

DEFAMILIARIZATION IN MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN BY RANSOM RIGGS

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Abstract

ABSTRACT ENGLISH. Defamiliarization is used in *Home for Peculiar Children* to test and restore perceptions of the world by presenting familiar topics in unusual ways. This method promotes usefulness and moral value by encouraging critical thinking and unique interpretations. By implementing Guy Cook's ideas that defamiliarization has consequences to challenge and restore perceptions of the world, this research suggests some perceptions are being challenged and restored. Then this purpose implemented deeper at the language and narrative structure of the novel. To show the issue, this research uses qualitative method by observing, collecting and analyzing data. As the result of the findings and discussion, this research can conclude that the challenged and restored perceptions in the novel are self-image, normalcy, family, mental health, and orphaned children during WWII. In addition, the application of defamiliarization was done using poetic language such as simile, metaphor, hyperbole, irony, and parallelism at the level of language. Meanwhile, at the level of narrative structure was using flashback, foreshadowing, stream of consciousness, and digression.

Kata kunci: Defamiliarization, *Miss Peregrine's Home for Peculiar Children*, Novel

Abstrak

ABSTRAK INDONESIA. Defamiliarisasi digunakan di *Miss Peregrine's Home for Peculiar Children* untuk menguji dan memulihkan persepsi tentang dunia dengan menyajikan topik-topik yang sudah dikenal dengan cara yang tidak biasa. Metode ini mempromosikan kegunaan dan nilai moral dengan mendorong pemikiran kritis dan interpretasi yang unik. Dengan menerapkan gagasan Guy Cook bahwa defamiliarisasi memiliki konsekuensi untuk menantang dan memulihkan persepsi tentang dunia, penelitian ini menunjukkan beberapa persepsi yang ditantang dan dipulihkan. Lalu tujuan itu diimplementasikan lebih dalam pada bahasa dan plot novel tersebut. Untuk menunjukkan isu tersebut, penelitian ini menggunakan metode kualitatif dengan mengamati, mengumpulkan dan menganalisis data. Berdasarkan hasil temuan dan pembahasan, penelitian ini dapat menyimpulkan bahwa persepsi yang ditantang dan dipulihkan dalam novel ini adalah citra diri, kenormalan, keluarga, kesehatan mental, dan anak-anak yatim piatu selama Perang Dunia II. Selain itu, penerapan defamiliarisasi dilakukan menggunakan bahasa puisi seperti simile, metaphor, hyperbole, irony, dan parallelism di level bahasa. Sedangkan pada level struktur naratif menggunakan flashback, foreshadowing, stream of consciousness, dan digression

Kata kunci: Defamiliarisasi, *Miss Peregrine's Home for Peculiar Children*, Novel

1. INTRODUCTION

Defamiliarization is a technique that challenges habitual perceptions by presenting familiar concepts in unfamiliar ways. It is developed by literary theorist Viktor Shklovsky in his "Art as Technique", and it aims to break away from mundane objects and ideas, allowing readers to view the world afresh. It can be applied in various art forms, encouraging critical thinking and innovative interpretations, ultimately leading to a renewed curiosity. One of medium in applying this technique is literary works such as poetry and prose.

Promoting *utile et dulce*, literary works since the classics period showed the works not only enlightening for the readers but it was also beautifully crafted. It means they should provide both enjoyment and educational or moral value. Most authors use poetic language in order to heighten the emotional effect of a piece of literature, establishing a stronger bond with the reader. It also serves practical functions, such as establishing atmosphere, expressing ideas, and emphasizing themes.

Defamiliarization technique itself is possible to be applied in the level of language and level of narrative as mentioned by Guy Cook. However, since the defamiliarization is aimed to challenge and restore readers' perceptions then it is also necessary to recognize the purpose of its use in certain literary works. Literary works oftentimes are inspired by reality and assumed as its representation.

The authors are indeed affected by real-life events. Mundane or anything outside the story is dull or interesting depending on readers' perceptions. Since it is proposed an idea that questions humans' perception by making everything familiar into something strange through poetic language, this research is discussing it in *Miss Peregrine's Home for Peculiar Children* by Ransom Riggs.

The novel is categorized as a fantasy genre and it offers an unusual narrative with peculiar language in describing its characters and plot. Riggs crafted the narrative based on vintage photographs he has collected for years. Most of the photos have strange, alien yet funny displays and those inspired him to create stories behind them. His narrative then is a proper example on how the purpose of defamiliarization is executed in a literary work. Rice (1996, as cited in Rukmi, 2008) suggested that defamiliarization has a consequence to challenge and restore perceptions of the world within the narrative and its readers (p.18). Hence, this research is aimed to identify the purpose of defamiliarization, especially on the challenged and restored ideas in *Miss Peregrine's Home for Peculiar Children* novel.

It is significant to be considered since the narrative uses two settings of time, the United Kingdom during World War II and modern England. Moreover, the protagonist is a teenage boy named Jacob Portman who lived in Florida yet traveled to England in order to reveal his grandfather's secret. As a boy losing his loved one and experiencing trauma, he finds out that dealing with his fear directly by finding Miss Peregrine may help him better than having a consultation session.

The plot leads readers to experience an exciting adventure and thrilling journey during World War II with peculiar children from an evacuees orphanage. This research is next expected to offer new insight on how defamiliarization works in challenging and restoring ideas or perceptions of the world through Jacob Portman's point of view.

Furthermore, it also aimed to how the defamiliarization applied in the novel at the level of language and narrative structure because according to Cook (1995, as cited in Rukmi, 2008), defamiliarization is divided into four aspect. Defamiliarization may possibly found based on the level of perception, language, narrative structure, or literary genre of a literary words (p.12).

2. METHOD

The researcher chooses the descriptive method in this research to gain a deeper understanding of the object and answer the study's problems by analyzing, describing, and understanding the defamiliarization in detail. Fraenkel and Wallen (2011) emphasize the importance of a qualitative method in research, which involves analyzing and understanding the material, situation, activities, or relationship qualities of an object. They define a descriptive method as a method used to explain, analyze, and classify something through various techniques, such as surveys, interviews, questionnaires, and observation.

As preliminary step, the researcher was reading a novel without presumption in order to gain objective judgment. Ransom Riggs's novel, *Miss Peregrine's Home for Peculiar Children*, was chosen due to its popularity which was included as one of best-sellers novel in a short time.

During the reading, some issues emerge and led the researcher to seek more information. Next, the researcher focused on certain issues, defamiliarization, and read theory related to the issue. During the process, Guy Cook ideas on defamiliarization were chosen to be applied in identifying and analyzing data. In collecting data, the researcher seeks any perception or idea which is familiar yet it is purposely made into unfamiliar or otherwise.

After finding proper data related to the purpose of defamiliarization, the researcher continued to identify and analyze the data. In the process, the findings and discussion lead to at least two conclusions.

3. FINDINGS

The novel tells about Jacob Portman, a 16-year-old boy, who hears his grandfather's fantastical tales about an orphanage during WWII. After his grandfather's death, he travels to a remote Welsh island and meets the children, who are alive thanks to a time loop created by their caretaker, Miss Peregrine. They must fight against the Hollowgasts and their leader, with the help of an unlikely ally, to protect their home and themselves.

By applying Cook's idea that defamiliarization has consequences to challenge and restore perceptions. Since it is triggered by Jacob's statement that:

He had lived in an orphanage, fought in wars, crossed oceans by steamship and deserts on horseback, performed in circuses, knew everything about guns and self-defense and surviving in the wilderness, and spoke at least three languages that weren't English. (p. 1)

The data above shows Jacob's perceptions on his grandfather, Abe Portman. Based on his grandfather's story, Abe was a strange boy who could see and interact with Hollowgasts and their guards, the Wights. His family sees him as an odd crazy old man, yet there is reason behind his behavior.

Even though the story does not mention that Abe suffered Post-Traumatic Stress Disorder (PTSD), Jacob's perceptions may indicate one. Those who fought in wars, in this case Abe was involved in World War II, held guns, forced to survive by killing enemies and living in the wilderness surely show common symptoms of PTSD. Yet, in fact, Abe was not only fighting with humans but also monsters named *hollowgasts* and *wights*.

Abe's traumatic experiences have left him with emotional scars, and this includes feelings of guilt and fear. Thus his decision to leave his family and disappear without explanation suggests that he may be struggling and experiencing the effects of trauma. When a family member get such a condition, it is common for other members of the family to not get involved with the madness.

However, through Jacob's position as a protagonist, this perception is being challenged. Adult family members often fail to recognize when someone cries for help or listens to a story which may hide a certain secret, and as a result they assume the story as tell-tales. On the contrary, as a little boy, Jacob was fascinated and believed that the story was true.

When I asked my dad why Grandpa was so crazy about guns, he said it sometimes happened to people who used to be soldiers or who had experienced traumatic things. I guess that after everything my grandfather had been through, he never really felt safe anywhere, not even at home. The irony was, now that delusions and paranoia were starting to get the best of him, it was true—he wasn't safe at home, not with all those guns around. That's why my dad had swiped the key (p.23)

The data shows that even though Abe was a good soldier, the fact that he was suffering mentally from the war is undeniable. His son, Jacob's father, could not help him other than changing all locks in his house to keep him safe from himself. He and other family members were unable to help Abe further since he was also deciding not to have any connection with them, except Jacob in his last years of life.

For many years, Abe kept his background as a peculiar child a secret from his family. It is possible that Jacob's father and the rest of Abe's family were unable to assist Jacob specifically because they were unaware of his unusual skills. However, Abe left hints and instructions for Jacob expressly because he thought Jacob had the ability to safeguard the peculiar children and carry on his legacy. So even though Jacob's father was unable to assist Abe, he nevertheless assisted Jacob in his quest to learn the truth about his grandfather and ultimately carry out Abe's intentions.

Seeing this, the data indicate it is challenging the bias on those who are suffering mentally and his/her family member condition. Due to a lack of awareness about the condition, persons who have mental health issues frequently experience prejudice and stigma from society, even the close relatives. Thus, family members have a crucial role in addressing mental health issues, which can be challenging for both individuals and families.

When Jacob's father was unable to help Abe's mental health, he supported Jacob to seek assistance by seeing Dr. Golan. It indicates that seeking professional help from a mental health provider is a sign of strength, and family members should support loved ones without judgment or criticism. Jacob's father's action might be caused by guilt and his helplessness in dealing with Abe's problem; yet his active listening and empathy toward Jacob prevents the bias.

"Lot of rot. Like I said, no one knew. All I can say is they weren't your regular sort of orphan children—not like them Barnardo Home kids they got in other places, who you'll see come into town for parades and things and always have time for a chat. This lot was different. Some of 'em couldn't even speak the King's English. Or any English, for that matter." (p.84)

When Jacob tries to gather information, he is being told that the children he seeks were not common. Most of them did not look like any child from children care who were orphans or evacuees. In people's viewpoint, they did not have either the quality or performance of war victims or anything like those in Barnardo Home.

Jacob learns that his grandfather was a resident of the Barnardo Home during World War II. He discovers that during the war, Miss Peregrine and her peculiar children refuted at the house and were able to hide from bombs so that they were able to continue their lives safely.

The Barnardo Home actually is a real-life orphanage in England in the late nineteenth and early twentieth century. It becomes essential in Riggs's novel since it is where Miss Peregrine and the peculiar children sought safety during World War II. In the novel, the Barnardo Home is depicted as a vast structure with several rooms, where children slept in dormitories and ate meals together in a communal dining hall. The peculiar children blended in with the other orphans, concealing their powers from the outer world.

However, besides the uncommon look of the children, people also notice that they could not speak King's English or any English. Jacob defends that maybe most of them are foreigners from Europe. The King's English concept, which emphasized a specific standard of English usage, has declined in the 20th century. As societies became more diverse, regional variations and dialects gained recognition. The concept of a standardized form of English is no longer prevalent, and its association with monarchy or a single ruling authority is no longer prevalent.

Thus, the data above indicate both challenging and restoring perception of the world. First, the existence of Barnados Home which had caught Riggs attention actually had a controversial image and history. In the late nineteenth and early twentieth centuries, Barnardo home was chastised for taking children from their families and cultural identities. The children who were placed in Barnardo Homes were subjected to various circumstances and experiences. Many of them come from disadvantaged origins, where they typically had difficult family situations or were subjected to poverty, neglect, or abuse. Barnardo's sought to give these children a safe and supportive environment, as well as education and skill development.

During World War II, Barnardo's homes provided crucial support and care for children affected by the war. As a British charity, they provided shelter, food, education, and medical care to orphaned, separated, or evacuees. Many Barnardo's homes were located outside major cities, protecting them from bombing raids. Operation Pied Piper, the evacuation of children from major cities, was a significant effort to safeguard them from warfare dangers. This is exactly what Miss Peregrine does as the home's headmistress and caretaker.

Miss Peregrine is in charge of ensuring the security and welfare of the odd children under her care because she is a *ymbryne*. She also teaches them about their unusual skills, assists them in understanding and controlling their gifts, and guides them in accepting their uniqueness. Miss Peregrine's position goes beyond that of a caregiver; she becomes a source of wisdom and direction for the children, assisting them in navigating the difficulties they experience.

Second, the peculiar children from Miss Peregrine's home were caught unable to speak or understand King's English. In modern England no one said King's English since it is archaic and describes an extremely formal and standardized form of the English language. It was designed to be employed in formal contexts including official papers, court procedures, speeches, and academic writing. It was also traditionally linked with the British monarchy and nobility. People most likely to know King's English or Queen's English as Received Pronunciation (RP).

RP was formerly the dominant accent in England and was frequently used by the upper classes, it is no longer the exclusive accent spoken by the elderly. In official settings, including government and military communications, RP was more common during World War II among the upper classes around London. There once was a conflict that resulted in a significant amount of societal upheaval, such as increased mobility and increased exposure to various regional accents. The variety of English accents over time may have increased as a result of this.

Yet, nowadays foreigners may opt to learn RP simply because it is often used in formal contexts including academia, business, and government. RP is also frequently used by actresses, newsreaders, and other media people because it has traditionally been connected to prestige. Many of English Foreign Language (EFL) students may view mastering RP as a way to boost their social standing or increase their chances of success in particular professions.

"A loop," I repeated, remembering my grandfather's command: find the bird, in the loop.

"Is that what this place is?"

"Yes. Though you may better know it as the third of September, 1940."

I leaned toward her over the little desk. "What do you mean? It's only the one day? It repeats?" (p.136)

The data shows Jacob has successfully met Miss Peregrine in the loop just like his grandfather's command. One of Miss Peregrine's peculiarities as an *ymbryne* is creating a loop. She establishes a time loop, a safe pocket of time in which the house exists in a single day, September 3, 1940, and is always repeated. This time loop serves as a safe haven and refuge for the strange children, protecting them from the dangers and hazards of the outer world.

Jacob's question about the loop only repeating one day is a restoring perception of certain ideas during World War II, the Blitz. During the event, as a precaution act, many children were transferred from dangerous urban places like London to safer rural locations. The evacuations were intended to keep them safe and shield them from the bombings' risks. The Blitz was a German Luftwaffe bombing campaign that lasted until World War II and began on September 3,

1940. It was a notable day in England since the eight-month-long Blitz devastated several cities around the UK, especially London and Coventry, and claimed many lives.

In the novel, when the loop was disrupted and the house was finally bombed, Miss Peregrine changes into a peregrine falcon and flies with the children to safety. Using her strange ability to transform into a bird, Miss Peregrine takes the kids on a risky voyage that involves negotiating hazardous terrain and squaring off against deadly creatures known as hollowgasts.

While in the tragic history of Britain, a million people, including the children from pied piper operation, were evacuated from Britain's urban areas to safer areas in the countryside. Towns and villages throughout rural England, Scotland, Wales, and Northern Ireland, as well as Canada, Australia, and other Commonwealth countries, were among the destinations. Both in the novel and real life, children as victims of war are always in search of meaning, family, security and bonding.

I used to dream about escaping my ordinary life, but my life was never ordinary. I had simply failed to notice how extraordinary it was. Likewise, I never imagined that home might be something I would miss. Yet as we stood loading our boats in the breaking dawn, on a brand new precipice of Before and After, I thought of everything I was about to leave behind—my parents, my town, my once-best-and-only friend—and I realized that leaving wouldn't be like I had imagined, like casting off a weight. Their memory was something tangible and heavy, and I would carry it with me. (p.307)

The data shows how Jacob changed his perceptions on his life. It shows Jacob's discovery of the remarkable nature of his existence and the significance of his relationships with his family and friends. After fighting for quite some time alongside Miss Peregrine and the peculiar children, he realizes that simple things that he took for granted are most valuable things. As well as his relationships to others can be a great burden that he carries when he decides to leaving all familiar things behind.

Thus the data challenge the perception on adulting, or growing up and leaving home which to most teenagers is a dream comes true with a nightmare comes along. Instead of having support from the family, they tend to hold grudges or any unresolved matters when they leave. Yet, they also need to face bittersweet mix of exhilaration and sadness that frequently comes with it. Furthermore, these purpose of defamiliarization achieved by the deeper implementation at the level of language and narrative structure. According to Cook (1995, as cited in Rukmi, 2008), defamiliarization is divided into four aspect. Defamiliarization may possibly found based on the level of perception, language, narrative structure, or literary genre of a literary words (p.12).

At the level of language which defamiliarization was implied by using literary devices or poetic language, the researcher found Ransom Riggs used devices such as simile, metaphor, hyperbole, irony, and parallelism. These poetic language where used as an evidence of giving the depiction and beauty of poetic characteristic to the language that defamiliarization enforced. Simile is comparison between two ideas with the help of connective words. Rozakis (2003, as cited in Lonada & Martin, 2015) said that a simile is a comparison of two dissimilar things made using the words like, as, than, or a verb as seems (p.12).

Whilst, metaphor implied or covert comparison between two objects that are unconnected yet have some similar traits. Simile and metaphor is similar and the the apparent difference is the use of connective words. Metaphor compares two familiar things in with creation of new analogy which gives a new interpretation and symbolic meaning for the language. In general, the use of metaphor in this novel was to highlight the implicit meaning of what the author wanted. He gave a comparison to build an imagery more vividly but not overly obvious like simile, which forces the reader to delay the understanding. Both simile and metaphor also can overlap with other devices like hyperbole.

Hyperbole is an exaggeration for a specific literary effect (Rozakis, 2003, p.32). The exaggeration can be either for extra comical or dramatic effect in a situation. Hyperbole also can

overlap with metaphor and simile. The difference is hyperbole is not focused on giving a new image or analogy to the text, but it focuses on exaggerating to describe an object, situation, feeling, etc. Generally, simile, metaphor, and hyperbole was giving a new life to the language by presenting an imagery, make the description wider, and helping to build the aesthetic quality in the novel.

Besides that, the researcher also found irony where according to Rozakis (2003, as cited in Lonada & Martin, 2009) irony states one thing in one voice when, in fact, the opposite meaning is intended (p.17). Irony can be in verbal or situational form and the purpose of irony is giving contrast between what should happen and what actually happens, what's spoken and what's the true thought. In this novel, irony used to give a contradiction or deviation in a sentence which results in building the vibe of the novel. Other than that, irony also found on satire or humor which used to bring feelings of sympathy and understanding of the characters to the reader like in data 1 and 2

There is also paralellism which described as the repetition of similar structural patterns, like phrases, clauses, or sentences, that suggest some correspondence of the repeated units (Rukmi, 2008, p.19). Parralellism gives a strong and memorable delivery to people, emphasizes the sentences, and makes it clearer. It gave detailed information and clarity about something that talked about like all the example in table above. In addition, parallelism in the novel was also pleasing to the eyes and the repetition made the sentence to be more impactful and rings like a rhythm during reading.

Below is the example of each poetic language being used in the novel which were researcher had limited into two from five examples.

Poetic Language	The Sentence	Explanation
Simile	<i>Sometimes he'd follow you, quiet as a mouse, with no clothes on so you couldn't see him—just watching!" He shook his head. (p.9)</i>	Quite get associated to a mouse because mouse typically associated as smart animal who can suddenly appeared out of nowhere and anywhere without any sound and loves hiding. This characterization was similar to Millard because throughout story sometimes he was spying on other peculiar children and hiding himself from <i>wight</i> .
Metaphor	<i>What stood before me now was no refuge from monsters but a monster itself, staring down from its perch on the hill with vacant hunger...(p.77)</i>	The home's condition was compared to a monster, which means the condition was in a really worse state and look frightening or dangerous.
Hyperbole	<i>His voice was barely audible, something less than a whisper. I leaned down and put my ear to his lips. He was mumbling, fading in and out of lucidity, shifting between English and Polish. (p.31)</i>	There was no sound less than a whisper. Whisper is the lowest volume when speaking and then none. Even the next sentence was written that Jacob still can heard his grandpa's voice a little although unclear.

Irony	<p><i>...I could feel in my chest like the thump of a second heart, followed by waves of broiling heat, like someone opening and closing an oven right in front of me. I ducked at each concussion, but the kids never so much as flinched. Instead they sang, their lyrics timed perfectly to the rhythm of the bombs. (p.159)</i></p>	<p>The passage showed how contradictive Jacob and the children's reaction when seeing the dropping bomb at WWII. The children were happy, while Jacob was terrified. It could be associated that it looked like a show for them. The situation lost it's meaning to the kids because it repeatedly happens and becomes a habit.</p>
Parallelism	<p><i>Suddenly there were no growling engines, no whistling bombs, no pops of distant guns. It was as if someone had muted the world.(p.162)</i></p>	<p>"No" as the determiner was repeated before verb. The phrase used to give details of Jacob's surrounding.</p>

Each of these literary devices have important roles in defamiliarizing the novel. Simile, metaphor, and hyperbole was giving a new life to the language by presenting an imagery, make the description wider, and helping to build the aesthetic quality in the novel. While, irony made reader's usual perception twisted. The sentence presented does not always in line towards the actual meaning and message, which need a better understanding and look of the implied meaning. However for parallelism, it did not actually truly present the unfamiliarity of the language and just mainly focused on the repetition of structure. Yet, it was emphasizing and describing the feeling or situation in the novel and also created a nice sound and looks to the novel.

At the level of narrative structure, defamiliarization was used in the *sjuzhet* or plot of the story, which showed by the use of devices such as flashback, foreshadowing, stream of consciousness, and digression. According to Rollins (2013), flashback is when an author refers back to an event that has already taken place in the story (p.5). Overall, the researcher found five flashback in *Miss Peregrine's Home for Peculiar Children* and it was all a conventional flashback. The apparent use of past tense and mostly adverb of time are what made the researcher can distinguish the flashback, which shown in one of the examples when Jacob learned that peculiar people's life is always in danger not only because of common people but also monsters like *wight* and *hollowgast*.

"Some years ago, around the turn of the last century, a splinter faction emerged among our people—a coterie of disaffected peculiars with dangerous ideas..." (p.241)

"...In the summer of 1908 my brothers and several hundred members of this renegade faction—a number of powerful ymbrynes among them..."

On the other hand, foreshadowing is when an author mentions or hints at something that will happen later in the story (Rollins, 2013, p.5). The hint usually tells you about the climax of the story, like an events, incident, character development in the future. In this novel, the researcher found four foreshadowing, which one of the examples talked about the effect of present time to peculiar children age and growth if they went outside of the loop.

Miss Peregrine nodded sadly. "He let himself grow old." (p.142)

...I was starting to wonder if someone had swiped it when I realized that the leathery thing was the apple...It looked as though it had spent a year locked in a food dehydrator... (p.193)

Furthermore, a digression is stylistic literary device where author temporary interrupt a narrative from its main action or topic to focus on unrelated topic. However, digression is still relevant and important to the main topic and usually used to explain a background information, character's motivation or interest, and creating suspense. There are five digression found in the novel, one of the examples is when Jacob had conversation with *wight* who wanted him to help their mission to kidnap all *ymbrynes*.

"How do you know my name?" He cleared his throat, and when he spoke again his voice had changed radically. "Did you forget me so quick?" he said in a New England accent. "But then I'm just a poor old bus driver, guess you wouldn't remember." (p.255)

While, stream of consciousness is a technique that describes the thoughts, perceptions, feelings, sensations and mental processes experienced by a character in a story. It describes directly the insight and mind of the character's self that mirrors the unstructured and associative nature of human thought, which can create reader's immersion to the character's world. There were five examples, which one of it placed at the end of the story where the epiphany of Jacob and peculiar children happened.

We were quiet but excited. The children hadn't slept, but you wouldn't have known it to look at them. It was September fourth, and for the first time in a very long time, the days were moving again. Some of them claimed they could feel the difference; the air in their lungs was fuller, the race of blood through their veins faster. They felt more vital, more real. I did, too. (p.307)

Similar with the level of language, all devices at the level of narrative structure also had its own purpose in the novel and impact each other and reader's point of view on seeing the story as a whole. Flashbacks introduced the background of events that occurred in the future, showed cause-and-effect, and explained the origins of a character. The flashback here provides further explanation so that the reader can understand and comprehend better how the story will flow as well as provides more depth to the story and characters in the present narrati, then leads to reader having more connection and understanding of the cause and effect

Foreshadowing was to build anticipation and tension for a character or situation, for the reader to guess and predict, then build up an anticipation that will be surprising. For this reason, the foreshadowing of this novel strengthen the mystery, suspense, tension feelings and gave more depth to the reader because of the awareness of every correlation that has been read. It leaves reader wondering about what and why something could happen, plays with reader feelings which leads to make reader more curious and engaged to the full story.

While, digression and stream of consciousness dominant purpose was to build the character development and giving depth to character's emotion. Both were disrupting the plot to give background information, explanation, and the emotions or characteristic of character in the story, which then effect the reader's perceiving to be more understanding about the character and the story.

4. CONCLUSION

Defamiliarization challenges habitual perceptions by presenting familiar concepts in unfamiliar ways and aimed to break away from mundane objects and ideas, allowing readers to view the world afresh. It can be applied in various art forms, encouraging critical thinking and innovative interpretations, including novel as literary work since it uses more poetic language to promote *utile et dulce*, providing both enjoyment and educational or moral value. Through the discussion, this research suggests the purpose of defamiliarization in *Home for Peculiar Children* is to challenge and restore perceptions of the world about self image, normalcy, family, mental health and children as orphans during World War II.

Furthermore, at the level of language, the novel employs literary devices such as simile, metaphor, hyperbole, irony, and parallelism to create a poetic and descriptive language. Whilst, at the level of narrative structure, defamiliarization showed in the plot by using devices such as

flashback, foreshadowing, digression, and stream of consciousness to enhance the plot. In conclusion, by using defamiliarization with Guy Cook theory at the level of language and narrative, the challenged and restored purpose of defamiliarization was delivered without being judgmental yet educating and heartwarming.

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