

A woman's struggles in facing a new environment in *Anne of Green Gables*: A sociological approach

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ABSTRACT

*This paper examines the theme of adaptation and identity formation in L.M. Montgomery's *Anne of Green Gables*, focusing on the character of Anne Shirley and her resilience in the face of social exclusion and adversity. The study aims to explore how Anne's personal growth is shaped by external societal pressures and how her imagination serves as a coping mechanism to overcome these challenges.*

This paper uses Durkheim's theory of social facts and C. Wright Mills' concept of sociological imagination to analyze how Anne's interactions with the Avonlea community reflect broader social integration, conformity, and individual agency issues. The method employed is a close textual analysis of Anne's character development, focusing on her social environment and internal psychological strategies. By applying sociological frameworks, the study situates Anne's struggles within a larger context of social pressures and adaptation.

*The findings suggest that Anne's resilience, imagination, and intelligence allow her to navigate an initially hostile environment, leading to her eventual acceptance in Avonlea. The paper concludes that *Anne of Green Gables* offers enduring insights into the complexities of social adaptation and personal identity, making it relevant to contemporary discussions on resilience and societal expectations.*

Keywords: *struggles, environment, social facts, sociology, Anne of Green Gables*

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Introduction

The theme of adaptation to challenging social environments is a central focus in L.M. Montgomery's *Anne of Green Gables*, and it resonates strongly with contemporary discussions around identity formation, resilience, and social belonging. In today's society, many individuals face the challenge of adjusting to environments that may not immediately accept them or align with their values (Wajiran, 2024). Like Anne Shirley, people grapple with the pressures of social conformity while navigating personal struggles related to identity, belonging, and self-expression. This paper explores how Anne's story is a timeless reflection of the human adaptation experience in unfamiliar or hostile social settings, making it relevant for contemporary readers and scholars alike (Anonim, 2024; Shinta, Okta, Via & Fixi, 2023).

The complexities of Anne's life, from her difficult upbringing as an orphan to her eventual adoption and adjustment in Avonlea, offer a rich case study for examining how external social pressures shape individual behavior and development. Modern sociological and psychological frameworks, such as Durkheim's concept of social facts and C. Wright Mills' sociological imagination, provide valuable insights into how individuals navigate their societal place (Anna et al., 2024; Yunjeong, 2023). These frameworks, applied to Anne's story, underscore the external pressures she faces and the internal resources she draws upon—such as her imagination and resilience—to adapt and thrive. As contemporary society increasingly grapples with issues of inclusion, identity, and social integration, Anne's journey highlights the enduring relevance of these struggles.

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In addition, the role of imagination as a coping mechanism, prominent in Anne's character, echoes the psychological strategies employed by individuals today who use creativity and inner strength to overcome adversity. In an era where mental health and emotional resilience are critical issues, Anne's ability to reframe her circumstances and envision a better future offers a powerful example of the psychological tools available to individuals facing difficult life transitions (Jessie, Tricia et al., 2023). The paper will thus explore how Montgomery's portrayal of Anne reflects the sociological dynamics of adaptation and provides timeless lessons on the personal strategies that can help individuals endure and flourish, even when society seems unwelcoming or indifferent.

In recent scholarship, *Anne of Green Gables* has been extensively studied for its exploration of individual resilience, social adaptation, and the intersection of personal identity with external societal forces. Anne Shirley's experiences resonate with contemporary discussions on social exclusion, identity formation, and the role of imagination in dealing with adversity. Recent works, such as those by Susan Drain (2008), examine how social and environmental pressures influence character development, particularly in narratives involving orphans and marginalized figures (Drain, 2008). This aligns with the thematic focus of this paper, which examines Anne's social struggles and personal growth through the lens of external societal expectations and internal resilience. The intersection of these forces makes Anne's story relevant to current academic debates on how social settings shape individual personalities and behaviors.

Durkheim's theory of social facts, emphasizing the influence of societal norms and expectations on individual behavior, has been a foundational framework in sociological literature, including literary analyses. Recent discussions, such as those by Kevin Nobel (2020), continue to explore how Durkheim's ideas apply to character studies in literature,

particularly in the way societal forces shape characters like Anne Shirley (Boyer, Jean, 2024; Kurniawan, 2020b). In Anne's case, her interactions with the Cuthberts and the Avonlea community reflect a process of social integration and adaptation, as she must conform to societal expectations despite her independent and imaginative nature. This study builds on Nobel's work by analyzing how Durkheim's theory offers insight into Anne's character development, specifically focusing on how Anne's resilience is influenced by the pressures to adapt to a society that initially rejects her.

A key theme in the analysis of Anne's character is her use of imagination as a coping mechanism, a topic revisited in recent studies on mental resilience and creativity. Alawiyah (2021) discusses how imagination serves as a tool for individuals to reframe difficult life circumstances and create mental spaces where they can thrive, even in hostile environments (Alawiyah, 2023). This is particularly relevant to Anne, who often retreats into her imaginative world to cope with her feelings of isolation and rejection. Building on Schlegel's findings, this paper argues that Anne's imagination provides her with emotional relief and fosters a unique resilience that enables her to persist in the face of social and personal adversity. This connection between imagination and resilience highlights the continued relevance of Anne's story in contemporary discussions on psychological coping strategies.

In this study, the researcher looks at the individual and the environment, how they can adapt to the new environment and the social facts that apply to it. Adapting it requires a struggle, one of which is adjusting the character possessed and then using it in an environment that has social facts that apply. Social facts are the patterns in shaping social life to continue to survive and socialize between humans and the processes that arise between the community and society itself. Thus, this research also leads to a sociological approach; it discusses humans in society and their social processes.

Method

The researchers employ a qualitative approach. Two sources of data are used in this research: primary and secondary data (Moleong, 2002). First, the primary data are taken from Lucy Maud Montgomery's novel *Anne of Green Gables*, published in 1908. The secondary data are taken from other sources related to this research topic, such as journal articles, theses, and books.

The method of collecting data from this research is documents. Documents can be text, images, or monumental works. Literary works, especially novels, are included in the form of text (Haradhan, 2018). This research uses descriptive analysis to explore and elaborate on the topic. Emile Durkheim's theory of social facts is adopted to analyze Anne's struggles in facing a new environment (Maxwell, 2013).

The research is grounded in Emile Durkheim's theory of social facts and C. Wright Mills' concept of the sociological imagination. Durkheim's framework analyzes how external

Results and Discussion

This section describes the results and discusses this research. Anne Shirley's characteristic, as seen in *Anne of Green Gables*, is never giving up. Anne Shirley was born in March in Bolingbroke, Nova Scotia. Her father's name is Walter Shirley, and her mother's is Bertha Shirley. Her mother died when she was three months old from a fever. Four days after her mother's departure, her father died for the same reason. Anne has an unyielding character until she grows up. All the obstacles that she went through were very complicated and did not make her despair.

"Well, that is another hope gone. 'My life is a perfect graveyard of buried hopes.'" (Montgomery, 1908: 49)

Anne felt that her life was very complicated. All her wishes were not fulfilled. She went through difficult times in her life. Since she was three months old, she was an orphan, and no one wanted to take care of her. In the end, she was raised by Mrs. Thomas even

social pressures and norms influence Anne's behavior and personality (Irmawati, 2024; Kelly et al., 2019; Risprabowo, 2016). Mills' sociological imagination will connect Anne's personal experiences with the broader social context, allowing for a nuanced understanding of her character's development concerning her environment.

The novel is treated as textual, with specific passages analyzed to identify social interaction, social norms, and individual responses to social pressures. The novel is systematically read, and relevant sections are highlighted and coded according to key themes, such as resilience, imagination, social adaptation, and identity formation. Specific quotes and scenes that illustrate Anne's interactions with her environment and the impact of social structures on her character are identified.

though she had deplorable conditions and a less harmonious family. While living with the Thomas family, Anne cared for their children until she was eight. She has no friends to play with and can't express herself according to age. Anne is forced to live independently since childhood and adjust her behavior based on her surroundings. She was formed in an environment unsuitable for her age.

About two years later, Anne Shirley lived in an Orphanage. Previously, she was raised by the Hammond Family. They were the family who took care of Anne after Mrs. Spencer died. Mrs. Hammond then handed Anne over to an orphanage because she takes care of the household after her husband died. In the background, Anne lives in the asylum at Hopeton.

"I had to go to the asylum at Hopeton because nobody would take me. They didn't want me at the asylum." (Montgomery, 1908: 53)

She faced her new life in an orphanage again and felt the same situation – she was not wanted in the orphanage. Anne has an empty life, full of boredom and poverty, and she does not get the love of her life. From this situation, she felt the neglect of the people who cared for her. Anne explains that she had almost given up in despair. This proves that the environment where she lives always refuses her presence and that she can live her life because she has a character that never gives up.

After living in an orphanage, Anne Shirley gets the good news that someone will adopt her. Mrs. Spancer, the orphanage's caretaker, will send herself to those who adopt Anne. This is the background for Anne Shirley, who is facing her new life in Avonlea.

"I thought I'd have so many things to love and nothing to hinder me. But that brief dream is over." (*Anne of Green Gables*:46)

Anne said she had much to love and looked forward to living in Green Gables, Avonlea. She saw much beauty in Green Gables, Avonlea, like the trees, flowers, gardens, and small streams that she had seen, and it would make her feel that it was futile to live in Green Gables, Avonlea, if she couldn't love anything. Her desire to live in Avonlea was great, but her dream was lost a misunderstanding about her adoption. The incident started when Mrs. Alexander Spencer, the orphanage's caretaker, promised to bring a daughter from the orphanage to the Cuthberts. However, when Matthew Cuthbert picks up at the station, he finds a girl, not the boy he wanted. She wasn't someone the Cuthberts wanted, the family who lived in Green Gables, Avonlea. Durkheim (1982) said that each individual will experience changes influenced by social facts. According to Durkheim (1982), every human being lives side by side with their environment. This dramatically affects the behavior of each individual. How each faces an environment and how they can adapt to it. Some social conflicts will arise if you cannot adapt to the environment. The social situation was very contrary to what Anne hoped for;

however, she had to adapt to the circumstances in which she lived. This proves that Anne's character experiences pressure to think and act against her will, and this situation does not occur within herself but comes from external pressure. This also confirms that this is where the way of acting, thinking, and feeling the nature of her existence comes beyond the individual's consciousness.

Social circumstances make Anne think that what she wanted and expected did not happen as expected, and somehow, she had to adapt to the circumstances she was living in. It stresses to think and act against her will. This is not happening in itself but comes from the external pressure that she experienced. This emphasizes that this is where the way of acting, thinking, and feeling the nature of her existence comes outside the individual's consciousness. The social fact of the story is that Anne faced a situation where the incident was not because someone wanted to adopt her but because Anne was adopted because of a misunderstanding. This social fact is also a strongly binding guide, even forcing the formation of individual personalities and social groups (Kevin Nobel, 2020: 19).

The quote above shows that Anne's past experiences did not go well or as she had expected. A strange life accompanies Anne's Steps. Surprisingly, social conditions sharpened Anne's ability to think and act well. Anne's unyielding character allows her to continue living in her new environment, Avonlea.

Imaginative

Imagination is the mind to imagine, describe, or fantasize about something (Maher, Shafiq, 2022). According to Alex Schlegel in his research, imagination occurs in the mental desktop of activities coordinated by neurons to build an ample thought space. Imagining or fantasizing is okay because it can generate many new ideas for yourself. Imagination is one way to be yourself, but it's good if imagination must adjust to the situation (Schlegel, 2015).

She is related to the character of Anne in the novel *Anne of Green Gables*, who likes the beauty and fantasy that she has. One that makes her feel calm and find happiness is imagination. Thus, his courage in acting is also influenced by her imagination. The novel also describes her developing imagination. Anne thinks every place she goes or stays should have room for creativity. The imagination develops along with where she is and what she sees.

Her imagination sometimes becomes a conflict in the Green Gables neighborhood where she lives. However, she still dared to express herself in that environment. This is Anne's step to survive in an environment that makes it difficult to accept her presence.

"I'm sure I could never have lived there if I hadn't had an imagination." (Montgomery, 1908: 53)

In her complicated life, Anne always imagines whenever and wherever. Imagination makes her feel calm and comfortable when bored with her life. Therefore, she thinks that she will not be able to live life if she does not have imagination. Imagining makes her calm and comfortable and allows her to overcome the disappointment she is experiencing. The imagination that is formed in Anne's mind makes Anne's character talk a lot, and whatever is discussed is very broad because when she speaks, it is often related to her imagination. Durkheim (1918) said that social facts collect individual facts expressed following social conditions. A basic assumption from Durkheim's thought is that social phenomena affect individual awareness and behavior, and social reality or facts occur in a shared life or community. What she says about her imagination is that it is sometimes accepted by society, but sometimes, it is not, and it creates a social problem. The social impacts that occur significantly affect the mindset of each individual. Imagination is seen from wishful thinking and an experience that has happened. According to C. Wright Mills in his book *The Sociological Imagination* (1959), the imagination formed is a social imagination that

awakens the relationship between individual experience and the wider community.

"Pretty well. I imagine a good deal, and that helps to pass the time. Of course, it's rather lonesome. But then, I may as well get used to that." (Montgomery, 1908: 91)

Anne shows a sense of loneliness in the face of her long life. Imagination became a habit in imagining good things because it helped Anne get through her lonely times. When the world refuses to cooperate with her, imagining good things will make Anne feel excited and brave in continuing her cruel life. In the excerpt of the story, it is explained that what Anne's character wanted and hoped for did not happen as she expected to adapt to the circumstances she was living in, and in any case, it stressed her to think and act against her will. She said it was not happening within herself but came from the external pressure she experienced. She felt it wasn't what was going on inside her that could explain it.

Sociology plays a role in reconciling two concepts of social reality, namely the individual and society. Individual thinking has a relationship with a broader society. Mills (1950) argues that sociological imagination is the application of imaginative thinking to ask and answer various sociological questions related to social processes.

Smart

Intelligence is one of the characteristics of each individual that influences her actions – judging from how she expresses these characteristics in everyday life, which is influenced by the mindset of each individual. Every action that is described has an impact on social life (Brooke et al., 2017).

"Miss Stacy says you are bright and diligent." (Montgomery, 1908: 305)

In the quote above, Miss Stacy said that Anne was an intelligent student. Anne showed her intelligence while attending Avonlea school with Miss Stacy. So, Miss Stacy said that Anne

was a thoughtful girl. Anne attends Avonlea school, where she has a teacher named Miss Stacy. She is a bright young female teacher who sympathizes with her students, including Anne Shirley. Miss Stacy can attract attention to her students with her talent. This allows students to show their best talents. That way, Anne is pleased to study with Miss Stacy. Anne was able to show her enthusiasm for learning until Miss Stacy said that Anne was an intelligent girl. Anne has a brilliant character. Apart from having a diverse imagination, she is brilliant in her academic field. The social conditions in her life did not affect her ability to express her intelligence in the educational field. Social facts are formed based on society, which regulates each individual.

On the other hand, the social facts that occur in Green Gables, Avonlea, do not prevent Anne from expressing her world, especially in a school or academic environment. Anne has rational freedom of action and can control her thoughts and actions to deal with social situations. Anne began to be well-received by the Green Gables community because of her character, who made the Cuthbert family, friends, and school proud.

"I must say Anne has turned out a real smart girl!" (Montgomery, 1908: 312)

Mrs. Rachel said in the quote above that Anne grew up to be intelligent. Mrs. Rachel is a close neighbor of the Cuthberts who has disliked Anne since she arrived at Avonlea, which made the Cuthberts hesitate to adopt a daughter. She never thought that Anne would be such a kind and intelligent girl. Anne can prove she is a responsible girl and can control her thoughts, which are often cloudy. In acting in social life at Green Gables, she has developed the ability to deal with herself. Durkheim (1982) said that every human being lives side by side with their environment. This greatly affects the behavior of each individual. How each faces an environment and how they can adapt to it. Previously, Anne accepted the cruel social facts in her new life. The brutal climate taught Anne a lesson in action. They acted based on Anne's thoughts in responding to social problems. This

social problem is the social imagination. According to C. Wright Mills (1959), sociological imagination is the ability to see the impact of social forces on individuals' public and private lives. He believed it was necessary to transcend individual perspectives and their limited nature to understand the greater meaning of experience.

The Struggles of Anne in Facing a New Environment in Avonlea

Before living in Avonlea, Anne had a complicated life. She was an orphan since childhood. Around the age of 8, she lived in an orphanage. A situation where Anne has lived an independent life since childhood, and the situation increasingly forces her. She had been forced to adapt her behavior according to her surroundings; she was formed in an environment unsuitable for her age—aligning all actions experienced by each individual with the world around and shaped by and for the experience. In the end, she was adopted by the Cuthbert family. Anne Shirley's life changed when the Cuthberts adopted her.

"I'm not expecting a girl," said Matthew blankly. "It's a boy I've come for. He should be here. Mrs. Alexander Spencer was to bring him over from Nova Scotia for me." (Montgomery, 1908: 16)

The quote above shows Matthew Cuthbert's surprise when he picked up the child he was about to adopt at the station. Arriving at the station, he did not see a boy he adopted; instead, he met a little girl. Matthew Cuthbert picks up his adopted child from an orphanage at Bright River Station. He saw the little girl sitting alone on the station platform as if waiting for someone to pick her up. He did not find a boy after tracing the station platform. Later, Matthew asked the station attendant to confirm. The station clerk replied that a passenger left a girl for you.

The Cuthberts decide to adopt a boy from an orphanage. The Cuthbert family consists of Matthew Cuthbert and Marilla Cuthbert. They are unmarried siblings. They

live on the Green Gables farm in Avonlea, Prince Edward Island, Canada. The Cuthberts have agreed to adopt a boy from an orphanage in Nova Scotia under the pretext of helping Matthew Cuthbert do their farm work. However, it needs to be clarified. Mrs. Alexander Spencer of the orphanage sent Anne Shirley to the Cuthberts. This is the background for Anne Shirley, who is facing her new life in Avonlea. The incident was not because someone wanted to adopt her, but Anne was adopted because of a misunderstanding. Anne's early life in Green Gables was not what she expected.

"Burst into tears she did. Sitting down on a chair by the table, flinging her arms out upon it, and burying her face in them, she proceeded to cry stormily." (Montgomery, 1908: 32)

Anne could not control her crying. She sat alone and wept loudly. That quote above proves that she feels sad because she is unwanted by the Cuthberts family. She had been hopeful that she could live in Avonlea with her new family. The Cuthberts family hesitated to adopt Anne because she was a daughter and could not help Matthew take care of the farm in Green Gables; it would be troublesome for the Cuthberts in their lives. With that fact, she was afraid that no one would want to take care of her. Durkheim (in Ardlin 2013:55) explains that social fact is any way of acting, whether determined or not, can overwhelm individuals with external pressure, or any way of acting that has a general character in a particular society but at the same time (social fact) and independent of the individual. Crying and screaming that Anne feels pressured by the situation, and they allow her to express what she fears. After much deliberation, Anne ended up living in Avonlea with the Cuthberts. Avonlea had a much different social situation from Anne's previous life. Anne was an engineer on the first day she started life at Avonlea.

"She brought Lily Jones for herself. Lily is only five years old, and she is wonderful and had nut-brown hair. If I

was wonderful and had nut-brown hair would you keep me?" (Montgomery, 1908: 34)

The quote above shows Anne's curiosity about why the Cuthbert family did not accept her. Is it because of her unpretentious appearance with red hair and many freckles? Anne is offended and compares herself to Lily, a girl who went on the train with Anne and Mrs. Spencer. Lily is a five-year-old girl with nut-brown hair, making her very pretty. While Anne has red hair, many people do not like her appearance, including her red hair. She feels that her appearance significantly influences someone to accept her. She thought people would take her if she had a pretty face and didn't have red hair. She becomes someone who is not confident and compares herself to other girls. She also thinks that she does not deserve to be accepted by anyone.

Anne attended Sunday school for the first time in Avonlea,

"But I'd rather look ridiculous when everybody else does than plain and sensible all by myself,' persisted Anne mournfully." (Montgomery, 1908: 100)

It is said that Anne prefers to look ridiculous in the clothes that became popular at the time, even though the appearance did not suit her. She shows sadness, but she still does it rather than look ordinary and simple to other friends, and she can later hurt herself. She wore a dress with puffy sleeves because it was a famous outfit. She only hoped that her friends accept her and want to be friends with her because it was the day that Anne went to Sunday School in Avonlea for the first time. Anne is afraid to look different from others, so she tries to be accepted by following their way of dressing. She thought that at school later, she would not only meet one person but many people her age she would meet. She was terrified to initiate interaction with them. Her past makes her fearful of not being accepted. Because of that, she tried to figure out how to be accepted by her friends later by wearing a dress

with puffed sleeves, which became a famous outfit.

The quote above also shows that individuals do various ways to be accepted by society. In this way, individuals expect to be liked by society. Social conditions that occur make individuals do according to their social circumstances. Anne had previously had a lonely life, with no one to talk to or to play with except the people in the asylum. Starting a new life in Avonlea was a hard thing for Anne. She must adapt to the environment and society. In making friends, she was terrified to start.

"Oh, Marilla, I'm frightened – now that it has come, I'm frightened. What if she shouldn't like me! It would be the most tragical disappointment of my life." (Montgomery, 1908: 107)

Anne was still afraid to start a friendship. When interacting with new people, Anne always worries if that person doesn't like her because it can make Anne feel disappointed. In the story, Marilla introduces Anne to Diana Barry. Anne looked; her face was pale and shaking. She was afraid that Diana Barry didn't like her. Whether from appearance, imagination, attitude, or red hair. Fear always surrounds Anne, wondering if she will meet or get acquainted with someone. This situation is natural because she has never made friends with anyone, and no one wants to be with her. This is always Anne's background every time she meets new people.

The socialization process not only teaches each individual to act but also to learn the norms and values of society. Anne's attitude shows she is trying to deal with social changes, such as how he lived in the asylum and Avonlea. Understanding social change helps in analyzing the structure of society. According to Talcott Parsons in *The Structure of Social Action's* book (1937), one can only hope to study social change once one thoroughly understands social structure.

Anne Faces the Environment in Avonlea

Avonlea is a new place for Anne. All the differences, each individual's point of view, and daily habits in the environment challenge Anne in living her daily life at Avonlea. When the Cuthbert family finally allowed Anne to live in Avonlea, many of her behaviors and individual facts were different from the situation she had never had in her previous life, as researchers analyzed before – how she harmonized individual facts based on prevailing social facts.

"I never say any prayers,' announced Anne." (Montgomery. 1908: 64)

Anne said that she rarely said her prayers before going to bed. The quote tells when Marilla told Anne to always pray before going to bed, but she refused. Marilla was surprised. Anne found it strange, and she rarely did it. Reading prayers before sleeping is a routine activity for children in Green Gables, Avonlea. Therefore, Marilla told Anne to read a prayer before going to bed. Durkheim (1982) said that each individual will experience changes influenced by social facts. Where each individual settles or lives, it will affect his way of thinking and how he will behave socially. Indeed, the main subject of his sociology is the progress of humanity over time. The quote above proves that a social fact is that prayer before bed is one of the everyday activities for children in Avonlea. Anne then tries to make it a habit every day. A new habit outside of Anne's habit that she had to do every day, especially before going to bed.

"I hate you – I hate you – I hate you" (Montgomery, 1908: 83)

The expression is a sense of annoyance against Mrs. Rachel Lynde. Mrs. Rachel Lynde is an older woman who likes to boast about herself and has thoughts about others that are sometimes painful. She speaks reluctantly and fearlessly. She said that Anne was a thin and ordinary girl. Mrs. Lynde says that Anne's hair is like carrots, and she has many freckles on her face that make her ugly – Mrs – Lynde, who had mocked Anne's appearance and physique. Anne showed great and uncontrollable anger to

the point of saying disrespectful words towards people older than her. Mrs. Lynde was wrong, but it's good for Anne to control her rage, be respectful, and have manners with Mrs. Lynde.

The description of Anne's behavior is how she deals with someone's behavior in a social society. Anne was so brave in her actions that she what was against her will. But Anne had promised Matthew and Marilla to be kind so they could stay in Avonlea. The statement shows that Anne is facing her new life in Avonlea. The behavior of each individual dramatically affects the social situation. Several social conflicts arise if the individual cannot adapt to the environment.

Anne attended School in Avonlea. The school became a place where Anne socialized with her friends. The socialization process not only teaches a person to act but also teaches them to understand and apply the norms and values of a society. In this case, Anne can fight her fear of interacting with others. Facing a situation in Avonlea society is an external action that applies to the individual character Anne.

At Avonlea School, there is a boy named Gilbert Blythe. He has wavy brown hair, greenish-brown eyes, and a quirky smile that shows his playfulness. He tried to tease Anne while at school, but Anne didn't look at him. Gilbert Blythe was not used to failing to attract the attention of other students, including a girl. Anne has characteristics similar to those of different students: red hair, red freckles on her face, a pointed chin, and big eyes. Then Gilbert Blythe called Anne a carrot. Blythe's actions made Anne and vented her anger.

"You mean, hateful boy!" she exclaimed passionately. "How dare you!" (Montgomery, 1908: 140)

The quote above shows Anne's frustration with Gilbert Blythe's behavior toward her. It starts with Gilbert holding the end of Anne's braided red hair and calling Anne 'carrot,' which makes her very angry. Anne turns to Gilbert with a furious expression on her face. She cries and thinks Gilbert's actions are

evil and annoying. Anne vented her anger by hitting a slate on Gilbert's head.

Anne reflects that she still has uncontrollable anger because she is faced with an environment that still makes fun of her. The condition of the Avonlea community influenced Anne's perspective as a citizen who disliked life and the need to address or correct the problem. Here, overcoming issues with each individual contributes to solving a problem and creating a peaceful social situation. Thus, a social problem is a condition that affects the conditional side of social life because of unwanted issues. Therefore, action is needed to realize the solution.

"I feel so anxious. What if I shouldn't behave properly?"(Montgomery, 1908: 226)

Anne feels anxious when she is invited by one of the priests in Avonlea to attend an important event. Anne experienced a feeling of fear that she would do something silly like she used to and forget something she had to do later. This statement shows Anne's anxiety about facing a new situation. She must control herself to be friendly and have manners. This indicates that each individual must fulfill their obligations according to the community's customs and laws because each lives with the environment. Each individual is faced with an environment, and they can adapt to it.

"It's been the dream of my life... I'd love to be a teacher..." (Montgomery: 1908, 304)

The script shows that Anne wants to become a teacher. It was the dream of her life. She promised to study diligently because she felt that teaching was a very honorable profession. One day, Miss Stacy, who is Anne's teacher at Avonlea school, visits the Cuthberts and tells them that she will form a class for her best students by giving extra lessons in the class. Miss Stacy intends that her students who join can take the exams to continue studying at Queen's Academy well. Miss Stacy thinks Anne is an intelligent child and can compete with her friends at school. Anne dreams of becoming a teacher and wants to join the academy. Anne

also hopes that when she joins a school at Avonlea, she will be able to realize her dream.

The statement shows that Anne has adapted to her new life in Avonlea. It can be seen that he is very excited to take additional classes at her school. She shows a competitive attitude with her friends. It is proven that the social facts that occur in a society powerfully shape the thoughts and actions of each individual so that Anne's character can follow the values that develop in society in Avonlea.

"... It won't make a difference where I go or how much I change outwardly; at heart, I shall always be your little Anne, who will love you and Matthew and dear Green Gables more and better every day of her life." (Montgomery: 1908, 347)

The quote above shows that Anne has made peace with the social situation at Avonlea and has loved Avonlea, especially Green Gables. She had made Green Gables her home, which was no longer strange; Anne had grown into a mature girl. Short of the story, she has become a teacher and teaches at Avonlea. Anne Shirley promised to be a good teacher and study diligently at Avonlea. Anne decided to stay in Green Gables, Avonlea, with Marilla Cuthbert. Wherever and wherever Anne is, she will always make Green Gables, Avonlea, her most comfortable place. She feels proud to live in that place and is happy to be Anne from Green Gables, Avonlea, even though she has to go through the twists and turns of a cruel and complicated life. She now has a place to return to. The community appreciates her presence at Avonlea regardless of Anne's appearance and physique.

"I forgave you that day by the pond landing, although I didn't know it. What a stubborn little goose I was. I've

Conclusion

In conclusion, Anne Shirley's character in *Anne of Green Gables* demonstrates a powerful interplay between individual resilience and societal pressures. Her journey reflects the

been—I may as well make a complete confession—I've been sorry ever since." (Montgomery: 385)

The quote explains that the quarrel between Anne and Gilbert is finally over. Gilbert asks Anne back about his mistake at that time, and Anne says that she has forgiven Gilbert's mistake for making fun of her with the nickname 'tomato' while by the pool. From then on, Anne and Gilbert became good friends. Anne has lived a tough life since she first lived in Green Gables, Avonlea. They finally decided to help each other in many ways, such as through genuine friendship.

After an extended stay at Avonlea, Anne realized she was too stubborn towards Gilbert Brythe. Anne's maturity made her realize. The story excerpt above proves that social problems that occur have demonstrated that thinking affects behavior caused by social issues, also seen from how Anne overcomes each social problem that arises and faces external difficulties. Individuals can control their thoughts and actions to deal with a social situation. For every individual who can initiate an interaction, ideally, the interaction will obey its laws.

Anne was able to adjust to Avonlea's social facts. Social relations between herself and people are created well. Anne obeys and understands herself when modifying the values and norms of society. This becomes a reference point for each individual to know their progress because, over time, each individual will experience changes that are influenced by social facts and affect the way of thinking and individual behavior. This social fact also becomes a guide that is much stronger binding, even to the point of forcing the formation of individual personalities and social groups (Kurniawan, 2020: 19).

impact of external social forces on personal identity formation, from her early experiences as an orphan to her eventual integration into the Avonlea community. Despite facing rejection,

loneliness, and misunderstanding, Anne's unyielding nature and vivid imagination allow her to navigate these challenges and adapt to her surroundings. The analysis highlights how her resilience, intelligence, and creativity help her overcome adversity and foster personal growth. Ultimately, her ability to reconcile her

individuality with the expectations of the society around her reinforces the theme that external pressures profoundly shape individual behavior, while also illustrating the capacity of the individual to influence and transform their environment.

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