JACOB’S MOTIVATION FOR FINDING MISS PEREGRINE’S HOME IN RANSOM RIGGS’ MISS PEREGRINE’S HOME FOR PECULIAR CHILDREN

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

Birgitta Dian Mariska
Student Number: 101214013

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHERS TRAINING AND EDUCATION
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Yogyakarta, 21 January 2015

The Writer

Birgitta Dian Mariska

101214013
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“Better to have loved and lost,

than to have never loved at all”

(St. Augustine)
ABSTRACT

Mariska, Birgitta Dian. 2015. *Jacob’s Motivation for Finding Miss Peregrine’s Home in Ransom Riggs’ Miss Peregrine’s Home for Peculiar Children*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This study analyzes a novel written by Ransom Riggs, entitled *Miss Peregrine’s Home for Peculiar Children*. This novel tells about a boy named Jacob who wants to find a home owned by Miss Peregrine. Jacob gets a testament message before his grandfather died. The testament message tells Jacob that he should go to the island where Miss Peregrine’s home is located. From his grandfather’s testament message, Jacob should find a bird in that home. His grandfather thinks that Jacob will be safe in Miss Peregrine’s home. It is the important reason why his grandfather asks Jacob to go to the island. Therefore, this study is about Jacob’s motivation to find out Miss Peregrine’s home for his safety need.

In this study, there are two problem formulation. The first problem is how Jacob’s character is portrayed in Ransom Riggs’ *Miss Peregrine’s Home for Peculiar Children*. The second problem is what motivates Jacob for finding Miss Peregrine’s home. Accordingly, the aims of the study are to describe Jacob’s character and to reveal Jacob’s motivation for finding Miss Peregrine’s home.

This study employs library research. Psychological approach is employed to solve Jacob’s motivation for finding Miss Peregrine’s home. There are two sources which are used in this study. The primary source is the novel entitled *Miss Peregrine’s Home for Peculiar Children*. The secondary sources are from psychological books and literary works. In this study, the researcher employs theory of character and characterization and theory of motivation.

This study reveals that Jacob’s characters are portrayed as curious, persistent, tricky, adventurous, brave, rebellious, paranoid, and insane boy. Second research problem concerns with Jacob’s motivation to find Miss Peregrine’s home. Jacob’s motivation for finding Miss Peregrine’s home is for his safety need.

This study provides some suggestions for future researchers who want to analyze the same novel. It is suggested to analyze the meaningful symbols of the novel. Furthermore, it is suggested for English Language Education Study Program to use the excerpts of *Miss Peregrine’s Home for Peculiar Children* as the material in teaching Basic Reading I class for the first semester students.

**Keywords:** Miss Peregrine's home, motivation, psychological approach
ABSTRAK


Dalam penelitian ini, ada dua permasalahan. Permasalahan pertama adalah bagaimana karakter Jacob digambarkan di Miss Peregrine's Home for Peculiar Children karya Ransom Riggs. Permasalahan kedua adalah apa yang memotivasi Jacob dalam menemukan rumah Ibu Peregrine. Maka, tujuan dari skripsi ini adalah untuk mendeskripsikan karakter Jacob dan untuk mengungkap motivasi Jacob dalam menemukan rumah Ibu Peregrine.


Penelitian ini mengungkapkan karakter Jacob digambarkan sebagai seorang anak lelaki yang ingin tahu, keras hati, penuh akal, kepetaulangan, berani, memberontak, gila ketakutan, dan aneh. Penelitian pada permasalahan yang kedua menyangkut dengan motivasi Jacob untuk menemukan rumah Ibu Peregrine. Motivasi Jacob dalam menemukan rumah Ibu Peregrine adalah untuk kebutuhan keamanannya.

Penelitian ini memberikan beberapa saran bagi peneliti selanjutnya yang ingin menganalisa novel yang sama. Disarankan untuk menganalisis arti simbol di novel. Selain itu, disarankan untuk program studi Pendidikan Bahasa Inggris menggunakan kutipan Miss Peregrine’s Home for Peculiar Children sebagai materi ajar di kelas Basic Reading I untuk mahasiswa semester satu.

Kata kunci: Miss Peregrine’s home, motivation, psychological approach
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CHAPTER I
INTRODUCTION

This chapter consists of five parts. They are background of the study, problem formulation, objectives of the study, benefits of the study, and definition of terms. Background of the study explains the necessity of analyzing the topic and the reasons for choosing the topic. The objectives of the study explain the aims of this study. Benefit of the study presents the advantages and importance of conducting this study. The definition of terms provides the explanation of some important terms used in the study.

A. Background of the Study

Motivation can make a human do something and understand their causes or the reasons why they do it. According to McClelland (1985), “motivation refers on one hand to conscious intents, to such inner thought” (p. 4). From McClelland’s statement, it can be said that people have motivation in their life. Their motivation is their reason to do all of their activities. It is interesting to analyze the motivation of a character in a novel.

*Miss Peregrine’s Home for Peculiar Children* by Ransom Riggs is a fantasy story. It tells the story about Jacob, a boy who wants to find out a home owned by Miss Peregrine. Jacob gets a testament message delivered by his grandfather before he passes away. Until the last breath before his grandfather died, he tells Jacob to find out Miss Peregrine's home. The testament message from his
grandfather tells Jacob that he should go to the island where Miss Peregrine’s home is located. His grandfather said that Jacob should find a bird in that home. He thinks that Jacob would be safe in Miss Peregrine’s home. That is the important reason why his grandfather asks Jacob to go to the island.

Jacob is very intimate with his grandfather, therefore when his grandfather died suddenly Jacob is very shocked. When his grandfather died, Jacob felt so lost. Only his grandfather understands that Jacob is a peculiar child and he can see the monsters. Jacob promises his grandfather about the reason why he should find Miss Peregrine’s home.

Unfortunately, Jacob has nightmares when he slept. It begins after his grandfather died. He always sees the monster which kills his grandfather in his nightmares. His grandfather always says the same testament message in his nightmares. His grandfather’s testament message is an unusual message. He should go to the island and find a bird there. It makes him to be paranoid. He tries to tell his nightmares to his parents, but they do not believe in Jacob. Finally, his father calls a psychiatrist, Dr. Golan, in order to help Jacob’s problem. However, Dr. Golan gives a suggestion and a permission to Jacob to go and to find Miss Peregrine’s home.

This study will analyze the motivation of Jacob. After reading the novel, a researcher is interested in studying Jacob’s motivation for finding Miss Peregrine’s home. His motivation is important to be analyzed after Jacob receives the testament message from his grandfather before his grandfather died. There
would be many factors supporting his action whether from the inside or the outside of himself.

B. Problem Formulation

Based on the background of the study, the research questions can be formulated into the following questions:

1. How is Jacob’s character portrayed in Ransom Riggs’ *Miss Peregrine’s Home for Peculiar Children*?
2. What motivates Jacob for finding Miss Peregrine’s home in Ransom Riggs’ *Miss Peregrine’s Home for Peculiar Children*?

C. Objectives of the Study

Based on the problem formulation, the first objective of this study is to describe the character of Jacob. The second objective is to reveal the motivations of Jacob for finding Miss Peregrine’s home.

D. Benefits of the Study

This study is to find out the motivations of Jacob for finding Miss Peregrine’s home. There are some the benefits from this study. This study gives the benefit for a researcher and all the readers.

The first benefit is for a researcher. By analyzing and discussing this topic, it is useful for a researcher because she can learn some metaphors of literature from this novel. A researcher hopes to understand the motivations of Jacob in finding Miss Peregrine’s home. It is very inspiring for the researcher. A researcher
can reflect her own actions as to continue fighting and never give up if she has a purpose in life.

This study can be used by the readers, hopefully they can enhance their vocabularies and also their knowledge for learning in the field of literary works. This study can be used as a reference in analyzing the character actor in a novel.

The last benefit can be useful for the development of the English Language Education Study Program. This study can be one of the sources in Basic Reading I course for the first semester students. The students can understand and enhance their knowledge more about characterization and motivation.

E. Definition of Terms

There are three terms appeared in this study, which need to be clarified to avoid misunderstanding between the reader and a researcher opinion, as follows:

1. Motivation

Motivation in Jung (1978), refers to “such diverse state as desire, wishes, plans, goals, intents, impulses, and purposes” (p. 4). According to Jung (1978), motives refer to the causes or reason that given behavior (p. 4). In this study, motivation refers to the causes or reasons that trigger Jacob wants to find out Miss Peregrine’s home.

2. Home

According to Klinkenborg (2012), home refers to “in humans, the idea of home almost completely displaces the idea of habitat” (http://www.smithsonianmag.com/science-nature). In this study, home refers to
Miss Peregrine’s home. Miss Peregrine’s home which is a home (place of refuge) for peculiar children. Actually, Miss Peregrine’s home is what Jacob wants to find out.

3. Character

According to Abrams (1981), character as an imagined person who inhabits a story and shows a distinctive type of person (p. 20). In this study, character refers to the personality traits of the person in the novel. It can be known by analyzing the personality traits of Jacob in Miss Peregrine’s Home for Peculiar Children.
CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the review of related literature. This chapter consists of two sections: review of related theories and theoretical framework.

A. Review of Related Theories

This section reviews the theories that are suitable for analyzing the work in this study. The theories that are going to be presented in this study are: the theory of psychological approach, the theory of character and characterization, and the theories of motivation.

1. Psychological Approach

In analyzing a literary work, a novel for instance, a researcher could use certain approaches as basis in understanding the literary work and it helps a researcher to make the analysis clear and understandable.

According to Rohrberger and Woods (1971), the critical approach is necessary in order to understand the nature, function, and positive values of literature. There are five approaches which are the several of critical approaches, “the formalist approach, the biographical approach, the sociocultural-historical approach, the mythopoeic approach, the psychological approach” (p. 6).

Rohrberger and Woods (1971) state, “The psychological approach, it involves the effort to locate and demonstrate certain recurrent patterns” (p. 13). The psychological approach can be interpreted through human’s experience. This
approach is used to explain human motivation, human personality, and human behavior in any time or place in the literary works.

Klarer (1999) states, “A psychological approach is, however, merely on way of evaluating characters” (p. 17).

The psychological approach is employed to analyze the novel, since the analysis is mainly on the characters, and the motivations through the character’s action. This study needs the theories of human motivation. The theory helps a researcher to reveal Jacob’s motivation which takes his decision to find out Miss Peregrine’s home.

2. Character and Characterization
   a. Character

Character is the most important component, besides its plot and setting of a story. Abrams (1981) states that characters are the people in a dramatic or narrative work who are expressed through what they say and what they do (p. 20). In this study, characters are the people who have important role in a novel.

Klarer (1999) states, “The individualization of a character, however, has evolved into a main feature of the genre of the novel” (p. 19). It means that each character has different way in a story. Therefore, the way how the author tells about the characterization of the character influence the genre of the novel.

Abrams (1981) states that the major character becomes the focus of the events from the beginning to the ending parts. Meanwhile, the secondary character appears in a certain setting and becomes the background for the major character (p. 50).
Henkle (1999) divides types of characters into “major character” and “secondary character” (p. 88). The differences between major character and secondary character are based on their prominence in the novel and those whose function, as seen in the large supportive or projective (p. 88). The major character plays most of the role in the story. Meanwhile, the secondary character has limited function in the story.

In this study, character and its type, major or minor character, are employed to analyze how Jacob served as the character in Miss Peregrine's Home for Peculiar Children.

b. Characterization

According to Murphy (1972), there are nine ways to understand the characterization of the characters for the reader (pp. 161 – 173). Those nine ways are as follows:

1) Personal Description

Personal description means a description of the character based on the author’s appearance and clothes. They can tell us the character of the identity based on what they look. In other words, the reader can know the details, such as the face, skin, eyes, and the clothing.

2) Character as Seen by Another

Character as seen by another means a description of the character not only from description directly the author, but also the other characters’ opinion. It can be seen between one character and other characters will give a clue for the other characters to explain the characteristics of a character. It
means that people usually talk about his or her friends’ character, and then they give the opinion about them.

3) **Speech**

The character of someone also we know from his or her opinion or conversation with others. In other words, the reader can know the characterization of the character when a character speaks in conversation with another. Then, the author can give some clues to the readers.

4) **Past Life**

By telling something from his or her past life, it can be as a clue for the readers to help their understanding about a person’s character. It means that the author let the reader know about the characters’ past life by giving some clues. It can be done by the author’s direct comment, through the character’s thought, conversation, or by another character.

5) **Conversation of Others**

The person’s character through what the person is talking about to others can be the clue of his/her character. The conversation of others can be believable information about the personality of the character. In other words, the author will give some clues about the character by showing it through the conversation of other people or what they say about the character.

6) **Reactions**

The author gives a clue to the readers by knowing the person’s character how to respond something in the various situations and events. It means
that the characterization of the character react towards the various situations and events.

7) **Direct Comment**

The author can describe a person’s character by telling the story directly. The description of the character directly by the author. From the description, the readers can understand the character well.

8) **Thoughts**

The author gives knowledge to the readers of what a person is thinking about. The author can describe the person’s character through his or her mind. Based on his or her mind, the readers can understand the character better. It means that the readers can know the character’s thought, that is through the knowledge of a person from what he or she is thinking about.

9) **Mannerisms**

Mannerisms mean the habits of a person’s character. The author can describe a person’s habits to tell the readers about his or her character. It is to describe the social behavior of a person’s character.

3. **Theory of Motivation**

This study needs the theories of motivation as one of review literature. The theories could help answering the second problem formulation, which is about analyzing Jacob’s motivation for finding Miss Peregrine’s home in *Miss Peregrine’s Home for Peculiar Children*. 
a. Definition of Motivation

Huffman, Vernoy, and Vernoy (1997) state that motivation comes from Latin word “movere”, it has meaning of ‘to move’ (p. 364). From that meaning, motivation refers to factors within an individual (such as needs, desires, and interest) that activate, maintain, and direct behavior toward a goal.

According to Huffman, Vernoy, and Vernoy (1997), “Research in motivation attempts to answer the ‘why’ and ‘what causes’ questions about human and animal behavior” (p. 365). It means that motivation is the study of the “why” of behavior. In other words, motivation is a factor that makes a person to do something to reach a particular goal. Motivation also makes a human behave in a certain behavior. It is a process of activating, maintaining and directing behavior toward a human’s goal.

Huffman, Vernoy, and Vernoy (1997) state that there are two kinds of motivation, namely intrinsic and extrinsic. Intrinsic motivation is the desire to perform an act for its own sake. Motivation is derived from the satisfaction arising out of the behavior itself. Meanwhile, extrinsic motivation is the desire to perform an act because of external rewards or avoidance of punishment. Motivation is not inherent in the behavior itself (p. 377). Extrinsic rewards are used to inform or to control the human’s performance. Edward (1995) explains that extrinsic rewards do not reduce intrinsic interest if they are based on competency. In fact, they may intensify the desire to do well again (as cited in Huffman, Vernoy, and Vernoy, 1999, p. 378).
Jung (1978) states, “motivation refers to such diverse state as desire, wishes, plans, goals, intents, impulses, and purposes” (p. 4). Motivation affects human behavior to reach their goal. It is a reason why motivation influences human behavior.

b. Human Motives

Maslow says, “man is initially motivated by a series of basic needs; as these are satisfied; he moves toward the level of the higher needs and becomes motivated by them” (as cited in Feist and Feist, 2006, p. 278). According to Maslow, there are some theories of the basic needs (as cited in Feist and Feist, 2006, p. 278 – P. 283). Those basic needs are as follows:

1) The Physiological Needs

It is a biological need. The physiological needs are the need of oxygen, food, water, and a relatively constant body temperature. They are powerful needs because if a person is not given all the needs, physiological will come in the person's search for satisfaction. The examples of the physiological needs are hunger, thirst, and maintenance of internal state of the body.

2) The Safety Needs

When all physiological needs are satisfied and no longer controlling thoughts and behaviors, the need for security can become active. Adults have a little consciousness their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe. The safety needs are to feel secure and safe, to seek pleasure and avoid pain.
3) The Belongingness and Love Needs

When the physiological needs and safety needs are satisfied, the next class of needs for love, affection and belongingness emerge can arise. Maslow states that people seek to overcome feelings of loneliness and estrangement. This involves both of them, receive love, affection and give a sense of belonging. The belongingness and love needs are to affiliate with others, be accepted, and give and receive attention.

4) The Esteem Needs

When the three of needs are catered, the esteem needs can become dominant. This involves both of the need for one’s self-esteem and gets respect from others. Human has a need for a firm, based on high level of stable self and respect from others. When these needs are catered, people feel confident and valuable as a person in the world. The esteem needs are happen when frustration of the need, human feel inferior, weak, helpless and worthless. The esteem needs are to achieve, be competent, gain approval, and excel.

5) The Self-Actualization Needs

When all of the needs are fulfilled, then the need for self-actualization is activated. Maslow describes self-actualization as a person needs to be and do what the person is "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of anxiety. The person feels on edge, strained, lacking something, in brief, agitated. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to find out what the person is agitated. It is not always clear what a person wants
when there is a need for actualization. The self-actualization needs are to find self-fulfillment and realize one’s potential.

6) Aesthetic Needs

Aesthetic needs are not universal, but at least some people in every culture seem to be motivated by the need for beauty and aesthetically pleasing experiences (Maslow, 1967). People prefer beauty to ugliness, disorderly environments (Maslow 1970).

7) Cognitive Needs

Cognitive needs are a desire how to know, to solve mysteries, to understand, and to be curious (Maslow 1970). People who have not satisfied their cognitive needs, they have been consistently lied to.

8) Neurotic Needs

Neurotic needs are nonproductive. It is usually reactive. People can be a reactive when they serve as compensation for unsatisfied basic needs.

B. Theoretical Framework

All of the theories reviewed above are important to conduct analysis. Then all of theories will be taken into consideration. This study on the novel *Miss Peregrine’s Home for Peculiar Children* will employ a psychological approach to answer the problem formulated in previous chapter. The discussion would be about Jacob’s motivation in finding Miss Peregrine’s home.

This analysis is supported by some theories. The theories are theory of character and characterization, and theory of motivation. First are the theories of
character and characterization. The theories help a researcher to analyze the characters of Jacob for finding Miss Peregrine’s home.

Second are the theories of motivation. The explanations of these theories are complete enough to find out the answer of the second problem formulation. The theories help a researcher to analyze the motivation of Jacob for finding Miss Peregrine’s home.
CHAPTER III

METHODOLOGY

This chapter consists of three parts. They are object of the study, approach of the study, and method of the study. The first part is object of the study. It describes the novel, entitled Miss Peregrine’s Home for Peculiar Children and provides the synopsis of the novel. The second part is the approach of the study. It describes the approach that is used to address the study. The third part is the method of the study. It describes the method and procedure of this study.

A. Object of the Study

The object of this study is Miss Peregrine’s Home for Peculiar Children by Ransom Riggs. This novel is his first novel, debuted at #5 on the New York Times Best-Seller List. This novel was published in Philadelphia in 2011 by Quirk Books. Ransom Riggs with Quirk Books’ creative director, Jason Rekulak, they discuss its peculiar origins. This novel consists of 382 pages, which is divided into 1 prologue and 11 chapters.

This novel tells about a family tragedy story about a boy, namely Jacob, who wants to find out a home owned by Miss Peregrine. Jacob finds his grandfather almost dead. His grandfather tells Jacob to find out Miss Peregrine’s home. Jacob should go to the Cairnholm Island where Miss Peregrine’s home is located.
The reason why his grandfather asks Jacob to go to the island, it is because he thinks Jacob will be safe in Miss Peregrine’s home. Besides, Jacob is very intimate with his grandfather. It makes Jacob promise to his grandfather to find out Miss Peregrine’s home.

B. Approach of the Study

This study uses the psychological approach. This approach is employed to understand the characters in the novel. Psychological approach helps a researcher to answer the problems, because it focuses on characters and motivations. The answer to the first research question would help in analyzing the second research question. This psychological approach would find out Jacob’s motivation for finding Miss Peregrine’s home.

C. Method of the Study

This study employs library research. This study has some sources. There are primary and secondary sources in this study. The primary source is the novel, Miss Peregrine’s Home for Peculiar Children by Ransom Riggs. The secondary sources are some materials which are related to analyze the novel. There are some steps to analyze the study.

First, a researcher read some summaries of the novel before analyze. The researcher read the novel for several times to gain better understanding of the novel. After that, a researcher decided a suitable topic of Jacob’s motivation for finding Miss Peregrine’s home.
Then, a researcher visited the library to collect some secondary sources. The secondary sources are books, theories, and researches that are related to the topic. A researcher visited the library, searched the internet, and discussed with students of the faculty of literature.

A researcher focused on the characters of Jacob and motivation of Jacob to find Miss Peregrine’s home. Jacob characters are very important to be discussed. After understanding the characters of Jacob, affect his motivation for finding Miss Peregrine’s home. By using psychological approach, a researcher related to these characters and motivation.
CHAPTER IV

ANALYSIS

This chapter aims to find out the two problems appeared in the problem formulation. First, it discusses the analysis of Jacob’s character portrayed in this novel. Second, it is about Jacob’s motivation for finding Miss Peregrine’s home in Ransom Riggs’ *Miss Peregrine’s Home for Peculiar Children*.

A. The Description of Jacob

According to Henkle (1999), the people who appear the most in the novel, whose appearances are frequent, are the major characters (p. 90). In Ransom Riggs’ *Miss Peregrine’s Home for Peculiar Children*, Jacob Portman as a major character. Moreover, he plays most of the role and appears in each chapter in the novel.

Ransom Riggs, the writer, clearly defines Jacob’s characteristics from the way of Jacob how to face and solve all of the events which are happen in the story.

1. Physical Description

Abrams (1981) states that character is a person who plays the story and shows his or her distinctive type (p. 20). It refers to the personality traits of the person in the novel.

In this case, Ransom Riggs shows Jacob’s personality. It can be known that Jacob is a teenage boy. It is states clearly by himself in the prologue of this
novel. “Then, a few years later, when I was fifteen, an extraordinary and terrible thing happened, and there was only Before and After” (p. 22). Therefore, the case in this story happens when Jacob is about fifteen years old.

2. Personality Descriptions

To understand Jacob’s characteristics, the theory of Murphy’s characterization (1972) is applied in analyzing the characterization of Jacob. Murphy defines nine ways to reveal the characterization of characters for the reader (p. 161). The following are Jacob’s characterizations reviewed through Murphy’s nine ways of characterization.

a. Curious

Jacob and his father meet a curator in the Cairnholm Island. It makes Jacob know where Miss Peregrine’s home is. It can be seen from his speech: “Where can we find the old children’s home?” “The old what?” he said, squinting at me” (p. 72).

Jacob looks for some informations about the contents of Miss Peregrine’s home to Martin. Jacob tells his aim to come to the island, he looks for the home. However, there are the other cases that Jacob wants to know. Jacob wants to meet the occupants of the Miss Peregrine’s home. Jacob’s curiosity can be seen from his speech:

I assured him that it was, then got right to the point. “The people that lived there – do you have any idea what happened to them?” “They’re dead,” he replied. “Happened a long time ago.” I was surprised – though I probably shouldn’t have been. Miss Peregrine was old. Old people die. But that didn’t mean my search was over. “I’m looking for anyone else who might have lived there, too, not just the headmistress.” (p. 95)
Jacob is really curious with a war that happens at the moment. It makes all of the occupants in that home died. Jacob wants to know it because his grandfather never tells about it. Jacob states explicitly that he is curious:

Martin settled into a chair opposite me. “About that, I’m curious. You say your grandfather lived here. He never mentioned it?”
“I’m curious about that, too,” I said. “I guess it must’ve been after his time. Did it happen late in the war or early?” (p. 97)

It is not easy for Jacob to know the origin of Miss Peregrine’s home. When Jacob is exploring Miss Peregrine’s home, he finds a trunk. The trunk makes him curious. Jacob wants to know what the thing inside the trunk is. Then, Jacob opens the trunk. Jacob’s action expresses his curiosity. Jacob feels curious and he thinks that the trunk is full of secrets: “It was a big old steamer trunk latched with a giant rusting padlock. It couldn’t possibly be empty, I thought. You don’t lock an empty trunk. Open me! It fairly seemed to cry out. I am full of secrets!” (p. 109).

b. Persistent

Jacob always gets horrifying nightmares. In his nightmare, his grandfather always says the same things. He always talks about a bird, a loop, and a grave. This case makes Jacob persist in doing what his grandfather says. His action shows that he is persistent:

I wanted to act like I didn’t care about the last words, but I did. They’d been eating away at me almost as much as the nightmares. I felt like I owed it to my grandfather not to dismiss the last thing he said to anyone in the world as delusional nonsense, and Dr. Golan was convinced that understanding them might help purge my awful dreams. So I tried (pp. 45-46).
Jacob convinces his parents in order to get a permission to spend his summer holiday in the Cairnholm Island. It is not easy to convince his parents, especially his mother. His mother claims that this is a wretch idea. Nevertheless Jacob still wants to go there by himself, although he does not get a permission from his mother. Jacob expresses his persistence through his speech: “I had no effective rebuttals and any my reason for wanting to make the trip – I think I’m supposed to – wasn’t something I could explain without sounding even crazier than they already feared I was” (p. 65).

Jacob’s father tells him that he almost gives up to understand Jacob’s grandfather. For the first time, Jacob’s father is interested to find all of the things about Jacob’s grandfather. However, Jacob’s father is not interested to it anymore. Jacob persists in knowing his father’s reason. It can be known that Jacob is persistent from his reaction: “I could feel the conversation going in a direction I wasn’t entirely comfortable with, but I persisted anyway. “Why not?” (p. 88).

c. Tricky

Jacob wants to go to Cairnholm Island which is based on an order of his grandfather. He plans to go there after he receives a testament message from his grandfather. The testament message is about the command that Jacob should go to Miss Peregrine’s home as the best place for Jacob’s safety. Besides, Jacob also finds a letter and photo in a book which are also his grandfather’s command. Therefore, he wants to go there by himself in order to get a permission from his parents. Jacob thinks about some possible reasons, which can be accepted easily by his parents:
The only sane-sounding arguments I could come up with were things like, “I want to learn more about family history” and the never-persuasive “Chad Kramer and Josh Bell are going to Europe this summer. Why can’t I?” I brought these up as frequently as possible without seeming desperate (even once resorting to “it’s not like you don’t have the money,” a tactic I instantly regretted), but it looked like it wasn’t going to happen.

Then several things happened that helped my case enormously. First, Uncle Bobby got cold feet about my spending the summer with him—because who wants a nutcase living in their house? So my schedule was suddenly wide open. Next, my dad learned that Cairnholm Island is a super-important bird habitat, and, like, half the world’s population of some bird that gives him a total ornithology boner lives there. He started talking a lot about his hypothetical new bird book, and whenever the subject came up I did my best to encourage him and sound interested. But the most important factor was shocked us all by not only signing off on the idea but also encouraging my parents to let me go (pp. 65–66).

His father asks a question to Jacob about the condition of Miss Peregrine’s home. It makes a dispute between Jacob and his father. At that moment, Jacob just answers that he sees the trash around the house. Actually, Jacob’s father can see Jacob’s disappointment because he has no result. He has some ideas in order to get information about his grandfather. Jacob’s character that has tactics as seen in Jacob and his father’s conversation. His speech reveals his character:

“So what’re you going to do?”
“Find people to talk to. Someone will know what happened to the kids who used to live there. I figure a few of them must still be alive, on the mainland if not around here. In a nursing home or something.”
“Sure. That’s an idea.” He didn’t sound convinced, though (p. 88).

Jacob finds a big old streamer trunk in Miss Peregrine’s home. Jacob wants to look for a key, but it is difficult for him because the key is not in that home. Jacob wants to know the contents of that trunk, then he breaks it. However, the trunk seems difficult to be broken. Therefore, Jacob has some ideas to break that trunk by himself. He expresses his tricky in his speech:
Then I had a brilliant idea. If I could find a way to break the trunk, I wouldn’t have to worry about the lock at all. And what force would be stronger than me and my admittedly underdeveloped upperbody muscles wailing on the trunk random tools? Gravity. I was, after all, on the second floor of the house, and while I didn’t think there was any way I could lift the trunk down the hall and push it over. Whether its contents would survive the impact was another issue – but at least I’d find out what was inside (p. 110).

In the cold morning, Jacob’s father is waiting for Jacob. He comes back from Miss Peregrine’s home. His father looks for him continuously, however Jacob has just arrived at the next morning. At that moment, the town is freeze, wet, and grinning. Jacob comes back and his face is red and his father guesses Jacob’s face is sunburned. It makes Jacob deceive his father’s answer to make sure his father that Jacob’s face is really red because of the sunlight. Moreover, Jacob has some ideas. They make Jacob looks for another answer. Jacob is a tricky character. It can be seen from his speech: “And why is your face red? You look sunburned.” Crap. A whole afternoon at the beach without sunblock. “I’m all hot from running,” I said, though the skin on my arms was pimpled from cold (p. 201).

Jacob is a tricky boy indeed. It can be seen from his cunning. He looks for another idea or reason when his face becomes red. His father guesses his face becomes red because of heating. Jacob should lie to make his father believe in him.
d. Adventurous

In June, for three weeks, Jacob and his father have a big schedule. They go to the Cairnholm Island. His father goes there to learn about the island’s bird colonies. Meanwhile, Jacob goes there certainly to look for Miss Peregrine’s home and he meets Miss Peregrine there based on the command of his grandfather. Of course, Jacob’s mother should be able to understand them who are very excited with their trip. Jacob’s mother expresses that Jacob is an adventurous character. It can be seen from Jacob’s mother thought: “My two men,” she would say, beaming, “off on a big adventure!” (p. 67).

On the way to the Cairnholm Island, Jacob and his father take a ferry ship. At the time, it is fogbound closed around them. The season becomes colder and wetter from June than usually. It is not easy to reach the Cairnholm Island. Jacob really has the soul of adventurousness. It is seen from his reaction when they are on the way to the Cairnholm Island:

I hoped, for his sake and mine, that the grueling thirty-six hours we’d braved to get this far – three airplanes, two layovers, shift-napping in grubby train stations, and now this interminable gut-churning ferry ride – would pay off. Then my father shouted, “Look!” and I raised my head to see a towering mountain of rock emerge from the blank canvas before us (p. 70).

When Jacob and his father arrive in the Cairnholm Island, they find out a place immediately or the indigene people there called as Priest Home as a rest place. They meet up with a curator for the first time there. Then, Jacob asks him where Miss Peregrine’s home is. First, the curator does not understand with the old children’s home that Jacob asks him. Jacob explains him the old children’s
home, the curator thinks again and then he knows the place which Jacob means. Although they are in the Cairnholm Island, but it is not easy for Jacob to find out Miss Peregrine’s home directly. Then, in brief story, the curator gives a direction to find out a lodge that is very close with Miss Peregrine’s home. By reading this narration, it presents Jacob’s soul of adventurousness that he really wants to find out that home which his grandfather means:

Following the curator’s directions, we retraced our steps until we came to a grim-looking statue carved from black stone, a memorial called the Waiting Woman dedicated to islanders lost at sea. She wore a pitiful expression and stood with arms outstretched in the direction of the harbor, many blocks away, but also toward the Priest Hole, which was directly across the street (p. 73).

Jacob meets up with Dylan and Worm. Both of them confess as Cairnholm’s number one beat-boxes, Jacob asks Dylan and Worm to bring him to Miss Peregrine’s home. The barrier is facing during on the way to that home, he still do it. Then, Jacob follows Dylan and Worm along a path by path. Jacob is still able to lose Worm and Dylan for a moment, but they just wait for Jacob. The situation of Jacob’s adventure can be explained from his action: “I followed obediently. We abandoned the path to plow through a field of marshy grass. Sheep stared at us with big leaky eyes, their wool soggy and tails drooping. A small house appeared out of the mist. It was all boarded up” (p. 81). But, when they have not arrived in that home, Dylan and Worm just to bring Jacob in the middle of the way. Dylan and Worm do not want to bring Jacob there because of the distance is so far.
Jacob’s father confesses that Jacob likes venture. It is like Jacob’s father when his age is similar with Jacob. As seen in Jacob’s father point of view, it declares that Jacob is adventurous: “My dad liked to believe I was as popular and adventuresome as he was at my age – a myth it had always seemed easiest to perpetuate” (p. 87).

e. Brave

Jacob’s grandfather is killed by the monster. The monster is in the behind of the woods that cause his grandfather died. It is the shocking event for Jacob. Jacob’s bravery as seen in his reaction:

I let go of my grandfather’s body and stood up, every nerve ending tingling with an instinct I didn’t know I had. There was something in the woods, all right – I could feel it. There was no moon and no movement in the underbrush but our own, and yet somehow I knew just when to raise my flashlight and just where to aim it, and for an instant in that narrow cut of light I saw a face that seemed to have been transplanted directly from the nightmares of my childhood (p. 37).

In the Cairnholm Island, Jacob wants to find out Miss Peregrine’s home. It makes him more to be anxious to find Miss Peregrine’s home and to know its condition. Jacob is exploring Miss Peregrine’s home alone at the time. He sees the name of his grandfather wrote in the wall. Besides, Jacob finds some rooms in the home. Jacob’s bravery as seen in his reaction:

I went from room to room, examining their contents like an archaeologist. There were wooden toys moldering in a box; crayons on a windowsill, their colors dulled by the light of ten thousand afternoons; a dollhouse with dolls inside, lifers in an ornate prison. In a modest library, the creep of moisture had bowed the shelves into crooked smiles. I ran my finger along the balding spines, as if considering pulling one out to read. There were classics like Peter Pan and The Secret Garden, histories written by authors forgotten by history, textbooks of Latin and Greek. In the corner were
corralled a few old desks. This had been their classroom, I realized, and Miss Peregrine, their teacher (pp. 106-107).

When Jacob meets a dog in Miss Peregrine’s home, he is exhale so long. This is not easy for Jacob to try relaxing. Jacob’s action expresses his bravery: “Collecting my nerves, I stepped back into the alley” (p. 131). Then, Jacob meets a girl who bring knife and against Jacob’s throat. That girl seen very dangerous for Jacob. However, with his bravery, Jacob chases the girl continuously. From his conversation with the girl gives interpretation about Jacob’s brave. It can be seen from the girl’s speech: “What were you doing in the house?” she demanded. “Why are you chasing me?” “I just wanted to talk to you! Don’t kill me!” (p. 131).

Jacob meets the children who live in Miss Peregrine’s home. They are Fiona and Hugh. In the middle of their meeting when he gets lunch break, Jacob reveals his bravery comes to Miss Peregrine’s home to the children. Though Jacob meets the children in the Miss Peregrine’s home, he still has bravery to reach his plan to come Miss Peregrine’s home. Jacob’s bravery can be seen from his reaction:

I wanted to ask Miss Peregrine more about my grandfather – a subject I avoided with Emma, who turned morose at any mention of his name – but the headmistress had gone to conduct a lesson in the study for the younger kids. It seemed like I had plenty of time, though, and the languid pace and midday heat sapped my will to do anything more taxing than wander the grounds in dreamy amazement (p. 193).

Jacob’s father always considers Jacob’s friends in Miss Peregrine’s home as the imaginary children. His father calls a psychiatrist for Jacob. Jacob is not allowed to leave his home to meet his friends in Miss Peregrine’s home. Then,
Emma and Olive visit Jacob and his father. Emma and Olive greet Jacob’s father.

Olive says that Jacob is a brave boy. She states explicitly that Jacob is brave:

“We only wanted to introduce ourselves,” Emma replied, flashing a big smile at my dad. “We’ve come to know your son rather well of late, so we thought it only proper that we should pay a friendly call.”

“Okay,” my father said, his eyes darting between them.

“He’s really a fine boy,” said Olive. “So brave!” (p. 345).

Olive’s words are very important to prove that Jacob is brave. His bravery is shown by doing the uncommon thing for communicating and relating with the peculiar children who live in Miss Peregrine.

f. Rebellious

Jacob wants to solve the riddle from his grandfather in Miss Peregrine’s home soon. Then Jacob wants to go to the Cairnholm Island soon Miss Peregrine’s home is located. His father states that he needs more time to arrive there. His father orders Jacob to stay at home. From Jacob’s speech with his father, it shows that Jacob is a rebellious boy: “Then I’ll go find the house by myself,” I said. “Not alone, you aren’t. You promised.” “Then I’ll find a person who can take me” (p. 77).

Jacob cannot accept the fact that his beloved grandfather has more than one girls. It is discussed by his father when he finds a letter from a woman, which is addressed to Jacob’s grandfather. That letter says I love you, I miss you, when are you coming back. However, Jacob does not believe in his father’s story. Jacob’s speech and action show that he is rebellious:

I felt a hot stab of shame, like somehow it was my own crime he was describing. And yet I couldn’t quite believe it.
“We tore up the letter and flushed it down the toilet. Never found another one, either. Guess he was more careful after that.”
I didn’t know what to say. I couldn’t look at my father.
“I’m sorry, Jake. This must be hard to hear. I know how much you worshipped him.” He reached out to squeeze my shoulder but I shrugged him off, then scraped back my chair and stood up.
“I don’t worship anyone.”
“Okay. I just . . . I didn’t want you to be surprised, that’s all.”
I grabbed my jacket and slung it over my shoulder.
“What are you doing? Dinner’s on the way.”
“You’re wrong about him,” I said. “And I’m going to prove it” (pp. 91-92).

When Jacob arrives from exploring the other side of the island, he finds a big home. Then, Jacob’s father interrogates him. His father asks Jacob with whom Jacob goes there. Jacob answers frankly that he goes to Miss Peregrine’s big home alone, whereas, his father forbids him to go there alone. From Jacob’s father’s words, it can be seen that Jacob is rebellious: “Why you little liar. I oughta belt you right here in front of God and everybody” (p. 202). Jacob’s falsehood makes him a rebellious boy. He insists on going to Miss Peregrine’s home alone even though his father does not give a permission to him.

**g. Paranoid**

This is one of Jacob’s characteristics. This characteristic is very special because this characteristic is the opposite of his bravery trait. Klarer (1999) defines that the round character changes towards the different situations and it is more complex (p. 17). Jacob is paranoid. His paranoid characteristic reveals that Jacob has complex characteristic. However, Jacob is categorized as a round character. Jacob feels difficult to sleep because he has experiences an event which him paranoid. The event is when he sees the monster which kills his grandfather.
until his grandfather died. Jacob’s action reveals that he is a paranoid boy: “I couldn’t close my eyes without seeing it – that tentacle-mouth horror in the woods. I was convinced it had killed my grandfather and that it would soon return for me” (p. 39).

Jacob does not believe that the monsters are real. However, Jacob still has nightmares because he remembers the monsters. It makes Jacob paranoid. The showing method is chosen to express his paranoid characteristic. It can be seen explicitly in his action. “I was twitchy and paranoid, bad enough at interacting with the other people that my parents hired a tutor so that I only had to go to school on days I felt up to it” (p. 43).

Dr. Golan, a psychiatrist, comes to help and to heal paranoid of Jacob, in this case of his nightmare of the monster. After Dr. Golan investigates Jacob, he finds the cause of paranoid Jacob’s problem. It is because of Jacob’s unconscious. It can be seen from Dr. Golan’s words:

“But I thought he already didn’t believe that stuff,” my mother said, turning to me. “Do you, Jake?”
“I don’t,” I assured her.
“Not consciously he doesn’t,” Dr. Golan said. “But it’s his unconscious that’s causing him problems right now. The dreams, the anxiety” (p. 66).

When Jacob is in Miss Peregrine’s home, Jacob faces an uncommon situation. At that time, the wooden furnitures swivel around the stools and they look at Jacob. This situation makes Jacob more paranoid with his consciousness:

*I'm having a psychotic episode*, I thought. *Right now. This is what a psychotic episode feels like.* Only it didn’t feel like anything. I wasn’t seeing lightning bolts or having palm sweats. It was more like the world was going crazy, not me (p. 128).
h. Insane

When Jacob in the Cairnholm Island, at the night, Jacob wants to sleep. A moment later when Jacob sleeps, he has the same nightmare. However, Jacob feels that the nightmare is very strange. Jacob has another event in his nightmare as seen in his reaction:

For the first time in months, I fell into a deep, nightmare-free slumber. I dreamed instead about my grandfather as a boy, about his first night here, a stranger in a strange land, under a strange roof, owing his life to people who spoke a strange tongue. When I awoke, sun streaming through my window, I realized it wasn’t just my grandfather’s life that Miss Peregrine had saved, but mine, too, and my father’s. Today, with any luck, I would finally get to thank her (p. 76).

When Jacob arrives from exploring Miss Peregrine’s home, he talks to his father and some friends whom he meets there. However, he cannot tell about his friends in Miss Peregrine’s home, because they will not believe in Jacob. However, Jacob should say something that there is nobody there and his friends are imaginary. Listening to his story, Worm considers that Jacob is insane. In Worm’s word, he expresses Jacob’s character: “See?” Worm said a flicker of hope on his face. “Kid’s a bloody psycho! It had to be him!” (p. 203).

In Miss Peregrine’s home, Jacob meets one of his friends, Emma. Emma stays along day in that home. However, Emma is a peculiar child. Emma believes that Jacob is a peculiar child, because he can go ahead the time loops in Miss Peregrine’s home. When Jacob wants to go home and leave Miss Peregrine’s home, Emma makes sure Jacob that actually, the home is his own. Emma persists in making sure Jacob that he is peculiar child. It can be seen from their speech:
She looked away, stung. “That isn’t why you should stay. You belong here, Jacob.”
“I don’t. I’m not like you.”
“Yes, you are,” she insisted.
“I’m not. I’m common, just like my grandfather.”
Emma shook her head. “Is that really what you think?”
“If I could do something spectacular like you, don’t you think I would’ve noticed by now?”
“I’m not meant to tell you this,” she said, “but common people can’t pass through time loops.”
I consider this for a moment, but couldn’t make sense of it. “There’s nothing peculiar about me. I’m the most average person you’ll ever meet.”
“I doubt that very much,” she replied. “Abe had a rare and peculiar talent, something almost no one else could do.”
And then she met my eyes and said, “He could see the monsters” (pp. 244-245).

B. Jacob’s Motivation for Finding Miss Peregrine’s Home

McClelland (1985) says that people have motivation in their life. Motivation can be the reason why people want to do something and to do all of their activities. Therefore, human motivation is very significant to be analyzed because human motivation is related to someone’s life. Furthermore, Maslow states that the safety needs are to feel secure and safe, to seek pleasure and to avoid pain (as cited in Feist and Feist, 2006, p. 278). In this study, the safety needs are to obtain Jacob’s motivation to go to Miss Peregrine’s home.

The relationship between Jacob and his grandfather, Abraham Portman or Grandpa Portman is very intimate. He thinks that his grandfather is a fascinating person. Grandpa Portman always tells the stories about his life in the Miss Peregrine’s home. Grandpa Portman tells a reason why he leaves his parents, it is because of the monsters. From this story, Jacob has a trouble when he sleeps and always gets nightmare. Jacob thinks that his grandfather’s story is not logic. One
day, his grandfather died. After the death of his grandfather, he has no one to accompany him with his grandfather’s childhood story. Nevertheless, his grandfather whispers Jacob a testament message before he passed away. The testament message is about the children’s home in the Cairnholm Island based on his grandfather’s story. Jacob should go there because he will be safe there. Jacob promises to his grandfather to go there. Maslow emphasizes “the safety needs are the defense of long live” (as cited in Feist and Feist, 2006, p. 279). The children want to feel free from the fear and anxiety, so they need the safety needs. However, they have the strong parents or protectors who can save their lives from the dangerous situation. Finding Miss Peregrine’s home for Jacob is his motivation to get his safety needs. Miss Peregrine’s home is his reason to live and survive.

Jacob’s motivation is to get the safety condition. It is the motivation in this study. This motivation plays the main role of Jacob’s decision to go to Miss Peregrine’s home. In Jacob’s life, he really needs a protector to get the safety in his life. After his grandfather died, he always sees the monster which kills his grandfather in his nightmares. The nightmares make him paranoid. Then, Jacob decides to find out Miss Peregrine’s home. Therefore, the motivation of Jacob is Jacob’s need to safe his life after his grandfather died.

Jacob is a curious and persistent boy. He never gives up for finding the Miss Peregrine’s home. The condition, after his grandfather passed away, it motivates Jacob to find Miss Peregrine’s home. He gets a testament message from his grandfather, “Go to the island, Jacob. Here it’s not safe” (p. 36). Jacob feels
the fear and he asks his grandfather, but he only repeat the testament message, “Go to the island.” “You’ll be safe there. Promise me” (p. 36). Jacob’s grandfather thinks that he can protect Jacob, but in fact, he cannot protect him. His grandfather wants to protect Jacob from the monster, nevertheless he died. Later, in the last time before his grandfather died, he whispers a testament message to Jacob:

“Find the bird. In the loop. On the other side of the old man’s grave. September third, 1940.” I nodded, but he could see that I didn’t understand. With his last bit of strength, he added, “Emerson—the letter. Tell them what happened, Jacob” (p. 37).

This quotation proves that Jacob’s grandfather really wants Jacob to go to the island and find Miss Peregrine’s home. He has to find a bird which is Miss Peregrine. Because of this reason, Jacob promises to find out Miss Peregrine’s home.

A moment later, Jacob sees a flashlight and something in the woods. Jacob can see a flashlight. He can see the monsters behind the woods. He knows that the monster has killed his grandfather and has made his grandfather died. Nevertheless, Ricky, Jacob’s friend who is a normal person, does not see anything behind the woods.

Jacob always gets difficulty to sleep and has the nightmares about the monster. Jacob can see the monster which has killed his grandfather. Jacob’s nightmares are always the same. He tries to tell his nightmares to his parents, but they do not believe in Jacob. Then, his father calls a psychiatrist, Dr. Golan, in order to help Jacob’s problem. Jacob consults to Dr. Golan about his problem. Jacob explains if his grandfather always says the same words in his dreams. Jacob
says to Dr. Golan, “About the bird and the loop and the grave” (p. 45). Dr. Golan convinces Jacob to pay attention to his grandfather’s last words to help Jacob avoid his nightmares. That is why the last words of his grandfather cause the nightmares to Jacob’s life:

Some of what Grandpa Portman had said made sense, like the thing about wanting me to go to the island. He was worried that the monsters would come after me, and thought the island was the only place I could escape them, like he had as a kid (p. 46).

Jacob finds a letter which is tucked inside Emerson’s book. The letter is from Miss Peregrine. The contents of the letter are about nine months ago, Jacob’s grandfather tells him to “find the bird” (p. 64). Then, nine years ago, Jacob’s grandfather swears that the children’s home where his grandfather lives is protected by a bird “a bird who smoked a pipe” (p. 64). When Jacob is seven years old, he takes this statement literally, but the headmistress in the picture is smoking a pipe. Her name is Peregrine, a kind of hawk. Jacob thinks that his grandfather wants Jacob to meet a woman who can rescue him. She is the headmistress of the children’s home. This quotation shows that Jacob gets the point about the meaning of that letter:

For the first time, my grandfather’s last words began to make a strange kind of sense. He wanted me to go to the island and find this woman, his old headmistress. If anyone knew the secrets of his childhood, it would be her (p. 64).

Miss Peregrine is a bird. It shows when Jacob meets Miss Peregrine directly in her home. This event shows that Jacob knows who Miss Peregrine is:

“That was you in my room this morning?” I said. “The hawk”  
“Then it’s true!” I said. “You are the Bird!” (p. 149).
This quotation really proves that Miss Peregrine is a bird. Jacob also tells his aim of coming the children’s home and finds Miss Peregrine. Jacob thinks that his grandfather wants to explain everything about Miss Peregrine, but it is impossible because his grandfather has died. Then, his grandfather sends him to find Miss Peregrine.

Jacob and his friends, the peculiar children, succeed while they fight the monsters, then Miss Peregrine meets Jacob. She convinces Jacob to stay in her home with her and peculiar children. She explains that Jacob will be safe in her home, “You’re safe here,” she said. “And you may live us as long as you like” (p. 267). Jacob should decide where he wants to live in order to get the safety. Then, Jacob thinks that he cannot live in Miss Peregrine’s home because of his parents. Miss Peregrine convinces Jacob anymore, “They may love you,” she whispered, “but they’ll never understand” (p. 267). In brief, Jacob goes back to the town and comes to his father. Emma and Millard visit Jacob, they take Jacob to travel with his friends for a time.
CHAPTER V

CONCLUSIONS, SUGGESTIONS AND IMPLICATIONS

This chapter consists of three parts. The first part is the conclusions of the analysis which are about the description of Jacob’s characters and Jacob’s motivation for finding Miss Peregrine’s home in Ransom Riggs’ Miss Peregrine’s Home for Peculiar Children. The second part provides suggestions for future researchers. The last part is the implications which are elaborate the implication of this literature in teaching and learning activity.

A. Conclusions

This part discusses the conclusions of the analysis which answer the problems of this study. The first problem is Jacob’s characters portrayed in Ransom Riggs’ Miss Peregrine's Home for Peculiar Children. The second problem is Jacob’s motivation for finding Miss Peregrine’s home.

Jacob is a major character. In the novel, the story happens when Jacob is fifteen years old. According to Murphy’s theory of characterization, Jacob’s personalities possess eight traits. By analyzing Jacob’s personality, he is a curious boy. Moreover, he is persistent, tricky, adventurous, brave, rebellious, paranoid and insane.

Jacob’s motivation for finding Miss Peregrine’s home is for his safety needs. It is motivated by a testament message from his grandfather. His grandfather gives a testament message before he died. The testament message is
unusual for Jacob. It is about the command if Jacob should find a bird in Miss Peregrine’s home in the Cairnholm Island. His grandfather wants to protect Jacob from the monsters, nevertheless he died. Jacob’s grandfather cannot protect Jacob. His grandfather’s reason is that Jacob will get the safety condition from the attack of the monsters in that home. Jacob is a peculiar child because he can see the monsters. Moreover, the monsters always hunt the peculiar children if they do not live in Miss Peregrine’s home. Therefore, this study is about Jacob’s motivation to find Miss Peregrine’s home for his safety needs.

B. Suggestions

Ransom Riggs’ *Miss Peregrine’s Home for Peculiar Children* is an awesome novel. This novel is a fantasy story. It also provides some pictures that can give emphasis for the reader’s imagination about the story. This novel successfully portrays the exploration of a boy who wants to find Miss Peregrine’s home in a remote island.

In this study, a researcher only limits on Jacob’s motivation for finding Miss Peregrine’s home. The other aspects as seen in this novel, the future researchers can analyze the abilities of peculiar children who live in Miss Peregrine’s home.

The future researchers can analyze the meaningful of symbols from the novel. There are Miss Peregrine’s home and a bird. By analyzing the symbols, the future researchers will help the reader to understand the meaning of symbols which appear in the novel.
This novel also provides enough photographs as the clues of the story. The combination between fiction story and vintage photographs can make sense and seem thoughtful. That is the reason why the future researchers can analyze the photographs are used by Ransom Riggs in this novel.

C. Implications

A novel is a literary work that can be used by English teachers as another source of material for teaching English. Reading a chapter of the novel can help the students’ language skills in mastering English. It helps the students to enrich their knowledge in English language and their vocabularies. The students will not only focus on the vocabularies, but they also can learn from the content of the story which consists of the moral value and culture.

This study offers a set of teaching material for the English teacher to use Ransom Riggs’ *Miss Peregrine’s Home for Peculiar Children*. The teaching material especially for Basic Reading I class. Basic Reading I class is one of the English Language Education Study Program compulsory courses. This course is offered in semester one. In this reading activity, the teacher chooses an excerpt taken from Ransom Riggs’ *Miss Peregrine's Home for Peculiar Children*.

The teacher provides some pre-reading questions for the students in order to predict the topic which is given by the teacher. After reading the excerpt, the students should answer the other questions to know their understanding about the content of the story.
There are four basic competences of teaching this course. First, the students should apply various basic reading strategies such as predicting, scanning, and skimming. Second, the students should improve their reading comprehension of the text. Third, the students are expected to improve their English language structure for finding pronoun references. The last, the students are expected to enrich their English vocabularies.

Moreover, the researcher formulates some indicators of teaching Basic Reading I to the students by using an excerpt of Ransom Riggs’ Miss Peregrine's Home for Peculiar Children. First, the students are able to predict what the topic of the text by answering the pre-reading questions. Second, the students are able to find the difficult words by scanning the text. Third, the students are able to find the main idea of the paragraph by skimming the text. Fourth, the students are able to find the pronoun references from the text. The last, the students are able to find out the parts of speech and the meaning of some vocabularies by guessing the word meanings from the text.

There are some procedures in teaching Basic Reading I by using Ransom Riggs’ Miss Peregrine's Home for Peculiar Children. First, the teacher selects a material from the novel. The material consists of six pages, taken from the prologue of the novel (page 12-22). Second, the teacher distributes the materials (including the excerpts of Miss Peregrine's Home for Peculiar Children and the worksheets). Third, the teacher asks the students to answer and discuss the pre-reading questions part A with their friends in a group. Then, the teacher gives the students time to read the text individually.
The next procedure is the teacher asks the students to answer part B in a group of three. Then, the teacher asks the students to find the pronoun references to part C in a group of three. Last, the teacher asks the students to find the parts of speech and the meaning of some vocabularies part D in a group of three.
REFERENCES


APPENDICES
APPENDIX 1

Summary of Ransom Riggs’ Miss Peregrine’s Home for Peculiar Children

Jacob Portman is a teenage boy. He has a grandfather, his name is Abraham Portman (Abe). He is very intimate and loves his grandfather. Abe is also really loves him. It can be shown when his grandfather always tells Jacob the story. The story is about Abe’s childhood when he lived in Miss Peregrine’s home with his friends who are peculiar children. The kinds of peculiar children such as a levitating girl, an invisible boy, and so on. Unfortunately, Jacob is not believe in his grandfather’s story.

One day, Jacob loss his grandfather. Then, Jacob finds him immediately. After that, he sees his grandfather who lies in the forest near their house. Before his grandfather died, he gives a testament message to Jacob in order to go to Cairnholm Island (Welsh Island). Jacob should find a bird through the loop that at the moment on September 3rd 1940. The bird is Miss Peregrine. Miss Peregrine always keeps peculiar children. Jacob sees the monsters which are talked by his
grandfather. Then, his grandfather died. Jacob realizes the monsters kill his grandfather. However, the other people cannot see the monsters.

Abe has a reason why Jacob should go to the Cairnholm Island and find out Miss Peregrine. Jacob will get safety if he lives in Miss Peregrine’s home that is his grandfather’s reason. Actually, Abe knows that Jacob is like him, a peculiar child. So that, his grandfather asks Jacob to go to Miss Peregrine’s home because that home can take care of peculiar children. Jacob is in a danger situation because of the monsters only chase and kill the peculiar children.

Jacob is very shocked when his grandfather died. Sometimes, Jacob gets hallucination and nightmares related to his grandfather’s stories. He tries to tell his nightmares to his parents, but they do not believe in Jacob. Then his father calls a psychiatrist, Dr. Golan, in order to help Jacob’s problem. After his grandfather died, in that forest cause Jacob always gets nightmares, cannot sleep well, and to be paranoid. However, Jacob try lie to Dr. Golan about his problems. But, finally Dr. Golan knows his problems.

Jacob promise to his grandfather that he want to go to the Cairnholm Island and find Miss Peregrine’s home. When his summer holiday, Jacob go to there with his father. They arrive in that island. His father suggests Jacob not to go to Miss Peregrine’s home alone. However, Jacob is a curious person. He determines to find Miss Peregrine’s home alone. At the first time, Jacob go to the Miss Peregrine’s home with his new friends in that island, Dylan and Worm. On the way, Jacob gets fraud from Dylan and Worm. Both of them do not accompany Jacob to go to Miss Peregrine’s home because it is so far.
Finally, Jacob arrives in Miss Peregrine’s home. Then, Jacob explores that home and finds so many things. He sees his grandfather’s name is written in the wall. He also finds a trunk and he wants to open it. Then, he meets a girl whose palm is flaming named Emma. Jacob also meets an invisible boy named Millard.

The next day, Jacob back to Miss Peregrine’s home. He meets Enoch, a peculiar child who can makes clay dolls live by inserting animal hearts into theirs chests. Enoch shows Victor’s room, the boy Miss Peregrine. Jacob sees Victor in the bed is not sick but dead.

Jacob comes to Miss Peregrine’s home on the next day. He meets Emma. Emma explains that actually Jacob is a peculiar child. Jacob does not believe in Emma, but later he realizes it. Jacob also meets Miss Peregrine. Miss Peregrines tells that the monsters are known as hollows. Hollows always eat the peculiar children. If a hollow can eat the peculiar children, it can be their power to change to be a wight. Therefore, Miss Peregrine asks Jacob to live at her home. She makes sure Jacob that he get safety in her home.

Next day, a group of peculiar children go to a village. Jacob follows them. On the way, they follow a wight to the sea. A wight knows Jacob and Jacob realize that it is his psychiatrist, Dr. Golan. Dr. Golan and his friends are abductor of ymbrynes. So that, Jacob and his friends, the peculiar children try to block them in order Miss Peregrine free from the brunt of wights. Miss peregrine is confined to a birdcage. Due to Jacob, Emma, and friends, Miss Peregrine can free from the catching of wights, led by Dr. Golan. Then Dr. Golan sink.
After that, Jacob goes home and meets his father. He tells all of the events in Miss Peregrine’s home. But, his father still does not believe in Jacob. Later, Emma and Millard pick up Jacob to traveling for a time. Emma leaves a letter and photo as the proof for Jacob’s father. The content of the letter is about an information that Jacob goes to traveling with her until get well situation. If there is no danger anymore, Jacob come back to his father.
APPENDIX 2

Biography of Ransom Riggs

Ransom Riggs grew up in Florida, USA. He grew up on a farm on the Eastern shore of Maryland and also in a little house by the beach in Englewood, Florida.

He got a camera for Christmas and became obsessed with photography when he was a little order. He and his friends came into possession of a half-broken video camera and began to make their own movies, starring themselves, using their bedrooms and backyards for sets. At the time, in retrospect, it was precisely because there was not a lot to do, and because the internet did not exist and cable TV was only like twelve channels. That he was forced to make his own fun and his own stories—and that is what he is still doing, only now he get paid for it.

He wanted to do one or both of those things in some professional capacity when he got older. For three summers during high school, he attended the University of Virginia’s Young Writer’s Workshop, and he still considers it one of the shaping experiences of his life. He met so many great, brilliant people, and it convinced him that it was possible to make a life for himself as a writer.

Then, he continued his study to Kenyon College, a very pretty and quite old by American Standards College in rural Ohio, where he studied literature and got a degree in English. Then, he fulfilled a long-held dream and went to film school at the University of Southern California (USC) in Los Angeles.
He had been making films since the backyard-masterpiece days of his childhood, but at USC he learned how to make them better. He graduated with a great thesis film and went out into the world to conquer the film festival circuit and then Hollywood.

He wrote some books. First, a non-fiction book about Sherlock Holmes (The Sherlock Holmes Handbook). That was Quirk Books, who asked me if he was interested in writing a book. Next, Miss Peregrine’s Home for Peculiar Children (2011). This book found vintage photographs with writing on them. He got suggestion from a book editor on The Sherlock Holmes Handbook to write a novel and weave the pictures through the story. He was very excited by the idea and went to make up the story of Miss Peregrine and her peculiarly-abled wards – and to collect lots more peculiar photographs, many of which ended up in the book and its sequel, Hollow City. He was super freaking excited because of his favorite directors, Tim Burton made a movie of Miss Peregrines’ Home for Peculiar Children. The third book will come out around late 2015.

Adapted from:

http://www.ransomriggs.com/about.php accessed on November 17, 2014

http://www.litlovers.com/reading-guides accessed on November 17, 2014
APPENDIX 3

LESSON PLAN

Subject: Basic Reading I
Semester: 1st
Material: Literary work (Taken from Miss Peregrine’s Home for Peculiar Children by Ransom Riggs)

Time allocation: 2 X 50 minutes

A. Competence Standard

The students are able to enhance their basic reading skill and understand the meaning of reading excerpt taken from the literary work.

B. Basic Competence

The students are able to enhance their basic reading skills, which are predicting, scanning, skimming, finding pronoun references, guessing word meanings presented in the text.

C. Indicators

1. The students are able to predict what the topic of the text by answering pre-reading questions.
2. The students are able to find out the difficult words by scanning the text.
3. The students are able to find the main idea of the paragraph by skimming the text.
4. The students are able to find out the pronoun references from the text.
5. The students are able to find out the part of speech and meaning of some vocabularies by guessing word meanings from the text.
D. **Learning objectives**

1. Students can predict what the topic of the text by answering pre-reading questions.
2. Students can find out the difficult words by scanning the text.
3. Students can find the main idea of the paragraph by skimming the text.
4. Students can find out the pronoun references from the text.
5. Students can find out the part of speech and meaning of some vocabularies by guessing word meanings from the text.

E. **Learning Material**

A chapter taken from *Miss Peregrine’s Home for Peculiar Children* by Ransom Riggs

Students’ worksheets related to excerpts from *Miss Peregrine’s Home for Peculiar Children* by Ransom Riggs

F. **Learning method**

1. Discussion
2. Individual work

G. **Learning activities**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time allocation</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Teacher greets the students</td>
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<td></td>
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<tr>
<td>2. Teacher introduces himself or</td>
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<tr>
<td>herself to students</td>
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<td></td>
</tr>
<tr>
<td>3. Teacher reviews the previous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-reading activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students are given the materials</td>
<td>20’</td>
<td></td>
</tr>
</tbody>
</table>
(including the excerpts of *Miss Peregrine’s Home for Peculiar Children* and worksheets)

2. Students are asked to answer and discuss pre-reading questions part A with their friends into group.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Time</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>** Whilst activities**</td>
<td>40’</td>
<td>Individual work</td>
</tr>
<tr>
<td>1. Students are given time for reading the text individually.</td>
<td></td>
<td>Group Discussion</td>
</tr>
<tr>
<td>2. Students are asked to answer questions part B into a group of three.</td>
<td></td>
<td>Group Discussion</td>
</tr>
<tr>
<td>3. Students are asked to find out the pronoun references part C into a group of three.</td>
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<tr>
<td>4. Students are asked to find out the part of speech and meaning of the vocabularies part D into a group of three.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>** Post reading activities**</td>
<td>25’</td>
<td>Discussion</td>
</tr>
<tr>
<td>1. Discussing the answers with the students.</td>
<td></td>
<td>Individual work</td>
</tr>
<tr>
<td>2. Asking the students to share their opinion related to the topic in the whole class.</td>
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<tr>
<td>** Closing**</td>
<td>10’</td>
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<tr>
<td>1. Students are asked some questions in order to review what they have learned.</td>
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<tr>
<td>2. Students are asked to give a</td>
<td></td>
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</tbody>
</table>
H. Reading Assessment

<table>
<thead>
<tr>
<th>Task</th>
<th>Requirement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>● Student answer the question with a correct answer</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>● Student answer the question with the wrong answer</td>
<td>0</td>
</tr>
<tr>
<td>C</td>
<td>● Student answer the question with a correct answer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>● Student answer the question with the wrong answer</td>
<td>0</td>
</tr>
<tr>
<td>D</td>
<td>● Students answer the question with a correct answer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>● Students answer the question with the wrong answer</td>
<td>0</td>
</tr>
</tbody>
</table>

I. Answer Keys

A. Pre-reading Questions
(Based on sharing of their experiences in the class)

B. Whilst-reading Activities
1. The story is about Jacob’s life when an extraordinary and terrible thing happened.
2. Jacob Portman
3. He had trouble asleep
4. Abraham Portman’s stories about life in the Welsh children’s home
5. Abraham Portman and his friends

C. Pronoun References
1. Grandpa Abraham Portman
2. Jacob Portman
3. The monsters
4. Welsh children’s home / Miss Peregrine’s home
5. Grandpa Abraham Portman and his friends
6. Abraham Portman
7. Victor’s sister

D. Expanding Vocabulary
1. Fascinating (adjective) = extremely interesting
2. Orphanage (noun) = a home for children whose parents are dead or unable to care for them
3. Unfathomable (adjective) = impossible to understand
4. Regale (verb) = to entertain someone with stories, jokes, etc
5. Entrust (verb) = to give someone a thing or a duty for which they are responsible
6. Hunch (noun) = an idea which is based on feeling and for which there is no proof
7. Putrefy (verb) = to decay, producing a strong unpleasant smell
8. Levitate (verb) = to (cause to) rise and float in the air without any physical support
9. Exaggerate (verb) = to make something seem larger, more important, better or worse than it really is
10. Disguise (noun) = something that someone wears to hide their true appearance
APPENDIX 4

Students’ Worksheets

A. Pre-reading Questions

Discuss the answers of these questions with your partner in the class.

1. What is your opinion about the word of “peculiar”?

2. Have you ever met someone who is peculiar? Please share your story in brief!

3. How do you feel if you are a peculiar child?

B. Whilst-reading Activities

Please read the excerpts of Miss Peregrine’s Home for Peculiar Children, and then answer the following questions!

1. What is the story about?

2. Who is the main character of this story?

3. What is Jacob’s problem based on the story?
4. What did Abraham Portman’s stories tell to Jacob?

5. Who are the peculiar children of this story?

C. Pronoun References
1. The word “he” in line 8 refers to ____________________________
2. The word “I” in line 33 refers to ____________________________
3. The word “they” in line 43 refers to ____________________________
4. The word “it” in line 58 refers to ____________________________
5. The word “we” in line 77 refers to ____________________________
6. The word “you” in line 101 refers to ____________________________
7. The word “she” in line 115 refers to ____________________________

D. Expanding Vocabulary
Guess the part of speech and the meaning of each word below as it is used in the article.
1. Fascinating = ____________________________
2. Orphanage = ____________________________
3. Unfathomable = ____________________________
4. Regale = ____________________________
5. Entrust = ____________________________
6. Hunch = ____________________________
7. Putrefy = ____________________________
8. Levitate = ____________________________
9. Exaggerate = ____________________________
10. Disguise = ____________________________
APPENDIX 5: THE EXCERPTS OF MISS PEREGRINE’S HOME FOR PECULIAR CHILDREN (PROLOGUE)

MISS PEREGRINE’S HOME
FOR PECULIAR CHILDREN

(Taken from Riggs’ Miss Peregrine’s Home for Peculiar Children prologue; p.12-22)

1 I had just come to accept that my life would be
2 ordinary when extraordinary things began to happen. The
3 first of these came as a terrible shock and, like anything that
4 changes you forever, split my life into halves: Before and
5 After. Like many of the extraordinary things to come, it
6 involved my grandfather, Abraham Portman.

7 Growing up, Grandpa Portman was the most
8 fascinating person I knew. He had lived in an orphanage,
9 fought in wars, crossed oceans by steamship and deserts on
10 horseback, performed in circuses, knew everything about
11 guns and self-defense and surviving in the wilderness, and
12 spoke at least three languages that weren’t English. It all
13 seemed unfathomably exotic to a kid who’d never left
14 Florida, and I begged him to regale me with stories
15 whenever I saw him. He always obliged, telling them like
16 secrets that could be entrusted only to me.

17 When I was six I decided that my only chance of
18 having a life half as exciting as Grandpa Portman’s was to
19 become an explorer. He encouraged me by spending
20 afternoons at my side hunched over maps of the world,
21 plotting imaginary expeditions with trails of red pushpins
22 and telling me about the fantastic places I would discover
23 one day. At home I made my ambitions known by parading
24 around with a cardboard tube held to my eye, shouting,
25 “Land ho!” and “Prepare a landing party!” until my parents
26 shooed me outside. I think they worried that my
27 grandfather would infect me with some incurable
28 dreaminess from which I’d never recover – that these
29 fantasies were somehow inoculating me against more
30 practical ambitions – so one day my mother sat me down
31 and explained that I couldn’t become an explorer because
32 everything in the wrong century, and I felt cheated.

33 I felt even more cheated when I realized that most of
34 Grandpa Portman’s best stories couldn’t possibly be true.
35 The tallest tales were always about his childhood, like how
36 he was born in Poland but at twelve had been shipped off to
a children’s home in Wales. When I would ask why he had to
leave his parents, his answer was always the same: because
the monsters were after him. Poland was simply rotten with
them, he said.

“What kind of monsters?” I’d ask, wide-eyed. It
became a sort of routine. “Awful hunched-over ones with
rotting skin and black eyes,” he’d say. “And they walked like
this!” And he’d shamble after me like an old-time movie
monster until I ran away laughing.

Every time he described them he’d toss in some lurid
detail: they stank like putrefying trash; they were
invisble except for their shadows; a pack of squirming
tentacles lurked inside their mouths and could whip out in
an instant and pull you into their powerful jaws. It wasn’t
long before I had trouble falling asleep, my hyperactive
imagination transforming the hiss of tires on wet pavement
into laborered breathing just outside my window or shadows
under the door into twisting gray-black tentacles. I was
scared of the monsters but thrilled to imagine my
grandfather battling them and surviving to tell the tale.

More fantastic still were his stories about life in the
Welsh children’s home. It was an enchanted place, he said,
designed to keep kids safe from the monsters, on an island
where the sun shined every day and nobody ever got sick or
died. Everyone lived together in a big house that was
protected by a wise old bird — or so the story went. As I got
older, though, I began to have doubts.

“What kind of bird?” I asked him one afternoon at
age seven, eyeing him skeptically across the card table
where he was letting me win at Monopoly.

“A big hawk who smoked a pipe,” he said.

“You must think I’m pretty dumb, Grandpa.”

He thumbed through his dwindling stack of orange
and blue money. “I would never think that about you,
Yakob.” I knew I’d offended him because the Polish accent
he could never quite shake had come out of hiding, so that
would became vood and think became sink. Feeling guilty, I
decided to give him the benefit of the doubt.

“But why did the monsters want to hurt you?” I
asked.

“Because we weren’t like other people. We were
peculiar.”

“Peculiar how?”

“Oh, all sorts of ways,” he said. “There was a girl who
could fly, a boy who had bees living inside him, a brother
and sister who could lift boulders over their heads.”

It was hard to tell if he was being serious. Then
again, my grandfather was not known as a teller of jokes. He
frowned, reading the doubt on my face.

“Fine, you don’t have to take my word for it,” he
said. “I got pictures!” He pushed back his lawn chair and
went into the house, leaving me alone on the screened-in
lanai. A minute later he came back holding an old cigar box. I
leaned in to look as he drew out four wrinkled and yellowing
snapshots.
The first was a blurry picture of what looked like a
suit of clothes with no person in them. Either that or the
person didn’t have a head.
“Sure, he’s got a head!” my grandfather said, grinning. “Only you can’t see it.”
“Why not? Is he invisible?”
“Hey, look at the brain on this one!” He raised his
eyebrows as if I’d surprised him with my powers of
deduction. “Millard, his name was. Funny kid. Sometimes
he’d say, ‘Hey Abe, I know what you did today,’ and he’d tell
you where you’d been, what you had to eat, if you picked
your nose when you thought nobody was looking. 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. “Of all the things, eh?”
He slipped me another photo. Once I’d had a
moment to look at it, he said, “So? What do you see?”
“A little girl?”
“And?”
“She’s wearing a crown.”
He tapped the bottom of the picture. “What about
her feet?”
I held the snapshot closer. The girl’s feet weren’t
touching the ground. But she wasn’t jumping—she seemed
to be floating in the air. My jaw fell open. “She’s flying!”
“Close,” my grandfather said. “She’s levitating. Only
she couldn’t control herself too well, so sometimes we had
to tie a rope around her to keep her from floating away!”
My eyes were glued to her haunting, doll-like face.
“Is it real?”
“Of course it is,” he said gruffly, taking the picture
and replacing it with another, this one of a scrawny boy
lifting a boulder. “Victor and his sister weren’t so smart,” he
said, “but boy were they strong!”
“He doesn’t look strong,” I said, studying the boy’s
skinny arms.
“Trust me, he was. I tried to arm-wrestle him once
and he just about tore my hand off!”
But the strangest photo was the last one. It was the
back of somebody’s head, with a face painted on it.
I stared at the last photo as Grandpa Portman
explained. “He had two mouths, see? One in the front and
one in the back. That’s why he got so big and fat!”
“But it’s fake,” I said. “The face is just painted on.”
“Sure, the paint’s fake. It was for a circus show. But
I’m telling you, he had two mouths. You don’t believe me?”
I thought about it, looking at the pictures and then at
my grandfather, his face so earnest and open. What reason
would he have to lie?
“I believe you,” I said.
And I really did believe him— for a few years, at least— though mostly because I wanted to, like other kids my age wanted to believe in Santa Claus. We cling to our fairy tales until the price for believing them becomes too high, which for me was the day in second grade when Robbie Jensen pantsed me at lunch in front of a table of girls and announced that I believed in fairies. It was just deserts, I suppose, for repeating my grandfather’s stories at school but in those humiliating seconds I foresaw the moniker “fairy boy” trailing me for years and, rightly or not, I resented him for it.

Grandpa Portman picked me up from school that afternoon, as he often did when both my parents were working. I climbed into the passenger seat of his old Pontiac and declared that I didn’t believe in his fairy stories anymore.

“What fairy stories?” he said, peering at me over his glasses.

“You know. The stories. About the kids and the monsters.”

He seemed confused. “Who said anything about fairies?”

I told him that a made-up story and a fairy tale were the same thing, and that fairy tales were for pants-wetting babies, and that I knew his photos and stories were fakes. I expected him to get mad or put up a fight, but instead he just said, “Okay,” and threw the Pontiac into drive. With a stab of his foot on the accelerator we lurched away from the curb. And that was the end of it.

I guess he’d seen it coming— I had to grow out of them eventually— but he dropped the whole thing so quickly it left me feeling like I’d been lied to. I couldn’t understand why he’d made up all that stuff, tricked me into believing that extraordinary things were possible when they weren’t. It wasn’t until a few years later that my dad explained it to me: Grandpa had told him some of the same stories when he was a kid, and they weren’t lies, exactly, but exaggerated versions of the truth— because the story of Grandpa Portman’s childhood wasn’t a fairy tale at all. It was a horror story.

My grandfather was the only member of his family to escape Poland before the Second World War broke out. He was twelve years old when his parents sent him into the arms of strangers, putting their youngest son on a train to Britain with nothing more than a suitcase and the clothes on his back. It was a one-way ticket. He never saw his mother or father again, or his older brothers, his cousins, his aunts and uncles. Each one would be dead before his sixteenth birthday, killed by the monsters he had so narrowly escaped. But these weren’t the kind of monsters that had tentacles and rotting skin, the kind a seven-year-old might be able to wrap his mind around— they were monsters with human faces, in crisp uniforms, marching in lockstep, so
banal you don’t recognize them for what they are until it’s too late.

Like the monsters, the enchanted-island story was also a truth in disguise. Compared to the horrors of mainland Europe, the children’s home that had taken in my grandfather must’ve seemed like a paradise, and so in his stories it had become one: a safe haven of endless summers and guardian angels and magical children, who couldn’t really fly or turn invisible or lift boulders, of course. The peculiarity for which they’d been hunted was simply their Jewishness. They were orphans of war, washed up on that little island in a tide of blood. What made them amazing wasn’t that they had miraculous powers; that they had escaped the ghettos and gas chambers was miracle enough.

I stop asking my grandfather to tell me stories, and I think secretly he was relieved. An air of mystery closed around the details of his early life. I didn’t pry. He had been through hell and had a right to his secrets. I felt ashamed for having been jealous of his life, considering the price he’d paid for it, and I tried to feel lucky for the safe and unextraordinary one that I had done nothing to deserve.

Then, a few years later, when I was fifteen, an extraordinary and terrible thing happened, and there was only Before and After.