

## APPENDICES

### Appendix 1. Roald Dahl's *Matilda* (1988) Synopsis

The novel begins with Matilda, a young child that was so extraordinary for her great brain-power. She had great capability to speak when she was three years old. Matilda also had great capability in reading books when she was four years old. Matilda showed very quick development compared with other child at her age. But, her parents, Mr. and Mrs. Wormwood did not show support, appreciation, and affection towards her development. Her parents was busy with their activities, and works. This situation made Matilda doing everything independently from her young age. She always left alone at house every afternoon, and decided to read everything around her house such as magazines, and newspapers that lay down in her house. One day, she wanted to get something new, and interesting books to read. She asked book to her father, but her father refused her request by asking Matilda to watch TV in spending her afternoon. This problem motivated Matilda to get new books to read by herself in which she decided to go to the public library without her parents' accompaniment.

From then on, Matilda went to library every day in order to get new books to read. Matilda was helped by Mrs. Phelps, who was the librarian that felt proud of Matilda's diligence in reading books. She always give Matilda recommendation of books to read. She gave Matilda guidance through sharing about books that Matilda had read. At her four, she had read all children books, and 14 grown-up books in a six months under Mrs. Phelp's supervision. Mrs. Phelps asked her to borrow books to read at home, because she worried about Matilda's safety for always went to library by herself. Then, Matilda went to library once a week to take out new books to read, and returned the books she had borrowed.

Matilda then spent her day by reading books at home alone. She felt so happy to read many books every day in her small room. Because she always left alone at home, she tried to cook meals by herself every afternoon by utilizing kitchen's stuffs, and food stocks provided in the kitchen. One day, her father was sharing about his secret in doing business. In the middle of the talk, Matilda gave her argument that his father was did a dishonest things that is not good for his

customers. Listening to Matilda's argument, her father scolded, and shouted loudly to her, but Matilda decided to keep silent in facing her father's anger. Then, during the family supper, Matilda politely asked permission to eat in the dining room to be able to read book, but her father yelled, and scolded to her in refusing Matilda's request.

Matilda could not control her feeling, and anger towards her father's bad attitude to her. She thought about good characters, and life in the book she had read, and compared it to her father's bad attitudes. She realized about the injustice she faced, then she decided to revenge her father by gluing his favorite hand with superglue. Once again, her father treated her cruelly by ruining, and throwing the library books she had read, and blaming her as a cheat for her quick mind in calculating number. Facing her father's bad treatment, motivated her to do revenges repeatedly. She decided to threaten her parents by using the parrots' voice, and lied to them that was a ghost in her house. This revenge succeed to make her parents afraid along the night. Then, she decided to dyed her father's hair by using blonde hair-dye that made her father looked like weird man. She felt so proud of her mischiefs because she did it with her attempt, and passion to pay back her parents' indifference, and bad attitude to her.

Matilda started to go to school at her five, and a half years old, because her parents did not aware that she was late to start her study at school. At school, she was easy to socialize with her new friends, and teacher. She participated actively in Miss Honey's class that made Miss Honey realized that Matilda must be moved up into top form class for her intelligence. But, the headmistress named Miss Trunchbull did not give permission to Miss Honey to move Matilda into top form class. Then, Miss Honey decided to give her a special treatment by reading senior books to learn different material in following her class. Miss Honey showed her trust, appreciation support, and affection to Matilda. Matilda who did not get affection from home, then felt great attention from her teacher at school which made her became close to Miss Honey.

Then, Matilda knew about her school's danger because of the existence of Miss Trunchbull. She repeatedly watched her friends' pain in facing cruel punishments given by Miss Trunchbull. Miss Trunchbull was a kind of cruel, and

terrible headmistress that made all students in that school felt so afraid to her. One day, Miss Trunchbull taught in Miss Honey's class, and made all the students felt so anxiety during the learning process. Then, suddenly there was a newt in Miss Trunchbull's jug. This condition made Miss Trunchbull in a great fury, and blamed Matilda as the one who put the newt into her jug. Miss Trunchbull shouted rude words in cursing Matilda as a criminal. Matilda tried hard to explain that it was not her fault, but Miss Trunchbull kept blaming her. Matilda became so angry for the injustice she faced caused by Miss Trunchbull's accusation.

Unfortunately, there was a magical power appeared in her eyes while she was in a great fury. Then she tried hard to move up the glass, and the newt over Miss Trunchbull by using her magical power. The class then ended by Miss Honey, and Matilda decided to tell about her bad deeds, and the emergence of her magical power by talking to Miss Honey. Knowing Matilda's mischiefs, Miss Honey did not scold her. Miss Honey showed her belief, and trust to Matilda's talk that made her felt comfortable in talking, and sharing about everything to Miss Honey. Then she invited Matilda to have tea in her house. Along the way to Miss Honey's house, Miss Honey gave guidance about wisdom in using intelligence, and power to Matilda. Matilda learnt many things from Miss Honey while she was talking along the road about poetry, name of plants, and etc.

Unfortunately, Matilda was so shock in knowing that Miss Honey lived in a small house which full of deficiencies such as no bathroom, no kitchen, and no electricity. Matilda showed her empathy to Miss Honey's condition, and became curious to know what exactly happened to Miss Honey's life. Matilda thought that Miss Honey deserved a better life because she was a good teacher. Matilda kept asking many questions to Miss Honey during their time tea, then Miss Honey decided to tell about her story life. She told Matilda that her father was died strangely, and her family house took over by her aunt which made Miss Honey life with many deficiencies. Knowing Miss Honey's problem, Matilda decided to give help by organizing idea by using Miss Honey's family name. Although Miss Honey asked her to forget about her problem, Matilda kept decided to design idea for helping her.

Matilda then decided to use her magical power to help Miss Honey. She did routine practices in improving her magical power every day after school. Although she faced many difficulties, and failures, she kept practicing her power with great attempt, passion, and optimism. Then, she had enough power to be used to help Miss Honey. One day, when Miss Trunchbull taught in Miss Honey's class, she decided to execute her ideas for helping Miss Honey. She wrote at the blackboard by using her magical power from her desk. Everyone did not know that she was writing at the blackboard. She wrote about Miss Honey's rights by pretending to be Miss Honey's father as the one who wrote at the blackboard. Matilda wrote scary warning that made Miss Trunchbull so afraid, and became fainted in class. Matilda felt so proud that she could execute her plan as she wished.

From then on, Miss Trunchbull did not appear at school. There was a new headmistress elected at the school, and Matilda moved up into top form class. Miss honey finally could live back at her family house. Matilda was so happy to see Miss Honey's happiness in living back at her house. Matilda visited Miss Honey's house every day only for having time tea, and sharing about her experiences, and learning to Miss Honey. They two became closer day by day.

One day, when Matilda arrived home, her parents prepared to go to Spain for living there forever. Matilda did not understand why her parents decided to live in Spain. She refused her father's instruction to get prepared, and told her parents that she would not go to Spain. Then, Matilda ran to Miss Honey's house quickly to tell about her problem. Miss honey explained about her father's condition who was being chased by the police because of his illegal business. Matilda was so shocked, and decided to live with Miss Honey. She ran to her house with Miss Honey, and courageously asked permission to her parents to be allowed to live in the country with Miss Honey. Then, Matilda's parents let Matilda live with Miss Honey. Her parents left the country without hugging or gave a farewell to Matilda. Matilda seemed so calm, and quiet in watching her parents' departure in Miss Honey's arm as the story ended.

## Appendix 2. Sequence Segmentation of Roald Dahl's *Matilda* (1988)

<b>Sequence Segmentation of Matilda</b>	
<b>No.</b>	<b>Description</b>
<b>1</b>	<p><b>Introduction of Matilda's parents' ignorance</b></p> <ul style="list-style-type: none"> <li>a. Description of parents' distinctive treatment to their children.</li> <li>b. Description of teachers' payback to students.</li> <li>c. Description of Mr., and Mrs. Wormwood as parents who have no interest in their children, Michael, and Matilda.</li> <li>d. Mr., and Ms. Wormwood's bad treatment of Matilda.</li> <li>e. Description of Matilda as an extra-ordinary child.</li> <li>f. Description of Michael as a perfectly normal child.</li> <li>g. Matilda's quick development in speaking at the age of three.</li> </ul>
<b>2</b>	<p><b>Matilda's decision to go to the library</b></p> <ul style="list-style-type: none"> <li>a. Matilda's great ability in reading at the age of four.</li> <li>b. Matilda's eagerness to request a book from her father.</li> <li>c. Matilda's disappointment caused by her father's rejection to buy a book for her.</li> <li>d. Matilda's loneliness for staying at home alone every afternoon.</li> <li>e. Mr., and Mrs. Wormwood's bustle on their own job, and activities.</li> <li>f. Matilda's courage to go to the library by herself every afternoon.</li> </ul>
<b>3</b>	<p><b>Matilda's interest in reading books at the library in the village every afternoon.</b></p> <ul style="list-style-type: none"> <li>a. Matilda's polite request to Mrs. Phelps to stay at the library.</li> <li>b. Matilda's effort in finding, and reading children's books at the library.</li> <li>c. Matilda, and Mrs. Phelps' delight in sharing the books Matilda had read.</li> <li>d. Matilda's enthusiasm to read Charles Dickens' <i>Great Expectations</i>.</li> </ul>
<b>4</b>	<p><b>Mrs. Phelps' help to Matilda at the library</b></p> <ul style="list-style-type: none"> <li>a. Mrs. Phelps' admiration of Matilda's enthusiasm in reading books.</li> <li>b. Mrs. Phelps's worries of Matilda's safety for walking on the busy high street by herself.</li> <li>c. Matilda's great achievement for reading 14 books in six months.</li> <li>d. Mrs. Phelps' description of Matilda as a diligent, and curious child.</li> <li>e. Matilda's furor in sharing her difficulties in reading books to Mrs. Phelps.</li> <li>f. Matilda's happiness for knowing that she could borrow many books at the library.</li> </ul>
<b>5</b>	<p><b>Matilda's happiness in reading many books in her room.</b></p> <ul style="list-style-type: none"> <li>a. Matilda's routine visit to the library to return, and take out the new books.</li> <li>b. Matilda's happiness to read many books in her little bedroom.</li> <li>c. Matilda's effort to make snacks in the high form kitchen.</li> <li>d. Matilda's astonishment of the story in the books she read.</li> </ul>
<b>6</b>	<p><b>Mr. Wormwood's fraud in his second-hand cars business</b></p> <ul style="list-style-type: none"> <li>a. Description of the Wormwood family's nice house.</li> <li>b. Description of Mr. Wormwood as a dealer in second-hand cars.</li> <li>c. Mr. Wormwood's, and Michael's furor in sharing about the tricky way of doing the second-hand car business.</li> <li>d. Mr. Wormwood's anger caused by Matilda's criticism of his business which said that his business is such a fraud.</li> <li>e. Mrs. Wormwood's request to Matilda which asked her never to talk too much to his father again.</li> </ul>
<b>7</b>	<p><b>The Wormwood's supper</b></p> <ul style="list-style-type: none"> <li>a. Description of the Wormwood family's supper in the living room which ate a complete meal for dinner with enthusiasm on watching American soap-opera TV program.</li> </ul>

	<ul style="list-style-type: none"> <li>b. Matilda's polite request to her mother to eat in the dining room to read a book.</li> <li>c. Mr. Wormwood's explanation that everyone could not leave the family's supper loudly to Matilda.</li> <li>d. Mr. Wormwood's fury to Matilda's impudence in complaining about the family supper.</li> <li>e. Matilda's hatred to her father while comparing the good character in the books of life story to her father's bad attitude.</li> <li>f. Matilda's decision to revenge her parents for always blaming her as a stupid, and ignorant child.</li> </ul>
<b>8.</b>	<p><b>Matilda's first revenge for her father</b></p> <ul style="list-style-type: none"> <li>a. Matilda's effort to glue her father's favorite hat neatly before her father came.</li> <li>b. Mr. Wormwood's annoyance to use the glued hat all day long at his work.</li> <li>c. Mrs. Wormwood's help to take the hat off from Mr. Wormwood.</li> <li>d. Mr. Wormwood's annoyance to be blamed as a sloppy man by Mrs. Wormwood.</li> <li>e. Matilda's enjoyment in reading book while her parent was arguing about the glued hat.</li> <li>f. Matilda's explanation about Michael's finger which glued inside the nose to her parents.</li> <li>g. Matilda's protest about Mrs. Wormwood's argument of children's nasty habit.</li> <li>h. Description Mr. Wormwood's weird hair after got the hat off by cutting the hat.</li> <li>i. Matilda's joy to ridicule of her fathers' weird hair.</li> </ul>
<b>9.</b>	<p><b>The destruction of Matilda's library book</b></p> <ul style="list-style-type: none"> <li>a. Mr. Wormwood's anger for having a bad day at work.</li> <li>b. Matilda's absorption in reading books while her father was watching TV.</li> <li>c. Mr. Wormwood's annoyance in seeing Matilda read a book.</li> <li>d. Matilda's enthusiasm to retell the story she had read to persuade her father to read.</li> <li>e. Mr. Wormwood's cruel refusal to read Matilda's book by ruining, and throwing the book.</li> <li>f. Matilda's sad explanation that she must return the library book which ruined by her father.</li> <li>g. Mr. Wormwood's indifferent suggestion to Matilda to buy a new book by her pocket money.</li> <li>h. Matilda's toughness in facing her father's bad treatment.</li> </ul>
<b>10.</b>	<p><b>Matilda's second revenge</b></p> <ul style="list-style-type: none"> <li>a. Matilda's effort to find ideas to revenge her father's bad treatment at her reading hobby.</li> <li>b. Description of Fred's parrot as a good talker</li> <li>c. Description of Fred as Matilda's friend, and also a neighbor.</li> <li>d. Matilda's courage to go to Fred's house by herself.</li> <li>e. Matilda's polite request to Fred to see the parrot.</li> <li>f. Matilda's enthusiasm in listening to the parrot's voice.</li> <li>g. Matilda's decision to rent the parrot by using her next week's pocket money.</li> <li>h. Matilda's effort to bring the tall cage in both of her hands to her house.</li> <li>i. Matilda's effort to place the parrot in the tall cage into the fireplace.</li> <li>j. Matilda's parents' fair in hearing the parrot's voice while eating family's supper.</li> <li>k. Matilda's creativity to frighten her parents by saying that the parrot's voice was a ghost voice.</li> <li>l. Matilda's effort to bring the parrot back to Fred's house for not being seen by her parents.</li> </ul>

11	<p><b>Mr. Wormwood's accusation to Matilda as a cheat.</b></p> <ol style="list-style-type: none"> <li>Description of Matilda's as a child who was longing for loving parents.</li> <li>Description of Matilda's brainpower which made her life more bearable.</li> <li>Mr., and Mrs. Wormwood's brief change to Matilda after the punishments which there was no bullying for a while.</li> <li>Mr. Wormwood's happiness for getting huge profit in his second-hand car business.</li> <li>Mr. Wormwood's, and Michael's furor in sharing about calculating profits in business.</li> <li>Matilda's argument about the incorrect profit's calculation by her father.</li> <li>Mr. Wormwood's amazement of Matilda's ability in calculating number lead to incrimination to Matilda as a cheat.</li> <li>Matilda's courage to defend herself for being blamed as a cheat by her father.</li> <li>Mrs. Wormwood's ignorance of Matilda, and Mrs. Wormwood's furor in arguing about profit calculation.</li> <li>Description of the Wormwood's supper in the living room by eating on knees while watching TV.</li> </ol>
12	<p><b>Matilda's third revenge</b></p> <ol style="list-style-type: none"> <li>Matilda's effort to find ideas to revenge her parents for blaming her as a cheat.</li> <li>Matilda's percision in investigating her mother's hair-dye at the bathroom.</li> <li>Description of Mr. Wormwood's daily hair treatment.</li> <li>Matilda's effort to fill blonde hair-dye into her father's hair tonic bottle.</li> <li>Matilda's, and Michael's enjoyment in their breakfast.</li> <li>Mrs. Wormwood's preparation in the kitchen to serve breakfast for her husband.</li> <li>Mr. Wormwood's admiration of his appearance by praising himself to his children.</li> <li>Matilda's aversion in seeing her father's hair which turned into blonde.</li> <li>Mrs. Wormwood's shock in seeing her husband's dirty silver hair.</li> <li>Matilda's admiration for seeing her successful revenge for her father.</li> <li>Mr. Wormwood's shock for knowing his dirty blonde hair.</li> <li>Matilda's dodgy explanation in blaming her father dyed his hair by himself.</li> <li>Mrs. Wormwood's assumption about Mr. Wormwood's inaccuracy in his hair treatment.</li> <li>Mr. Wormwood's effort to dye his hair to be black.</li> <li>Matilda, and Mrs. Wormwood's argument that Mr. Wormwood was not a clever man.</li> </ol>
13	<p><b>Description of the village Primary School</b></p> <ol style="list-style-type: none"> <li>Description of Matilda's lateness in starting school.</li> <li>Description of village school named Crunchem Hall Primary School</li> <li>Matilda's happiness to meet her friends in the bottom class.</li> <li>Description of Miss Honey as a beautiful, and the most-kind teacher in Matilda's class.</li> <li>Description of Miss Trunchbull as a very scary, and rude Headmistress.</li> </ol>
14	<p><b>Matilda's first day in Miss Honey class</b></p> <ol style="list-style-type: none"> <li>Miss Honey's explanation about the school's rules, and materials must be learned to students.</li> <li>Miss Honey's starting questions about multiplication tables to students.</li> <li>Miss Honey's shock for watching Matilda's great ability in calculating number.</li> <li>Miss Honey's assumption of Matilda's family was a good teacher at home.</li> <li>Matilda's toughness to explain about her ignorance parents in her learning.</li> <li>Matilda's delight to share about the quick way to calculate number in class.</li> </ol>

	<ul style="list-style-type: none"> <li>g. Miss Honey’s awareness of Matilda’s brainpower.</li> <li>h. Matilda, Nigel, and Lavender enthusiasm to answer Miss Honey’s spelling question.</li> <li>i. Miss Honey’s decision to give long sentences to students to learn about spelling.</li> <li>j. Matilda’s confidence in reading the long sentence without hesitation.</li> <li>k. Matilda’s great confidence in reading, and explaining the humorous poetry given by Miss Honey.</li> <li>l. Matilda’s effort to make, and perform a poetry about Miss Honey.</li> <li>m. Miss Honey, and students’ amazement to Matilda’s performance in reading her poetry.</li> <li>n. Matilda’s excitement to retell about children’s books she has read at the library to Miss Honey.</li> </ul>
<b>15.</b>	<p><b>Miss Honey’s failure in placing Matilda to the top form class</b></p> <ul style="list-style-type: none"> <li>a. Miss Honey’s decision to place Matilda in top form class for her great quality.</li> <li>b. Description of teacher qualities that all teacher must had.</li> <li>c. Description of Miss. Trunchbull as an odd, and dreadful Headmistress.</li> <li>d. Miss Honey’s effort to convince Miss Trunchbull that Matilda could be placed in top form class.</li> <li>e. Miss Trunchbull’s stiff decision to prohibit Matilda to be placed into the top form class.</li> <li>f. Miss Honey’s decision to find another way to help Matilda to channel her brainpower.</li> </ul>
<b>16</b>	<p><b>Miss. Honey’s special treatment to Matilda in her class</b></p> <ul style="list-style-type: none"> <li>a. Miss. Honey’s effort to borrow books from teachers in the senior class at school.</li> <li>b. Miss. Honey’s explanation about the special treatment Matilda must follow in class which she must read different books in every lessons.</li> <li>c. Matilda’s gratitude to Miss Honey for her attention, and the books were given.</li> <li>d. Miss Honey’s disappointment in explaining that Matilda could not be placed into top form class yet.</li> <li>e. Miss Honey’s description of Matilda as a quiet, and gentle child.</li> <li>f. Matilda’s diligent in reading different books during the lesson.</li> </ul>
<b>17</b>	<p><b>Miss. Honey’s meeting with Matilda’s parents</b></p> <ul style="list-style-type: none"> <li>a. Miss. Honey’s decision to have a secret talk with Matilda’s parents.</li> <li>b. Miss Honey’s optimism that Matilda’s parents’ would support Matilda’s brilliance.</li> <li>c. Miss Honey’s effort to reach the Wormwood house at the evening.</li> <li>d. Mr., and Mrs. Wormwood’s objection to Miss Honey’s visit while they was watching their favorite TV program.</li> <li>e. Miss Honey’s vigor in explaining about Matilda’s intelligence to Matilda’s parents although she was not welcomed well.</li> <li>f. Mr., and Mrs. Wormwood’s bad responses to Matilda’s learning achievements by asserting that reading book as a useful thing.</li> <li>g. Miss Honey’s effort to convince Matilda’s parents that Matilda could be brought up to university for her brainpower.</li> <li>h. Mr. Wormwood’s argument about the unimportant of university in life which had no influence for live.</li> <li>i. Miss. Honey’s burst in explaining the importance of university to Mr. Wormwood to end her talk.</li> </ul>
<b>18</b>	<p><b>Matilda’s friend’s excitement to be her friend in school</b></p> <ul style="list-style-type: none"> <li>a. Description of Matilda’s humility, and friendliness as a friend.</li> <li>b. Description of the bottom student’s admiration to Matilda’s brain power.</li> <li>c. Description of Matilda’s best friend named Lavender.</li> </ul>



	d. Lavender's admiration to Matilda for her great gutsy, and adventurous soul.
<b>19</b>	<p><b>Matilda's senior story about the cruelty of Miss. Trunchbull</b></p> <ul style="list-style-type: none"> <li>a. Description of Miss. Trunchbull's cruel tales over the newcomers.</li> <li>b. Matilda, Lavender, and Hortensia's tense meeting at the playground while seeing Miss Trunchbull came.</li> <li>c. Hortensia's interest to explain about Miss Truchbull's hatred with small children.</li> <li>d. Matilda, and Lavender curiosity in listening to Hortensia's furor to tell about the cruelty of Miss Trunchbull, and her experience entering her creepy room, The Chockey.</li> <li>e. Matilda's argument that facing Miss Trunchbull at school was like a war.</li> </ul>
<b>20</b>	<p><b>Miss. Trunchbull's punishment to Amanda for her pigtails</b></p> <ul style="list-style-type: none"> <li>a. Matilda, Lavender, and Hortensia's anxiety in watching Miss. Trunchbull who walked around the playground.</li> <li>b. Miss. Trunchbull's rude request to Amanda to put her pigtails off.</li> <li>c. Hortensia's tension in explaining about Amanda who would be punished for her pigtails.</li> <li>d. Matilda, and Lavender's curiosity about Miss Trunchbull's treatment to Amanda.</li> <li>e. Miss. Trunchbull's punishment to Amanda for refusing her command, by hurling her cruelly.</li> <li>f. Matilda's empathy for seeing Amanda who have been punished cruelly.</li> <li>g. Matilda's argument of Miss Trunchbull's cruel attitude that should be complained.</li> <li>h. Lavender's argument about her parents' furious if she retell about Miss Trunchbull's craziness.</li> <li>i. Matilda's furor in expressing her argument about parents' distrust of Miss Trunchbull's craziness in school to Lavender.</li> <li>j. Matilda's argument that the school was dangerous for Miss Trunchbull's existence.</li> </ul>
<b>21</b>	<p><b>Miss. Trunchbull's punishment to Bruce Bogrotter for taking her chocolate cake.</b></p> <ul style="list-style-type: none"> <li>a. Matilda's confusion in facing the gathering in the Assembly Hall conducted by Miss Trunchbull.</li> <li>b. Bruce Bogrotter's fear for being called by Miss Trunchbull in the Assembly Hall.</li> <li>c. Miss Trunchbull's announcement that Bruce Bogrotter was a criminal for taking her cake.</li> <li>d. Bruce Bogrotter's denial to Miss Trunchbull's statement which he ate Miss Truchbull's special cake.</li> <li>e. Miss Trunchbull's anger to give command to Bruce Bogrotter to eat the big chocolate cake as a punishment.</li> <li>f. Bruce Bogrotter's effort in eating the big chocolate cake quickly.</li> <li>g. Matilda's assumption that Bruce Bogrotter would success to do the punishment by seeing his effort.</li> <li>h. The students' enthusiastic support to Bruce Bogrotter to eat the whole cake.</li> <li>i. Miss Trunchbull's annoyance to student's voices in supporting Bruce Bogrotter..</li> <li>j. Matilda's conjecture that Miss Trunchbull would give bad reaction if the cake clear eaten.</li> <li>k. Bruce Bogrotter's happiness for his success to eat whole chocolate cake.</li> <li>l. The students' admiration to Bruce Bogrotter for doing the punishment well.</li> </ul>

	<p>m. Miss. Trunchbull's anger of Bruce Bogrotter's success in facing the punishment, by throwing the plate of the cake on Bruce Bogrotter's head.</p>
<b>22.</b>	<p><b>Lavender's plan to juggle Miss. Trunchbull</b></p> <p>a. Miss Honey's announcement about the Weekly Test which would monitor by Miss Trunchbull.</p> <p>b. Miss Honey's explanation about Miss Trunchbul's strict rules in Weekly Test, and the materials that will be tested.</p> <p>c. Lavender's happiness in taking responsibility to prepare a jug of water, and a glass for Miss Trunchbull.</p> <p>d. Lavender's effort in finding ideas to juggle Miss Truchbull by using Matilda's heroic as her inspiration.</p> <p>e. Lavender's effort to catch the newt she had investigate in the muddy pond.</p> <p>f. Lavender's precision in keeping the newt safe in her pencil box while going home.</p> <p>g. Lavender's distrust in hearing Rupert Entwistle's explanation about alligator which could still alive by its copped tail.</p> <p>h. Lavender's effort in making the newt keep breathing in the pencil box.</p> <p>i. Lavender's attempt to keep her ideas unknown by everyone.</p> <p>j. Lavender's effort to put the newt into Miss Trunchbull's jug before the class started.</p>
<b>23</b>	<p><b>Miss. Trunchbull first day in the Weekly Test</b></p> <p>a. The bottom class' anxiety with Miss Trunchbull's entrance to the class.</p> <p>b. The class' tension in facing Miss Trunchbull who checked the students' cleanliness.</p> <p>c. Miss Trunchbull's anger to Nigel for his dirty hands, and clothes.</p> <p>d. Nigel's effort in standing on one leg to answer Miss Trunchbull's speeling test as punishment.</p> <p>e. Nigel's anxiety in explaining the use of poetry in his spelling lesson to Miss Trunchbull.</p> <p>f. Miss. Trunchbull, and Miss. Honey's fierce contention of teaching spelling in a good way.</p> <p>g. Rupert's fear in facing Miss Trunchbull's cruel punishment for being failed in two time tables test by grabbing his hair.</p> <p>h. Eric Ink's trembling in dealing with Miiss Trunchbull's harsh punishment for being failed in spelling test by pinching his ears.</p> <p>i. Miss Honey's request to Mrs. Truchbull to stop the punishment.</p> <p>j. Matilda's empathy in watching her friends' fright to face rude punishments.</p> <p>k. Miss Honey's firmness in giving argument about Miss Trunchbull's cruelty in teaching.</p> <p>l. Miss Trunchbull's vanity in explaining books about a good teacher to Miss Honey.</p> <p>m. Matilda's courage to say that she had read the book mentioned by Miss Trunchbull.</p> <p>n. Miss. Trunchbull's anger of Matilda's recognition which she had read the book she mentioned.</p> <p>o. Matilda's effort in finding the safest way to response Miss Trunchbull's anger.</p> <p>p. Matilda's confidence to introduce herself in front of Miss Trunchbull who was terrible.</p> <p>q. Miss Trunchbull's amazement for knowing that Matilda was Mr. Wormwood child who had deceive her for giving a damage second-hand car.</p> <p>r. Matilda's courage to tell that her father was a good businessman to Miss Trunchbull.</p>

<p><b>24</b></p>	<p><b>Emersion of Matilda's miracle</b></p> <ul style="list-style-type: none"> <li>a. Students' tension in watching Miss Trunchbull's argument about her hatred with disgusting children in school while taking the water jug.</li> <li>b. Miss Trunchbull's anger for the existence of newt in her glass.</li> <li>c. Students' fear in watching Miss Trunchbull's cruel accusation to Matilda as the one who put the newt in her jug.</li> <li>d. Matilda's confidence in explaining that she did not put the newt in the jug to Miss Trunchbull.</li> <li>e. Miss Trunchbull's cruelty in blaming Matilda as a criminal by insulting her rudely.</li> <li>f. Matilda's boiled anger in facing injustice which being accused of a crime by Miss Trunchbull.</li> <li>g. Matilda's courage to say that she had not done anything to Miss Trunchbull's jug with a loud voice.</li> <li>h. Matilda's fierce effort to move the glass over Miss Trunchbull by using her eyes' power.</li> <li>i. Matilda's happiness for being success to move the glass, and make the newt came over Miss Trunchbull.</li> <li>j. Miss Trunchbull's confidence to appoint Matilda as the one who move the glass.</li> <li>k. Matilda's evasion to defend herself of Miss Trunchbull's assumption that she has moved the glass.</li> <li>l. Miss. Honey, and the students' courage in explaining that Matilda did not move anywhere in class.</li> <li>m. Miss Trunchbull's fury in leaving the class.</li> <li>n. Miss Honey's decision to end the class.</li> </ul>
<p><b>25.</b></p>	<p><b>Matilda's proof of her miracle power to Miss Honey.</b></p> <ul style="list-style-type: none"> <li>a. Matilda's confidence in deciding Miss Honey as the one who know about her miracle power.</li> <li>b. Matilda's polite request to ask Miss Honey to have a talk with her.</li> <li>c. Matilda's honesty in explaining that she did not put in newt into the jug to Miss Honey.</li> <li>d. Miss Honey's belief of Matilda as honest child.</li> <li>e. Matilda's recognition to Miss Honey about the emersion of her miracle power which enable her to move the glass over Miss Trunchbull.</li> <li>f. Miss Honey's confusion in listening to Matilda's explanation of her miracle power.</li> <li>g. Matilda's effort to prove her miracle power to move things to Miss Honey.</li> <li>h. Miss Honey's amazement with Matilda's unbelievable miracle power.</li> </ul>
<p><b>26.</b></p>	<p><b>Matilda's visit to Miss. Honey's house</b></p> <ul style="list-style-type: none"> <li>a. Miss. Honey's desire to invite Matilda to visit her house.</li> <li>b. Miss Honey's promise to Matilda for keeping her secret about the miracle power.</li> <li>c. Matilda, and Miss Honey's furor in talking about Matilda's miracle power along the way to Miss Honey's house.</li> <li>d. Matilda's curiosity in listening to Miss Honey's explanation about wisdom in learning.</li> <li>e. Miss Honey's pride in explaining about Matilda's amazing intelligence.</li> <li>f. Matilda's curiosity in listening to Miss Honey's explanation about names, and types of plants they had seen in the road.</li> <li>g. Miss Honey, and Matilda's effort to reach Miss Honey's house by walking on</li> </ul>

	<p>the road full of sun-baked mud.</p> <p>h. Matilda's description of the small cottage where Miss. Honey lived.</p> <p>i. Miss Honey's, and Matilda's delight to talk about Miss Honey's favorite romantic poem while reaching Miss Honey's house.</p> <p>j. Matilda's amazement of Miss Honey's house which seemed like the home of a woodcutter in the books she had read.</p> <p>k. Matilda's joy in helping Miss Honey to make tea in the kitchen.</p> <p>l. Description of Miss Honey's kitchen which full of deficiencies.</p> <p>m. Matilda's effort to help Miss Honey to get water from the well.</p> <p>n. Matilda's wonder about Miss Honey's life with many deficiencies at her house.</p> <p>o. Matilda's respect reponse to Miss Honey's apology in giving such a rotten tea.</p> <p>p. Miss. Honey, and Matilda's enjoyment time tea in the small sitting-room.</p>
27	<p><b>Miss. Honey's story life</b></p> <p>a. Matilda's assumption that Miss Honey must had reason for living with so many deficiencies.</p> <p>b. Matilda's politeness in eating the bread given by Miss Honey.</p> <p>c. Miss Honey, and Matilda's excitement to talk about Matilda's miracle power.</p> <p>d. Description of Matilda as a child who loved to try or find out something huge, and new.</p> <p>e. Matilda's curiosity to know the reason of Miss Honey's poor life by asking many questions.</p> <p>f. Matilda's apology to Miss Honey for asking too much questions about her life which made her kept silent.</p> <p>g. Miss Honey's explanation that Matilda was a wise child with good power of reasoning.</p> <p>h. Miss Honey's honest explanation about her fear to share about her problem to anyone.</p> <p>i. Miss. Honey's decision to share about her life story to Matilda.</p> <p>j. Matilda's calmness in listening intently to Miss Honey's story life.</p> <p>k. Matilda's argument about the death of Miss Honey's father that it was not suicide case.</p> <p>l. Miss Honey, and Matilda's furor in talking about Miss Honey's life after the death of her father.</p> <p>m. Miss Honey's sad explanation about her aunt which hold power over Miss. Honey's family house.</p> <p>n. Matilda's suggestion to help Miss Honey by asking her to find a lawyer to get her house back.</p> <p>o. Miss Honey's explanation about her aunt as a respected figure in society which was Miss Trunchbull.</p>
28	<p><b>Matilda's ideas to help Miss. Honey got her house back</b></p> <p>a. Matilda's empathy of Miss Honey's torture in living with the cruel Miss Truchbull.</p> <p>b. Miss Honey's request to Matilda to stop talking about her story life.</p> <p>c. Matilda's shock to hear Miss Honey's request to do more challenging experiments of her miracle.</p> <p>d. Matilda's polite request to Miss Honey to go home.</p> <p>e. Miss Honey's assumption that Matilda's parents will be worried for she was not home yet.</p> <p>f. Matilda's though smile in explaining that her parents never worry about her.</p> <p>g. Matilda's gratitude to Miss Honey for the time tea.</p> <p>h. Matilda's promise to Miss Honey to keep the secret of her life story.</p> <p>i. Miss. Honey's request to Matilda to forget about her problem for seeing</p>

	<p>Matilda seemed so hard finding ideas to help her.</p> <ul style="list-style-type: none"> <li>j. Matilda's decision to ask three names which are Miss. Honey's house name, her father, and her aunt's names to be the part of her planning.</li> <li>k. Miss Honey's confusion about Matilda's questions of her family name.</li> <li>l. Matilda's enthusiasm in preparing the plan for helping Miss Honey by thinking about the use of the family names given.</li> </ul>
<b>29</b>	<p><b>Matilda's practices of her planning.</b></p> <ul style="list-style-type: none"> <li>a. Matilda's effort in finding cigar box for her practice to move thing by her miracle power.</li> <li>b. Matilda's optimism that her effort, and practices would not disappoint her.</li> <li>c. Matilda's ideas to place the cigar on her dress-table, and place herself about ten feet from the cigar to practice her power to move thing.</li> <li>d. Matilda's fierce effort to accumulate her electricity power to move the cigar.</li> <li>e. Matilda's decision to have more difficult practices to improve her power which were pushing, and flitting things.</li> <li>f. Matilda's persistence to improve her electricity power although she failed many times.</li> <li>g. Matilda's excitement for being able to flit, and move the cigar for after doing routine practices.</li> </ul>
<b>30.</b>	<p><b>Matilda's execution of her planning to help Miss Honey</b></p> <ul style="list-style-type: none"> <li>a. Description of the routine Weekly Test by the Headmistress.</li> <li>b. The students' tension in listening to Miss Honey's explanation about the rules, and the material that will be tested by Miss Trunchbull.</li> <li>c. Miss Trunchbull's precision in checking her jug of water before starting the class.</li> <li>d. Miss. Trunchbull's spelling test about three-time table backwards in the bottom class.</li> <li>e. Matilda's quiescence in watching Miss Trunchbull's movement in detail during the time-table test.</li> <li>f. Students' fear in watching Wilfred's confusion to answer Miss Trunchbull's question about three time-table backwards.</li> <li>g. Miss Honey's, and Miss Trunchbull's tension in arguing about good way in teaching three-time tables.</li> <li>h. Students' fear in watching Miss Trunchbull's cruelty in flipping Wilfred's legs or failing to answer her questions.</li> <li>i. The bottom class' shock in watching the chalk wrote by itself on the blackboard.</li> <li>j. Matilda's effort to move around the chalk to write about Miss Honey's rights of her family house, and scary warning of Miss Honey's father to Miss Trunchbull .</li> <li>k. Miss Honey's awareness that it must be Matilda who moved the chalk, and wrote at the blackboard.</li> <li>l. Miss Trunchbull's fear to see the scary warning of Miss Honey's father at the blackboard.</li> <li>m. Miss Honey, and the students' furor in helping Miss Trunchbull who was fainting.</li> <li>n. Matilda's admiration of her successful plan for helping Miss Honey.</li> <li>o. The school teachers' furor to take Miss Trunchbull to the sick-room.</li> <li>p. Miss Honey's gratitude for Matilda's help.</li> </ul>
<b>31</b>	<p><b>Miss. Trunchbull departure without a trace</b></p> <ul style="list-style-type: none"> <li>a. Miss. Trunchbull's disappearance at school.</li> <li>b. Mr. Trilby's decision to visit Miss Truchbul to her house.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Description of The Red House's emptiness.</li> <li>d. Mr. Tribly's explanation to the School Governors that Miss. Trunchbull had gone from her house.</li> </ul>
<b>32</b>	<p><b>Miss. Honey's success to get her house back</b></p> <ul style="list-style-type: none"> <li>a. Description of Miss Honey's father last will.</li> <li>b. The solicitors' explanation about the system of taking Miss Honey's father heritage.</li> <li>c. Description of Miss Honey's move to The Red House.</li> <li>d. Miss Honey's happiness for living back at her family house.</li> <li>e. Matilda's enthusiasm to visit Miss Honey's every day after school.</li> </ul>
<b>33</b>	<p><b>The great changes of Crunchem Hall Primary School</b></p> <ul style="list-style-type: none"> <li>a. Miss Trunchbull's dismissal for being Headmistress of the school.</li> <li>b. Description of Mr. Tribly as the new Head Teacher of the school.</li> <li>c. Miss. Plimsoll's admiration to Matilda as a brilliant students in the top form.</li> </ul>
<b>34</b>	<p><b>The disappearance of Matilda's miracle</b></p> <ul style="list-style-type: none"> <li>a. Matilda, and Miss Honey's enjoyment in their time-tea at The Red House.</li> <li>b. Matilda's furor to explain about the disappearance of her miracle power to move things to Miss Honey.</li> <li>c. Matilda's curiosity in listening to Miss Honey's explanation about why, and how her ability had appear, and lost clearly.</li> <li>d. Matilda's happiness to see Miss Honey as happy as she wished.</li> <li>e. Matilda's furor to share about animal's heart beats she had read in the library book to Miss Honey.</li> <li>f. Miss Honey's admiration to Matilda for her curiosity in learning about everything.</li> <li>g. Matilda's polite request to Miss Honey to go home by herself.</li> </ul>
<b>35</b>	<p><b>Matilda's decision to live with Miss. Honey</b></p> <ul style="list-style-type: none"> <li>a. Matilda's confusion for watching he parents put things into the suitcases after she arrived home.</li> <li>b. Mr. Wormwood's explanation that the family must live in Spain forever.</li> <li>c. Matilda's protest to Mr. Wormwood that she could not leave the lovely country, and school.</li> <li>d. Matilda's effort to reach Miss. Honey's house by running with her small foot.</li> <li>e. Matilda's sad explanation about her family that should go to Spain to Miss Honey hurriedly.</li> <li>f. Matilda's curiosity about her parents' problem by begging Miss Honey to tell her in detail.</li> <li>g. Miss Honey's explanation of Mr. Wormwood as a receiver of stolen cars from all over country, and have been reported to the police by somebody.</li> <li>h. Matilda's decision to live with Miss Honey after knowing her father's dishonest in getting money.</li> <li>i. Miss. Honey's explanation about the importance of Matilda's parents' permission to live with her.</li> <li>j. Matilda's courage to request permission to her parents to be allowed to live with Miss Honey.</li> <li>k. Miss Honey's promise to Matilda's parents that she would take care of Matilda if she allowed.</li> <li>l. Mr., and Mrs. Wormwood's decision to let Matilda lived with Miss Honey without hesitation.</li> <li>m. Matilda, and Miss. Honey's silence in witnessing Matilda's family who was leaving the country without saying goodbye.</li> </ul>

### Appendix 3. Data Tabulation of Matilda's Characterizations

No.	Characterizations	Sub-Characterizations	Sequences	Frequency
1.	Smart	Intelligent	1e, 1g, 2a, 2b, 3b, 3c, 3d, 4c, 4e, 5b, 6d, 7b, 7d, 7e, 9b, 11f, 12b, 14c, 14f, 14g, 14j, 14k, 14l, 14n, 15a, 15d, 16f, 17e, 17g, 18a, 18b, 20g, 20i, 21j, 23m, 23o, 26d, 26e, 26f, 26j, 27d, 27g, 27n, 28j, 29a, 29c, 29e, 30j, 33c, 34f.	50
		Critical	6d, 7d, 7e, 7f, 8g, 10a, 10f, 12b, 14f, 14n, 19e, 20g, 20i, 20j, 21g, 23o, 25a, 26j, 27a, 27g, 27k, 27n, 28j, 29a, 29c, 30j, 35h.	27
		Curious	2a, 2b, 3b, 3d, 4a, 4c, 4d, 4e, 5a, 5b, 7b, 9b, 10f, 12b, 19d, 20d, 26d, 26f, 26i, 27d, 27e, 34c, 34e, 34f, 35f.	25
		Bibliophile	2a, 2b, 2f, 3b, 3d, 4a, 4c, 4d, 4f, 5a, 5b, 5d, 7b, 8d, 9b, 9d, 14n, 16f, 23m, 26j, 34e.	21
		Confident	2b, 3b, 9d, 10k, 11f, 12l, 14c, 14f, 14j, 14k, 20i, 21j, 23p, 23r, 24d, 24g, 24k, 25a, 25e, 29b, 35c, 35j.	24
		Creative	5c, 8a, 10i, 10k, 12b, 12d, 14l, 22d, 28j, 29a, 29c, 29e, 30j.	13
2.	Industrious	Hardworking	2a, 2f, 3b, 4a, 4c, 5a, 5c, 8a, 10a, 10d, 10h, 10i, 10l, 12a, 12b, 12d, 14l, 22d, 24h, 25g, 26g, 26m, 27d, 28i, 28j, 28l, 29a, 29b, 29d, 29e, 29f, 29g, 30j, 35c, 35d, 35j.	36
		Diligent	2a, 2b, 3b, 3d, 4a, 4c, 4f, 5a, 5b, 7b, 8d, 9b, 14h, 14l, 16f, 26f, 26k, 26m, 29e, 29f, 29g, 34e.	22
		Disciplined	3b, 4c, 4d, 5a, 9f, 14h, 16f, 29e, 29f, 29g.	10
		Optimistic	2f, 9d, 29b, 29e, 29f, 29g, 35h, 35j.	8
		Resourceful	8a, 10f, 10i, 10l, 12b, 12d, 28j, 29a, 29c, 29e, 30j.	12
3.	Malevolent	Revengeful	7f, 8a, 8d, 8f, 8g, 8i, 9h, 10a, 10k, 12a, 12d, 12j, 12l, 24f, 24h, 24j, 24k.	17
		Cunning	8a, 8d, 8f, 8g, 10k, 12d, 12j, 12l, 12o, 24h, 24i, 24k, 30j	13
		Selfish	7b, 7f, 8f, 10k, 12j, 24k, 35c, 35h, 35j.	10

		Deceitful	8d, 10k, 12l, 24k.	4
		Bad-tempered	7d, 7e, 7f, 10a, 12a, 24f, 24g, 24h.	8
4.	Heroic	Courageous	2b, 2d, 2f, 4b, 5a, 6d, 7b, 7d, 8a, 8d, 8i, 9d, 10d, 10k, 11f, 12a, 12d, 12l, 18e, 22d, 23m, 23p, 23r, 24d, 24g, 24h, 25e, 26m, 30j, 35c, 35d, 35h, 35j	33
		Independent	2a, 2d, 2f, 3b, 4b, 5a, 5c, 8a, 10d, 10h, 10i, 10l, 14l, 16f, 22d, 26m, 34g.	17
		Patriotic	29g, 30j, 35c, 35h.	4
5.	Kind-hearted	Friendly	3c, 4e, 14f, 14n, 18a, 19d, 20i, 26c, 26i, 27c, 27n, 32e, 34b, 34e, 34f.	15
		Helpful	21h, 26k, 26m, 27n, 28i, 28j, 28l, 29b, 29g, 30j, 30n, 30p, 34d.	13
		Empathetic	20f, 20g, 23j, 26n, 26o, 27j, 27l, 27n, 28a, 28i.	10
		Thoughtful	2f, 9h, 25a, 25e, 26o, 28i, 29b, 29e, 35h.	9
		Selfless	9g, 10g, 29f, 29g, 30j.	5
		Sincere	3b, 5a, 26k, 26m, 28i, 28l, 29b, 29e, 29f, 29g, 30n, 34d.	12
		Caring	6d, 21h, 23j, 26m, 26o, 27a, 27e, 27j, 27l, 27n, 28a, 28i, 28l, 29g, 30n, 34d.	16
6.	Dedicated	Responsible	5a, 9f, 10l, 16f, 25e, 25g, 28h, 29g.	8
		Honest	6d, 11h, 14e, 24d, 24g, 25c, 25d, 25e, 25g.	9
		Loyal	10l, 25e, 25g, 28i, 29b, 29g, 30j, 35c, 35j.	9
7.	Well-mannered	Patient	2c, 9h, 11a, 14e, 28f, 29f, 35m.	7
		Respectful	3a, 7b, 10e, 11b, 16b, 16f, 25b, 26a, 26o, 28b, 28d, 28g, 28h, 34g, 35j.	15
		Humble	4e, 14f, 14m, 16e, 18a, 18b, 26e, 27c.	8
		Tolerant	2f, 9h, 14e, 16b, 16d, 16f, 26o, 27b.	8



**Appendix 4. Data Tabulation of Character Education Values in Matilda’s Characterizations**

No.	Characterizations	Sub-Characterizations	Sequences	Frequency
1.	Religious	Friendly	3c, 4e, 14f, 14n, 18a, 19d, 20i, 26c, 26i, 27c, 27n, 32e, 34b, 34e, 34f.	15
		Confident	2b, 3b, 9d, 10k, 11f, 12l, 14c, 14f, 14j, 14k, 20i, 21j, 23p, 23r, 24d, 24g, 24k, 25a, 25e, 29b, 35c, 35j.	24
		Caring	6d, 21h, 23j, 26m, 26o, 27a, 27e, 27j, 27l, 27n, 28a, 28i, 28l, 29g, 30n, 34d.	16
		Sincere	3b, 5a, 26k, 26m, 28i, 28l, 29b, 29e, 29f, 29g, 30n, 34d.	12
		Thoughtful	2f, 9h, 25a, 25e, 26o, 28i, 29b, 29e, 35h.	9
		Patient	2c, 9h, 11a, 14e, 28f, 29f, 35m.	7
		Tolerant	2f, 9h, 14e, 16b, 16d, 16f, 26o, 27b.	8
		Humble	4e, 14f, 14m, 16e, 18a, 18b, 26e, 27c.	8
2.	Nationalist	Disciplined	3b, 4c, 4d, 5a, 9f, 14h, 16f, 29e, 29f, 29g.	10
		Optimistic	2f, 9d, 29b, 29e, 29f, 29g, 35h, 35j.	8
		Patriotic	29g, 30j, 35c, 35h.	4
		Selfless	9g, 10g, 29f, 29g, 30j.	5
3.	Independent	Intelligent	1e, 1g, 2a, 2b, 3b, 3c, 3d, 4c, 4e, 5b, 6d, 7b, 7d, 7e, 9b, 11f, 12b, 14c, 14f, 14g, 14j, 14k, 14l, 14n, 15a, 15d, 16f, 17e, 17g, 18a, 18b, 20g, 20i, 21j, 23m, 23o, 26d, 26e, 26f, 26j, 27d, 27g, 27n, 28j, 29a, 29c, 29e, 30j, 33c, 34f.	50
		Hardworking	2a, 2f, 3b, 4a, 4c, 5a, 5c, 8a, 10a, 10d, 10h, 10i, 10l, 12a, 12b, 12d, 14l, 22d, 24h, 25g, 26g, 26m, 27d, 28i, 28j, 28l, 29a, 29b, 29d, 29e, 29f, 29g, 30j, 35c, 35d, 35j.	36

		Courageous	2b, 2d, 2f, 4b, 5a, 6d, 7b, 7d, 8a, 8d, 8i, 9d, 10d, 10k, 11f, 12a, 12d, 12l, 18e, 22d, 23m, 23p, 23r, 24d, 24g, 24h, 25e, 26m, 30j, 35c, 35d, 35h, 35j	33
		Independent	2a, 2d, 2f, 3b, 4b, 5a, 5c, 8a, 10d, 10h, 10i, 10l, 14l, 16f, 22d, 26m, 34g.	17
		Resourceful	8a, 10f, 10i, 10l, 12b, 12d, 28j, 29a, 29c, 29e, 30j.	12
		Creative	5c, 8a, 10i, 10k, 12b, 12d, 14l, 22d, 28j, 29a, 29c, 29e, 30j.	
4.	Coopertion	Respectful	3a, 7b, 10e, 11b, 16b, 16f, 25b, 26a, 26o, 28b, 28d, 28g, 28h, 34g, 35j.	33
		Helpful	21h, 26k, 26m, 27n, 28i, 28j, 28l, 29b, 29g, 30j, 30n, 30p, 34d.	13
		Empathetic	20f, 20g, 23j, 26n, 26o, 27j, 27l, 27n, 28a, 28i.	10
5.	Integrity	Diligent	2a, 2b, 3b, 3d, 4a, 4c, 4f, 5a, 5b, 7b, 8d, 9b, 14h, 14l, 16f, 26f, 26k, 26m, 29e, 29f, 29g, 34e.	22
		Loyal	10l, 25e, 25g, 28i, 29b, 29g, 30j, 35c, 35j.	9
		Honest	6d, 11h, 14e, 24d, 24g, 25c, 25d, 25e, 25g.	9
		Responsible	5a, 9f, 10l, 16f, 25e, 25g, 28h, 29g.	8

## RIWAYAT HIDUP



Ni Luh Putu Dina Arianti lahir di Pekilen pada tanggal 06 Agustus 1998 dari pasangan suami istri I Wayan Dirga dan Ni Made Supartini. Peneliti adalah anak pertama dari tiga bersaudara. Peneliti sekarang tinggal di Br Pekilen, Ds. Selanbawak, Marga, Tabanan.

Penulis menyelesaikan pendidikan dasar di SD N 2 Selanbawak dan lulus pada tahun 2010. Kemudian penulis melanjutkan di SMP Negeri 4 Mengwi dan lulus pada tahun 2013. Pada tahun 2016 penulis lulus dari SMA Negeri 1 Abiansemal dengan jurusan Ilmu Bahasa dan Budaya, dan melanjutkan pendidikan di Universitas Pendidikan Ganesha dengan mengikuti Program S1 Jurusan Bahasa Asing dengan Program Studi Pendidikan Bahasa Inggris sampai sekarang. Sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa S1 program studi pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.