



**PATRIARCHAL PRACTICES AND RESISTANCE IN ROALD
DAHL'S *MATILDA***

A THESIS

**In Partial Fulfilment of the Requirements for
the Sarjana Degree Majoring Literature in the English Department
Faculty of Humanities Diponegoro University**

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PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis by herself without taking any results from other researchers in S-1, S-2, S-3, and in diploma degree of any university. The writer ascertains that she does not quote any material from other publications or someone's paper except from the reference mentioned.

Semarang, 22nd September 2016

Erisa Anggraeni

MOTTO AND DEDICATION

*If you can't fly, then run,
If you can't run, then walk,
If you can't walk, then crawl,
But whatever you do,
You have to keep moving forward*

Martin Luther King Jr.

*This thesis is dedicated to
my beloved family and to everyone
who help and give me an endless love and support to accomplish this thesis.*

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MATILDA

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Semarang, 22nd September 2016

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ABSTRAK

Penelitian ini membahas novel yang berjudul Matilda karya Roald Dahl. Tujuan-tujuan dari penelitian ini adalah untuk menjelaskan dan menganalisis intrinsik dan ekstrinsik pada cerita tersebut. Pembahasan ini akan difokuskan pada keluarga Wormwood, di mana terjadi praktik patriarki. Hasil penelitian ini menguraikan makna mengenai representasi ideologi patriarki dalam novel Matilda yaitu representasi perempuan dianggap memiliki kedudukan yang lebih rendah daripada laki-laki. Metode yang digunakan dalam memperoleh data adalah library research dan data-data tambahan dari internet. Dengan analisis terhadap keluarga Wormwood, dapat diambil kesimpulan bahwa representasi perempuan dianggap memiliki kedudukan yang lebih rendah daripada laki-laki dalam novel Matilda menimbulkan dampak yang berbeda bagi masing-masing anggota keluarga Wormwood dan membuat Matilda memilih hidup dengan gurunya.

Kata kunci: karakter, kewanitaan, praktik patriarki, perlawanan.

ABSTRACT

This thesis discusses a novel entitled *Matilda* by Roald Dahl. The aims of the thesis are to explain and to analyse the intrinsic and extrinsic aspects of the story. The analysis will be focused on The Wormwoods where patriarchal practice happens. The result of this thesis describes the meaning of the representation of patriarchal ideology in *Matilda* which is the representation of woman are considered to have lower status than men. The method used in obtaining the data is library research and additional data from the internet. With an analysis of The Wormwoods, it can be concluded that the representation of patriarchal ideology in *Matilda* has different impacts for each family member Wormwood and made Matilda to choose living with her teacher.

Keywords: character, womanhood, patriarchal practice, resistance.

CHAPTER I

INTRODUCTION

This chapter contains the explanation of the introducing aspects to analyze the novel. There are five parts in this chapter, which are background of the study, research problems, objectives of the study, method of the study, and organization of the study. These parts will be explained in the following paragraphs.

1.1 Background of the Study

If one talks about literature, it will be wise to narrow it to imaginative literature. According to Wellek and Warren, in their book *Theory of Literature*, “Imaginative literature is a fiction, an artistic, verbal imitation of life” (1949: 25). There are many kinds of literary works such as poetry, play and prose or novel. This thesis will discuss about prose or novel.

Hugh Holman in his book *A Handbook to Literature* describes novel as “to designate any extended fictional prose narrative” and “restricted to narratives” only (1985: 298). Every novel has different meaning and message that the author wants to convey. Some authors use novel as a way to confide and to express their opinion towards matters happen around them, including social matter. In *Matilda*, the writer finds out the depiction of patriarchal theory.

Matilda tells the story of a very small, young girl who is competitive, active, rebellious and brilliant. The novel also appoints patriarchal ideology since Matilda’s father mistreats her because she is “only” a little girl. In fact, her father

underestimates every woman including his wife. As Todres and Hinginbotham stated in their article,

Roald Dahl's classic children's book *Matilda* confronts the experience of being both a child in an adult-dominated world and a girl in a patriarchal society, the intersection of two different forms of discrimination (2015: 78).

Since his books are for children, Dahl is able to use magic without creating a whole illogical fantastic world to deal with adult world. According to Sturrock,

In many instances his books are a kind of imaginative survival manual for children about how to deal with the adult world around them. They offer the vision of an existence freed from parental controls, a world full of imagination and pleasure, where everything is possible (2010: 42).

Based on the opinion given, it is interesting to do an analysis on the novel. This thesis will discuss intrinsic aspects such as character, and formula of the story and extrinsic aspects using patriarchal ideology of a novel entitled *Matilda* by Roald Dahl.

1.2 Research Problems

In composing this research, the writer defines three questions related to the topic and to be answered later in the discussion,

1. How patriarchal ideology is presented in *Matilda*?
2. What is the impact of patriarchy on other characters?
3. How does Matilda resist to patriarchal practices in *Matilda*?

1.3 Objectives of the Study

Regarding the research problems above, the writer attempts to recite the problems in this study to utter the answer. This paper analyzes both intrinsic and extrinsic aspects in the novel *Matilda*. The main analyses are to explain the representation of patriarchal ideology, the impact on other characters in and Matilda's resistance to patriarchal practices in *Matilda*.

1.4 Methods of the Study

This thesis uses library research method in analyzing Roald Dahl's *Matilda* about patriarchal ideology. The sources used are not only from books, but also from other media such as, the internet by searching journals and electronic books. As Wellek and Warren state "Since the majority of students can find their source materials in libraries, knowledge is the most important libraries, and familiarity with their catalogues as well as other references books" (1949: 50). Therefore, the books from library research provide information and important data for the object of the study.

The writer uses two methods in this study, intrinsic and extrinsic approach. For intrinsic aspects, the writer analyzes character and formula of the story, whereas for the extrinsic aspect the writer uses patriarchal approach, which is described as a system in which males have the higher rights authority in the society.

1.5 Organization of the Thesis

This paper is arranged in chapters and sub-chapters as follows:

CHAPTER I INTRODUCTION

It explains Background of the Study, Research Problems, Objectives of the Study, Methods of the Study, and Organization of the Study.

CHAPTER II SUMMARY AND BIOGRAPHY

It gives a biography of the author of *Matilda*, Roald Dahl and a brief summary of the novel as the subject of the study. The summary aims to give a correlation between the story of the novel and the content written in this study.

CHAPTER III THEORETICAL FRAMEWORK

It contains literary review which gives explanation about all of the theories used in the thesis. The theories included in this study give the definitions and explanations of both intrinsic and extrinsic elements. The intrinsic elements include character and formula, whereas the extrinsic elements include

patriarchal ideology and the characteristics of a patriarchal system.

CHAPTER IV

ANALYSIS

It contains the discussion of the thesis which will analyze all of the theories' application on the novel.

It includes the analysis of the characters and the formula of the novel and how the patriarchal practices and resistance happen.

CHAPTER V

CONCLUSION

It contains the conclusion of the discussion which is described in the previous chapter.

BIBLIOBRAPHY

CHAPTER II

BIOGRAPHY OF ROALD DAHL AND SYNOPSIS OF *MATILDA*

2.1 Biography of Roald Dahl

According to Biography.com Editors in The Biography.com websites, Roald Dahl was born on September 13, 1916, in Llandaff, South Wales. In 1953, he published the best-selling story collection *Someone Like You* and married actress Patricia Neil. He published the popular book *James and the Giant Peach* in 1961. In 1964, he released another highly successfully work, *Charlie and the Chocolate Factory*, which was later adapted for two films. Over his decades-long writing career, Dahl wrote 19 children's books. He died on November 23, 1990, in Oxford, England.

Dahl first established himself as a children's writer in 1961, when he published the book *James and the Giant Peach*. The book met with wide critical and commercial acclaim. Three years later, Dahl published another big winner, *Charlie and the Chocolate Factory*. Both books were eventually made into popular movies. A film adaptation of *Charlie and the Chocolate Factory* was released as *Willy Wonka and the Chocolate Factory* in 1971, and an originally titled remake of the film, starring Johnny Depp, was released in 2005. The movie version of *James and the Giant Peach* was released in 1996.

Despite their popularity, Dahl's children's books have been the subject of some controversy, as critics and parents have balked at their portrayal of children's harsh revenge on adult wrongdoers. In his defense, Dahl claimed that

children have a cruder sense of humor than adults, and that he was merely trying to appeal to his readers. Other critics have accused Dahl of portraying a racist stereotype with his Oompa-Loompa characters in *Charlie and the Chocolate Factory*.

2.2 Synopsis of *Matilda*

Matilda was a little girl who lived with her parents who acted evil and ignore her. It was ironic because Matilda was a super-genius kid. She taught herself to read and always went to a local library every afternoon to read books. Using her intelligence, she decided to play prank on her parents every time they misbehave. She glued her father's hat to his head, disguised neighbor's parrot as a ghost, and dyed her father's hair blond.

Matilda started to go to school. On the first day, her teacher, Miss Honey, soon realized her intelligence. Miss Honey even asked the principal to move Matilda to higher class, but Miss Trunchbull disagreed. Meanwhile, Matilda knew that Miss Trunchbull was often insolent to her students.

A student decided to play prank on Miss Trunchbull. She caught lizards and put it into Miss Trunchbull's glass. Miss Trunchbull accused Matilda for doing it. This made Matilda very angry. She pushed over Miss Trunchbull's glass with her mind. After class, she told Miss Honey what she did, which made them became close.

Miss Honey told Matilda about her life and her past. Miss Trunchbull turned out to be her aunt. She was insolent and unfair to Miss Honey that caused her life miserable. Matilda decided to use her telekinetic ability to help Miss Honey.

One day, Miss Trunchbull visited Miss Honey's class again and acted cruel as usual. Matilda used her ability to give lessons to Miss Trunchbull and causes the woman unconscious. Miss Trunchbull was deterrent and escapes out of town. The situation became very well for Miss Honey and Matilda. Matilda was even placed in a higher class, but she lost her telekinetic ability. Matilda visited Miss Honey's house every day and Miss Honey decided to adopt Matilda.

CHAPTER III

THEORETICAL FRAMEWORK

This chapter contains theories which are used to analyze the novel. It will be divided into two parts, which are intrinsic and extrinsic elements. The intrinsic elements contain the explanation of characters and formula of the story. The extrinsic elements contain the explanation of patriarchal ideology and characteristics of patriarchal system.

3.1 Intrinsic Elements

3.1.1 Character

Character is an important element in a novel that can help the development of storyline. According to Barnet in *An Introduction to Literature: Fiction, Poetry, Drama*, character is “a figure in a literary work or the personality of such a figure (1989: 37). Potters also said that character is a fundamental element in a novel by stating “Character is basic element in such imaginative literature and therefore they merit the considerable attention paid to them” (1967: 443). To summarize, character is basic yet important element in a novel and need to be observed in order to understand the main message of the novel.

Holman classifies character into two types, static and dynamic. Static character is a character who slightly changes throughout the story. Things happen to the character do not take effect to them.

A static character is one who changes little if at all in the progress of the narrative. Things happen to such a character without things happening

within him. The pattern of action reveals the character rather than showing the character changing in response to the actions (Holman, 1985: 76).

Dynamic character is a character who undergoes alteration throughout the story.

The position of the characters is determined by their personal qualities and behavior.

A dynamic character, on the other hand, is one who is modified by the actions through which he or she passes, and one of the objectives of the work in which the character appears is to reveal the consequences of these actions upon the character (Holman, 1985: 76).

The position of the characters is determined by their personal qualities and behavior. Since children are only able to recognize kind-hearted character or well known as protagonist and evil character or antagonist in stories, it is usually easier to distinguish the protagonist from the antagonist through their physical appearance and the way they talk. The protagonist is usually described as speaking softly, having friendly expression, and wearing nice clothes. On the other hand, the antagonist is described by speaking harshly, having evilly expression and wearing strange looking clothes. Holman explains that protagonist is “the chief character in a play or story” (1985: 355), while antagonist is the character “who stands directly opposed to the protagonist” (1985: 25).

Perrine states that “the central character in the conflict, whether a sympathetic or an unsympathetic person called protagonist and the forces arrayed against him, whether persons, things, conventions of the society, or traits of his own character called antagonist” (1988: 42). It can be concluded that the protagonist strives to confront the resistance from antagonist. The opposition

between the protagonist and the antagonist is important in developing interaction throughout the story.

3.1.2 Formula

Cawelti defines formula as "... a means of generalizing the characteristics of large groups of individual works from certain combinations of cultural materials and archetypal story patterns" (1976: 7). Holmes describes formula as "a hackneyed sequences of events typical of a number of instances in some popular form of writing" (1985: 193). In other word, formula is a pattern which is used by the writer of a story.

Cawelti classifies three literary devices most often used by formulaic writers, which are:

1. Suspense

Suspense is the writer's ability to temporarily create a sense of fear and uncertainty about the destiny of the hero. It is a special kind of uncertainty that always leads to a possible resolution.

2. Identification

Formulaic literature creates a very different identification between audience and protagonists. Its purpose is not to make audiences confront motives and experiences in themselves that they might prefer to ignore it but to take them out of themselves by confirming an idealized self-image.

3. The creation of a slightly removed, imaginary world.

The majority of popular formulas have a kind of fantasy world that is adequately different from common reality. This imaginary world allows audiences immersed in the story and relate themselves to the characters.

Cawelti discerns formula into five types which are adventure, romance, mystery, melodrama and alien beings or states. Adventure is the story about a hero overcoming obstacles and dangers. Romance is the organizing action of the development of a love relationship, usually between a man and a woman. Mystery is the story of the investigation and the discovery of hidden secrets. Melodrama is the dramatic production of some different fantasies toward some other purpose. Alien beings or states is the stories dealing with alien beings and states which usually portray the annihilation and ultimate destruction of some monsters.

However, this thesis will only discuss about the formula of adventure type that fits in with the characteristic of the story under discussion.

3.1.2.1 Adventure

The central fantasy of the adventure story is that of the hero—individual or group—conquering obstacles and dangers and solving some important and moral mission. The center of interest in the adventure story is the hero character and the kind of the obstacles he has to cope with. This is the simplest, oldest, and widest in all story types. It can be traced back to the myths and earliest times and has been developed in some form or other by almost every human society. (Cawelti 1976:40).

This type of formula presents a character dealing with the most frightening menace to achieve some triumphs. The basic moral fantasy that exists in this type of story is either victory over death or triumph over justice. There are two primary ways in which the hero can be characterized, which are as a superhero with exceptional strength or ability or as ordinary human being with flawed abilities and attitudes. Furthermore, Cawelti described the type of superhero by stating,

“In the case of the superhero, the principle of identification is like that between children and parent and involves the complex feeling of envious submission and ambiguous love characteristic of that relationship. This kind of treatment of the hero is most characteristic of the adventure stories constructed for children and young people” (1976: 40).

The story of a girl who has complex relationship with her parents and then tries to seek justice for herself fitted in with Cawelti’s explanation about the hero.

3.2 Extrinsic Elements

Extrinsic elements are the elements that come up from the outside of the literary works. This thesis will explain about patriarchal ideology.

3.2.1 Patriarchal Ideology

Initially used to describe the power of the father in a family, patriarchy has been expanded to describe a broader system in which men hold control of everything.

The following statement is the definition of patriarchy by Wheedon.

The term ‘patriarchal’ refers to power relations in which women’s interest are subordinated to the interests of men. These power relations take on many forms. From the sexual division of labour and the social organization of procreation to the internalized norms of femininity by which we live. Patriarchal power rests on social meaning given to biological sexual difference (2001: 3).

According to Lerner (1986: 45), there are many theories to explain this phenomenon which ranges from biological explanations to psychological ones. The biological explanation is that men are more aggressive because they have higher testosterone levels and greater strength. Meanwhile, the psychological ones are that men use sexual dominance over women and aggression toward other men to compensate their inability to bear children. In other word, men use every possible reason to dominate women.

According to Walby as quoted by Godon in *Transforming Capitalism and Patriarchy: Gender and Development in Africa*, “patriarchy is “a system of interrelated social structures which allow men to exploit women” (1996: 18). Walby uses such a strong word ‘exploit’ to refer to a negative meaning and accurately describes patriarchy.

Adrienne Rich In *Encyclopedia of Women’s Autobiography: K-Z* gives more detail about patriarchy by saying “[p]atriarchy is the power of the fathers: a familial social, ideological, political systems in which men-by force, direct pressure, or through ritual, tradition, law and language, customs, etiquette, education, and the division of labor, determine what part women shall or shall not play” (1995: 87). It can be concluded that men dominate women in every aspects in order to control the movements of the women.

Giddens and Griffiths quoted Walby classify two forms of patriarchy, private patriarchy and public patriarchy. Private patriarchy is when men dominate women within the household of an individual patriarch. Meanwhile, public

patriarchy is more of a mutual form. Women are allowed to involve in public realms, such as politics and the labor market, but they remain excluded from wealth, power and status (2006: 473). Men dominate the public domains. Although women are allowed to have some freedom by being able to have career or join politics, the gap is still visible in the matter of wage and the quantity of workers between the two genders.

Consequently, patriarchy can be defined as a series of social relations between men and women, which have a material base and also arouse or evoke independence and solidarity among men that concede them to dominate women (Jagger and Rosenberg, 1984: 172).

According to Sultana “Patriarchy, which pre-supposes the natural superiority of male over female, shamelessly upholds women’s dependence on, and subordination to, man in all spheres of life” (2011: 7). Subordination is the condition in which one holds the position of controlling the other. Therefore women’s subordination means the social situation in which men hold the position of controlling women.

As a consequence of patriarchy, women were hindered from their legal right and put aside their freedom over their property as well as themselves. To keep men controlling women, patriarchy operates some social customs, traditions and social roles by socialization process.

3.2.2 Characteristics of Patriarchal System

According to McCallister in her article *Patriarchal System: Definition and Overview*, there are some characteristics of patriarchal system, which are:

1. **Male Dominance** - In a patriarchal system, all decisions in both society and family unit are made by men. They also hold all positions of authority and power, and are considered superior.
2. **Male Identification** - Men care about their identification that includes qualities of control, strength, forcefulness, rationality, strong work ethic, and competitiveness. Those qualities are instrumental to male identification in a patriarchal system. Men want to be identified by all those qualities among others.
3. **Male Centeredness** - In a patriarchal system, men become the center of action and progression. They also become the decision-maker in the society. In patriarchal system, the focus and developer of all events and inventions, the heroes in all situations, and the center of social engagement, fun, and entertainment are all men.
4. **Obsession with Control** - Men existing in a patriarchal system or society must hold control at all times. They have an urge to control all social and family situations and to make all decisions pertaining to finances and education.

CHAPTER IV

ANALYSIS

This chapter contains the discussion about the intrinsic and extrinsic elements in *Matilda*. The discussion of the intrinsic elements covers the discussion of characters and formula of the story. The discussion of the extrinsic elements covers the discussion of representation of patriarchal ideology in the story, impact of patriarchy to other characters and resistance to patriarchal practices in the story.

4.1 Intrinsic Elements

This chapter contains intrinsic elements of the novel. The intrinsic analysis will be divided into two parts. The first part is analysis on the characters and characterization. The second is analysis on the formula which is the structure of the story.

4.1.1 Characters

Although there are many other characters in the novel, the thesis will only analyze The Wormwoods that is Mr. and Mrs. Wormwood, Matilda, Michael and Miss Honey, Matilda's teacher which are best support the analysis.

4.1.1.1 Feminine character

In *Matilda*, the woman character who supports or subjects to patriarchal ideology is Mrs. Wormwood. She is the mother in The Wormwoods and is described as a woman who cares so much about her look. She dyes her hair and wears heavy make-up.

"... large woman whose hair was dyed platinum blonde except where you could see the mousy-brown bits growing out from the roots. ... wore heavy make-up and had one of those unfortunate bulging figures where the flesh appears to be strapped in all around the body to prevent it from falling out." (Dahl, 1988: 27).

Mrs. Wormwood's only interests are watching American soap-operas and playing Bingo every day. She thinks that a woman does not need to be smart. Her argument is "A girl doesn't get a man by being brainy" (Dahl, 1988: 99). The only important thing for a woman to do is to look good and find a rich husband. "A girl should think about making herself look attractive so she can get a good husband later on. Looks is more important than books..." (Dahl, 1988: 97). The only book in the house is a cookbook which consistent with Mrs. Wormwood's opinion of a woman's fulfilled life as married to a wealthy man.

She is submissive to her husband and like her husband Mrs. Wormwood thinks very little of her daughter's unique abilities and often berates her.

4.1.1.2 Opponent Characters

The characters who oppose patriarchy are Matilda and Miss Jennifer Honey. Matilda is the main character in the novel is Matilda Wormwood. She is four and a half -year old who has intelligence far above her years. Dahl even describes her as a "child-genius and prodigy" (Dahl, 1988: 75). She is also seen as more mature than people in her age.

"You are so much wiser than your years, my dear," Miss Honey went on, "that it quite staggers me. Although you look like a child, you are not really a child at all because your mind and your powers of reasoning seem to be fully grown-up. So I suppose we might call you a grown-up child, if you see what I mean" (Dahl, 1988: 195).

Matilda's reactions to situations are not the reactions that are expected from a five year old either. When her father tears up a library book, because he does not want her to read, she stays calm and does not burst into tears but instead makes plan to get back at her father and does it successfully.

“Most children in Matilda's place would have burst into a flood of tears. She didn't do this. She sat there very still and white and thoughtful. She seemed to know that neither crying nor sulking ever got anyone anywhere. The only sensible thing to do when you are attacked is, as Napoleon once said, to counterattack” (Dahl, 1988: 41).

Since her parents do not pay attention and affection to her at all, Matilda teaches herself to read at the age of three by reading newspapers and magazines in the house. By the time she is four, she already can read fast and well and has read the only book in the house which is her mother's recipes book. She wants more. Matilda enriches herself with knowledge by reading books from library where she meets Mrs. Phelps who then introduces Matilda to all the amazing books.

Matilda has interest in reading even though her parents do not allow any book in the house. They prefer Matilda and her brother watch television to reading books. She also has the power of telekinetic, the ability to move things with her mind. It is implied that this happens because of the repressed anger toward her parents.

She resented being told constantly that she was ignorant and stupid when she knew she wasn't. The anger inside her went on boiling and boiling, and she lay in bed that night she made decision. She decided that every time her father or her mother was beastly to her, she would get her own back in some way or another (Dahl, 1988: 29).

Later Matilda discovers her unusual ability as an outcome of all the anger inside of her.

Although Matilda has an extraordinary intelligence, she does not get special treatment from her parents. She seems to be labeled as a bad girl because her intelligence. In fact, her parents treat her like she is worthless, only because she is a girl. Dahl explains that “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, 1988: 11).

She does feel sad that her parents do not pay attention to her as they do to her brother. After all, she is only a five-year-old girl who wants to be loved by her parents.

Matilda longed for her parents to be good and loving and understanding and honorable and intelligent. The fact that they were none of these things was something she had to put up with. It was not easy to do so. (Dahl, 1988: 49).

Another character who opposes the patriarchy is Miss Jennifer Honey, Matilda’s teacher. She is a teacher at Crunchem Hall Primary School where Matilda studies. She is a young woman with slim and fragile figure.

“Their teacher was called Miss Honey, and she could not have been more than twenty-three or twenty-four. She had a lovely pale oval Madonna face with blue eyes and her hair was light-brown. Her body was so slim and fragile one got the feeling that if she fell over she would smash into a thousand pieces, like a porcelain figure” (Dahl, 1988: 66).

She is also gentle and seems to understand her students therefore being liked by them.

She admires Matilda's intelligence and wants to help Matilda to get proper education with that level of ingenuity. She even goes as far as coming to Matilda's house to talk to her parents about it. However, she only gets some kind of insults and an understanding that Matilda's problem is bigger than she thinks. She cannot believe that Matilda's parents do not care about her especially with the fact that Matilda has intelligence far above her age.

At the end of the story, she allows Matilda to live with her. She is willing to look after Matilda without having anything in return. However she makes sure to get permission from Matilda's parents.

“I would love to have Matilda,” Miss Honey said. “I would look after her with loving care, Mr. Wormwood, and I 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: 239).

4.1.1.3 Masculine

The characters who practice patriarchy are Mr. Wormwood and his son, Michael. Mr. Wormwood is the father in *The Wormwoods*. He works as a used car dealer. He is described as a cunning-looking man who likes to wear bright-colored clothes, presumably because he likes it when he stands out.

Mr. Wormwood was a small ratty-looking man whose front teeth stuck out underneath a thin ratty moustache. He liked to wear jackets with large brightly-coloured checks and he sported ties that were usually yellow or pale green (Dahl, 1988: 23).

From the beginning of the story, the reader knew that he is a dishonest business man. He deceives his customer by putting sawdust in his customers' cars

to make them sound better and runs the cars backward to turn back the mileage counters. He never praises his daughter for being smart and having telekinetic abilities, instead he constantly mocks her. He even rips a book which Matilda borrows from library because he does not like to see Matilda enjoy reading. Her father keeps on cursing at her.

Another masculine character is Michael, Matilda's older brother. Michael is "a perfectly normal boy" (Dahl, 1988: 11) and although he does not have the same level of intelligence or ability as his sister, he is the favorite in The Wormwood family. Mr. Wormwood even has decided that he will become the successor of his business and does not hesitate to share his immoral experience to him. "Listen boy," he said, addressing the son and ignoring Matilda, "seeing as you'll be going into this business with me one day, you've got to know how to add up the profits you make at the end of each day" (Dahl, 1988: 50). For him, is only necessary to cheat his customer.

While Matilda disagrees with her father deceitfulness, Michael seems interested in it. He is fascinated by his father way of running a business that he does not care that it is wrong. He has his father nature, as Dahl says "He seemed to have inherited his father's love of crookery" (1988: 23-24). It might be another reason he becomes the favorite.

4.1.2 Formula

Here are the formulas related to the patriarchal ideology which contain in *Matilda*.

No.	Formula	Description	Pages
1	Suspense	<ul style="list-style-type: none">• Matilda is being ignored by her parents since she was really young, but her brother gets different treatment.• Matilda is repeatedly mistreated by her parents.	<ul style="list-style-type: none">• (Dahl, 1988: 10-11, 94)• (Dahl, 1988: 12, 26, 38, 55)
2	Identification	<ul style="list-style-type: none">• Matilda teaches herself to read thus becomes smarter.• Matilda revenges in amusing ways	<ul style="list-style-type: none">• (Dahl, 1988:12-13)• (Dahl, 1988: 30, 42, 56)
3	The creation of a slightly removed, imaginary world	Matilda's telekinetic ability	(Dahl, 1988: 164-166, 211, 219-223)

Table 1 Formula of *Matilda*

4.1.2.1 Suspense

Matilda is an extraordinary girl with intelligence far above her age. She is the daughter of The Wormwood. Her parents fail to notice her intelligence and do not care about her. They ignore and scorn Matilda in favor of her older brother. As Dahl explains

... Mr. and Mrs. Wormwood were both so gormless and so wrapped up in their own silly little lives that they failed to notice anything unusual about their daughter. To tell the truth, I doubt they would have noticed had she crawled into the house with a broken leg (Dahl, 1988: 10).

They told her that “small girls should be seen and not be heard” (Dahl, 1988: 11). They even often leave her alone in the house. Her parents could not wait to get rid of her and considerably wait for the time when they finally free

from all ties from her. This statement is strengthened by Dahl's statements "Mr. and Mrs. Wormwood looked forward enormously to the time when they could pick their little daughter off and flick away..." (Dahl, 1988: 10). Matilda also has been admitted late to the school because her parents simply forget about it.

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, 1988: 66).

Matilda's parents especially her father, Mr. Wormwood, is often mean to her. When Matilda ask her father to buy her a book, he puts her down by saying that she is getting spoiled by asking it because they already have "a lovely telly with a twelve-inch screen" (Dahl, 1988: 12). Matilda's parents do not want her pursuing good habits such as reading books. She shares her distress with the librarian.

"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, 1988:16).

Matilda then finds out about his father dirty business and tells him that it is wrong, only to receive some vituperation from him. He calls Matilda stupid and "an ignorant little squirt" (Dahl, 1988: 26).

One day Mr. Wormwood finds Matilda reading a book and he feels jealous. Therefore he rips the book because he does not get why Matilda enjoys it so much when he could not. He does not want anyone enjoy something he could not.

When Mr. Wormwood asks Michael to do some profit calculation, Matilda listen carefully and gets the right answer. She does it almost immediately and without writing it down like her brother does. Mr. Wormwood then gets mad and accuses her of cheating because he does not believe anybody can do such a thing. She seems to be labeled as a bad girl because her intelligence. “No one in the world could give the right answer just like that, especially a girl! You are a little cheat, madam, that is what you are! A cheat and a liar!” (Dahl, 1988: 55). Mr. Wormwood considers an intelligent girl as a cheat and a liar.

4.1.2.2 Identification

Because Matilda’s parents do not pay attention to her, she then teaches herself to read. She begins with reading newspaper and magazines when she is just three years old. By the time she is four, she already can read fast. She decides to go to local library to read some more books. In there, she is assisted by the librarian who picks great books for her to read. Reading all those books gives her a view of wonderful life she had never seen. Matilda deplores her parents cognition.

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 (Dahl, 1988: 29).

Matilda never cries when her father is mean and curses at her. With her brilliant mind she thinks of how to revenge to her father. She knows that crying or sulking is useless. She does it as an attempt to “help her to tolerate their idiocies and would stop her from going crazy” (Dahl, 1988: 29). For example when her father gets mad when she tells him that cheating in his business is wrong and curses at her, she revenges by putting Superglue to his father’s hat making it gets stuck to his head. The only way to get it off is to cut the hat and the hair.

Another effort of revenge conducted by Matilda to her father is when her father rips her book, she avenges by scaring her family off. She borrows her neighbor’s parrot and hides it in the fireplace. Therefore when it speaks, it sounds like a ghost. This tricks works because her family, especially her father is scared to death.

The last is when her father calls her a cheat and a liar for answering the profit calculation right and almost immediately without writing it down. She revenges by dyeing her father’s hair blonde. She switches her father’s hair tonic with her mother’s blonde hair-dye. By the time her father uses his “tonic” he makes his hair blonde.

These pranks seem to success even though only for a short period. Her parents quieten down and are courteous to her.

Her safety valve, the thing that prevented her from going around 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, 1988: 49).

4.1.2.3 The Creation of Slightly Removed, Imaginary World

When Miss. Trunchbull accuses Matilda play prank on her, Matilda begins to develop her telekinetic ability. She brings down Mrs. Trunchbull's glass from where he sits just by staring at it with full concentration.

Oh, the rottenness of it all! How dare they expel her for something she hadn't done!

Matilda felt herself getting angrier... and angrier... and angrier... so unbearably angry that something was bound to explode inside her very soon.

... the feeling was mostly in the eyes. A kind of electricity seemed to be gathering inside them. A sense of power was brewing in those eyes of hers, a feeling of great strength was settling itself deep inside her eyes....

"Tip it!" Matilda whispered. "Tip it over!"

She saw the glass wobble... she kept pushing at it with all those millions of invisible little arms and hands that were reaching out from her eyes...

"Tip it!" she whispered again. "Tip it over!"

... she pushed harder... And then, very very slowly, so slowly she could hardly see it happening, the glass began to lean backwards... And there it teetered for a few seconds before finally toppling over and falling with a sharp tinkle on to the desk-top. The water in it and the squirming newt splashed out all over Miss Trunchbull's enormous bosom (Dahl, 1988: 164-166).

Matilda then decides to use her telekinetic ability to help Miss Honey. She practices her ability at her home so she could manage it.

She settled herself and began to concentrate, and very quickly this time she felt the electricity beginning to flow inside her head, gathering itself behind the eyes, and the eyes became hot and millions of tiny invisible hands began pushing out like sparks towards the cigar. "Move!" she whispered, and to her intense surprise, almost at once, the cigar with its little red and gold paper band around its middle rolled away across the top of the dressing-table and fell on to the carpet (Dahl, 1988: 211).

The next day on class when Miss Trunchbull teaches Matilda's class, Matilda begins to use her telekinetic ability to play prank on Miss Trunchbull. She writes threat on the blackboard by using her telekinetic which makes Miss Trunchbull thinking that a ghost writes it. Eventually, Miss trunchbull fainted and the next day she move out of town.

4.2 Extrinsic Elements

This chapter contains extrinsic elements of the novel. The extrinsic analysis will be divided into three parts. The first part is analysis on the representation of patriarchal ideology in the novel. The second part is analysis on the impact of the patriarchy to other characters. The third part is analysis on the resistance to patriarchal practices in the novel.

4.2.1 The Representation of Patriarchal Ideology in *Matilda*

Among patriarchy definitions given in chapter III, *Matilda* portrays Adrienne Rich's definition of patriarchy perfectly. Rich said that "patriarchy is the power of the fathers: a familial social, ideological, political systems in which men-by force, direct pressure, or through ritual, tradition, law and language, customs, etiquette, education, and the division of labor, determine what part women shall or shall not play" (1995: 87). The characteristics of patriarchal system described by McCallister are also applied in *The Wormwoods*.

1. Male Dominance

In *Matilda*, Mr. Wormwood, Matilda's father, treats his family by imposing his will on his family. One example is when he upholds the

dinner habit in front of the television simply because he likes it, although it is not a typical family dinner. He is angry when Matilda wants to eat dinner in another room. He forces a custom although it is not common without considering whether other members of his family like it.

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!"

"But we're not at the table," Matilda said. "We never are. We're always eating off our knees and watching the telly.

"What's wrong with watching the telly, may I ask?" The father said. (Dahl, 1988: 16).

Mr. Wormwood also uses language as his tool to show his power. He often uses abusive language to his family. It is not a strange thing that he calls Matilda stupid, dumb, etc. Through the use of such language, it can be seen that Mr. Wormwood considers himself as the smartest in the family.

"That's because you're an ignorant little twit," the father said (Dahl, 1988: 12)

"... You're just an ignorant little squirt who has not the foggiest idea what you're talking about!" (Dahl, 1988: 16)

"What in heaven's name are you talking about, you stupid witch?" (Dahl, 1988: 21).

2. Male Identification

Mr. Wormwood thinks that he is the most powerful and smartest person in his family just because he is the one who makes money and supports his family. He often praises himself.

"It's me! Here I come, the great man himself, the master of the house, the wage earner, the one who makes it possible for all the rest of you to live so well! Notice me and pay your respects!" (Dahl, 1988: 40).

3. Male Centeredness

Mr. Wormwood blurs the line of right and wrong and implements his own laws in his family. He has a business selling used cars and runs it fraudulently. When Matilda tries to tell him that it is not the right thing to do, he is angry and tells her to be quiet. However, he considers that it was part of his genius in running the business.

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. "

"If you do not like it then do not eat the food in this house," the father said. "It's bought with the profits." (Dahl, 1988: 16).

Since he likes watching television, he forces his family to do the things he enjoys. When Matilda asks his permission to buy books he declines and says that reading is not important. Mr. Wormwood's behavior fits with Rich's statement "the father determines what part women shall or shall not play".

"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: 4).

When Mr. Wormwood finds Matilda reading a book, he does not like it. He could not understand the joy of reading books and because he could not do it, other people should not do it as well.

With frightening suddenness he now began ripping the pages out of the book in handfuls and throwing them in the waste-paper basket.

Matilda froze in horror. The father kept going. There Seemed little doubt that the man felt some kind of Jealousy. How dare she, he Seemed to be saying with each rip of a page. How dare she enjoy reading books when he could not? how dare she? (Dahl, 1988: 24-25).

4. Obsession with Control

Dahl explains that despite of being a brilliant girl, Matilda is still obliged to do what she is told. All of these happen because of the fact that she is just a little girl in her family.

Being very small and very young, the only power Matilda had over anyone in her family was brain power. For sheer cleverness she could run rings around them all. But the fact remained that any five-year-old girl in any family was always obliged to do as she was told, however asinine the orders might be. Thus she was always forced to stay alone on weekday afternoons, and whenever she was told to shut up, she had to shut up (Dahl, 1988: 49).

Mr. Wormwood and her wife do not care about Matilda at all. Dahl states that he doubts “they would have noticed had she crawled into the house with a broken house” (Dahl, 1988: 10). They left Matilda alone in the house while he goes to work, she goes out playing bingo in town and the brother goes to school. A child as little as Matilda should be accompanied at all time. They do not even know that Matilda goes to library every day.

Nearly every weekday afternoon Matilda was left alone in the house. Her brother (five years older than her) went to school. Her father went to work and her mother went out playing bingo in a town eight miles away. Mrs. Wormwood was hooked on bingo and played it five afternoons a week. On the afternoon of the day when her father had refused to buy her a book,

Matilda set out all by herself to walk to the public library in the village” (Dahl, 1988: 12).

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Even though Miss Honey is not a member of The Wormwoods, she witness patriarchal practices which Mr. Wormwood does. When she comes to The Wormwoods’ house to talk to the parents about getting Matilda proper education, she immediately experiences the practices. Mr. Wormwoods tells her right away that he does not want to know anything about Matilda. He says that Matilda is her responsibility since she is her teacher. It is not until Miss Honey loses her patient and shouts to him that Mr. Wormwood agrees to talk to her.

Miss Honey began to lose patience. “Mr. Wormwood,” she said, “if you think some rotten TV programme is more important than your daughter’s future, then you ought no to be a parent! Why don’t you switch the darn thing off and listen to me!”

That shook Mr. Wormwood. He was not used to being spoken in this way. He peered carefully at the slim frail woman who stood resolutely out on the porch (Dahl, 1988: 94).

Mrs. Wormwood is not different with her husband. She thinks that watching soap opera is more important than talking to Miss Honey. Even after

Miss Honey explains that Matilda is a genius child, Mr. and Mrs. Wormwood do not believe it and still do not care about Matilda. Mrs. Wormwood subsequently says that the most important thing for woman is to look after her look so that they will be able to get rich husband. Mrs. Wormwood even humiliates Miss Honey by saying

“I said you chose books and I chose looks,” Mrs. Wormwood said. “And who’s finished up the better off?? Me, of course. I’m sitting pretty in a nice house with a successful businessman and you’re left slaving away teaching a lot of nasty little children the ABC” (Dahl, 1988: 98).

But all this maltreatment does not applicable to her son, Michael. Mr. Wormwood is very fond of him and he even hopes that one day his son would take over his business, although Michael is not as smart as Matilda. He says proudly to Michael "... But I do not mind telling young Mike here about it seeing he'll be joining me in the business one day" (Dahl, 1988: 13).

4.2.2 Impact of the Patriarchy to Other Characters

The following discussions are some impacts of patriarchal practices in The Wormwoods.

4.2.2.1 Rebellion

Matilda and Miss Honey oppose the arbitrarily attitude of Mr. Wormwood. Matilda does not want to be mistreated by his father therefore she does some pranks in return. She does it as a form of giving a lesson to his father.

Another thing. She resented being told constantly that she was ignorant and stupid when she knew she wasn't. The anger inside her went on boiling and boiling, and as she lay in bed that night she made a decision.

She decided that every time her father or her mother was beastly to her, she would get her own back in some way or another (Dahl, 1988: 18).

This also results in Matilda getting closer to Miss Honey. Miss Honey defends Matilda in front of her parents and does her best to give Matilda proper education she needs. Being the only adult who is kind to Matilda, Miss Honey becomes her confidant and is trusted to keep Matilda's secret of having telekinetic ability. Matilda also decides to live with Miss Honey instead of her family.

4.2.2.2 Submission

This demeanor is shown by Mrs. Wormwood and Michael. Although she often receives verbal abuse from Mr. Wormwood, Mrs. Wormwood never confronts his husband. She corroborates his husband's verbal abuse to Matilda and she always obeys her husband.

"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 program in peace "(Dahl, 1988: 16).

She also loves the idea of "look is more important than books" because according to her, the purpose of a girl's life is to get a rich husband by making themselves look attractive.

"But does it not intrigue you", Miss Honey said, "that a little five-year-old child is reading long adult novels by Dickens and Hemingway? Doesn't that make you jump up and down with excitement?"
"Not particularly," the mother said. "I'm not in favour of blue-stockings girls. A girl should think about making herself look attractive so she can get a good husband later on. Looks is more important than books..." (Dahl, 1988: 97).

Another character who is submissive to Mr. Wormwood is Michael. He is the eldest son in the family and Mr. Wormwood's favorite child. This is the reason why he experiences the least impact. Mr. Wormwood always acts decent and never speaks harshly to him. Michael is also promoted as the business successor. Therefore Michael never confronts his father.

"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: 12-13).

4.2.3 The Resistance to Patriarchal Practices in *Matilda*

Matilda and Miss Honey are the ones who resist to arbitrary actions conducted by Mr. Wormwood. This is most likely due to the fact that Matilda is genius so that she can think and act beyond her age and other adults surrounding.

When Matilda finds out her father is cheating in his business, she rebukes him although she gets insults in return. There are many times when Matilda is mistreated by her family especially her parents but she does not remain silent. She revenges in a sly and smart yet ridiculous way, something that a four-and-a-half-year-old could not think of.

She glues her father's hat to his head, after he insults Matilda one evening. "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." (Dahl, 1988: 30).

In another day, she disguises her neighbor's parrot as a ghost and scares her family after her father ripped the book she borrowed from the library.

“Matilda staggered back to her own empty house carrying the tall cage in both hands. There was a large fireplace in the dining-room and she now set about wedging the cage up the chimney and out of sight.” (Dahl, 1988: 43).

Then she dyes her father’s hair blond after Mr. Wormwood accuses her cheating and lying.

“...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. She carefully left enough of her father’s original hair tonic in the bottle so that when she gave it a good shake the whole thing still looked reasonably purple.” (Dahl, 1988: 59).

Miss Honey cares so much about Matilda that she decides to have a talk with Matilda’s parents about Matilda’s extraordinary ability which is her intelligence. She explains patiently to them that Matilda needs better education considering her ability rather than be in primary school.

“Matilda’s trouble”, she said, trying once again, “is that she is so far ahead of everyone else around her that it might be worth thinking about some extra kind of private tuition. I seriously believe that she could be brought up to university standard in two or three years with the proper coaching” (Dahl, 1988: 99).

However her effort seems useless because Mr. and Mrs. Wormwood are stubborn and clearly do not care about Matilda. Dahl explains that “Mr. and Mrs. Wormwood were both so gormless and so wrapped up in their own silly little lives that they failed to notice anything unusual about their daughter” (Dahl, 1988: 10).

In the last attempt to be free from her family, Matilda prefers to stay with Miss Honey than to join her family moved out of town, while Michael and Mrs. Wormwood always follow Mr. Wormwood and join him moving out of town.

“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: 194).

CHAPTER V

CONCLUSION

Based on the discussion on intrinsic and extrinsic aspects, we find out several results. From the characters of the novel, we can conclude that the novel has several stereotypical characters. First, Mrs. Wormwood is the feminine or the one who supports or the subject to patriarchal ideology. She is Matilda's mother who is described as a woman who cares so much about her look. Second, Matilda and Miss Honey who oppose the patriarchy. Matilda is the main character who is described as a little girl who has intelligence far above her years and more mature than people in her age. Miss honey is Matilda's teacher who is described as a young woman who looks fragile with slim figure. Third, Mr. Wormwood and Michael are the masculine or the ones who practice patriarchy. Mr. Wormwood is Matilda's father who is described as a cunning looking man and an honest businessman. Michael is Matilda's brother who does not as smart as Matilda but is the favorite in The Wormwoods.

From the structure of the novel, we can conclude that the novel has three important events. First, it is a part when the novel tells suspense in the story. Matilda is being ignored since she is really young and repeatedly mistreated by her parents. Second, it is part about the identification of the story. Matilda educates and teaches herself to read thus becomes smarter. She also revenges her parents in amusing ways. Third, it is part about the creation of imaginary world

which is Matilda's telekinetic ability. She uses her ability to play prank on Miss Trunchbull and help Miss Honey.

From the discussion on the extrinsic aspects, we can find out that there are several results. First, Mr. Wormwood, Matilda's father, treats his family by imposing his will on his family. He forces a custom although it is not common without considering whether other members of his family like it. He mistreats Matilda by not paying attention to her and curses.

Second, patriarchal practices done by Mr. Wormwood have different impacts towards other characters. Matilda and Miss Honey oppose the practices. Matilda stands up for herself by doing pranks to her father while Miss Honey makes an attempt to give an understanding to Mr. and Mrs. Wormwood about their prodigy daughter. There are also characters who comply with the practices which are Mrs. Wormwood and Michael. They never rebel against Mr. Wormwood.

Third, Matilda and Miss Honey resist the patriarchal practices. Matilda avenges by pranking her father every time he mistreats her. Miss Honey wants to help Matilda by trying to talking to her parents about getting Matilda proper education. At the end of the story, Matilda chooses to live with Miss Honey instead of joining her family move out of town.

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