

**THE INFLUENCE OF BIOECOLOGICAL ENVIRONMENTS
TOWARDS THE DEVELOPMENT OF THE MAIN CHARACTER IN
THE CRUEL PRINCE BY HOLLY BLACK: A PSYCHOLOGICAL
APPROACH**

A FINAL PROJECT



Presented As Partial Fulfilment of the Requirements

to Obtain the *Sarjana Sastra* Degree

in English Literature

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PAGE OF APPROVAL

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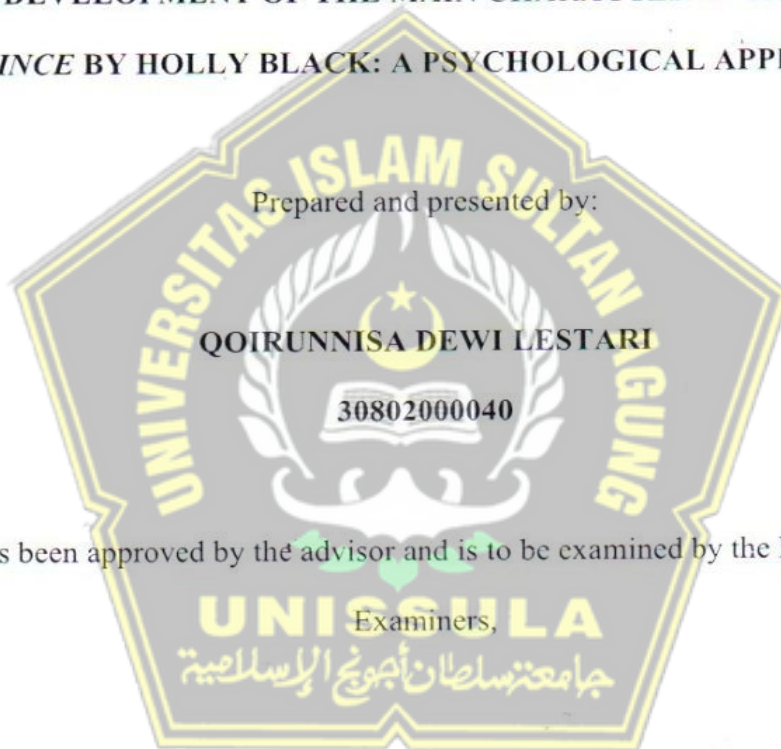
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Has been approved by the advisor and is to be examined by the Board of
Examiners.



Semarang, February 12th 2024

Advisor

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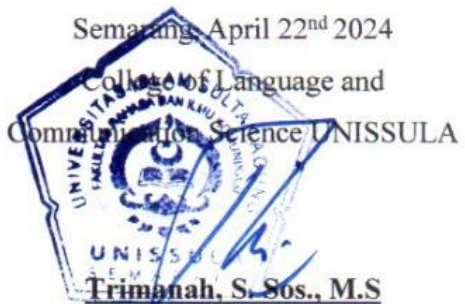
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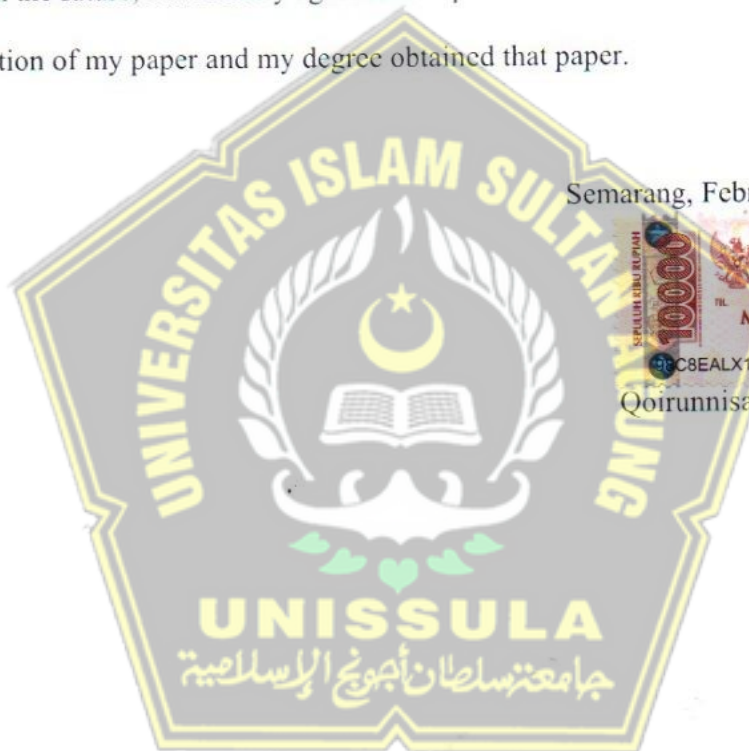
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STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that the undergraduate thesis I wrote does not contain the works or part or the works of other people except those which were cited in the quotations and the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained that paper.

Semarang, February 8th 2024



Qoirunnisa Dewi Lestari

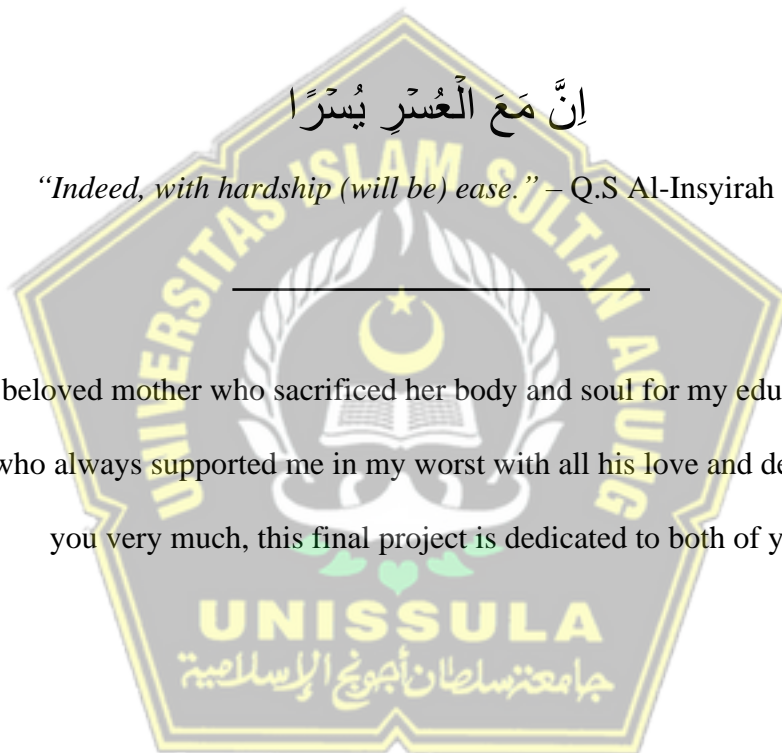
MOTTO AND DEDICATION

“If you compare yourself with others, you may become vain or bitter –
For always there will be greater and lesser persons than yourself. Beyond a
wholesome discipline, be gentle with yourself. You are a child of the universe no
less than the trees and the stars; you have a right to be here.” – Sylvia Plath

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with hardship (will be) ease.” – Q.S Al-Insyirah 94:6

To my beloved mother who sacrificed her body and soul for my education and my
father who always supported me in my worst with all his love and delicacy. Thank
you very much, this final project is dedicated to both of you.



ABSTRACT

Lestari, Qoirunnisa Dewi. 30802000040. The Influence of Bioecological Environments Towards the Development of The Main Character in *The Cruel Prince* by Holly Black: A Psychological Approach. Final Project of Language and Communication Science Faculty. English Literature Study Program. Sultan Agung Islamic University Semarang. Advisor: Nailil Muna, S.S., M.A.

Human life is inseparable from contact with the surrounding environment. Therefore, the role of the environment in the development of an individual is inevitable. *The Cruel Prince* novel is chosen as the object of analysis considering the complexity of interactions between the main character, Jude Duarte, and her surrounding environments.

This final project aims to analyse the bioecological environments owned by Jude and the influences of those environments towards her development using the psychoanalytic theory by Uri Bronfenbrenner and human lifespan development theory by Baltes. This final project employs a qualitative method. The primary data originated from Holly Black's novel, *The Cruel Prince*.

The result of this final project finds that the death of Jude's parents forced Jude to move from the human world to the immortal world, which causing her to have difficult relationships with her environments such as her step father, twin sister, classmates, and the fairies. As a result, those environments influence her development physically in aspects of appearance and health, socioemotionally in terms of self-perception and interpersonal relationships with her family and friends, and cognitively in the aspects of problem solving and increase of awareness.

Keywords: bioecological environment, human development, *The Cruel Prince*, *Jude Duarte*

INTISARI

Lestari, Qoirunnisa Dewi. 30802000040. Pengaruh Lingkungan Bioekologi Terhadap Perkembangan Tokoh Utama dalam novel *The Cruel Prince* oleh Holly Black: Sebuah Pendekatan Psikologis. Skripsi Fakultas Bahasa dan Ilmu Komunikasi. Program Studi Sastra Inggris. Universitas Islam Sultan Agung Semarang. Pembimbing: Nailil Muna, S.S., M.A.

Kehidupan manusia tidak terlepas dari kontak dengan lingkungan sekitarnya. Oleh karena itu, peranan lingkungan dalam perkembangan seseorang tidak dapat dihindari. Novel *The Cruel Prince* dipilih sebagai objek analisis dengan mempertimbangkan kompleksitas interaksi antara tokoh utama, Jude Duarte, dan lingkungan sekitarnya.

Skripsi ini bertujuan untuk menganalisis lingkungan bioekologi yang dimiliki Jude dan pengaruh lingkungan tersebut terhadap perkembangannya, menggunakan teori psikoanalitik dari Uri Bronfenbrenner, yaitu teori bioecological system dan teori perkembangan hidup manusia oleh Baltes. Skripsi ini menggunakan metode kualitatif, di mana data primer berasal dari novel fantasi berjudul *The Cruel Prince* karya Holly Black.

Hasil dari skripsi ini menemukan bahwa kematian orang tua Jude memaksa Jude untuk pindah dari dunia manusia ke dunia peri, yang menyebabkannya memiliki hubungan yang rumit dengan lingkungan sekitarnya seperti ayah tirinya, saudara kembarnya, teman sekelasnya, dan para manusia peri. Akibatnya, lingkungan seperti itu mempengaruhi perkembangannya secara fisik dalam hal penampilan dan kesehatan, secara sosioemosional dalam hal pandangan diri dan hubungan pribadi dengan keluarga dan teman, dan secara kognitif dalam aspek penyelesaian masalah dan kepekaan terhadap lingkungan sekitar.

Kata kunci: lingkungan bioekologi, perkembangan manusia, *The Cruel Prince*, *Jude Duarte*

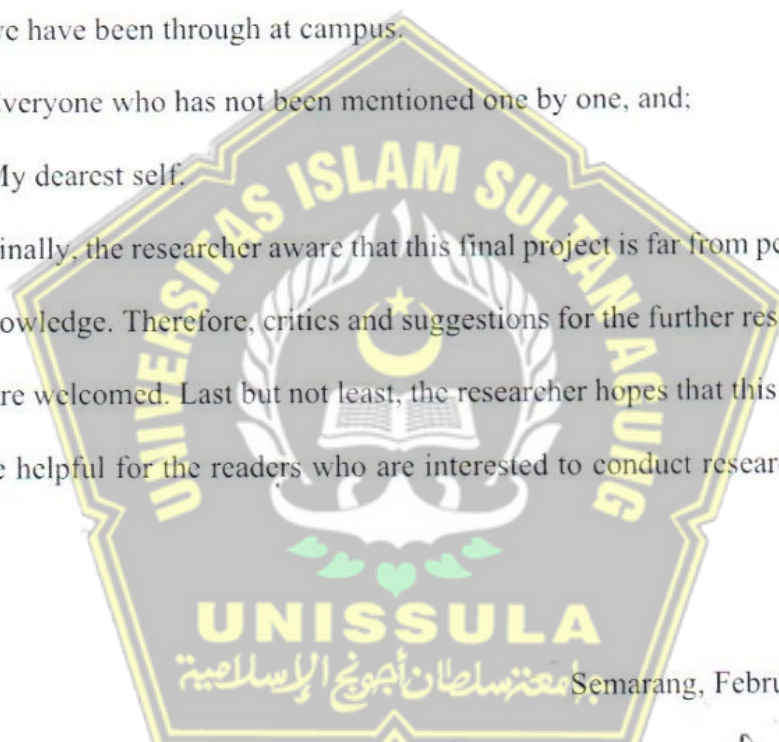
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11. Everyone who has not been mentioned one by one, and;
12. My dearest self.

Finally, the researcher aware that this final project is far from perfection due to my knowledge. Therefore, critics and suggestions for the further researchers and readers are welcomed. Last but not least, the researcher hopes that this final project would be helpful for the readers who are interested to conduct research in related topic.



Semarang, February 8th 2024

A handwritten signature in black ink, appearing to read 'Qoirunnisa Dewi Lestari', is written over the bottom right portion of the UNISSULA logo.

Qoirunnisa Dewi Lestari

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CHAPTER I

INTRODUCTION

A. Background of the Study

Bestseller literature has had a profound impact on contemporary society on a global scale and therefore deserves to be analyzed from a broad point of view and by using the right tools to highlight the role of literary criticism (Helgason 8). The works of the fantasy genre until now have never been absent from taking a role in occupying the bestseller category. Fantasy was previously ruled out because it was considered worthless, until at the end of the 20th century when it finally received attention and hype and managed to take a role in the literary marketplace.

We avoid fairy tales and claim that they are primarily written for children because, according to Zipes in a journal of *Fantasy Versus Reality* (Roslan et al. 216), they reveal more truth than we would like to know. Furthermore, Tolkien explains in his essay "On Fairy Stories" the audience of fantasy is not exclusively made up of children (216). Children are associated with fairy tales as a result of our culture because they are confined to the nursery. Tolkien continues, "Children, as a class, neither like nor understand fairy stories any more than adults do: and no more than they like many other things. However, only a few children and adults have a particular fondness for them." (130).

Tolkien implies subtly that children may not understand fairy tales as anything more than stories, and that adults, who are said to have more logical

and learned minds, understand the stories no better than the children for whom they are written. Fantasy is a genre should not be limited to children (Roslan et al. 214). Other than that, the potential of fantasy literature to become an object of study is often debated since the plot of the story takes place in a world and society that is not real. In fact, fantasy literature is not purely a form of imagination and an escape from people's lives and socials in the real world, but is an adaptation of what exists in the real world with a level of complexity that is more detailed in the fantasy elements.

Cunningham stated that by first examining issues in a fantastical setting, fantasy literature can be used to develop a fresh perspective on our real-world issues (Winssi and Tutusevic 10). This suggests that fantasy literature has a great deal to offer the critical literary framework in terms of complexity and relevance, with some major aspects, such as racism, discrimination, and gender inequality, the same ones that exist in our world, with the exception that logic and reason are covered by magical creatures and their worlds (Fabrizi 1).

When talking about fantasy in literary criticism, the most attached theory is psychology (Wenssi and Tutusevic 9). Psychology helps in depicting human experiences through literature. It portrays the private and public lives of the character. Psychology and literature are interlinked, as literature can be a tool to learn about humans and their life since it is a product of human thought (Ayesha 290). Moreover, Lodge stated that psychology and literature have a mutual relationship in human life, while psychology studies the mental state of humans and real symptoms, in literature it is imaginative (Meliana 3).

One of the psychological theories that can be used in literary studies is human development theory which talks about human lifetime patterns of change. To be more specific, there is a lifespan of human development by Baltes. It studies how people grow, change, and stay the same throughout their lives. According to Baltes, Lindenberger, and Staudinger, the human development can be described by several principles: multidimensional, multidirectional, plastic, influenced by multiple contexts, and multidisciplinary (Shakespeare 3-7).

- Multidimensional means that the development entails changes in physical, cognitive, and socioemotional.
- As the changes are multidimensional, it also happened that the development study or research is also multidisciplinary, which means that it is across several studies such as biology, psychology, and sociology.
- Multidirectional means that in the way humans develop, they do not only gain something but also lose.
- The plastic principle came from plasticity, which means changeable, so humans can make improvements to support development.
- Furthermore, one of the most important aspects of development is what influences the development came from where and when the human development. It contains physical and social environments such as family, neighbourhood, country, culture, ethnicity, economic issue, etc. (Baltes, Lindenberger, and Staudinger in Shakespeare 3-7).

As Baltes said above, human development does not escape the social context, which has been stated by several previous researchers in their theory.

One of the famous human development theories that focus on the social context is the bioecological systems theory by Uri Bronfenbrenner. The bioecological systems theory by Uri Bronfenbrenner is one of the human developmental theories that focuses on the interaction between an individual and his or her environment, and how they influence each other. He created structures of the environment moving from the innermost level to the outside. They are microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner 22-26).

Uri Bronfenbrenner stated that those structures are related and influence each other. The microsystem consists of the most immediate environments of a person, such as family, peers, and neighbours. The interaction among the microsystem environments became the mesosystem. For instance, the interaction between a sibling and peers. The exosystem consists of social structures in which a person does not exist directly, but indirectly influences the person. For example, a parent who is having a rough time in the workplace resulting in a bad temper toward his children at home. Moreover, the macro system focuses on the cultural elements that affect development, such as; socioeconomic status, wealth, poverty, ethnicity, etc. The last, the chronosystem consists of all the environmental changes such as major life transitions and historical events.

In a previous work by Theresia Benedikta in 2021, she used the bioecological systems theory on her undergraduate thesis, " *Ecological Environment as The Influencing Factor In the Character Development of Patricia O'sullivan In the Enid Blyton's The Twins at St. Clares's*". However, she

did not use the most recent term of the theory, in which the theory itself has changed from ecological to bioecological. She also analyzed the character development of the main character in the novel she used, combining two theories; structuralism and psychology. Moreover, the genre of the object of the study Benedikta used is children and young adult literature by Enid Blyton, *The Twins at St. Clare's*. Besides the research above, no other studies with bioecological theory have been found. Thus, since there is little literary research with this theory, the writer is interested in using the bioecological theory in this final project.

In this final project, the object of the study used is a bestseller fantasy literary work, *The Cruel Prince* by Holly Black. This young adult dark fantasy novel tells the story of Jude Duarte, a human girl who is forced to live in an immortal world. The character has a complex depiction of her emotions and interactions within the environment, which directly and indirectly have impacts on developing her teenage life. Therefore, psychological theory is used; human lifespan development and bioecological systems theory. Unlike the previous work, the bioecological terms are used as the recent term that has changed from the theory itself.

Some statements above are strong reasons that drive the writer to choose the title "*The Influence of Bioecological Environment Towards The Development of The Main Character in The Cruel Prince by Holly Black: A Psychological Approach*" for this final project. This final project of

bioecological systems and development is interesting because it can provide an understanding of the social context towards the development of a person.

B. Problem Formulation

1. How is the bioecological environment of Jude portrayed in *The Cruel Prince*?
2. How does the bioecological system environment influence Jude's development?

C. Objectives of the Study

Based on the problem formulations above, the objectives of the study are as follows:

1. To find out and explain Jude's bioecological environment in *The Cruel Prince* novel.
2. To identify the influence of Jude's bioecological environment towards her development in *The Cruel Prince* novel.

D. Limitation of the Study

There are five principals of human lifespan development theory: multidimensional, multidirectional, plastic, influenced by multiple contexts, and multidisciplinary. However, the first principal, multidimensional, is the only principal will be used to help dismantle what kind of development Jude

has, whilst the following principals are used as supportive arguments of the first principle.

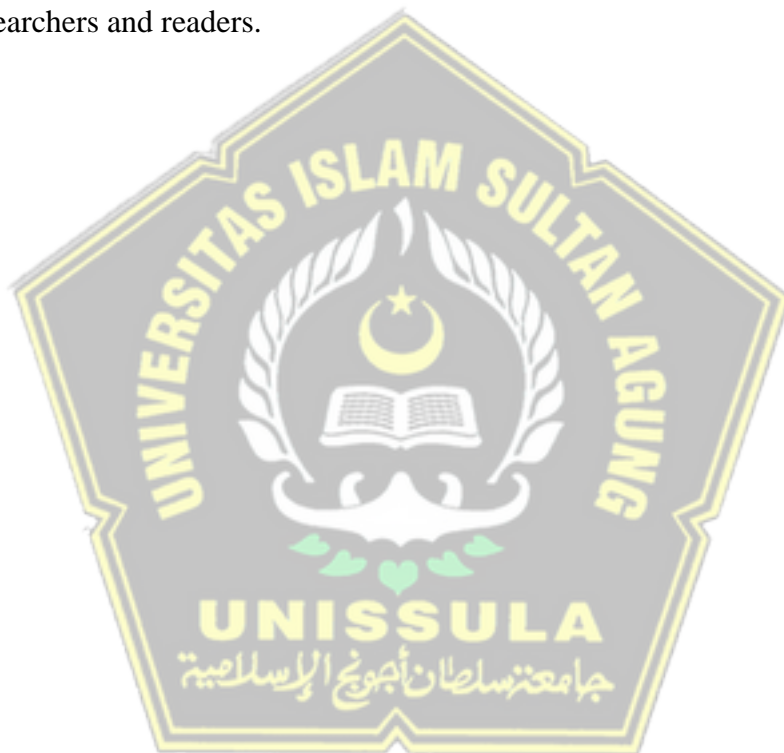
E. Significance of the Study

Theoretically, this final project aims to enrich the theoretical bases of literary studies, especially those that are related to the psychological analysis of the main character viewed by Uri Bronfenbrenner's The Bioecological System Theory. Practically, this final project can be used as a reference for further researchers and English Literature students of the Languages and Communication Science Faculty at Sultan Agung Islamic University Semarang who take a psychological approach that includes the Five-Stages of the Bioecological Systems model. Moreover, this final project can provide knowledge to the public and the readers or literary researchers that even fantasy novels can provide plenty of insight or knowledge in psychology. Thus, it is hoped that people can be more aware of psychological issues and provide new knowledge opportunities in various genres of literary works.

F. Organization of the Study

This final project is systematically organized into five chapters. Each chapter contains different matters to be discussed. Chapter one contains the introduction, which consists of the Background of the Study, the Significance of The Study, and the Organization of The Study. Chapter two contains a review of related literature which consists of the synopsis of the novel and the theories that are related to the study. Chapter three contains a research method that

consists of types of research, data organizing, and analyzing the data. Data organizing provides a data-collecting method that consists of reading the novel, identifying the data, classifying the data, and reducing the data. The last part of chapter three is analyzing the data. Chapter four consists of findings and discussion of the problem formulations. Finally, chapter five contains conclusion of the analysis in the previous chapter and suggestions for further researchers and readers.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Synopsis of *The Cruel Prince* Novel

The Cruel Prince (2018) is a young adult fantasy bestseller novel written by renowned fantasy writer Holly Black. It has received several book awards, such as; a New York Times Bestseller, an IndieBound Bestseller, a Boston Globe Best Book of 2018, ALA 2019 Children's Notables List Pick Journal, took second place in the Locus Awards in 2019, nominated for a Goodreads Choice Award, won a New England Independent Booksellers Association Award, and a Phantastik Preis Award for SF/F works published in Germany. It was also a Junior Library Guild selection and has received starred reviews in Publishers Weekly, Booklist, and the School Library Journal.

This novel has an oddity as the main character of the novel is Jude Duarte, but the title refers to the second main character, Prince Cardan. The setting of the story takes place in the human world and the immortal world or the world of fairies. The story begins with Jude's mother's affairs with a blacksmith in the immortal world. Then, they both escape to the mortal world, back to the place where they belong, since they are human. She already had a daughter named Vivi from her previous marriage with Madoc, a fairy creature, and with her new husband, she gave birth to twin sisters, Jude and Taryn. Thus, Vivi is a mixed descendant of human and fairy, meanwhile, Jude and Taryn are both humans.

Madoc finally finds out about his wife's affair. They are involved in an argument and fight. Madoc finally kills Jude's parents. Vivi, Jude, and Taryn are then taken away to the immortal world and live under the nurture of Madoc and his new wife, Oriana, in his castle. They take care of them well. Madoc teaches them how to fight and use swords, meanwhile, Oriana teaches them to dance and gives them the best gown.

The death of her parents and a new life in the immortal world make Jude has to get used to living with totally different social structures and patterns from the human world. She has to face lots of differences and new knowledge as a human who lives in the fairy world. Unlike Vivi, Jude and Taryn do not own any magical power and thus have to learn the fairy life and norm. Human has to wear their stocking inside out to not be led astray, keep a pocket full of dried rowan berries to avoid enchantments, and salt the fairy fruit not to get intoxicated.

Those are human's weaknesses in the fairy world that make Jude eager to seek power for protection and show her value. Since she is great at battle, she is thinking of joining Summer Tournament but turns out her plan is known by Prince Cardan, the youngest prince of Elfhame, who later bullies her at school in order to make her quit. Not only Prince Cardan does it but also his friends Nicasia – daughter of Orlagh, Queen of The Undersea – and Valerian. Nicasia and Valerian hate her because she always looks stand out among the fairies.

However, she makes it to the tournament and win it. Furthermore, her appearance in the tournament gives her another benefit. She catches Cardan's brother attention, Prince Dain, who will be the next king, who is also Madoc's allies. He sees her potential and ambition, so that he asks her to be his spy. In the other hand, her acts of defending and standing from Cardan's bullying do not get positive response from her twin, Taryn. She thinks those are only Jude's way to get into more trouble, while Taryn wants them to stay away from any kind of trouble in the fairy world.

Taryn could be right about that, since not long after Jude has threatened to death by Valerian. Luckily that Jude has protected by Prince Dain's geas so that she cannot be controlled. Even though she is able to free herself by stabbing Valerian on his chest, he comes back another day to take revenge. Jude cannot help but to kill him since he tries to kill her at the first place.

Everything is getting worse by then. The coronation of Prince Dain turns into chaos. Prince Balekin sabotages the coronation. Moreover, she finds out that Locke has been playing along with her all the time. He is actually going to marry Taryn, and all the things he made up with Jude was only to test Taryn. She also finds out that Oak is actually the lost Prince of the Elfhome, so Madoc has his secret plan for the throne coronation. In the confusion of what has happened, she lost faith on her people, so she decided to participate to clear the mess of the throne by putting faith onto herself. It seems to be a hard thing to do, but since she has been practicing spy, battle, build strategy and put more faith to herself, she is able to do it.

Despite of the complexity of the setting and plot, the novel portrays a great detail of personality of each character and how the environment a person growing up is in charge on shaping their character and behaviour. The way that past events could give such great impacts in the present time, and the relationship with the family and siblings could create such personality and behaviour. However, taking Jude as an example, it is the person itself who determine what and how they will be. The environment aspects could be work as a support system for thriving and achieving goals, but the one who take the decision and action is her own self.

B. Review of Related Literature

B.1. Bioecological Systems Theory

Human development researchers offer many theoretical explanations of the changes that occur in a person during her lifespan. Human development includes many aspects. There are seven major theoretical perspectives on human development: Maturations Theory, Psychoanalytic, Erik Erikson's Psychosocial Theory, Behaviourism Theory, Biopsychosocial Theory, Cognitive Development Theory, and Bioecological Theory (Shakespeare 11-22). This final project focuses on how an individual interacts with their environment and how those interactions affect the development of a main character in a novel. Therefore, a psychological theory by Bronfenbrenner, the bioecological systems theory, is used.

The bioecological systems theory stated that a person's development is impacted by a number of interrelated environmental systems. Bronfenbrenner proposed that humans are all surrounded by a series of context such as: home, school, neighbourhood, culture, and society. Therefore, he divided the bioecological systems into five stages that are interrelated and each of which had impacts on one's development.

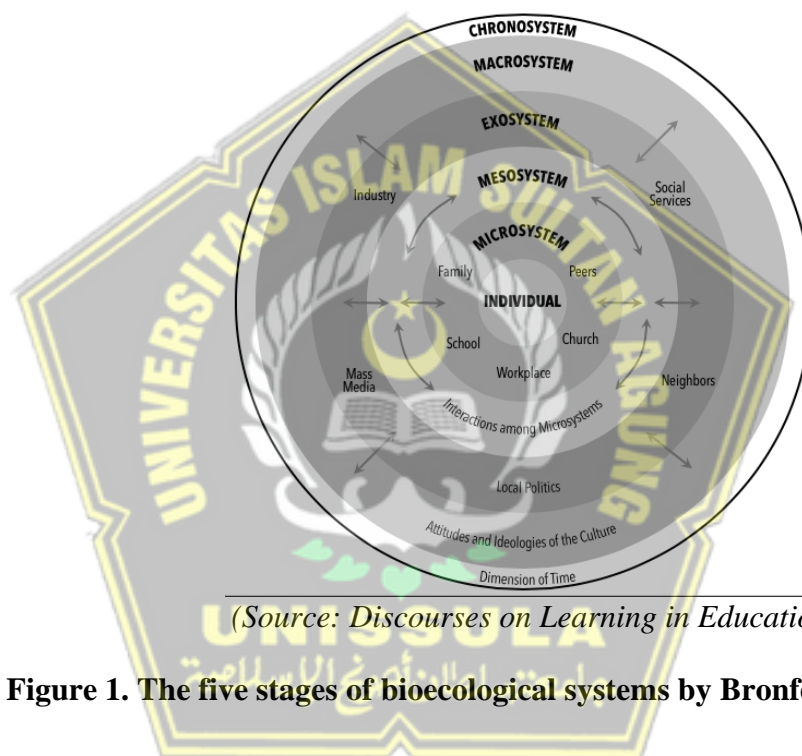


Figure 1. The five stages of bioecological systems by Bronfenbrenner

a. Microsystem

The microsystem is the core or first layer. This layer's interaction creates direct contact between a person and his closest environment, such as parents, siblings, teachers, and classmates (Bronfenbrenner 7). This interaction is also reciprocal or bi-directional, as it results not only in how people in the environment affect someone, but also in how that person can

influence their environment. Since this is the most intimate layer, interactions between a person and their microsystem are very personal and critical to one's development. Strong parental nurturing relationships are thought to benefit children and have a positive impact on them. Conversely, having distant or uncaring parents will be detrimental. (Evans).

b. Mesosystem

The mesosystems layer includes interactions between people in a person's microsystems, such as parents and teachers or schoolmates and siblings, and how these interactions are related to and influence a person's life (Bronfenbrenner 40). For instance, if the parents communicate with the teacher of their children, this interaction may influence her or his development. If the child's parents and teacher get along and have a good relationship, this should have positive effects and vice versa. (Evans).

c. Exosystem

The interactions that take place in exosystem environment are related to the formal and informal structures of society, in which a person is not directly involved but is still affected (Bronfenbrenner 25). For example, exosystems affect the development of a child because his parents have problems with their boss at the office (Bronfenbrenner 40). The child does not engage in any interaction with his parents' work but becomes the target of his parents' anger at home. This negative experience may create

negative thoughts and emotions, which influence to a negative development (Evans).

d. Macrosystems

The emphasis of interaction in macrosystem layer is on how cultural factors such as socioeconomic status, wealth, poverty, and ethnicity influence one's development (Bronfenbrenner 26). Someone who comes from an elite and wealthy environment, for example, will undoubtedly have a different mindset and habits than someone who comes from a poor family or lives in a slum area (Evans).

e. Chronosystem

Finally, the chronosystem includes the environmental changes that occur during a person's lifetime that affect development, such as major life transitions and historical events (Bronfenbrenner 26). These can include normal life transitions such as starting school but can also include non-normative life transitions such as parents getting divorce or having to move to a new house (Evans). Another example, a person may not want to move to a new place and adapt to the people and environment. Thus, they decided not to have such interaction with people anymore or they will be mad and remain silent to their parents. This could be an obstacle to their own development.

Furthermore, the center model of this theory is the individual person (Shakespeare 21). Different environments will have different affordances and will be responded too in different ways by different

person. The developing person's genetic, psychological, socioemotional, and personality traits interact, influencing each other (Bronfenbrenner in Shakespeare 21). For example, biological development, such as brain maturation may influence cognitive development which in turn might influence social development, such as child understands about friendship. Social development then may influence cognitive development, as children may learn activities or ideas.

B. 2. Lifespan Human Development

Baltes on his journal in 1997 developed the human development from previous theorists. He called his theory the lifespan human development theory. This theory will be discussed as follows, since it is used to help explain and define the developments that occur in the main character of the novel.

The lifespan human development studies how people develop, change, and remain the same over the course of their lives. Baltes argues that when using the term development, the transition or changes are not only from infant to adult, but throughout the lifetime until old age and death. He illustrates the many stages of humans' life, that they progress from prenatal or conception to death (Baltes et al. in Shakespeare 1-2):

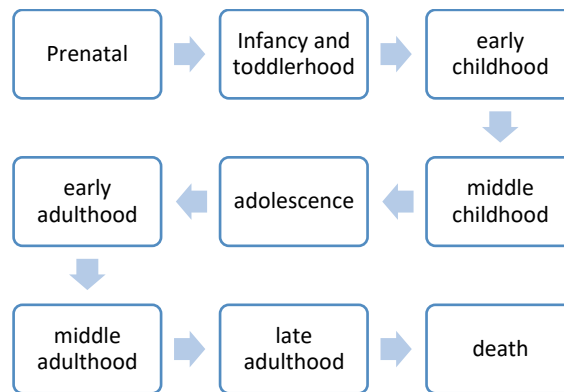


Figure 2. Stages in Human Development

Moreover, the lifespan human development stated that humans undergo a variety of changes, experience gains and losses over time, and maintain this capacity for change throughout their lives (Baltes, Staudinger, and Lindenberger 5). Several principles are used to describe human development across the lifespan, as discussed in the sections that follow.

1. Development is Multidimensional

According to Staudinger and Lindenberger, it means that the development involves changes to the physical, cognitive, and socioemotional facets of development (Baltes, Staudinger, and Lindenberger in Shakespeare 5).

- a. Physical development, which includes body size, proportion, appearance, health, and perceptual skills, is the maturation and growth of the body (Shakespeare 5).
- b. Cognitive development is the maturation of thought processes and the means by which people learn, become aware of their surroundings, and solve problems (Shakespeare 5).

- c. Socioemotional development, which involves changes in personality, emotions, self-perception, social skills, and interpersonal relationships with family and friends (Shakespeare 5).

2. Development is Multidirectional

Referring to the notion of lifespan human development above, the development consists of both gains and losses, growth and decline, throughout the lifespan (Baltes, Staudinger, and Lindenberger 3). For example, humans are born with a stepping reflex, where as a baby we will toddle while holding the edge of a table or chair. As it grows and develops, the human body forms new propulsion networks that allow us to walk and even run. Along with that, the stepping reflex that we have will disappear. Another example, the more mature a person is, the fewer friends they have, but the quality and meaning of these friendships actually strengthens. That person loses friends in terms of number or quantity, but the quality grows bigger (Shakespeare 6).

3. Development is Plastic

This principle was characterized by plasticity: malleable and changeable. The plastic nature of human development allows people to modify their traits, capacities, and behavior throughout life (Baltes, Staudinger, and Lindenberger 7-8).

4. Development is Influenced by Multiple Context

The context of a person's development refers to where and when they develop. Context includes physical and social environment elements such as family, neighbourhood, country, culture, and historical time period. It also includes intangible factors, such as values, customs, and ideals, which are not visible to the naked eye. To understand an individual's development, we must consider the context in which he or she was raised. What city did you grow up in? City? Suburb? Is it a rural area? How was your neighbourhood? What role did religion play in your family's life? What religious values influenced your parents' child-rearing practices and your own values? Etc. (Shakespeare 7).

5. Development is Multidisciplinary

The study of human development throughout the lifespan aims to gain a better understanding of people's minds, bodies, and social worlds. Many disciplines, including biology, psychology, and sociology, are needed to understand how people grow, think, and interact with the world. Physical health and food consumption can have an impact on a person's intelligence. It can also be influenced by the thoughts of others as a result of interactions with peers (Baltes Staudinger & Lindenberger in Shakespeare 7-9). As a result, developmental scientists must combine insights from various disciplines in order to comprehend how people develop.

CHAPTER III

RESEARCH METHOD

This chapter discusses the method of this final project. This chapter includes Object of The Study, Type of Research, Data Organizing, and Analysing the Data.

A. Object of the study

The object of this final project is *The Cruel Prince*. It is the first book of the trilogy fantasy novel “Folks of the Air Series” written by Holly Black and published in 2018. Besides the fantasy themes, this novel describes mental development issues in each character, as for instance in Jude as the main character who has to go through tough relationships with the people in her environment.

B. Types of the Research

Type of the data in this final project were qualitative data. The purpose of this study is to discover the answer to the question through the application of systematic procedure. In reporting the analysis, this final project used qualitative research with qualitative data in the form of description and identification of the text, such as narrations, dialogues, and monologues.

Sandelowski defines qualitative methods as approaches to investigate social or human problems that help researchers create a complex,

comprehensive picture, analyze language, and present detailed views of data. The information is typically presented as words rather than numbers (335-336). The qualitative data serve as a source for thorough, in-depth descriptions and explanations of processes in recognizable word, sentence, utterance, and dialogue contexts.

C. Data Organizing

The data collecting method and types of data were the two elements in this final project that were used to organize the data.

C.1 Data Collecting Method

C.1.1 Reading the Novel

The Cruel Prince novel was read several times in order to achieve a better understanding of the character, plot, and conflict of the story. Reading several times serves to finalize the problems obtained. In addition, this process leads to the discovery of certain problems or topics that are used to answer the problem formulations.

C.1.2 Identifying the data

After reading the novel several times, identification was conducted to find parts of the novel that are going to be analyzed. The identification was carried out by highlighting the novel to make it easier to identify and separate the related topics. The data which were identified could be in the form of dialogues, monologues, and narratives from the text.

C.1.3 Classifying the data

Classifying means listing all identified data and putting them on the table. The table consists of columns of numbers, quotes from the text, types of analysis, where the data is found, the form of the data, references, and comments. The table of inventoried data is called Appendix. The quotes column contains important and identifiable data that related to the research topic in the novel *The Cruel Prince*, the data were taken in the form of dialogue, monologue, and narration from the novel. Furthermore, the types of analysis column contain the topic from the theory. Next, the type of data column contains identified data from the novel in the form of dialogue, monologue, and narration. The page column contains the page of the novel where the data retrieved. The reference column contains theories related to the research topic which are used to analyze the data found. Finally, the comments column contains the interrelationship between the researcher's arguments, theories, and the data that has been analyzed.

Appendix 1. Table of Classified Data

No.	Quotes from The Text	Types of Analysis	Page	Types of Data	References	Comments
1.						

C.2 Types of the Data

There are two types of data: primary and secondary (Douglas in Ajayi 1). Primary data is referred to as the primary or original source,

meanwhile, secondary data is the analysis and interpretation of the primary data (Ajayi 1-4).

C.2.1 Primary Data

The primary or original data from this final project is the novel *The Cruel Prince* by Holly Black which was published in 2018 and consists of 345 pages.

C.2.2 Secondary Data

The secondary data were taken from other sources related to primary data that support the analysis such as several literary books, journals, articles that are related to this final project, and other relevant sources.

D. Data Analyzing

The last step used technique of analysing data which consists of analysing and reporting the data. The collected data were analysed with descriptive analysis. This technique is stated by statement, description, and quotation from *The Cruel Prince* novel or described through explanation. By descriptive analysis, this final project tried to take interpretation from the novel based on the appendix using the psychology approach; the bioecological systems theory by Uri Bronfenbrenner. Thus, the study reported the result by describing and explaining together with related quotes. The complete analysis will be reported in Chapter IV as the result of the final project.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the findings and analysis of Jude's bioecological environments and how the relationships or interactions in her bioecological environments affect her development.

A. The Portrayal of Jude's Bioecological System Environment in the Novel

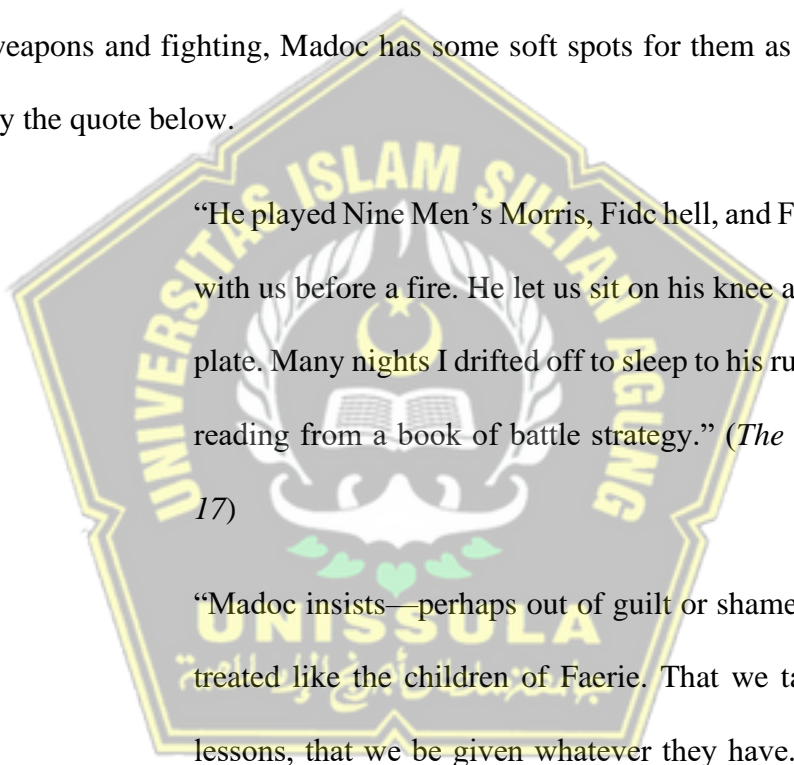
As explained in the previous Chapter II, in the bioecological theory by Uri Bronfenbrenner, a person takes place as the center model, in which their own decision and action determine the result or the effect of their interactions with their bioecological environments (Shakespeare 21). The bioecological environments are a series of contexts surrounding the person, such as home, school, neighborhood, culture, and society (Evans 2020). Bronfenbrenner divided the context into five stages of bioecological systems, they are microsystem, mesosystem, exosystem, macrosystem, and chronosystem.

A.1. Microsystem

The microsystem is the first and the most intimate layer that consists of direct interactions of the person with their surroundings such as parents, siblings, teachers, and classmates or peers (Bronfenbrenner 7). After being taken away from the human world, Jude, Taryn, and Vivi were raised by Madoc, her mother's ex-husband, or also technically her stepfather. As a general himself who was fond of war and blood, he wanted Jude and Taryn

to be able to fight and possess some physical skills to survive in the fairyland. Refers from the text of the novel here, “*Madoc personally instructed us in the art of fighting with the cutlass and dagger, the falchion and our fists. (The Cruel Prince 17)*”, Madoc has been training Jude and Taryn how to fight with fists and weapons.

However, besides his rough parenting of forcing them into practicing weapons and fighting, Madoc has some soft spots for them as well, proven by the quote below.



“He played Nine Men’s Morris, Fide hell, and Fox and Geese with us before a fire. He let us sit on his knee and eat off his plate. Many nights I drifted off to sleep to his rumbling voice reading from a book of battle strategy.” (*The Cruel Prince 17*)

“Madoc insists—perhaps out of guilt or shame—that we be treated like the children of Faerie. That we take the same lessons, that we be given whatever they have.” (*The Cruel Prince 30*)

He raised them with love and took care of Jude and Taryn as his biological children. He raises Jude and Taryn as a gentry and gives them all the facilities the fairy children deserve. He provides them with a great house, food, and stories before sleep. They also could attend the fairy school under Madoc’s protection.

And despite of myself, despite what he'd done and what he was, I came to love him. I do love him. It's just not a comfortable kind of love. (*The Cruel Prince* 17)

When I am scared, I can't forget that no matter how well he plays the role of father, he will always and forever also be my father's murderer. (*The Cruel Prince* 93)

In consonance with the quotes above, it is shown that Jude has both positive and negative kind of relationships in her microsystem. The fact that Madoc is the only one who was responsible for the death of Jude and Taryn's parents puts her into a kind of love-hate relationship with her stepfather because no matter how well and nicely Madoc had raised her, she would never forget the truth that he is a monster and a killer, the one who killed her biological parents.

Not much different from Jude's relationship with her parent, she also experienced a complicated relationship with her twin. Taryn betrayed her by secretly having a relationship with Locke while Jude and Locke were close to each other. In the quotes below also tells that Taryn hide their relationship for it would be a test of love. However, Jude who felt hurtfully betrayed ended up challenged Taryn to battle, and their relationship as siblings is screwed.

“I challenge you,” I tell Taryn. “To a duel. For my honor, which was grievously betrayed.” Taryn's eyes widen. “I wanted to tell you,” she says. **“There were so many times I**

started to say something, but I just couldn't. Locke said if I could endure, it would be a test of love.” (*The Cruel Prince* 228)

Besides, she also has to face a rough microsystem because of her classmates. Her relationship with her classmates was even worse. Cardan and his friends always bully her, “*Passing us, Cardan kicks dirt onto my food right before I put it into my mouth. The other faeries laugh.*” (*The Cruel Prince* 32). In other chances, Valerian drowns her in a lake in the middle of the forest, “*They push us through the woods, laughing. Then a shove at my shoulders and the horrible shock of cold water closing over me. I sputter, trying to breathe. I taste mud and reeds.*” (*The Cruel Prince* 50).

Moreover, they also bullied her at almost every chance they got during lessons in the classroom. They glamour her, force her to eat a fairy's apple which causes her intoxicated, and humiliate her in front of the other fairies in the classroom. Valerian even went further by shoving the apple until Jude was almost choked to death, and as if it was not cruel enough, Nicasia threw away the salt, the antidote for the apple. The bullyings are proven in the quotes below.

Valerian shoves something soft against my mouth. An apple, sweet and rotten at the same time, honeyed juice running over my tongue, tasting of sunlight and pure heady, stupid joy. **Faerie fruit, which muddles the mind, which makes human crave it enough to starve themselves for another taste, which make us pliant and suggestible and**

ridiculous. – Salt, I think, fumbling for my basket. Salt is what I need. Salt is the antidote.

Nicasia sees what I am going for and snatches up my basket, dancing out of the way, while Valerian pushes me to the ground. I try to crawl away from him, but he pins me, shoving the filthy apple back into my face.

I can't breathe. I can't breathe. I am choking to death.

(The Cruel Prince 88)

On the other hand, Jude seems to be falling in love with Locke – who is also befriends Cardan, Nicasia, and Valerian.

“Locke lead me into the woods. “I owe you a debt,” I grit out after we walk for a little while. “For getting me out of there.” He shakes his head. “You don't owe anyone anything, Jude. Especially not today.” *(The Cruel Prince 92).*

Locke continues his flirtation. He sits with Taryn and me when we take our lunch, spread out on a blanket, watching the sun set. Occasionally he walks me home through the woods, stopping to kiss me near a copse of fir trees just before Madoc's estate. I only hope he doesn't taste the bitterness of poison on my lips. **I do not understand why he likes me, but it is exciting to be liked.** *(The Cruel Prince 134)*

It is shown from the quotes above that Jude likes Locke because he always helps her get out of Cardan and his friends' bullying. Moreover, Locke also shows his interest in Jude and continuously flirt with her.

A.2. Mesosystem

The mesosystem is the second layer of the bioecological system that includes interactions between people in a person's microsystem, for example, a person's sibling with her schoolmates or maybe the person's parents with their teachers, and those interactions are related and influence the person's life (Bronfenbrenner 40).

As explained in the first layer, the relationship between the twins was once like a normal sibling, they argue and make up so many times. However, there is one time when Taryn does something almost unforgivable to Jude. Jude once had a close relationship with Locke, one of their classmates who belonged to Prince Cardan's circle.

“There were so many times I started to say something, but I just couldn't. Locke said if I could endure, **it would be a test of love.**”

“**So he proposed to you,**” I say. “**While the royal family got butchered. That's so romantic.**” (*The Cruel Prince* 228)

The quotes above shows when Jude found out about Taryn's relationship with Locke. As Taryn says in the quotes above, she did not mean

to betray Jude. Taryn could not tell the truth, since Locke said if she could endure seeing Locke and Jude together, it will be a test for her love to him. Locke has been playing along with Jude. His relationship with Jude was nothing but just to prove how deep is Taryn's love and loyalty for him. As a result, the affairs between Jude's twin and classmate have screwed up her sibling relationship with Taryn in the microsystem.

A.3. Exosystem

The interactions in the exosystem environment are related to the formal and informal structures of society, in which a person is not directly involved but is still affected (Bronfenbrenner 25). To be brief, it includes what kind of interactions and relationships a person's parents have at their workplace, that later influence their children's life. Moreover, what happens in the exosystem layer will influence or change the person's microsystem.

In Jude's exosystem, Madoc's plan of the coronation has made him despise Jude's desire to be a knight of the court. It makes the relationship between them grow tense. Madoc was the general of The Elfame Kingdom, and he belonged to the Court of Shadow under the order of Prince Dain. However, he said that he had another plan for the coronation, and it was later revealed that he had been planning to betray Prince Dain and King Eldred. He shifted the alliance and helped Prince Balekin to get the throne instead.

Jude had no idea about Madoc's plan with the coronation, but all his plans had ruined Jude's way to become a knight for the court. Proven in the

quote from the novel below, Madoc despised Jude's plea to join the sword tournament to become a knight. Even though he praised Jude for her ability, he implied that she would not be able to join the court, because she has a weakness of a human body.

"I want to make my own way at the Court," I say.

"You're no killer," he tells me. I flinch, my gaze coming up to his. He looks back at me steadily with his golden cat eyes.

"I could be," I insist. "I've been training for a decade." Since you took me, I do not say, although it must be in my eyes.

He shakes his head sadly. **"What you lack is nothing to do with experience."** (*The Cruel Prince* 41-42)

Therefore, without the help and support from Madoc, Jude secretly joined Prince Dain's court to be his spy. As Madoc has said, Jude was very aware that no matter how hard she practices battle and weapons, the lack of her human body could never be changed by any effort.

I nod and hope I make a good spy. Prince Dain rises and touches my shoulder. I feel the shock of the contact, like a spark of static. **"Jude Duarte, daughter of clay, from this day forward no Faerie glamour will addle your mind. No enchantment will move your body against your will. None save for that of the maker of this geas."** (*The Cruel Prince* 82)

Hence, following the quote above, she accepted the bargain to become Prince Dain's spy. In return, he gave her geas, a protection from any enchantments.

A. 4. Macrosystem

The macrosystem layer emphasizes cultural factors such as socioeconomic status, wealth, poverty, and ethnicity as the important factors that influence someone's development (Bronfenbrenner 26). Where they come from and in what condition they grow up or are raised will determine the development of an individual throughout their life span.

Jude has lived in a wealthy family and a high socioeconomic status. Being raised by a general means that Jude is part of the gentry.

Madoc insists—perhaps out of guilt or shame—that we be treated like the children of Faerie. That **we take the same lessons, that we be given whatever they have.**

Changelings have been brought to the High Court before, but none of them has been raised like Gentry. He doesn't understand how much that makes them loathe us. (The Cruel Prince 30)

According to the quote above, despite Jude's ethnicity as a human, she gets the facilities only the fairy children deserve such as attending the fairy school. It is a good thing that she is treated right, but on the other hand, this is what also affects her microsystem. The fact that she is living in a great

family despite her ethnicity causes her to receive hate and bullying from the fairies.

When I was nine, one of Madoc's guards bit off the very top of the ring finger on my left hand. We were outside, and when I screamed, he pushed me hard enough that my head smacked into a wooden post in the stables. Then he made me stand there while he chewed the piece he'd bitten off. **He told me exactly how much he hated mortals.** (*The Cruel Prince* 46)

As can be seen in the quote above, Jude was threatened by one of Madoc's guards when she was a child. The guard bit off her fingertip right after she was brought to Madoc's house. Moreover, it is already explained in point A.1 in Jude's microsystem that she was also getting bullied by her classmates.

A.5. Chronosystem

The last bioecological environment layer is the chronosystem. This layer includes the environmental changes that happen during someone's lifetime that influence his development, such as major life transitions and historical events (Bronfenbrenner 26).

Jude's chronosystem is the fundamental aspect above all the previous bioecological environment. Jude has experienced a major life transition from

living in a human world to an immortal world. It was due to the death of her parents that she had to grow up in Madoc's household in a fairyland.

Dad was trying to pull the axe free from the doorframe when **the man plunged the sword into Dad's stomach, pushing it upward.** There was a sound, like sticks snapping, and an animal cry. Dad fell to the vestibule carpet –

Mother: "He's dead!"

Madoc: "Do not run from me," the man told her.

Madoc: "Not after what you've done. If you run again, I swear I—"

But she did run. **She was almost around the corner when his blade struck her in the back.** She crumpled to the linoleum, falling arms knocking magnets off the fridge. (*The Cruel Prince 12*)

Madoc: "Hold on," he said. **Jude and her sisters wept the whole way to Faerieland.** (*The Cruel Prince 14*)

In the quote above, Madoc killed Jude and Taryn's parents in front of their eyes, then took them away to the fairy world. This traumatizing event was the one that contributed to Jude's relationships in the previous layers of the bioecological system above. In brief, the killing of Jude's parents and taking her to the fairy world is what underlies all interactions in

the previous layer, be it the microsystem, mesosystem, exosystem, and macrosystem.

In brief, from the quotes and references, it can be known that the people involved in the interactions within Jude's microsystem are her stepfather, twin sister, and classmates. Then in the mesosystem environment, the relationship between her twin, Taryn, and her classmate Locke is what caused their good relationship as siblings in the microsystem to shift. Additionally, Jude was involved in interaction with Prince Dain, the prince of the Elfame Kingdom as part of the formal structure in Jude's exosystem environment. Moreover, Jude's ethnicity as a human and her socioeconomic status where she was raised in a wealthy family are the environmental aspects that she has in the macrosystem.

As a final point, the death of Jude's parents and her fate of entering the immortal world are the environmental aspects of her chronosystem, the last layer of Jude's bioecological systems, which was also explained above is the important layer that caused all the interactions and events in the previous layers.

B. Analysis of Jude's Bioecological System Environment Influence Her Development

According to the first principal of human lifespan development theory by Baltes, the development influenced by the interactions and relationships in Jude's

bioecological environments is multidimensional which consists of three developmental aspects, they are physical development, socioemotional development, and cognitive development.

B.1. Physical Development

The first developmental aspect that is going to be analyzed is physical development. According to Shakespeare in his journal about human development, physical development includes body size, proportion, appearance, health, and perceptual skills as the maturation and the growth of the body (Shakespeare 5).

Jude has developed some aspects of her body that are influenced by some of those five bioecological environments explained above, they are the microsystem, mesosystem, macrosystem, and chronosystem. First of all, due to the murder of her parents that happened in her chronosystem, she has to move to the immortal world, the world of the fairy. Based on the novel, *“Faeries are twilight creatures, and I have become one, too. We rise when the shadows grow long and head to our beds before the sun rises.”* (The Cruel Prince 22), the fairy lives the opposite way of humans. While the human is a morning creature, the fairy is a night creature. They sleep in the morning, and do all productive activities such as school and work at night. As a human, Jude used to sleep at night and do activities from morning to evening. However, due to these environmental changes, her body adapts and she becomes a night creature as well.

The second aspect of Jude's physical development is the change in her appearance. If we look up above, there are two bioecological environments where Jude has experienced bullying. The cause of the bullying is due to her ethnicity as a human, which is in the macrosystem environment. Moreover, she got bullied for the same reason by her classmates in school, which happened in the microsystem environment. As a result of the bullying, she adjusts by braiding her hair into fake horns to help her less recognizable as a human and to blend among the fairies, "*She finishes braiding my hair into an elaborate style that makes me look as though I have horns., even though that camouflage never really works: None of it disguises what I am: human.*" (*The Cruel Prince 17*).

The last physical developments Jude has achieved are body health and perceptual skills. The mesosystem environment where she made a deal with Prince Dain to be his spy has benefited her. He gave Jude geas, protection from any enchantments, a magic skill she would never master no matter how hard she practiced because she is a human.

Besides, Prince Dain also introduced her to something that is called mithridatism: "*Mithridatism, it's called. Isn't that a funny name? The process of eating poison to build up immunity. So long as I don't die from it, I'll be harder to kill.*". (*The Cruel Prince 143*). There are only two possible outcomes of mithridatism, whether she dies in the process of consuming the poison or succeeds and becomes immune to poison. In this case, Jude survived the mithridatism and her body is immune to poison.

“What have you done?” “I poisoned you. Don’t worry. It was a small enough dose. You’ll live.” “The cups of wine,” he says. “But how did you know which one I would choose?” “I didn’t,” I tell him, thinking that he’ll be at least a little pleased by the answer, despite himself. It is the kind of strategy he likes best. **“I poisoned them both.”** “You will be very sorry,” he says. **The tremble is in his legs now. I know. I feel the echo of it in my own. But by now, I am used to drinking poison.** (*The Cruel Prince 143*).

The quote above proves that Jude is immune to poison. When she meets Madoc, she poisons both glasses of wine for Madoc and herself, and while Madoc is ill and passed out because of the poison, Jude just feel a little tremble since her body is getting used to the poison.

B.2. Socioemotional Development

The second developmental aspect is socioemotional development which includes changes in personality, emotions, self-perception, social skills, and interpersonal relationships with family and friends (Shakespeare 5). The first development of Jude’s socioemotional aspect will be explained is her self-perception.

Jude gained a change of self-perception due to the event that happened in her exosystem environment. All the hardships that Jude has gone through, and the fact that humans are always in the lowest class in the fairy world

always make her feel inferior. She only saw the human flaws beneath herself. However, due to the experience in her exosystem as Prince Dain's spy, she realized that these shortcomings were actually useful.

I shudder at the thought of it. And yet **I can see why a mortal would make a useful spy, beyond the ability to lie. A mortal can pass into low places and high without much notice.** Holding a harp, we're bards. In homespun, we're servants. In gowns, we're wives with squalling goblin children. **I guess being beneath notice has advantages.**
(The Cruel Prince 135).

Refers to the quote above, humans always roam freely in the palace as servants and they can lie. These two things gave Jude the advantage of being able to sneak around and dig up information. As a result, she gained a new self-perception. She recognizes that there are potentials besides her human flaws, and that being different means she could do something fairies cannot do.

The next socioemotional aspect Jude has developed is her interpersonal relationships with her family and friends. First, is her relationship with her twin, Taryn. As it was explained above, in the mesosystem layer Taryn had betrayed Jude by having a secret relationship with Locke. This event later created a change in Jude's microsystem causing her relationship with her twin to fall apart. They used to be like normal

siblings, fight and make up. Whatever she was doing, Taryn would always give Jude her bits of advice or opinions, and Jude would listen to them. Now that Taryn has betrayed her, she keeps her distance from Taryn and manages to stand on her own, as can be seen in the quote below.

I am on my way out of the house when Taryn opens her bedroom door. She's dressed in a skirt the color of ivy, with stitching picking out a pattern of falling leaves. My breath catches. **I wasn't planning to see her. We regard each other for a long moment. She takes in that there's a bag over my shoulder and that I'm in the same clothes I wore when we fought. Then she closes her door again, leaving me to my fate.** (*The Cruel Prince* 282)

Not only has Jude's relationship with her twin become apart, but her feelings for one of her classmates, Locke have also changed because of the stupid love game he played between her and her twin.

I hate Taryn. I hate Madoc. I hate Locke. I hate Cardan. I hate everyone. I just don't hate them enough. (*The Cruel Prince* 232)

Furthermore, Jude's relationship with Madoc has also changed. A daughter-father relationship has changed into enemies since Madoc betrayed the coronation of Prince Dain. Getting two betrayals from her stepfather and

sibling in the mesosystem and exosystem environment disclosed a new perspective to Jude.

I draw my sword, and he does, too, the scrape of metal loud in the room. I hear distant laughter, but here in the hall, we are alone. My hands are sweating, but this has the feeling of inevitability, as though this is what I was careening toward the whole time, my whole life. **“You can’t beat me,” Madoc says, moving into a fighting stance. “I already have,” I say. “You have no way to win.” Madoc flicks his blade.** *(The Cruel Prince 263).*

The quote above talks about the moment Jude decided to create her alliance to expose the truth of the Elfhame Kingdom and to fight against Madoc. Moreover, there is also a shift in the relationship between Jude and one of her classmates, Prince Cardan.

It is a heady feeling, having power over someone. Over Cardan, who I never thought had any feelings at all.

“But I need something from you—an oath. I want you to swear yourself into my service.” He barks out the same surprised laugh he made when I threw my knife at the desk. **“You want me to put myself in your power? Voluntarily?” “So I am to sit here and feed you information,” Cardan says** *(The Cruel Prince 267).*

Represented in the quote above, Jude's relationship with Cardan has changed from the victim of the bullying became the one in control and more powerful. She gained power and courage over Prince Cardan. It is shown in the quote above that Jude powered him and forced him to join her alliance and follow her orders.

B.3. Cognitive Development

The last aspect of Jude's development is cognitive development. Cognitive development includes the maturation of thought processes and the means by which people learn, become aware of their surroundings, and solve problems. (Shakespeare 5). The first thing that will be talked about Jude's cognitive development is the increasing of her awareness.

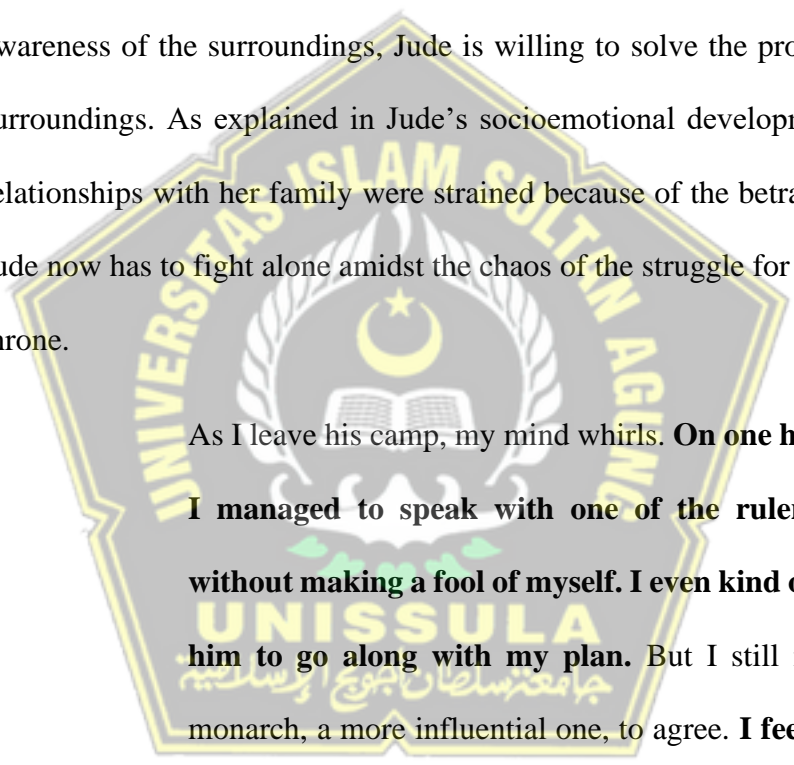
The events that happened in Jude's exosystem after becoming a spy have increase her awareness about herself and her surroundings. Besides realizing that as a human she is not only bearing flaws but also potential, she also become more aware about the issues and problems in her surroundings, such as the chaos of The Elfhame Kingdom Coronation.

“No offense,” Kaye says, “but what do you have to do with any of this? Why do you care who gets the throne?”

“Because this is where I live,” I say. “This is where I grew up. Even if I hate it half the time, it’s mine.” (*The Cruel Prince* 275).

In the quotes above, Jude was asked by one of the other kingdom's representations, why a human girl like her cares so much about the struggle for the fairy throne. Jude answers that no matter what she is and where she came from, the immortal world is her home now, as she grew up there.

Last but not least, the second of Jude's cognitive aspects she has developed is problem solving. After gaining positive self-perception and awareness of the surroundings, Jude is willing to solve the problems in her surroundings. As explained in Jude's socioemotional development that her relationships with her family were strained because of the betrayal they did, Jude now has to fight alone amidst the chaos of the struggle for The Elfame throne.



As I leave his camp, my mind whirls. **On one hand, I did it. I managed to speak with one of the rulers of Faerie without making a fool of myself. I even kind of persuaded him to go along with my plan.** But I still need another monarch, a more influential one, to agree. **I feel giddy with the success of my plan. When I was a child, sometimes Madoc would have to stop in the middle of a game of Nine Men's Morris. – Most often what I failed to do was accurately anticipate his next moves. I had a great strategy for me, but not for the game I was in. That's how I feel now, walking into the camp. I am playing a game opposite Madoc, and while I can spin out plans and**

schemes, if I can't accurately guess his, I am sunk. (*The Cruel Prince* 272).

In the quotes above Jude said that she realizes she has so much potential, but she never really uses it to the fullest because she had been under Madoc's game all this time. Meanwhile, the first few sentences of the quotes show Jude has succeed in a diplomacy with one of the Faerie rulers. It was because Jude has made the decision by herself and that she is not following Madoc anymore. Therefore, Jude has found the solution in order to win the struggle for the throne, which she has to lead the battle by herself, creates her own alliance, and fights against Madoc.

In conclusion, Jude's bioecological environments influence her development in three major aspects; physical, socioemotional, and cognitive. The first change in her physical development is her body adapted from a morning creature to a night creature due to the change of environment that happened in the chronosystem, The second is the change of her appearance. Jude always braided her hair and made it look like horns due to the bullying she gets in the microsystem and macrosystem.

Additionally, in the socioemotional development, there are changes in Jude's self-perception and interpersonal relationships with her family and friends that are influenced by her mesosystem and exosystem environment. At last, the macrosystem environment has influenced Jude's cognitive development, in which she became aware of the problems that lie around her

in the immortal world, especially in the Elfame Kingdom, and she is able to find the solutions for those problems.



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusions of the problem formulations that have been discussed in Chapter IV and also provides suggestions for further researchers and readers.

A. Conclusion

In conclusion, based on the analysis in Chapter IV, the five layers of Jude's bioecological environments are interrelated and influence each other. The people involved in the interactions within Jude's microsystem are her stepfather, twin sister, and classmates. In the mesosystem environment, the relationship between Taryn – Jude's twin – and Locke – Jude's classmate and crush – is what causes their good relationship as siblings in the microsystem to shift. In the exosystem, Jude was involved in a bargain with Prince Dain, the prince of the Elfhome Kingdom as part of the formal structure. In the macrosystem, Jude's ethnicity as a human and her socioeconomic status in which she was raised in a wealthy family influence her relationship with her friends in the microsystem. At last, the death of her parents that causes her to move to the immortal world in the chronosystem layer is also influences Jude's relationship in her microsystem and microsystem. She has to live with her stepfather who was also her parent's killer, and she has to endure bullying from the fairies because she is a human.

Additionally, the five bioecological environments influence Jude's development in three aspects; physical, socioemotional, and cognitive. The interactions in the microsystem, macrosystem, and chronosystem influence her physic and appearance to adapt to the circumstances in the fairy world. Socioemotionally, Jude's mesosystem and exosystem environment influence her self-perception and interpersonal relationships with her family and friends. Finally, the macrosystem environment influences Jude's development cognitively, in which she becomes aware of the problems that lie around her and is able to find the solutions.

B. Suggestions

Using the bioecological theory to analyze *The Cruel Prince* novel, this final project reveals that the book explores diverse themes such as personal development, family struggles, discrimination, social issues, and political intrigues such as power and corruption. The researcher believes that the novel could be explored more using various theories. Psychoanalytic theory, for example, could be used to explore more human development and family struggle issues. Additionally, the focus of this final project is limited to only used one of the five principles of human lifespan development theory. Therefore, it could open a chance for further researchers and readers to explore the novel using all of the five principles of human lifespan development theory.

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