

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Society comprises a group of various human organizations in geographic regions linked by particular systems, traditions, rituals, and regulations (Jaelani, et.al., 2024). The social environment is about the interaction between individuals and others, such as their family, friends, culture, education, religion, media, and community, which influences attitudes, behavior, and beliefs (Dhiman, 2023). A good environment will trigger the creation of good children's character. A child who lives in an environment that is religious, polite, and has a high level of education will certainly have a character that is not much different from the environment where he lives. However, an unfavorable environment will trigger the creation of bad character in children. For example, children who live in an environment where people like to drink, speak harshly, and often have violent acts can be the cause of a child having bad character. Therefore, it is very important to create a good environment, so that children who have good character can be created.

In addition, behaviors and identity in personal life are connected with social environment. Then the personalities of characters will be different from one another because it is towards themselves or the social environment (Harahap & Ningsih, 2022). Therefore, many issues may be found in literary works because that literary works come from the imagination of the author, but the imagination of the author comes from his experience. However, literary work is not just the mere imagination of the author, but also a tool of communication. It serves as a medium of communication that conveys messages and ensures the effective transmission of information from the author to the reader (Anggraeni & Prastiwi, 2024; Tang, et.al., 2025; Mutmainnah, et.al., 2022). Therefore, the reader can gain character education from the characters, actions, challenges, and life experiences, which are clearly shown through descriptions and dialogue, or subtly conveyed throughout the story (Asriyanti, et.al., 2022).

In addition, literature refers to a group of written and non-written works that include texts and spoken words. It shows how literature is a way for people to express themselves through their words, actions, and writings (Fadillah, y works are expressions of humans from their experiences, ideas, passions, creativity, imagination and beliefs in reality to aid, 2022; Yudith, et.al., 2024; Sunyoto, et.al., 2022). It reflects life as perceived by the author, often shaped by personal influenced by events and circumstances within the author's environment (Manugeren, et al., 2023). Therefore, literary works can



be compared to human as a depicted a picture of life from the author's point of view. That is the reason why literature cannot be separated from human life because literature is a part of human life (Nurcahyadi, et.al., 2025; Irmawati, et.al., 2020). Then, literature has various genres such as prose, poetry, drama, short story, poem, and song (Arifuddin, et.al., 2024). These genres differ in terms of their content, level of complexity, and the extent to which they use figurative language. Then, novels are a part of prose. The novel contained an imaginative world because it tells about human life, such as history, culture, morals or the problem role of the character in the novel (Yudith, et.al., 2023; Suhadi, et.al., 2022). In a novel, the author describes how human life in the complexities of a character, which is every character will have a unique personality based on their social life and surroundings. As a result, the characters' personalities will be different from each other and it will be shown through the thoughts, behavior, or emotions of the characters (Harahap & Ningsih, 2022).

Furthermore, related to this statement, the novel *Anne of Green Gables* by Lucy Maud Montgomery is interesting to analyze. This novel is one of the likable and popular novels worldwide. Besides, this novel is categorized as an 'Overall Bestseller' because it sold 800,000-900,000 copies in 1947 (Az-Zahra & Saktiningrum, 2019). This novel is a classic novel from 1908. Therefore, *Anne of Green Gables* is one of a children's literature. Children's literature refers to books written for readers from infancy to adolescence, including fiction and non-fiction, as well as stories and poems. It offers children new experiences, provides valuable knowledge, and discusses subjects that interest them according to their developmental needs (Arafah, et.al., 2021).

*Anne of Green Gables* is about an orphan child, Anne Shirley, who is adopted by the Cuthbert family from Asylum to the *Green Gables*. Before going to the *Green Gables*, Avonlea, She was insecure, has difficulties controlling her emotions, and is a loner; even she lacks religious and cultural values, but after living in *Green Gables* and being adopted by Marilla and Matthew Cuthbert, she becomes mature, confident, easygoing, and religious because of her environment, such as Marilla and Matthew Cuthbert, peers like Diana, neighbors, teachers, and culture in Avonlea. Her environments in Asylum and Avonlea are different. Therefore, her personality in Asylum and Avonlea are different too.

As a result, *Anne of Green Gables* is a suitable novel for exploring the role of social environment in child development. Montgomery's depiction of Anne's life into how different social environments affect children's emotional growth. To analyze the influence of the social children's character is a part of developmental psychology.



to Cherry (2024), developmental psychology is the branch of psychology that studies how people grow and change over the course of time.

Therefore, developmental psychology is an interesting branch of psychology to understand the development of human characteristic growth. Literature and psychology are due to humans. Both of them have a relationship with humans (Septiadi et al., 2019). Literature creates psychology from character and character is related to personality. Literary, psychology studies certain psychological phenomena experienced by the main characters when responding or testifying to themselves and their environment. Psychology in literature is seen as a psychological activity (Harahap & Ningsih, 2022). Hence, this research will analyze the psychology of literature by using the theory of Urie Bronfenbrenner.

Urie Bronfenbrenner's theory has developed. However, the beginning of this theory is ecological theory. This theory is the theory of human development that is learned about how interaction in the environment influences child development (Tong & An, 2024). The ecological theory observed the development of children as caused by complex systems in the environment, so he divided the environment into five systems: they are the microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Evans, 2024). Microsystem is about the relation between a child with family, peers, or school in direct interaction. The mesosystem is the interaction between different microsystems, such as the interaction between family and school. Exosystem is indirect environments such as parents' workplaces. Macrosystem related to the culture, values, and laws where the child grows. Then, the chronosystem is about life transitions or historical events in child development.

Literature, Psychology, and Bronfenbrenner's concept on ecology are interconnected due to they all examine human behavior within different contexts. Psychology helps understand the emotions, behaviors, and motivations of literary characters, while Bronfenbrenner's theory explains how various environmental systems influence individuals. Literature reflects these psychological and ecological dynamics by depicting how characters interact with their surroundings. This connection allows for a deeper analysis of character development and the social influences shaping their experiences.

Subsequently, Bronfenbrenner developed his theory from ecological theory, which became bioecological theory. From micro, meso, exo, macro, and chronosystem to PPCT (Process-Person-Context-Time). Process related to interactions with significant persons. Person connected with individual characteristics. Context includes the micro-, meso-, exo-, and macrosystem. Then, time is related to the chronosystem, but in various concepts (Wijayanti, 2024).



ological theory by Urie Bronfenbrenner is very interesting  
 examined how the environment influenced the human character  
 in the application of this theory in novels remains limited, so it  
 g to discuss. Moreover, the writer chose *Anne of Green Gables*  
 dy because this novel is attractive and more deliberate especially

Anne Shirley as a child who lives in a bad environment becomes a bad child, but when she moved to a better environment, she became a good girl. By studying this novel and using Urie Bronfenbrenner theory, the researcher and the reader can learn and understand more about the influence of social environment and realize how important it is to create a good social environment for children as a new generation of the world in the future. As a conclusion, the writer is interested in further researching “The Application of Urie Bronfenbrenner’s Bioecological System Theory on Children in *Anne of Green Gables* by Lucy Maud Montgomery.”

## 1.2 Identification of Problem

The writer identified a number of problems in the novel related to social environment as follows:

1. The intrinsic elements.
2. The social environment.
3. Community Influence
4. Isolation and neglect
5. Acceptance

## 1.3 Scope of Problem

The scope of this research discusses related to the influence of the social environment on the main character, Anne Shirley by using the bioecological theory of Urie Bronfenbrenner. This study will examine how Bronfenbrenner’s Bioecological Theory applies to the development of children in *Anne of Green Gables*, with a primary focus on Anne Shirley as the main character.

## 1.4 The Research Question

Based on the background and identification of problems, the writer found a number of questions in the study as follows:

1. How can Urie Bronfenbrenner's bioecological system theory be applied to analyze the development of the character in the novel?
2. How do the bioecological systems surrounding the character contribute to her resilience?
3. How to create a good environment to develop children’s characters based on the novel?



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re formulation of the research problem that has been stated, the ives of this research as follows:

1. To explain how can Urie Bronfenbrenner's bioecological system theory be applied to analyze the development of the character in the novel.
2. To explain how the bioecological systems surrounding the character contribute to her resilience.
3. To understand the way to create a good environment to develop children's characters based on the novel.

## 1.6 Significance of Study

### a. Theoretical Significance

The writer expects that this research can contribute theoretically by giving a more comprehensive view about the applications of bioecological theory by Urie Bronfenbrenner in the novel. This study aims to illustrate how the different environmental systems in the theory influence the characters' development, interactions, and decision-making within the narrative. By applying this framework to literary analysis, the research highlights how a character's growth is shaped by personal relationships, social structures, and cultural influences.

### b. Practical Significance

The writer hopes that this research will be useful for students, especially those in the English Department who study the social environment or psychology. Besides, the writer hopes this research will be useful for society in education, parenting, or community. For example, studying Anne's experiences can inform best practices for supporting children in foster care or help educators understand the importance of nurturing individuality in students. Therefore, the writer expects this study will contribute as guidance for a better life to create a good social environment to develop children's personality to be a good person in the future.

## 1.7 Sequence of Writing

This writing consists of five chapters. Chapter One is the introduction that includes a background, identification of problems, scope of problems, research of questions, objectives of study, significance of study, and sequence of the chapter. Chapter Two is a literature review that consists of the previous study, theoretical description, and pertinent ideas. Chapter Three consists of a research methodology that explains the way the writer analyzes and how to collect the data used for the chapter consists of findings and discussion. The writer analyzes and or research findings in the novel and makes the connection g theory or discussions. The last chapter consists of the research and offers suggestions for the next research in the





Then by Mahmudah & Indarti (2022) entitled “Konstruksi Kepribadian Tokoh Mentari dalam Novel Yusuf dan Mentari Karya Irma Surya (Teori Ekologi Urie Bronfenbrenner)”. The researcher used Urie Bronfenbrenner’s theory of ecological development to delineate the personality of the Mentari character in this novel. The result of this research shows Mentari’s family influenced the negative personality of Mentari and her peers influenced the positive personality of Mentari.

Based on this previous study, the writer assumes that there are similarities and differences with this research. The first study used the same theory but implemented children’s character education in real life. The second and the last study used the same theory of Urie Bronfenbrenner, but with a different object whereas the third study used the same object, *Anne of Green Gables*, but with a different theory. The fourth study analyzed the same thing as the personality of the character but used a different theory. As a conclusion, this research is different from previous studies because this research implemented the Urie Bronfenbrenner theory to analyze the main character, Anne Shirley which means there is no previous study that analyzed this idea.

## 2.2. Theoretical Description

### 2.2.1 Psychology Approach and Literature

Both psychology and literature explore human nature and existence using different methods. They are connected because literature reflects human experiences, and psychology helps analyze those experiences. Literary psychology studies the psychological aspects in literary works, viewing literature as a reflection of human thoughts and emotions (Septiadi et al., 2019). It helps analyze characters and human personality differences because it is strongly correlated with character.

Developmental psychology is a field of psychology because it examines how individuals grow and change throughout life, from infancy to old age, focusing on physical, cognitive, social, and emotional development that occurs at diverse life stages to gain information about how individuals evolve over time and the factors that shape their growth (Saphira, n.d. ; Laura, 2024). One of the theories of psychological development is bioecological System Theory by Urie Bronfenbrenner because this research explains how a child’s development is influenced by their environment.



and psychology are interconnected. Literature portrays human psychology provides insight into understanding and analyzing psychology enables researchers to examine characters, emotions, any works to gain a deeper understanding of human behavior.

In developmental psychology, Bronfenbrenner's bioecological theory explains how the social environment influences individual growth. This theory shows that development is not only influenced by internal factors, but also by interactions with family, school, society and culture. By applying this theory to literary analysis, researchers can see how the social environment shapes character of Anne Shirley in *Anne of Green Gables*. This shows that literature and psychology can work together to understand human life.

### 2.2.2 Theory by Urie Bronfenbrenner

Bronfenbrenner introduced his Ecological Systems Theory in the 1970s. Born on April 29, 1917, in Moscow, Russia, he moved to the U.S. at age six and became a leading American psychologist. Doctor Alexander Bronfenbrenner and Eugenia Kamenetskaja as his parents. He passed away on September 25, 2005 (Härkönen, 2001).

This theory combines biological, psychological, and social sciences to explain how the environment shapes human development (Crawford, 2020). It is based on developmental psychology, emphasizing environmental influences on child growth (Muhamad, 2023). The theory states that human development results from continuous interactions between individuals and their surroundings, with this reciprocal relationship influencing personality and behavior of human (Mujahidah, 2015; Wijayanti, 2024).

Before Bronfenbrenner introduced Ecological Systems Theory (1979), Bertalanffy developed General Systems Theory, which examined human interactions within society. At the time, many people believed biological factors, rather than environmental influences, shaped underprivileged individuals (Wijayanti, 2024). In 1977, Bronfenbrenner expanded his theory and in the 1990s, he revised it into the Bioecological Model, emphasizing how past, present, and future generations influence each other.

Bronfenbrenner demonstrated that human development is not only influenced by biological factors, but also by the social environments. He emphasized that family, peer relationships, and cultural influences play a role in shaping a person. In the Bioecological Model, he added that this interaction occur continuously and evolve over time. His theory provides insight into how environment and life experiences are interconnected in human development. Therefore, Rosa &

Wijayanti (2024) identified three phases in the evolution of his theory, from Ecological Bioecological Theory.



## 1. Phase 1 (1973–1979) an ecological approach to human development

In the first phase, Bronfenbrenner named his emerging theory either an ecological approach to human development or an ecological model of human development, depending on the theoretical perspective. During this period, his work focused on examining and discussing key questions raised by other researchers in psychology and human development, often highlighting their methodological shortcomings (Rosa & Tudge, 2013).

- Motives and Influences

Bronfenbrenner considers the shortcomings of many contemporary psychology research and politicians concerned with social policy affecting children, adolescents, and families. He criticized the limitations of developmental processes without considering the influence of a child's environment and living conditions on social development (Eriksson et al., 2018). He observed that researchers emphasized the individual rather than the surrounding context, the latter being described in terms of a static environment unrelated to any system of values. His examination of these societal changes and their detrimental effects on the psychological development of children, adolescents, and their parents demonstrated the importance of social class and race in human development (Rosa & Tudge, 2013).

- Concept and Definitions

An ecological transition occurs when an individual adapts to changes in their environment, reflecting the essence of human development ecology. To examine this, researchers apply a "pre–post" design in real-life settings, observing the same person in different activities and roles across various environments (Wijayanti, 2024). Bronfenbrenner identified three aspects of ecological settings. Firstly, The Interaction of Systems meaning the development is influenced by interconnected environments rather than just immediate environments. Secondly, The Processes of Development meaning growth occurs through interactions between individuals and their surroundings, including the researcher's influence and thirdly, The Phenomenological Framework which is the environment shapes activities and interactions based on individual perceptions (Rosa & Tudge, 2013).



Bronfenbrenner's ecological model of human development defines ecology between an individual and their environment (Dharma, 2022). Ecological transitions involve understanding how personal characteristics and across different contexts (Eriksson et al., 2018). Individuals adapt in response to changing environments (Rosa & Tudge, 2013). His work consists of four key environmental systems: Microsystem is

direct environments like family and school; Mesosystem is the connections between different microsystems, such as home and school; Exosystem is the external structures like workplaces; Macrosystem is social rules and norms (Eriksson et al., 2018).

Thus, in this stage, Bronfenbrenner's theory explains that human development is shaped by interactions with multiple environments context. He emphasized that growth is not only influenced by biology but also by surroundings like family, school, and society. His theory divides the environment into four interconnected levels demonstrating how individuals are shaped by both their personal relationships and the wider society.

## 2. Phase 2 (1980–mid-1990s): adding biology and chronosystem into the ecological framework

- Motives and Influences

During this time, Bronfenbrenner aimed to address a gap in his Phase 1 research—the lack of focus on individual characteristics in development. He also sought to explain how the environment was interpreted in the latest human development studies, both theoretically and practically. His work was influenced by several scholars, including Kurt Lewin, Lev Vygotsky, Alexander Luria, Glen Elder, Cecil Mary Drillien, and Anne Crouter (Rosa & Tudge, 2013).

- Concepts and Definitions

In the second period, Bronfenbrenner explored how individual characteristics influence each other, emphasizing that traits are shaped by experiences and the environment rather than solely by genetics (Dharma, 2022). He also introduced the Chronosystem, which examines how life changes over time—such as a parent's job status—affect child development (Eriksson et al., 2018). In this phase, he defined the ecological paradigm as a process of continuous interactions between individuals and those in their immediate environment (Rosa & Tudge, 2013). Ultimately, he provided more details on how these traits directly influence development.

As a concluding, Bronfenbrenner emphasized that individual characteristics develop through interactions with the environment, rather than being purely static. Additionally, the *Chronosystem* adding in this phase, which changes over time and affect the development of someone. This system is not static, but influenced by life transitions throughout life. He refined his ecological model, emphasizing that development is based on constant interactions between individuals and their environment.



### 3. Phase 3 (mid-1990s–2006): a Process–Person–Context–Time (PPCT) model

- Motives and Influences

At this stage, Bronfenbrenner aimed to show how individual traits interact with time and environment to shape proximal processes, which he considered the main factor of human development. He refined his theory, emphasizing that improving these processes could lead to better outcomes for children, teens, and families through public policy (Rosa & Tudge, 2013).

- Definitions and Concepts

Bronfenbrenner's bioecological model is a framework for studying human development over time (Wijayanti, 2024). It introduces the Process–Person–Context–Time (PPCT) model, which explains how development is shaped by multiple factors. He emphasized the transition from an ecological to a Bioecological approach, highlighting the individual's role in their own growth through proximal processes—reciprocal interactions with people, objects, and symbols in their environment, such as playing, reading, and learning (Rosa & Tudge, 2013; Eriksson et al., 2018).

In the final stage of his theory, Bronfenbrenner refined his ideas by highlighting how development is influenced by interactions over time. He introduced the *Process–Person–Context–Time (PPCT) model*, which explains how individuals grow through continuous interactions with their environment. He also stressed that improving these interactions can lead to better developmental outcomes, making his theory useful for guiding public policies related to children and families. Therefore, these are the concept of the Process–Person–Context–Time model (PPCT) below;

- 1) **Process:** The ongoing, complex interactions between an individual and their surroundings, influencing development positively or negatively (Tong & An, 2024).
- 2) **Person:** Individual traits such as skills, experience, genetics, health, age, and gender (Rosa & Tudge, 2013).
- 3) **Context:** The four environmental systems—microsystem, mesosystem, exosystem, and macrosystem (Eriksson et al., 2018).
- 4) **Time:** Expands the chronosystem to include micro-time (specific activities), (consistent interactions), and macro-time (long-term societal (Tong & An, 2024).



By combining these elements, Bronfenbrenner created a more complete framework for understanding human development, showing that it is influenced by both personal traits and external environments over time.

### 2.2.3 The Application of Urie Bronfenbrenner's Theory

The differences between the Ecological theory and the Bioecological theory;

- **The EST (Ecological System Theory) model**

Bronfenbrenner's Ecological Systems Theory explains how an individual's development is influenced by their environment. He describes five interconnected systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Eriksson et al. 2018). These systems shape personality through interactions between individuals and their surroundings (Wijayanti, 2024).

#### 1. Microsystem

The microsystem is the closest and most immediate environment influencing an individual's development. It includes direct interactions with family, teachers, friends, and neighbors (Crawford, 2020; Zhang, 2018; Wijayanti, 2024). This system shapes personality, beliefs, and temperament through daily interactions. It includes not only household members but also others with frequent and consistent contact, such as family, school or workplaces and social spaces for adults (Muhammad, 2023). For example, a child from a disadvantaged background may face family struggles will make their path to success more challenging (Wijayanti, 2024).

#### 2. Mesosystem

The mesosystem is the second level in Bronfenbrenner's theory and consists of interactions between multiple microsystems (Crawford, 2020). It connects the different environments in a person's life, influencing their psychological development (Wijayanti, 2024). For example, in a student's mesosystem, relationships between parents, teachers, friends, and academic advisors play a key role in their support system (Zhang, 2018). Besides, the other illustration is a strained relationship between parents and teachers can have a negative impact on a child's experiences and overall development (Wijayanti, 2024).

#### 3. Exosystem



The exosystem consists of social environments that indirectly influence an individual (Crawford, 2020; Wijayanti, 2024). Unlike the mesosystem, it includes environments where the individual is not directly involved, but these still impact their development (Zhang, 2018). Examples include a parent's workplace, government policies, and social networks. For instance, a child is not part of their parent's work environment, but long work hours or job stress can affect family life.

interactions. Similarly, a sick child may cause a parent to miss work, indirectly influencing the workplace (Crawford, 2020).

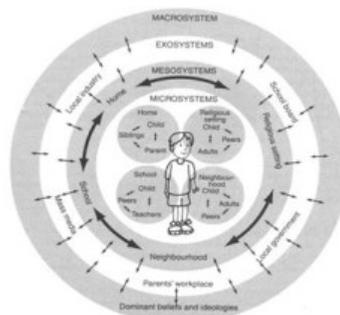
#### 4. Macrosystem

The macrosystem is the broadest level in Bronfenbrenner's ecological system (Zhang, 2018). It includes cultural factors like socioeconomic status, ethnicity, geography, and societal values, all of which shape individual development (Wijayanti, 2024). All of these systems are influenced by the prevailing society and culture (Crawford, 2020). Affecting education, social norms, and political structures and makes students intolerant, isolated, or even depressed (Zhang, 2018).

The place where children grow, develop, and interact really determines the child's character. This system encompasses the culture in which people live and raise their children, which is shaped by their upbringing, mindset, behavioral habits, and societal values. Culture has an impact on a group of people's behavior, beliefs, and other outputs in macrosystems. For instance, society believes if lots of children have lots of fortune, every family will have many children.

#### 5. Chronosystem

The chronosystem is the final layer in Bronfenbrenner's ecological system, highlighting how time influences individuals and their environment (Zhang, 2018). It includes major life events and historical changes that shape development over time (Wijayanti, 2024). Originally, Bronfenbrenner did not include the chronosystem, but after observing teenagers during the Great Depression, he realized how historical events impact personal growth. Young adults in 21st-century America will have very different perceptions of privacy and its implications compared to younger individuals who lived in the Brazilian rainforest in the mid-19th century (Crawford, 2020). For example, a child losing a parent at age 7 may experience deep trauma but adapt over time. The chronosystem connects past experiences to present development, guiding change at every level—from micro to macro (Wijayanti, 2024).



**FIGURE 1 The Ecological Approach which the layers on a young children development** (Picture scanned from Härköne, 2001. *The Bronfenbrenner ecological systems theory of human development and controversies*).

- **The PPCT model**

Bronfenbrenner expanded his theory from the **five ecological systems** (micro-, meso-, exo-, macro-, and chronosystem) to the **PPCT model** (Process-Person-Context-Time).

**Process** refers to regular interactions with people, objects, and symbols that shape development. **Person** focuses on individual traits that influence these interactions recognized as a process-relevant person characteristics, which were labeled person forces/disposition (differences of temperament, motivation, persistence, etc.), resources (relating to mental and emotional resources such as past experiences, skills, and intelligence and to social and material resources), and demands (personal stimuli such as age, gender, skin color, and physical appearance). **Context** includes the original ecological systems but expands the macrosystem to involve interactions with objects and symbols. **Time** builds on the chronosystem but is divided into: **Microtime** (short-term interactions), **Mesotime** (patterns over days/weeks), and **Macrotime** (societal and generational changes) (Wijayanti, 2024; Eriksson et al., 2018). Therefore, to understand the PPC Model, table below will conclude the component in this model;

PPCT model constructs	Components	Meaning and features	Examples
Process	Proximal process	Reciprocal, enduring, and progressively more complex interaction between an active, evolving biopsychological human organism and the persons, objects and symbols in its immediate external environment	Playing with a child, peer activities, group play, reading, learning new skills, etc.
	Person characteristics	Personal characteristics that act as an immediate stimulus to another person; may influence initial interactions due to the	Age, gender, physical appearance, etc.



Person		expectations formed immediately	
	Resources characteristics	Characteristics relating to mental and emotional resources; not immediately visible but sometimes are induced from the demand characteristics	Skills, intelligence, knowledge, experiences, social and material resources (such as educational background and financial)
	Force characteristics	Cognitive, social, emotional, and motivational factors associated with temperament and personality	Temperament, motivation, persistence
Context	Microsystem	The environments that the developing person engage in activities and interactions	Home, school, dormitory, peer group, classroom, etc.
	Mesosystem	Interrelations among microsystems	The relationship between family and school
	Exosystem	The individual whose development is not actually situated but which have important indirect impacts on their development	The parents' workplaces
	Macrosystem	A context encompassing any group whose members share value or belief systems; it envelops and influences the former systems	Culture, subculture or social structures, etc.
		What is occurring during a specific	Whether an activity continues for an extensive period time



Time	Micro-time	activity or some interaction	without frequent interruptions
	Meso-time	The frequency and consistency of activities and interactions in a person's environment.	Whether an activity occur regularly over a period of time (daily, a week or a month, etc)
	Macro-time	Historical time and the life period of the individual (i.e. chronosystem)	Historical events, the distinct features of a person's different life periods, etc.

**FIGURE 2** The components of PPCT Model By Bronfenbrenner (*Picture scanned from Tong & An, 2023*).

Thus, this research use bioecological theory, namely PPCT (Process-Person-Context-Time), because bioecological theory not only emphasizes how the environment influences individual development, but also emphasizes that reciprocal interactions between individuals and their environment play an important role in development. Through the proximal process in bioecological theory, Anne's character development is also influenced by how strong social relationships shape her personality. Additionally, this theory uses time to highlight changes in individual development over time. Bronfenbrenner developed this theory further to explain that a person's development is the result of a complex combination of environment, time, and social interactions.

## 2.3. Pertinent Ideas

### 2.3.1. Social Environment

The social environment includes physical, cultural, and social conditions like education, family, religion, economy, politics, media, and social networks. It shapes a person's attitudes, behaviors, beliefs, and perceptions (Dhiman, 2023). It involves interactions between individuals and groups (Pinoa et al., 2022) and influences their interactions with surroundings (Nurqalbi, 2020). As a result, they are heavily affected by their environment.



The social environment affects how they see the world, think, and react. (Pino et al. (2023), the social environment has both positive and

negative influences, directly or indirectly. There are some indicators of the social environment; they are:

- **Family environment** – The first influence on a child, shaping personality through upbringing and home atmosphere.
- **School environment** – Interactions between students and teachers help develop moral behavior and continue family education.
- **Community environment** – Friends and society teach problem-solving, behavior, and morals, fostering intelligence, skills, and good values.

### 2.3.2. Character and characterization

Character and characterization are two important elements in a story that cannot be separated from one another. Every story in the novel has characters or actors who play roles and characterization to support the story to life (Firda, 2021). Characters are not just human but could be animals, plants, objects, and others (Said, 2022). Characters are actors who are playing roles in the fiction story. Characters in fictional stories are imitated from human characters in reality (Gultom, 2022). Without characters, a story cannot exist (Said, 2022). Therefore, character is an important element to build a story and to make the readers follow and want to read the story.

There are two types of characters based on the position, namely the main character and the supporting character. The main character is the most important character due to always appearing in the story. The supporting character is a character that supports the story but appear less often (Said, 2022). Nurqalbi (2020) also distinguishes between major characters, which is central to the plot, and minor characters, who have limited roles but still contribute to the story.

Besides, there are two types of characters based on their roles, but some sources divide them into three types: the protagonist is a kind or hero character, the antagonist is a bad character, and the tritagonist is a companion role of the protagonist and antagonist (Sihite et al., 2023). The protagonist is a character that is always in trouble but admired because they are the hero and give positive vibes. The character who has a negative aura and bad is the antagonist. The character who acts as a peacemaker between the protagonist and the antagonist is a tritagonist (Said, 2022).



ation is the way to make the characters become alive and real ter based on direct description (Firda, 2021). Characterization is author through speeches, utterances, deeds, actions, behaviors, nvironment of the characters in the novel. The writer reveals the racter through characterization by showing the talking and acter or by describing directly in the text (Saraswati, 2019).

Character and characterization relate to Bronfenbrenner's Ecological Systems Theory because both show how environment and interactions shape individuals. Bronfenbrenner explains that human development is influenced by different social systems, just as characters in stories are shaped by their surroundings and relationships.

In fiction, a character's personality, actions, and growth reflect real-life development. Their experiences, social roles, and environment influence who they become—just like in real life. This connection shows that both literature and psychology highlight the impact of external and internal factors on a person's development. By knowing about character and characterization, it helps to analyze the result of character and characterization development of Anne Shirley caused by diverse environment because this is related to the Urie Bronfenbrenner's Theory.

