This is for you.



ABSTRACT

Ulfa, Eliya. 30801900014. The Portrayal of Child Abuse and Revenge Experienced by Matilda in Roald Dahl's *Matilda* Novel. Final Project of Language and Communication Science Faculty. English Literature Study Program. Sultan Agung Islamic University. Advisor: Idha Nurhamidah, S.S., M.Hum.

Regardless of age, violence is a severe issue that exists in practically every nation. One of the most common targets of violent behavior is children. A child who witnesses abused may react with rage or hatred to the abuser. This consequently gives rise to a desire for revenge. In Roald Dahl's *Matilda* novel, Matilda is described as a little girl who is frequently the victim of abuse, which makes her want to get revenge. This study aims to identify the types of abuse Matilda experienced and to describe the acts of revenge she committed.

This research used a qualitative descriptive methodology, drawing upon primary data from Roald Dahl's *Matilda* novel and secondary data from previous studies, journals, articles, literary books, and websites related to child abuse and neglect and revenge. The process of collecting data involves a number of processes, such as reading Roald Dahl's *Matilda* novel, identifying, classifying, and reducing the data.

The results showed that Matilda was the victim of four out of the six categories of abuse and neglect—emotional abuse, physical neglect, educational neglect, and emotional neglect—that her parents and headmistress had perpetrated. Furthermore, Matilda's retaliatory punishment was motivated by her desire to balance the scale and give a lesson to her parents and headmistress as perpetrators of abusive behavior.

Keywords: child abuse, child neglect, revenge, Matilda novel

INTISARI

Ulfa, Eliya. 30801900014. The Portrayal of Child Abuse and Revenge Experienced by Matilda in Roald Dahl's *Matilda* Novel. Tugas Akhir Fakultas Bahasa dan Ilmu Komunikasi. Program Studi Sastra Inggris. Universitas Islam Sultan Agung. Pembimbing: Idha Nurhamidah, S.S., M.Hum.

Tidak memandang usia muda atau dewasa, kekerasan adalah masalah serius yang banyak terjadi hampir di setiap Negara. Anak-anak adalah salah satu objek yang sering menerima perilaku kekerasan. Ketika seorang anak mengalami kekerasan, respons mereka terhadap orang yang melakukan kekerasan dapat berupa rasa marah atau benci. Akibatnya, hal ini menimbulkan keinginan untuk membalas dendam. Dalam novel karya Roald Dahl yang berjudul *Matilda*, Matilda digambarkan sebagai anak yang mengalami kekerasan yang dilakukan secara berulang-ulang, sehingga hal ini mendorongnya untuk melakukan pembalasan dendam. Tujuan dari penelitian ini adalah untuk mengetahui bentuk kekerasan yang dialami oleh Matilda beserta gambaran balas dendam yang dilakukan olehnya.

Penelitian ini menggunakan metode deskriptif kualitatif, dimana sumber data yang digunakan berasal dari data primer yaitu novel *Matilda* karya Roald Dahl dan data sekunder berupa penelitian terdahulu, jurnal, artikel, buku literatur, dan berbagai situs yang terkait dengan kekerasan dan penelantaran anak serta balas dendam. Terdapat beberapa langkah yang dilakukan dalam proses pengumpulan data, antara lain membaca novel karya Roald Dahl yang berjudul *Matilda*, mengidentifikasi data, mengklasifikasi data, dan mereduksi data.

Hasil penelitian menunjukkan bahwa Matilda mengalami empat dari enam jenis kekerasan dan penelantaran yang dilakukan oleh orang tua dan kepala sekolahnya, yaitu kekerasan emosional, penelantaran fisik, penelantaran edukasi, penelantaran emosional. Selain itu, hukuman yang diberikan oleh Matilda sebagai bentuk balas dendam didasarkan pada keinginan untuk menyeimbangkan timbangan dan memberikan pelajaran kepada orang tua dan kepala sekolahnya sebagai pelaku kekerasan.

Kata kunci: kekerasan anak, penelantaran anak, balas dendam, novel Matilda

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It is acknowledged that doing this final project would be challenging without the assistance and support of numerous people. Thus, I would like to express my gratitude to:

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5. My beloved parents who have given me the everlasting support and love, which they have shown me through.
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8. And to myself, thank you for always believing that the day will come when you can finally write this message of gratitude, for never giving up, and for striving just a little bit harder to be able to finish this final project.

I do realize that this final project is far from perfection and there are multiple weaknesses. Therefore, I am consequently open to recommendations and feedback from other parties. Hopefully, this final project can provide benefits to everyone.



Semarang, December 1st 2023

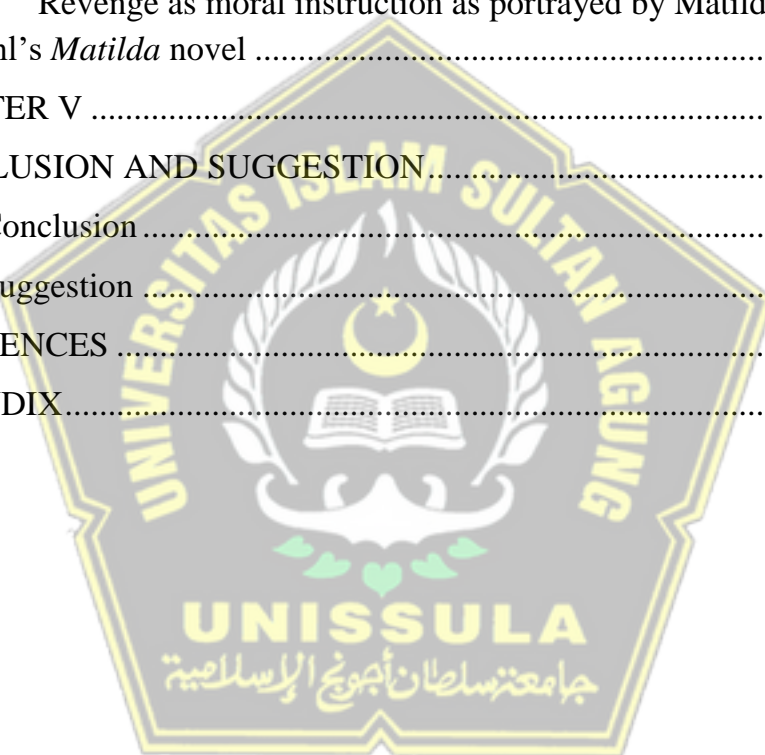
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CHAPTER I

INTRODUCTON

This chapter explains the introduction, which contains the background of the study, statements of the problem formulation, limitation of the study, objectives of the study, significance of the study, and organization of the study.

A. Background of the Study

Humans have always lived with brilliant thoughts that emerged as a result of an experience that occurred in their lives. In responding to it, usually they will immortalize it in a writing or whatever so that it can be remembered or enjoyed in the future. The results of these thoughts are often referred to as literary works. According to Roberts in his book *Literature: An Introduction to Reading and Writing*, literature defined “as a composition that tells stories, dramatize situations, express emotions, and analyze and advocate ideas” (1). It can be concluded that literature is a result of thoughts expressed through writing or orally which are combined from several parts of thoughts, experiences, and feelings which become a representation of a social life between humans. Meanwhile, Abrams and Harpham described literature as an imitation or reflection of the world and its life, where the most important aspect is the truth of the object it depicts (36).

Roberts in his book classifies literary works into several categories including imaginative literature (prose fiction, poetry, drama) and nonfiction

prose (2). One of those included in prose fiction is novels. Novel is type of literary work created based on author's imagination. Novels are usually packaged in a particular plot or theme and are supported by several elements such as characters, characterizations, settings, and moral value. In a novel, as Clara Reeve stated in Wellek and Warren's *Theory of Literature*, the author describes the reality of life, including the culture in which the novel is written (Pratama 1). This statement supports most of the authors in the process of compiling a story, where the ideas come from social issues that occur in society.

Novel is not only about author's imagination, it is a reflection of real human life with various phenomenon and problems that occur in it. Often, the author composes stories based on his observations of the social environment in which he lives. The author's background will support the quality of the story made because the author made direct observations or even experienced it himself. The conflict used by the author usually comes from general problems that occur in real life in the social community. One of the popular issues that frequently occurs in society is child abuse.

In fact, children are gifts from God that must be cared with the abundance of affection. A child born brings a big hope for every parents in the world. As the next generation of the nation, children have the right to live and get protection in society like other human beings. The responsibility to provide a decent life and provide protection should belong to the parents. However, in practice, currently there are many phenomenon in society that are not in

accordance with the statement above. Many children have lost their rights and experienced violence in the environment where they live, even the worst is from their own families.

Abuse is one of the most important issues that must be handled and monitored by the government. This is because abuse has a detrimental negative impact on victims. According to Weda, "Abuse is a crime committed to physical force resulting in the victim being helpless" (qtd in Nisa' 2). Abuse can happen to anyone, regardless of age, whether young or mature, child or adult. DuPre and Sites defines child abuse as any act of failure by parents or caregivers that results in death, serious physical and emotional injury, sexual abuse or exploitation; or a failure to act that poses a serious risk of harm (15). In general, people think that the form of violence against children is only on physical. However, in fact violence that occurs in children includes physically, emotionally, sexually, and neglects (Clark 13).

Based on data reported by the World Health Organization (WHO), in 2022 it is estimated that as many as 1 million children aged 2-17 years experienced physical, sexual, emotional abuse or neglect. Other data shows that 3 out of 4 children or a total of 300 million children who are in the age of 2-4 years experience physical and psychological abuse which is perpetrated by parents and caregivers. Mentioned clearly on the *Convention of the Rights of the Children* event, UNICEF said that a child is someone under the age of 18 (qtd in Firdaus 2-3). Someone who is in that age range usually cannot think and behave in an adult way. In some circumstances, children have not been able to

control their emotions. An example shows that when a child experiences violence by the people around him, they tend to give a variety of responses. For instance, fear and hatred which are then expressed through crying. However, it's not uncommon for children to feel the things like that are unfair if it happens only to them. This makes them think about taking revenge or fighting back against the perpetrators of abusing who have treated them badly. "Children who have suffered early abuse or neglect may later present with significant behavior problems including emotional instability, depression, and a tendency to be aggressive or violent with others." (Stirling and Amaya-Jackson 667).

Revenge is an action that comes from the human mind when they feel injustice, betrayal, or other negative actions. As stated by Ross and Schumann their article, "it comes as no great surprise that very angry individuals often feel an urge to take revenge against people they blame for an injustice" (qtd in Syahrin and Siregar 254).

Children who experience abuse continuously for a long time will not be able to continue to hold back their emotions. This can cause their emotions to explode at any time because children still have difficulty in controlling them. When a child's emotions explode, there will be a feeling of dissatisfaction and injustice towards the violence they experience, causing them to feel compelled to take revenge on the perpetrators of violence. "the desire for revenge is an evolved out growth of our human sense of unsatisfied reciprocity, what today we consider a desire for justice" (Bloom 62).

The feeling of dissatisfaction and injustice that occurs as a result of violent behavior in children is felt by the character Matilda in the novel entitled *Matilda* by Roald Dahl. This children's novel describes the life of Matilda, a little girl who has lived without the love and attention of her parents since she was small. This girl gets abuse from the environment in which she lives. However, unlike the majority of children in general, the intelligent Matilda did not remain silent when she felt and saw the injustice and abuse that occurred in her environment. Matilda feels compelled to give revenge so that the perpetrators of violence can get a lesson commensurate with what they have done.

With this background, the writer is interested in analyzing the issue of child abuse described by Roald Dahl in the *Matilda* novel. The analysis in this study was carried out using a theoretical reference from Robin E. Clark because it was felt to be very appropriate to the existing problems. The reason the writer chose Matilda as the object of research is because she is different from most children who are treated with violence. Matilda as a victim of violent behavior from her family and environment decided to move forward to fight against violent behavior. She did this with the aim of avenging herself and teaching them a lesson so that violent behavior can be stopped. Therefore, the title of this study is *The Portrayal of Child Abuse and Revenge Experienced by Matilda In Roald Dahl's Matilda Novel*, which focused on the form of child abuse and the portrayal of revenge experienced by Matilda.

B. Problem Formulation

Based on the background of the study above, the problem formulation that will be discussed are:

- a. What types of child abuse experienced by Matilda in Roald Dahl's *Matilda* novel?
- b. How is revenge as impact of child abuse portrayed by Matilda in Roald Dahl's *Matilda* novel?

C. Limitation of the Study

Limitation of the problem is an important thing that needs to be done in a research. This is done to avoid discussing topics that are too broad and to minimize misunderstandings so that the objectives of the research conducted can be achieved. For this reason, in this study, the authors limit the topic of the problem to the form of child abuse experienced by the character Matilda in *Roald Dahl's Matilda novel*, as well as the depiction of Matilda's revenge as a reaction to child abuse that occurs in her neighborhood.

D. Objectives of the Study

- a. To identify the types of child abuse experienced by Matilda in Roald Dahl's *Matilda* novel
- b. To analyze the revenge as impact of child abuse portrayed by Matilda in Roald Dahl's *Matilda* novel

E. Significance of the Study

Research can be said to be good research if the results can provide benefits in various aspects, which can be categorized in two ways both theoretical and

practical. Theoretically, this study discusses the theory proposed by Robin E. Clark which explains about the forms of child abuse. With this research, it is hoped that it can help enrich existing knowledge in the Sultan Agung Islamic University, especially regarding violence against children. Besides that, practically, this study is expected to be useful for everyone, especially students of the Sultan Agung Islamic University who are interested in discussing further about child abuse as a topic for a proposal or final project. Hopefully this research can be used as a reference for research with a similar theme.

F. Organization of the Study

This study consists of five chapters. Chapter one explains the introduction, which contains the background of the study, statements of the problem formulation, limitation of the study, objectives of the study, significance of the study, and organization of the study. Chapter two is a review of related literature which contains a synopsis of the character Matilda from *Roald Dahl's Matilda*, some previous study, and some literature used to analyze the novel. Then for chapter three is a research methodology which contains types of research, data organization which explains the data collecting methods, types of the data, and analyzing the data. Chapter four is finding and discussion explains the results of the study. The last chapter is conclusion which concludes the entire of the study, and suggestion to the next research.

CHAPTER II

REVIEWS OF RELATED LITERATURE

This chapter presents the review of related literature, which discusses the synopsis of the novel analyzed, the review of previous study, and the review of related theory.

A. Synopsis of Roald Dahl's Matilda Novel

Matilda is one of the children's literatures written by the famous writer Roald Dahl, published on October 1, 1988. Roald Dahl is famous as a children's story writer who is vulgar in describing the characters. This makes his work very popular among both children and adults. In his novels, Roald Dahl gives many descriptions of violence where the perpetrators are adults. Matilda is one of his novels that raise the issue of violence against children. Matilda tells the story of a genius little girl named Matilda who was born into a family that never expected her presence. Throughout her life, she never received love from her parents. Unfortunately, she also felt rejection and violence in her school environment. Her miserable life made her fed up and determined to fight back and avenge what happened to her.

Matilda was born to parents who had no interest in children from the start. Her parents' affection was only for her older brother Michael. Matilda was never considered by Mr. and Mrs. Wormwood. During her growth, she was always abandoned and did not get any attention from her parents. Nevertheless, she grew up very well. Matilda grew up to be a very smart girl.

She was miraculously gifted with this prowess. At the age of four, she could already read books fluently and quickly. But this did not impress Mr. and Mrs. Wormwood, they thought that Matilda was wasting her time on something useless.

Almost every day Matilda was left alone at home. The rejection she received from Mr. Wormwood when she asked for a book led Matilda to go to the local library herself. There she met Mrs. Phelps who helped her to choose something to read. In the library, Matilda found her world. Feeling happy, she visited the library every day when her family was away. She did this secretly because her parents did not support her reading hobby.

Mr. Wormwood is a successful used car salesman. He got his success from cheating by selling junk cars that were modified with inappropriate materials. Knowing this made Matilda furious. Matilda didn't like her parents lying to customers who bought the car at an inappropriate price. But when Matilda expressed her opinion to her father, she was yelled at and cursed. Her father called her stupid for her opinion. When she looked at her mother, it wasn't defense she received but anger and swearing that she got. Unlike when her brother Michael spoke, her parents always paid attention and listened to him well. This continues to happen over and over again, shouting and swearing have become the color of Matilda's life. Mr. and Mrs. Wormwood's unequal treatment gradually upset Matilda. In her own clever way, she took revenge for her parents' misbehavior.

Unlike most children who start primary school at the age of five or earlier, Matilda got her education at the age of five and a half. This was because her parents never paid attention to her growth and so they forgot that Matilda was getting older. Unfortunately, in her first education, her father sent her to Crunchem Hall Primary School, which was led by a cruel woman named Miss Trunchbull. She was the worst of her parents. She really hated children. Miss Trunchbull always punished children who disobeyed the rules she made or did not please her. These punishments were very cruel. One of the most dreaded punishments at Crunchem Hall Primary School was The Chokey, a tall, narrow room in which the walls were stuck with broken glass making it impossible for people to sit down.

At school, Matilda enjoys learning and meeting new people. She also gained a lot of new knowledge about books, which she loved. However, what made her feel uncomfortable was the treatment from Miss Trunchbull. Miss Trunchbull often acted authoritarian by doing whatever she wanted. Unlike a teacher, she acted like a bully. Her attitude really intimidated the children and could be categorized as child abuse. This made Matilda very uncomfortable and furious. With the help and support of her friends, Matilda takes revenge on Miss Trunchbull.

B. Review of Related Literature

B.1 Review of Previous Study

In a study, to get a novelty, previous research is needed. In this section, the writer uses two previous studies to be used as a differentiator and

comparison with the research conducted by the current author. In addition, the author also uses previous research as a reference to discuss topics regarding child abuse and revenge.

The first study was conducted by Jihan Ainiyah Firdaus with the title "Child Abuse in the 20th Century as Reflected by Shekiba in *The Pearl That Broke Its Shell Novel*". This research discusses the forms of child abuse experienced by the character of Shekiba and the impact that arises as a result of abuse. Firdaus used the theory of child abuse and neglect by Robin E. Clark. The results of this study found that Shekiba experienced physical abuse in the form of hitting, kicking, and arbitrary treatment; sexual abuse in the form of forced intercourse; emotional abuse in the form of throwing despicable words with despicable names; physical and emotional neglect in the form of not getting clothes, food, and a decent life. In addition, the impact Shekiba felt after experiencing violence was in the form of physical impact where she had many scars all over her body; emotional impact where Shekiba had low self-confidence and difficulty controlling emotions; and behavioral impact when she stayed away from social life.

The second study was done by Besse Liskamalia entitled *Child Abuse in Danny Boyle's Movie "Slumdog in Millionaire"*. In this study, Liskamalia used several theories regarding child abuse and neglect, including Robin E. Clark's. Clark is used to discuss the forms of child abuse, de Benedictis' theory is used to analyze the causes of child abuse,

and Romans' theory is used to analyze the effects of child abuse. The results of this study show that there is physical abuse, emotional abuse, sexual abuse, and neglect experienced by the characters in the movie. In addition, this abuse occurred due to religious conflicts and financial problems. Meanwhile, as a result of this abuse, some characters experience physical disabilities in the form of blindness and amputated legs (physical effects), cannot control their anger and do not trust people (emotional effects), and sexual effects.

Although still discussing the same topic category, namely child abuse, this study offers a more complex problem than previous research study. If the author's previous research discussed the forms of child abuse, the effects of child abuse, and the causes of child abuse, in this study the writer will discuss the forms of child abuse and the depiction of the revenge committed by the character Matilda in the novel entitled *Matilda* by Roald Dahl.

B.2 Review of Related Literature

B.2.1 Child Abuse

Abuse is a serious problem that occurs almost all over the world. Until now, abuse is still a phenomenon that is difficult to handle by the government. Abuse can occur in various types of relationships, for example friendships, romantic relationships, or even in family relationships. The World Health Organization (WHO) defines abuse

as any form of mistreatment ranging from physical, emotional, sexual, and economic that causes actual or potential harm to health, life, development, and self-esteem (Osmanoğlu 28). Abuse can also be described as an act that can cause injury or death to someone as well as cause physical or psychological damage to someone. This abuse can be experienced by anyone, regardless of age, place, and time. One of the issues of abuse that has received a lot of attention is child abuse.

Child maltreatment is a term used to describe child abuse and neglect (Vecchio et al. 3). In contrast to violence in general, the concept of child abuse refers to violence received by children under the age of 18. Child abuse is committed by the closest people around the child such as parents, caregivers, or other family members who have adverse consequences for the child. Harris describes child abuse as an event that occurs when parents act, or fail to act in a way that poses imminent risk or serious harm to the child (Hidayati 28).

Dahake et al. argues that child abuse is defined as unintentional injury, sexual abuse, emotional abuse or trauma perpetrated by parents or caregivers on a minor (36). The unintentional category referred to in this context is when parents or caregivers actually have no intention of committing violence against children. This can be seen when parents or caregivers pinch children with the aim of punishment so that children learn to be more disciplined. Another example is

when parents scare children about something. This case can be categorized as unintentional violence because parents actually have no intention of committing violence, but it still has an emotional impact in the form of mental injury and trauma on children.

In contrast to the opinion above, Barker describes child abuse as the intentional infliction of beatings, uncontrolled corporal punishment, ridicule and humiliation, or sexual abuse, repeatedly inflicted on a minor by a parent or other person responsible for the child's life, causing physical or emotional harm (in Huraerah 47). In contrast to the opinion of Dahake et. al, Barker argues that the category of child abuse is that which is done intentionally and repeatedly (in Huraerah 47). In addition, Gelles also states about the definition of child abuse as "the intentional acts that result in physical or emotional harm to children. The term child abuse covers a wide range of behaviors, from actual physical assault by parents or other adult caretakers to neglect of a child's basic needs" (in Huraerah 47).

Robin E. Clark in his book *The Encyclopedia of Child Abuse* argues that:

Child abuse and neglect is a general term that covers a wide range of acts of commission and omission, either carried out by a child's caretaker or allowed to happen, that result in a range of injuries ranging from death, to

serious disabling injury, to emotional distress, to malnutrition and illness (13).

Based on the understanding of child abuse and neglect from the experts above, it can be concluded that the forms of child abuse behavior are very broad, not only physical and emotional violence but also neglect. Conceptually, child abuse and child neglect are an inseparable unity. Where child abuse occurs, the basic needs of children in terms of protection will be neglected. Actions included in the category of child abuse and neglect are all forms of violence and neglect that occur repeatedly and have a negative impact in the form of physical and emotional damage to the worst, death.

B.2.2 Type of Child Abuse

Child abuse and neglect takes several forms. Robin E. Clark in his book entitled *The Encyclopedia of Child Abuse* classifies child abuse and neglect into five types, such as physical abuse, sexual abuse, emotional abuse, physical neglect, and educational neglect.

B.2.2.1 Physical Abuse

Generally, physical abuse is a form of violence that causes physical damage that can be seen by the eyes. According to Clark, physical abuse is "acts of commission that result in physical harm, including death, to a child." (13). Behaviors included in child physical abuse are pulling, dragging, throwing, slapping, hitting,

biting, punching, kicking, stabbing, burning, poisoning, shooting, choking, pushing, and others. In some countries, corporal punishment is used as a means of disciplining children who break the rules. One of the most common examples of corporal punishment in society is spanking or pinching. This is considered child abuse as it can cause serious problems and even death to the child.

B.2.2.2 Sexual Abuse

Sexual abuse is sexual activity that is done by force or threat. Clark in his book defines sexual abuse as "acts of commission including intrusion or penetration, molestation with genital contact or other forms of sexual acts in which children are used to provide sexual gratification for a perpetrator" (13). Acts of sexual violence involve children as objects used to obtain sexual gratification. In many cases, the perpetrator of sexual violence is the closest person who has responsibility for the victim.

According to Ugoji, forms of sexual violence are grouped into three categories. The first is physical sexual abuse, which includes fondling (touching body parts and vital organs) and intercourse (forcing children to take part in sexual activity). The second is non-physical sexual abuse, which includes indecent exposure (showing pornography, encouraging children to see or hear sexual activity, persuading children to perform sexual acts on the internet), and

making indecent phone calls. The third is violent sexual abuse, including rape, child prostitutions, and other types of sexually violent behavior (181). Sexual abuse has a huge impact on a child's life and development.

B.2.2.3 Emotional Abuse

Emotional abuse attacks the child mentally. Unequal to physical abuse, emotional abuse is more difficult to identify because the wounds inflicted are invisible and can only be felt by the victim. Canadian defines emotional abuse as “emotional, mental or developmental problems caused by extreme verbal abuse and overt hostility” (Clark 53). Examples of this type of abuse are yelling or speaking harshly to the child, underestimating the child's abilities, and insulting or demeaning the child.

Although the wounds are not visible, emotional abuse leaves a mark that cannot be forgotten for a lifetime. Victims of emotional abuse are bombarded with sarcastic, demeaning, belittling, shaming, intimidating, cursing, and threatening words daily. This causes damage to the child's self-confidence so that the victim feels worthless and has no self-esteem.

B.2.2.4 Physical Neglect

Generally, neglect is often defined as the failure of parents to provide a decent life for their children. Parents as responsible for

children have an obligation to fulfill their children's basic needs. The basic needs of children include providing protection, providing nutritious food, providing decent clothes, and others.

Physical neglect refers to the failure by parents to fulfill their child's basic necessities, including proper nutrition, adequate shelter, proper clothing, hygiene and supervision, and keeping children safe from physical and psychological harm (Clark 343-344). When a parent ignores some of the things mentioned above, it can be said that the parent is committing physical neglect. In fact, when a child experiences abuse, their basic needs will automatically not be met. For example, when a child is physically and emotionally abused by their parents because their presence is unwanted, their basic physical needs will not be met. Such as the need to have an adequate life, including adequate food and nutrition, proper clothing, and supervision from parents. In addition, the need for protection will be neglected because the parents or caregivers themselves provide physical violence to children.

B.2.2.5 Educational Neglect

Education is a basic right for all human beings. According to UNICEF, every child has the right to get education. Education is really important for children's cognitive development. However, this is inversely proportional to the data presented by UNICEF,

more than 600 million children have not been able to reach the minimum level in the ability to count and read. It happens because some children in the world are not getting an education. This form of child neglect in terms of education is called educational neglect.

According to Clark, educational neglect refers to any "acts of omission and commission that include permitting chronic truancy, failure to enroll a child in school and inattention to specific educational needs" (13). Although it does not result in direct injury to the child, educational neglect can affect the child's ability to learn and adapt to their environment. This can have a lasting impact on the child's life.

B.2.2.6 Emotional Neglect

Similar to emotional abuse, emotional neglect is also difficult to identify because this type of neglect is not related to the physical but rather to the child's emotions. According to The National Center on Child Abuse and Neglect, child neglect is "failure to provide the psychological nurturance necessary for a child's psychological growth and development" (Clark 102). Many studies explain the importance of the role of parents or adults in the psychological development of children. During their growing years, children need someone to listen to them, to understand their feelings, and to be a guide to learn about life and its conditions. But when a child does not feel the role of adults in their

psychological development, it can be categorized as emotional neglect.

Clark adds that emotional neglect can be the act of "...failing to meet the nurturing and affection needs of a child" (13). This means that children's needs in terms of psychological care are not only in the form of being a listener and guide, but also in the form of providing love and attention for children. A warm and loving relationship between parents and children is essential for their physical and emotional development. Children who grow up without psychological care from parents or caregivers will experience problems in their physical and emotional development. This indicates that emotional neglect is one of the adverse experiences that can affect a child's life in the future.

B.2.3 Revenge

As a living creature, human was created by God perfectly equipped with a variety of emotions. These emotions are created to give meaning and color to every event that happens in life. There are various kinds of emotions that affect human moral behavior, one of which is anger. This emotion cannot be avoided by humans, so there is a need for a way to cope with it. To cope with anger towards an annoying or disturbing event, each individual has a different way. Some people choose to forgive, but others choose to take revenge.

Different ideas can be used to explain revenge. Revenge is often understood as the urge to exact justice after suffering unfavorable treatment. The phrase "an eye for an eye" is a well-known way to describe the concept of revenge. According to this idea, anyone causes harm to another person must pay that person's damages in full. Revenge, according to Frijda, is an act of injuring or harming a person or group as a response when a person feels that he has been harmed by a person or group of people, with no intention of making up for the loss, stopping it, or gaining material rewards (qtd in McCullough 21, 22). McCullough et al., on the other hand, characterizes revenge as the willing performance of an aggressive action towards the perceived offender in order to make up for an interpersonal offense (602). Humans have a natural tendency to seek revenge by doing each other harm.

The desire for revenge is the development of a dissatisfaction feeling with the reciprocal interaction between people, or nowadays known as the desire for justice (Bloom 62). Haen and Weber argue that the desire for revenge first appears in childhood (in Goldner et al. 2). In the normal developmental process, children begin to learn to control anger. This learning process is carried out during interactions with caregivers or family members. Goldner et al. added that nine-year-old children have been able to make decisions to take revenge (2). The urge for revenge occurs when someone makes a harmful mistake. Many factors trigger it, some of which are physical or sexual violence, as well as emotional

abuse (Bloom 62). Children who are exposed to trauma, abuse, and neglect will learn to be violent and perceive that violence is a viable way to solve problems.

Where there's a smoke there's a fire, and this is how revenge is carried out. Various circumstances lead to someone taking revenge. When someone is attacked and treated unfairly, for example, the victim feels anger and dissatisfaction and hopes that the perpetrator feels the same way. Similarly, self-esteem is something that humans value; if someone is humiliated, their self-esteem suffers. As a result, when someone perceives that they are being harmed, they will immediately act against the perpetrator.

According to McCullough et al., revenge is classified into the following categories based on its intention:

B.2.3.1 Revenge as Balancing the Scales

One goal of vengeance is to repay injury with equal weight. This is described as "an eye for an eye," "tit for tat," or reciprocal punishment that serves as a basis for social relationships (Bloom 62). Anyone who violates or damages a right that causes harm shall be punished. Morally, the harmed person will believe that the wrongdoer deserves to be punished (McCullough et al. 602). The harmed person will be satisfied only when the perpetrator feels similarly to what the victim has felt.

B.2.3.2 Revenge as Moral Instructions

Revenge, according to Heider, might be motivated by a desire to teach the perpetrator a lesson (McCullough et al. 602). In this situation, revenge is carried out in order to provide insight and moral lessons so that the perpetrator of the crime realizes his actions were wrong. Revenge, in this case, aims to stop the crime so that no further harm occurs in the future. In addition, moral education is beneficial for the perpetrator to improve themselves.

B.2.3.3 Revenge as Saving Face

One of the consequences of abuse behavior is a loss of self-confidence, which leads to the belief that one is worthless and does not deserve good treatment (Heider in McCullough et al. 602). As a result, revenge seeks to regain the victim's self-esteem and confidence. When the victim improves his image, he will be valued rather than dismissed.

CHAPTER III

RESEARCH METHOD

Chapter three explains about the methodology of the research. This chapter describes about the types of the research, the data organization which contains data collecting method and types of the data, and analyzing the data.

A. Types of the Research

Research methodology is a part of the research that explains the writer's process in collecting and understanding data. The study entitled *The Portrayal of Child Abuse and Revenge Experienced by Matilda in Roald Dahl's Matilda Novel* was analyzed using qualitative research. In contrast to quantitative research which placed more emphasis on numbers, this type of research presented data in the form of sentences or words.

Punch defined qualitative research as a type of social science research that collects and uses non-numerical data in order to derive meaning from the data that aids in our understanding of social life through the study of certain groups or regions (in Mohajan 2). This type of research aimed to understand and obtain information about the situation in a real and in-depth manner. In this case, the writer used this method to understand the data of the research object, either in the form of narration or monologue.

B. Data Organizing

B.1 Data Collecting Method

One of the crucial steps in the research process is choosing the best data collection method. It is crucial in judging how well-researched the data is. The method used for gathering the data also contributes to ensuring its validity. Several methods were used in this study including:

B.1.1 Read the Novel

The first step in the data collection method was reading the novel. To ensure that the data gathered is accurate, the reading process was repeated numerous times. The researcher adopted a close reading technique to learn about the story's characters, plots, and conflicts. The close reading method helped the researcher in better understanding the reading by paying attention to every narrative, monologue, dialogue, and description provided by the author.

B.1.2 Identifying the Data

The process of identifying the data came after reading the novel numerous times. Data identification was required to obtain potential data or data related to the topic discussed. Every dialogue, monologue, and narrative in the story must be carefully considered as part of the identification process. Data that was thought to be eligible will be highlighted and marked with a paper divider before proceeding to the next step.

B.1.3 Classifying the Data

The outcomes of data identification, which had been affixed to paper dividers, were then arranged into tables in accordance with the problem formulation discussed. There were two problems mentioned in this research, so there were two tables arranged, each of which comprised a number, a quote from the data object, the form of the data source, the type of data studied, references to support the analysis, and author comments. The classified data must provide answers to the issues raised.

B.1.4 Reducing the Data

The final step after obtaining the data was to reduce the data. The data supplied must address the problem and be relevant to the topic under discussion. As a result, it was required to minimize the data in order to exclude material that was deemed weak or irrelevant in resolving the issue formulation. The complete data then utilized to support the analysis in Chapter IV.

B.2 Type of Data

In this study, there were two categories of data used: primary data as the major data and secondary data as supporting data.

B.2.1 Primary data

Primary data is the main data utilized to answer the questions raised. It was sourced from the object of research, where in this study the main data used comes from the novel *Matilda* by Roald Dahl. The data

studied from this novel was in the form of dialogue, narration, and description that characterize the plot of the novel.

B.2.2 Secondary data

Secondary data is supporting data that the author used as a reference in examining the issue of the problem being discussed. Many supporting data sources were employed to support this research, including national and international journals, articles, previous researches, literature books, and websites linked to child abuse and revenge on the internet.

C. Analyzing the Data

The last step was to analyze the data using qualitative methods, assuming that the data supplied is textual. This analysis technique included both primary and secondary data. Following the completion of the preceding steps, the primary data obtained from the text of Roald Dahl's *Matilda* novel that met the requirements was gathered in the appendix table. This table was intended to help researchers in their analysis. This table also included references that were utilized as references for analysis. The analysis process was carried out by interpreting quotations from *Matilda* novel, which were then connected to supporting theories about child abuse and revenge. The resulting interpretation was then reported in the form of comments contained in the appendix table. The findings of this study provided and completely discussed in Chapter IV.

CHAPTER IV

DISCUSSION

This chapter discusses the answers to the problem formulation provided in Chapter 1. The study in this chapter is divided into two parts: the types of child abuse experienced by the character Matilda in Roald Dahl's *Matilda* novel and the depiction of Matilda's revenge as a form of child abuse.

A. Types of child abuse as portrayed by Matilda in Roald Dahl's *Matilda* novel

This sub-chapter explains the answer to the first problem formulation, namely the types of child abuse portrayed by the character Matilda in Roald Dahl's *Matilda* novel. Child abuse is defined as a criminal act perpetrated by parents or caregivers that causes harm to children. Aside from physical and emotional injuries, the most serious harm that can result from child abuse is death. According to Robin E. Clark in his book entitled *The Encyclopedia of Child Abuse* there are six categories of child abuse, they are; physical abuse, sexual abuse, emotional abuse, physical neglect, educational neglect, and emotional neglect (13). According to the data collected, the character Matilda in Roald Dahl's *Matilda* novel only suffered from emotional abuse, physical neglect, educational neglect, and emotional neglect.

A.1 Emotional Abuse as portrayed by Matilda in Roald Dahl's *Matilda* novel

Emotional abuse is a sort of abuse that is difficult to detect since the wounds are not visible. When someone is emotionally abused, it

means that the abuse has a psychological or emotional impact on them. Every day, emotional violence is performed through harsh words. Many forms of emotional abuse occur in the familial environment, and Matilda is one of them. Matilda, the main character of Roald Dahl's *Matilda*, suffers from numerous forms of emotional abuse perpetrated by everyone around her.

Matilda's first emotional abuse comes in the form of harsh words and dismissal of her ability. According to DuPre and Sites, this can be categorized as emotional abuse because mental abuse is often defined as verbal abuse that includes berating and demeaning the child, telling them they are a problem or calling them names, and gradually reducing their self-esteem and self-confidence (19). Matilda's parents frequently verbally abused her. Not only in the form of hate speech, but her father also often underestimated her abilities. This can be seen in the following quote:

'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.' Ignoring Matilda, he turned to his son and... (Dahl 18)

Matilda's father, Mr. Wormwood who hated her from the start, always spoke harshly and belittled her. He never offered her the opportunity to express herself. Despite her intelligence, her

father had constantly belittled her, for example when Mr. Wormwood was discussing business with her brother, she offered her perspective. Then her father called her foolish and dismissed her abilities.

‘It’s dirty money,’ Matilda said. ‘I hate it.’

Two red spots appear on the father's cheeks. **‘Who the heck do you think you are,’** he shouted, ‘the Archbishop of Canterbury or something, preaching to me about honesty? **You’re just an ignorant little squirt who hasn’t the foggiest idea what you’re talking about!’**

...

All the reading she had done had given her a view of life that they had never seen. If only they would read a little Dickens or Kipling they would soon discover there was more to life than cheating people and watching television.

...

You must remember that she was still hardly five years old and it is not easy for somebody as small as that to score points against an all-powerful grownup. (Dahl 21-25)

From the quote above, it can be observed that Mr. Wormwood's insults and curses to Matilda were not only repeated once, but several times. Mr. Wormwood not only called Matilda stupid, but he also mocked her for disagreeing with him. According to him, a five-year-old child should not question the words of parents who should have

more knowledge than a five-year-old youngster. In fact, despite her young age, Matilda understands the concept of good and evil, including honesty. She learned about life from numerous books she had read. However, because Mr. Wormwood had never fulfilled his role as a parent in terms of guiding from the start, he assumed that what Matilda was saying was rubbish spouted by a youngster who didn't know the difference between good and bad. Still, he belittled Matilda's knowledge. This is also obvious in the following quote:

Matilda said quietly, 'Dad, you made exactly four thousand three hundred and three pounds and fifty pence altogether.'

'Don't butt in,' the father said. 'Your brother and I are busy with high finance.'

"But Dad..."

"Shut up," the father said. **'Stop guessing and trying to be clever.'** (Dahl 49-50)

Matilda was regularly humiliated by her father in the same situation. Mr. Wormwood never allowed Matilda to express herself. Matilda tried every time, but her father always refused and began speaking harshly to her. Her father's statements prohibiting her from answering were an insult to Matilda, presuming that Matilda was a foolish youngster who was guessing the answer on the spur of the moment.

'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!**' (Dahl 51).

Mr. Wormwood's insults became even harsher when he realized Matilda's answer was correct. He accused Matilda of cheating by looking at his paper. Mr. Wormwood, however, did not appreciate Matilda's ability. He continued to reject and undermine Matilda's self-esteem by accusing her of being a cheater and a liar for answering the calculation question correctly.

Besides abusive words, according to Odhayani et al., emotional abuse also occurs when the child is shamed and humiliated. It could be verbal, in the form of harsh words or harmful names, or comparing a child to a sibling or friend (833). An example of the quote is shown below:

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, honestly I haven't. I've never seen that slimy thing before!'

'Stand up at once, **you filthy little maggot!**' (Dahl 156)

Matilda was not only emotionally abused by her parents, but she also received the same treatment at school. The principal was a very cruel person who disliked children. She would punish children who displeased her, one of which was Matilda. From the quote above, we can see that Miss Trunchbull cursed Matilda with harsh words and called her names that are not appropriate for children. Matilda was called a cockroach and also a disgusting maggot.

Verbal abuse can take the form of berating and belittling, and according to DuPre and Sites, it can also take the form of telling them they are a problem or calling them names, and gradually reducing their self-esteem and self-confidence (19). This is shown by the following conflict between Matilda and Miss Trunchbull:

'You are a vile, repulsive, repellent, malicious little brute!' the Trunchbull was shouting. **You are not fit to be in this school! You ought to be behind bars,** that's where you ought to be! I shall have you drummed out of this establishment in utter disgrace! I shall have the prefects chase you down the corridor and out of the front-door with hockey-sticks! I shall have the staff escort you home under armed guard! And then I shall make absolutely sure you are sent to a reformatory for delinquent girls for the minimum of forty years!' (Dahl 157).

Miss Trunchbull commits emotional abuse by making fun of Matilda. She portrays Matilda as a terrible child at the start of the phrase. Matilda, according to Miss Trunchbull, is the source of all problems. As a result, she must be willing to accept responsibility for all of the difficulties, even if she did not cause them. Matilda is portrayed as a wicked child as Miss Trunchbull curses her with a sentence that places her behind bars as a suitable place for her. Matilda's existence is regarded as a problem, and she must be imprisoned.

Every day, victims of emotional abuse are 'struck' with the power of words that are demeaning, humiliating, threatening, intimidating, unfairly critical, or sarcastic (Ugoji 181). Based on the opinion above, it can be concluded that harsh words uttered every day by the abuser can have an impact in the form of fear on the victim. This can be proven through the following quote:

'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. (Dahl 37)

Mr. Wormwood's verbal assault escalates with threatening statements that frighten Matilda. Mr. Wormwood hates it when

Matilda spends her time reading books, despite the fact that books are one of Mr. Wormwood's dislikes. As a result, he was irritated and dissatisfied when Matilda relaxed and spent her evening reading a book. He showed his rage by shredding the pages off Matilda's book. Matilda was intimidated and terrified as a result of her rage. These kinds of demeaning words will have an impact on Matilda's emotional development, where she will feel frightened because of the threats and curses given by her parents and teachers every day.

A.2 Physical Neglect as portrayed by Matilda in Roald Dahl's *Matilda* novel

Every living person born in this earth, including children, has the right to have a decent life. Parents must strive to provide the basic requirements of their children, such as providing adequate shelter, nutritious food, and appropriate clothing. Aside from that, parents must protect their children from any threats. When parents or families are unable to meet this, the child is said to be undergoing physical neglect. This is in line with Clark's argument that physical neglect refers to the failure by parents to fulfill their child's basic necessities, including proper nutrition, adequate shelter, proper clothing, hygiene and supervision, and keeping children safe from physical and psychological harm (343-344). In practice, when a child has been exposed to various forms of abuse, he is also subjected to physical neglect, either in terms of living necessities or supervision and

protection. The following quote depicts Matilda's experience with physical neglect:

Matilda found the house empty as usual, her father was not yet back from work, her mother was not yet back from bingo and her brother might be anywhere. (Dahl 205)

Physical neglect occurs when parents neglect a child's basic needs to have a decent life. The basic needs of children can be defined as clothing, food, and proper shelter and supervision from parents. In this case it can be seen that Matilda did not get her needs in terms of supervision. As a parent, you should be able to ensure the safety of your child. This is what Matilda did not get from her family, she was left alone without any adults to watch over her. Matilda's mother would leave her to go bingo every afternoon. A small girl left at home alone without any parental or family supervision is an example of physical neglect in the form of not providing supervision and protection, which can have an impact on the child's safety. Matilda's mother would prefer go bingo than accompany Matilda at home. Her mother ignored the significance of watching after Matilda by going to play bingo, which can be assumed to be an insignificant or non-urgent activity. Matilda's safety is at risk as a result of this negligence.

A.3 Educational Neglect as portrayed by Matilda in Roald Dahl's *Matilda* novel

Education is a very important aspect for children. It can help children to develop the skills and knowledge required for future success. Furthermore, education is important in forming children's personalities and helping them in understanding moral and ethical ideals throughout life. Although every child has the right to an education, sometimes there are some children do not receive it, it is known as educational neglect. Clark defines educational neglect as any acts of omission and commission that include permitting chronic truancy, failure to enroll a child in school and inattention to specific educational needs (13). The following is a form of educational neglect experienced by Matilda:

Matilda was a little late in starting school. Most children begin Primary School at five or even just before, **but Matilda's parents, who weren't very concerned one way or the other about their daughter's education,** had forgotten to make the proper arrangements in advance. **She was five and a half when she entered school for the first time.** (Dahl 62)

Education helps children to understand the world around them and also helps to think critically and solve problems. Therefore, education plays an important role in a child's development. Education is an aspect that needs to be considered by every parent, except Mrs. Wormwood, Matilda's mother. Mrs. Wormwood did not care about Matilda's every business, including education. Mrs. Wormwood's

negligence and lack of attention caused Matilda late to get formal education. While most children entered school at the age of five or even before, Matilda received her first education at the age of five and a half. This delay caused her to enter in the middle of the semester and putting her behind her classmates.

A.4 Emotional Neglect as portrayed by Matilda in Roald Dahl's *Matilda* novel

Emotional neglect is a sort of neglect that is concerned with a person's emotional state, in this case the child. Children require a parent figure that is expected to commit their time and affection on a daily basis. When children do not receive this, it is claimed that the child is suffering from emotional neglect. Clark defines emotional neglect as "...failing to meet the nurturing and affection needs of a child" (13). The failure is caused by a lack of support in the form of affection and attention from parents toward their children. This is demonstrated by the following quote, which demonstrates Matilda's emotional neglect:

Mr. and Mrs. Wormwood were two such & parents. They had a son called Michael and a daughter called Matilda, and **the parents looked upon Matilda in particular as nothing more than a scab.** (Dahl 6)

In a family, the role of parents is to teach and accompany children to grow up. In their growth, children need a figure who can teach them about life. Sadly this was not the case for Matilda. From the moment she was born into the world, her parents never gave her their love. Her parents considered her nothing more than a scab, waiting for it to dry so they could throw it away. That is how much Matilda meant to her parents. Of course, this deeply hurt Matilda's feelings. The people closest to her who was expected to bring happiness to her life never even considered her. During her growing up years, she did not receive love and support from her family. Her parents loved her brother more than her. The absence of parental responsibility in providing affection to this child can be categorized as emotional neglect because they deliberately and consciously neglect the fulfillment of children's basic needs, namely affection.

Parental care is an important aspect of child development. This includes the roles of parents in helping the child's psychological development process. This parenting process will be said to fail if parents are unable to provide their role in real terms. According to Clark, parenting failure can be said to be emotional neglect, which in other words is explained as failure to provide the psychological nurturance necessary for a child's psychological growth and development (102). This parenting failure is characterized by the

absence of attention and care for the child. The following is an excerpt that shows that Matilda did not get this aspect from her parents:

'I'd rather not,' Matilda said. 'She doesn't encourage reading books.

Nor does my father.'

'But what do they expect you to do every afternoon in an empty house?'

'Just mooch around and watch the telly?'

'I see.'

'**She doesn't really care what I do,**' Matilda said a little sadly.

(Dahl 12)

Matilda did not receive adequate care from her parents. After being considered unimportant and simply a scab that could be thrown away at any time, Matilda also received no attention from her parents. They never cared about what Matilda was doing. Matilda's parents' poor parenting led to Matilda's unmet needs in terms of psychological growth and development. In general, parents should give their full attention to their children because they need someone to listen and understand them. Matilda's parents, however, chose to ignore her and show no affection for her in this case. This proves that Matilda experienced emotional neglect because her needs in terms of care and affection were not met.

Apart from not getting attention and affection, Matilda also did not get appreciation from her parents. Appreciation and support is one of the important aspects that can help a person's emotional development. As a parent, one should always give support and praise for something that the child has successfully achieved. When parents ignore this, then the parents are committing emotional neglect. Emotional neglect according to Ludwig and Rostain is a relationship pattern in which a significant other continuously disregarded, ignored, invalidated, or unappreciated an individual's affectional needs (112-113).

By the age of one and a half her speech was perfect and she knew as many words as most grown-ups. **The parents, instead of applauding her, called her a noisy chatterbox** and told her sharply that small girls should be seen and not heard. (Dahl 7)

Parents play an important part in their children's development, beginning with providing love and attention and ending with being a guide in their life. The stages of child development are the most awaited by parents. It's an exciting moment to see children begin to eat, talk, crawl, and walk. In general, parents will be delighted and pleased when their child can pronounce a few words, such as mama or papa. Matilda, on the other hand, was not so lucky. Mr. and Mrs. Wormwood, unlike other parents, were unhappy with Matilda's speech development. Matilda was cursed rather than praised. Matilda was

even labeled as a noisy child by her parents, proving that she does not receive the affection and care she deserves from her parents.

The neglect of affection can also be seen when Mr. Wormwood fails to provide the emotional support that Matilda needs, which is a sense of pride for having a child like Matilda. Mr. Wormwood instead belittles Matilda by describing her with bad words when he talks to other people. This can be seen in the following quote:

‘...He told me **the daughter was a bad lot though**. He said to watch her. **He said if anything bad ever happened in the school, it was certain to be his daughter who did it.**

I haven't met the little brat yet, but she'll know about it when I do. **Her father said she's a real wart.'** (Dahl 81)

When dealing with others, parents usually talk positively of their children. They frequently brag about their child's achievements. This shows their affection, which is defined by parental pride, so that they will be glad to brag about their children's accomplishments. Matilda's parents, on the other hand, do none of the above. Mr. Wormwood, on the other hand, told Miss Trunchbull that Matilda was a terrible and naughty girl. He further stated that if something goes wrong, Matilda should be held responsible because she must have done it.

The climax of emotional neglect by Matilda's parents is evidenced in the scene where Matilda chooses to live with Miss Honey when her parents are moving to Spain. Here is the quote:

'Come on, Harry,' the mother said, pushing a suitcase into the back seat. **'Why don't we let her go if that's what she wants. It'll be one less to look after.'**

'I'm in a hurry,' the father said. 'I've got a plane to catch. **If she wants to stay, let her stay. It's fine with me.'** (Dahl 231)

The scene above proves that Matilda's parents do not love her. In general, parents will always try to stay together with their children even if there is a disaster. They do so as a form of affection between parents and children. When Matilda's parents chose to leave her, it could be interpreted that her parents did not love her. Furthermore, her mother's statement that they have another child to take care of strengthens the argument that Matilda's parents do not feel lost if they have to part with Matilda. The evidence further supports that Matilda did not receive affection from her parents.

B. The depiction of revenge portrayed by Matilda in Roald Dahl's *Matilda* novel

This sub-chapter deals with the question for problem formulation two; how Matilda describes revenge in Roald Dahl's novel *Matilda*. As living beings we cannot avoid bad things that happen in our lives. We must have a

way to overcome it as an option. As a result, Matilda, the main character in the Roald Dahl's *Matilda* novel, chooses revenge as a means of overcoming the problem of abuse that befalls her. McCullough defines revenge as "the willing performance of an aggressive action towards the perceived offender in order to make up for an interpersonal offense " (602). There is no smoke without fire, and this is how the concept of revenge is carried out. A person seeks revenge because they believe they have been morally or financially injured by others. This urge for revenge comes from a sense of injustice shared by multiple people or organizations. According to McCullough, there are three forms of revenge based on their intention, there are revenge as balancing the scale, revenge as moral instruction, and revenge as saving face. In this analysis, the data found that Matilda took two sorts of revenge depending on her motivations, namely revenge as balancing the scale and revenge as moral instruction.

B.1 Revenge as balancing the scale as portrayed by Matilda in Roald Dahl's *Matilda* novel

One of the reasons for revenge is the lack of justice that a person feels towards another person or group. Therefore, the person demands to retaliate so that the person or group that gave the injustice can feel the same and balanced. This concept is called revenge as balancing the scales, where the harmed person will believe the harmed person will believe that the wrongdoer deserves to be punished (McCullough et al. 602). Revenge carried out with this concept is morally understandable

because what the victim does is to balance the scales. This concept of revenge was chosen by Matilda to avenge her abusers, here is the quote:

Matilda glared at the Trunchbull. How she hated her. She glared at the glass with the newt in it. **She longed to march up and grab the glass and tip the contents, newt and all, over the Trunchbull's head.**

...The water in it and the squirming newt splashed out all over Miss Trunchbull's enormous bosom. (Dahl 159-161)

An eye for an eye is a well-known phrase that describes that evil behavior must be repaid in kind. It is natural that anger can trigger someone to take revenge. A person who seeks revenge has the belief that the person who has hurt him should be punished as severely as he has felt. This concept was applied by Matilda when she was very angry and disgusted for what her headmistress had done to her. She was accused of the crime of putting a newt in Miss Trunchbull's water dish. Her anger is fueled further when Miss Trunchbull calls her names that are impolite and unacceptable for children to talk about. Everything was unfair, Matilda was accused of doing what she did not do. As a result, her pain motivated her to seek revenge. She accomplishes this by using her magical ability to spill the water and the newt on Miss Trunchbull.

Since Matilda's punishment could not balance the scales, she devised another revenge plan for Miss Trunchbull by using her big secret that she had been keeping hidden. Here is the quote:

At exactly that moment Nigel, at the other end of the room, jumped to his feet and started pointing excitedly at the blackboard and screaming, **'The chalk! The chalk! Look at the chalk! It's moving all on its own!'** (Dahl 214)

Matilda's self-esteem was hurt by Miss Trunchbull with accusations that she didn't even do, so Matilda felt that she had to get even. To achieve justice, Matilda had to hurt Miss Trunchbull's self-esteem so that the revenge would be balanced. This is done by exposing Miss Trunchbull's biggest secret about the murder she committed against her brother. This is done by using Matilda's magical power to move things remotely. Matilda wrote sentences on the blackboard saying that Miss Trunchbull was her brother's murderer and that she should take responsibility for what she had done. This frightened Miss Trunchbull and the news spread quickly. The revelation of this case caused Miss Trunchbull to be ridiculed and treated badly by people at the school. This certainly hurt Miss Trunchbull's self-esteem in front of many people. Matilda's efforts were aimed at moral balancing where what she did was worth it or as severe as what Miss Trunchbull had done to her.

B.2 Revenge as moral instruction as portrayed by Matilda in Roald

Dahl's *Matilda* novel

Apart from seeking justice, one of the purposes underlying revenge is to teach the perpetrator a lesson. This has been stated by Heider that revenge might be motivated by a desire to teach the perpetrator a lesson (McCullough et al. 602). Revenge is carried out to teach the perpetrator a moral lesson, so that they understand that what they did was wrong. In addition, revenge can also have a deterrent effect on the perpetrator not to commit acts of violence again in the future. The following are some quotes that show that Matilda took revenge in order to teach a lesson:

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. She timed this operation very carefully, applying the glue just as her father was getting up from the breakfast table.

...

There was comparative calm in the Wormwood household for about a week after the Superglue episode. The experience had clearly chastened Mr. Wormwood and he seemed temporarily to have lost his taste for boasting and bullying. (Dahl 26-34)

Violence is an act that is extremely harmful to the victims who are subjected to it. One of the harmful consequences of violence is the occurrence of resentments. This resentment can arise from the victim's dissatisfaction with what happened to him. As a result, some parties have a reason to seek vengeance. However, as Heider explains, revenge might be motivated by a desire to teach the wrongdoer a lesson. One example is the quotation above, in which Matilda performed revenge in order to make her father realize that what he did was unacceptable. Matilda's resentment arose as a result of her father's behavior, which frequently spoke rudely and abused her with words that were not worth hearing. Matilda was inspired to seek vengeance after being repeatedly called stupid by her own father. She was abused when she sought to express herself in front of Mr. Wormwood. Matilda chooses to take retribution on objects important to her father, in this case a hat, in self-defense. To teach her father a lesson, she places glue inside the hat so that it cannot be removed once it is worn. This tiny effort had a moral impact on his father, though the effect was short-lived. After a few weeks, his father became less violent against her.

Matilda's lesson to her father did not last long. After about a week of not bullying Matilda, her father finally did it again because he was triggered by something he hated. Here is the excerpt:

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.**

...

Her safety-valve, the thing that prevented her from going round the bend, was the fun of devising and dishing out these splendid punishments, and the lovely thing was that **they seemed to work**, at any rate for short periods. **The father in particular became less cocky and unbearable** for several days after receiving a dose of Matilda's magic medicine. (Dahl 37-45)

Matilda's revenge this time was carried out by utilizing Fred's parrot, which she knew to be a smart bird. Her plan was well thought out after the harsh treatment she received from her father. The incident began when her father came home from work with his face bent. Mr. Wormwood was immediately furious to see Matilda casually enjoying her time reading a book on the sofa. For information, books are one of the things that are not considered important to Matilda's parents. According to them, it is better to watch television than to waste time reading books. Therefore, when Mr. Wormwood saw Matilda spending

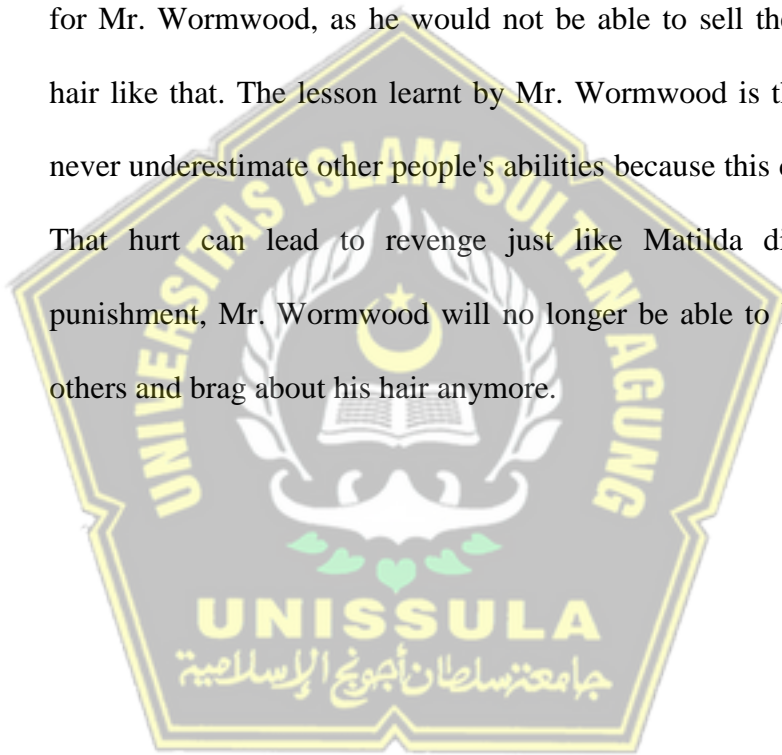
her time reading, he was very angry and tore the pages of the book. Seeing this, Matilda was both scared and angry because the book her father tore was one she had borrowed from the library. Resentment was in the air and led Matilda to devise a plan for revenge. Her plan this time was to scare her father with Fred's talking parrot, as if it were a ghost. The action pays off as her father is scared to death and runs away. At the very least, this action will make Mr. Wormwood a little more deterred and realize what he did was wrong.

Matilda's two punishments to her father did not deter him. Mr. Wormwood again and again abused Matilda by undermining her abilities with harsh words. Therefore, this time Matilda made sure that her punishment would deter her father and stop him from doing bad things to her. This can be seen in the following quote:

Now, in the early morning privacy of the bathroom, **Matilda unscrewed the cap of her father's OIL OF VIOLETS and tipped three-quarters of the contents down the drain. Then she filled the bottle up with her mother's PLATINUM BLONDE HAIR-DYE EXTRA STRONG.** (Dahl 55)

Matilda's previous punishments did not stop her father from being violent. Therefore, this time Matilda attacked something very precious and always proud of Mr. Wormwood. For a car salesman, hair is one of the most important things to make someone look professional. This

is what Matilda used as a loophole in giving lessons. That morning, Matilda did the deed by removing some of Mr. Wormwood's head oil and replacing it with her mother's blonde hair color. As soon as Mr. Wormwood put it on, the family was shocked to see Mr. Wormwood's smooth black hair turn into a dirty silver color like circus trousers that had never been washed. The punishment this time was very frustrating for Mr. Wormwood, as he would not be able to sell the car with his hair like that. The lesson learnt by Mr. Wormwood is that we should never underestimate other people's abilities because this can hurt them. That hurt can lead to revenge just like Matilda did. With this punishment, Mr. Wormwood will no longer be able to look down on others and brag about his hair anymore.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains a summary of the results of the analysis that has been described in chapter four and also suggestions that might be used as a reference for future researchers in conducting the same research or who will examine this object as a further research.

A. Conclusion

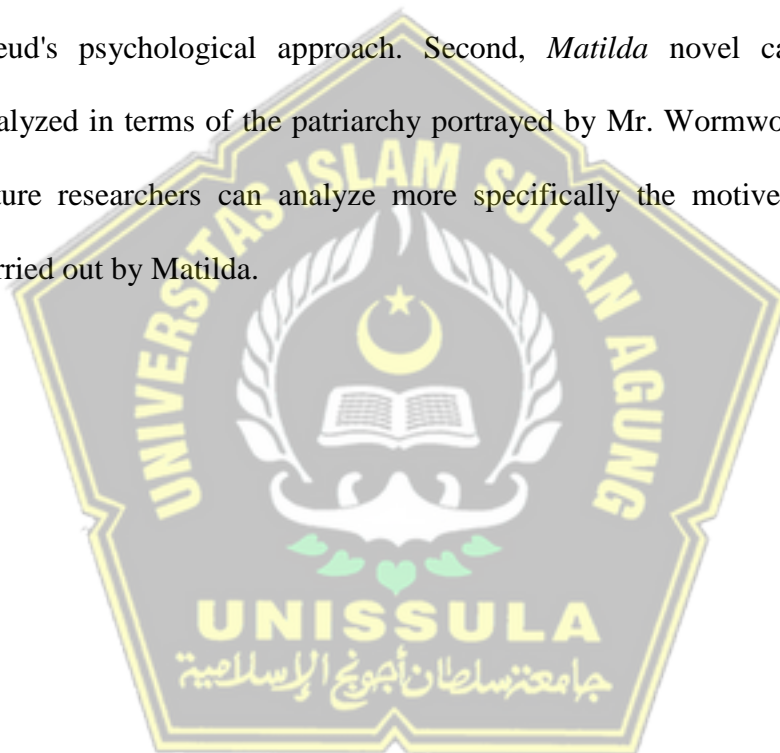
Based on the results of the research discussed in chapter four, there are two conclusions that the author can provide. First, the forms of child abuse experienced by Matilda are emotional abuse; which is carried out in the form of verbal abuse in the form of cursing, demeaning, calling inappropriate names, intimidating, and considering children a problem. Physical neglect, which is in the form of lack of supervision and protection of children's safety. Educational neglect, in the form of parents' negligence to register schools. And last is emotional neglect which is carried out in the form of lack of affection, lack of parental roles in terms of parenting, and no appreciation for children.

Second, there are two types of revenge that Matilda took against her abusers, namely revenge as balancing the scale and revenge as moral instruction. Matilda's revenge against her father is a type of revenge as moral instruction, which has the aim of making her father realize that his behaviour is wrong and making him deterred so that he does not do it again in the future. Meanwhile, Matilda's revenge against Miss Truncbull is revenge as

balancing the scale, where the aim is to balance the scales, that something that gives harm must be balanced so that justice is achieved.

B. Suggestion

Based on the data analysis conducted in this study, there are several suggestions that may be useful for the future researchers. First, the future researcher can analyze the child abuse in *Matilda* novel using Sigmund Freud's psychological approach. Second, *Matilda* novel can be further analyzed in terms of the patriarchy portrayed by Mr. Wormwood. Third, the future researchers can analyze more specifically the motives for revenge carried out by Matilda.



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