

**The Cause and Effect in Melinda's Traumatic Experiences:
A Psychosocial Analysis in Anderson's *Speak***

A Thesis

**Presented as Partial Fulfillment of the Requirements of the Attainment
of the Degree of *Sarjana Sastra* in English Literature**



By

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PERNYATAAN

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulis karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta,

Penulis,

KatrinRahma P.

DEDICATION

This thesis is dedicated to:

PapaIwan , MamaNur, Eyang uti, Sefania, Kingkit&Kenzo

MOTTO

But there is suffering in life, and there are defeats. No one can avoid them. But it's better to lose some of the battles in the struggles for your dreams than to be defeated without ever knowing what you're fighting for. – Paulo Coelho

Success is sweet and sweeter if long delayed and gotten through many struggles and defeats – Amos Bronson

Now I know it all too well that the length of time isn't important. What is important is with whom you spend that time –Cheon Song Yi 'You Who Came from the Stars'

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Finally, I realize that this thesis is far of being perfect. Therefore, comments, criticism and suggestion are kindly accepted. Thus, I hope this thesis will contribute especially to literature study.

Yogyakarta,
KatrinRahmaPandansari

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THE CAUSE AND EFFECT IN MELINDA'S TRAUMATIC EXPERIENCES: A PSYCHOSOCIAL ANALYSIS IN ANDERSON'S *SPEAK*

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ABSTRACT

This study aims to identify the impact of traumatic experience of the main character and to explain how her traumatic experiences in Melinda's life affect her psychosocial development in Anderson's novel, *Speak*. To answer the objectives, the research used the psychosocial developmental theory by Erikson.

This study used qualitative research with content analysis method. The object of this study was the life experience and struggles of the main character. The data were words, phrases, and sentences found in the novel. The researcher became the primary instrument of this study, while secondary instrument was data sheet. The data analysis of this study was based on Melinda's life experience, which focusing on the traumatic experiences.

The researcher finds that Melinda suffers from identity diffusion in her adolescence period. The pressure of life leads her into identity diffusion. The identity diffusion characteristics are showed from her excessive self-consciousness on some task of life, such as excessive consciousness in the shape of acuteness of upset, difficulty in forming relationship, difficulty in concentrating and difficulty in making decision. However, later Melinda shows development of psychosocial stage in Identity VS Identity Confusion according to Erikson's psychosocial development theory. She is successful in developing her self-competence. It can be seen from her achievement and recognition from peers and teachers. By support and encouragement from her peers and teacher, she deals with some identity problems in her life before she ends up dealing herself with the condition after the rape incident. She successfully changes how she sees herself and how others see her. She starts planning her future plan to be more independent and communicating by her surroundings.

Keywords :Erikson's psychosocial development theory, Identity crisis, Speak by Anderson.

CHAPTER I

INTRODUCTION

A. Background

The most prevalent form of violence against female and child is sexual harassment. Sexual harassment against female and child is a serious public concern in every community and culture. It has drawn attention and became a sensitive issue due to its negative and harmful impact on the mental, physical and social health of the victims.

Sexual harassment has been a widely-discussed phenomenon in many countries. This also happens in Indonesia as stated by the Chairman of the National Commission for Child Protection, Sirait (2013: p.2) that sexual harassment against children in Indonesia has increased up to 30 % in 2013 in comparison to 2012. From 3428 cases of violence against children, about 30 percent is categorized as sexual harassment against children, and the rest is children abuse.

The same survey conducted by the American Association of University Women (2013: p.1) reveals that sexual harassment among students in middle and high school is common. Questions were asked to 2,000 students from public and private schools whether they have encountered with sexual harassment. Nearly half of the 7th through 12th graders say that they have experienced some kinds of sexual assault and harassment.

Sexual harassment itself is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that tends to create a hostile or offensive work environment (Harvill, 2006:12). Furthermore, Harvill adds (2006:13) that sexual harassment involves gestures, demands for dates or sex, sexual jokes, comments about the victim's body and her clothing, whistles, catcalls, questions related to the victim's social life or her sexual life. This may also be visual in the form of cartoons, pictures, or objects of a sexual nature. In sexual harassment, the focus is on things like a person's appearance, body parts, or sexual orientation. Sexual harassment may include spreading gossip or rumors of a sexual nature. In addition to that, sexual harassment may be verbal, like making rude comments to or about someone. Currently, it even may use technology to harass someone sexually by sending inappropriate text messages or videos.

The American Federation of Government Employees (AFGE) (2013:4) states that both male and female may suffer from sexual harassment which means both the harasser and the victim can be either male or female, and they do not have to be the opposite sex. The harasser can be another teenager or an adult of the same sex. In addition, that sexual harassment is not limited to people of the same age either. In reality adults sometimes sexually harass young people and, occasionally, teens may harass adults, though that is pretty rare. Most of the time, when sexual harassment happens to teens, it is done by people in the same age group and most of them are suffered by girls.

A study conducted in 2003 by the American Association of University Women (2013: p.11-13) shows that large groups of both boys and girls are reported experiencing harassment, girls are more likely to report being negatively affected by it. They are more likely to feel “self-conscious” (44 percent for girls compared to 19 percent for boys), “embarrassed” (53 percent compared to 32 percent), and “less confident” (32 percent to 16 percent) due to an incident of harassment. It is also girls who are more likely than boys to change behavior because of the experience. The change of behavior includes, being inactive (30 percent to 18 percent) and avoiding the person who harassed them (56 percent to 24 percent).

The high percentage of sexual harassment above may even increase because many cases go unreported by the victims. Sexual harassments happen in reality yet people tend to take it as normal. Whistling or making sexual jokes to someone are common in spite of the fact that the victims may feel embarrassed not to mention or to complain. In the end people let those actions go unnoticed, more specifically because only half of the cases were reported. As a matter of fact, the cases could be more prevalent than most people are willing to admit.

Sexual harassment falls into the category of Human causes and is a type of sexual abuse. It can manifest quickly in short term or occurs as a series of events over a long period of time. Also, many harassment targets experience backlash and treat it if they speak out about the abuse, which can make the damage from the harassment even worse. Because of this, many sexual harassment victims may suffer traumatic stress from the harassment, or even post traumatic stress disorder in the aftermath.

Teenagers who suffer from sexual harassment can find it even more difficult than adults to overcome the trauma. Teenagers can have extreme reactions to trauma, but their symptoms may not be the same as adults. These symptoms can include: forgetting how to talk, acting out the scary event during playtime, being unusually clingy with a parent or other adult. They may also develop disruptive, disrespectful, or destructive behaviors (2013: p.14). Teenagers may feel guilty for not preventing injury or deaths. They may also have thoughts of revenge. Teenagers tend to be in a state between independence and insecurity after a traumatic event. This can be confusing to the teenager and to parents trying to help them. In addition, The National Crime Prevention Council (2005:7) reports that teenagers usually experienced shock; shame and stigma which frequently become overwhelming. They tend to feel that nobody will believe them. They think, they will be blamed or be punished. They do not trust adults anymore, they are frightened, and the worst of all, they lose their identity. Sexually harassed teens typically display isolation, helplessness, hopelessness and powerless attitude.

Speak is one of literary works which raises sexual harassment as an issue of the story. Literary work here is used because there are many invented characters created by the author. Characters in the novel represent human experiences. Muffin and Ray (2003:53) say that characters in the novel have personality, thought, emotional, physical, action, conversation and their effect on other characters like real individual and human's problems. Character and characterization in literary works meet a requirement to become object of the study. They can be analyzed by using

human psychological theories since psychology can be used to help a literary critic or literary researcher to explain, interpret and evaluate literary works (Subhan, 2003:57).

As literary work, *Speak* is able to reflect the issue which is related with kinds of problems raised in society, developmental process, and some aspects of social reality. As one of literary works which represent human life, *Speak* raises the sexual issues in developing countries. The story begins when Melinda, a high school freshman, the protagonist in novel *Speak* is raped by a senior student, named Andy Evans. Her trauma and her inability to tell anyone about what happened, turns Melinda into a depression. She loses her ability to speak with ease. Melinda begins the story as a good teenager, but ends up as an outcast at her school. Furthermore, she tries to isolate herself from her parents and ex-friends by being silent.

Melinda believes in the benefit of being silent. Similar statements are everywhere in the novel to define Melinda's behaviour. The novel shows how Melinda drastically changes into an outcast. The initial cause is Melinda's traumatic experience after having sexually harassed. Melinda stops talking, and she becomes increasingly disconnected. She begins to skip school, withdraws from her parents, and loses herself. She hides away in an abandoned janitor's closet during the school day, where she goes to sleep or hides when she is feeling anxious. Her only safe place is art class, where a kind teacher encourages her to express herself.

Speak is written in cynical tone. It shows that Melinda does have a voice, but she just does not want to use it outside of her own head. Eventually she sees herself as a survivor rather than as a victim. She learns that the only way to encounter Andy

Evans is to speak out. The harassment she experienced has brought Melinda into a psychologically difficult life because she does not know how to deal with it except for being silent.

After releasing *Speak*, the author, Laurie Halse Anderson, realized that it contained an inappropriate topic especially for teenagers. This book is challenging because its rape scenes as well as other major scenes are insensitively told. Anderson's book sends a critical message to not only teenagers, but adults, as well, if someone is or have ever been a victim of sexual assault, speak up. Through literary works Anderson tries to create the awareness about the sensitive issue in the society. She writes the characterization, problems and how the character deals with it in *Speak*.

Laurie Halse Anderson creates and develops *Speak* into diary-format from the main character's point of view. She does not only set up the story and events in a creative way, but she also offers real life issues to Melinda's problem that students can learn from. She brings the real life issues, such as, social behavior and interactions between peers, sexual content, rape, communication, even drugs and alcohol in her novel as a representation of many kind of problems raised in society, especially in teenagers life nowadays.

B. Research Focus

There are many problems in the novel, *Speak*. It can be analyzed from the extrinsic and intrinsic elements. The intrinsic elements are the important elements

that build the novel itself, whereas the extrinsic elements are those beyond the story such as the cultural condition of the author, the values, and background of the novel as well as the mental health problem.

The intrinsic elements of the novel can be analyzed through point of view aspect. The novel narates about a teenager life. It raises the isolation, friendship and domestic violence problems in the form of sexual harassment themes. *Speak* is told through the first person point of view of the main character, Melinda Sordino a high school freshman at Merryweather High School. The novel is designed into a diary-format. The way Melinda sees things is a very straightforward way of thinking. At the end, Melinda finally finds the strength to speak up and sees herself as a survivor.

The novel can also be analyzed through the extrinsic elements such as psychological aspect. The psychological aspect helps the readers to comprehend the work better because the work is a bibliotherapy for a rape survivor as well as a developmental therapy for teens (Latham, 2006: 369-82). Bibliotherapy (1994:p.2) consists into two main term from Greek, “biblion” means literature and “therapica” means to serve or to help. It defines as the use of selected reading materials as therapeutic adjuvants in medicine and in psychiatry.

Therefore, the researcher focuses the study on how sexual harrasment effects Melinda’s psychological condition and how is the impact toward her psychosocial development. Thus, the research employs psychosocial theory developed by Erikson that focuses on psychological development of a person. Erikson theory basically

asserts that people experience eight psychosocial stages which significantly affect every person's psychological development and personality.

C. Research Question

The main two questions try to be answered in the research related to the issue of sexual harassment in the novel *Speak* are:

1. What is the impact of traumatic event experienced by Melinda ?
2. How does Melinda's traumatic experiences affect her psychosocial development ?

D. Research Objective

According to the formulation of the problem and the research questions, the objectives of this study are :

1. To reveal the impact of sexual harassment in Melinda's psychosocial condition.
2. To find out the turning point event so she recovers from her psychological condition and psychosocial development.

E. Research Significance

1. The study reveals some important points on psychosocial studies. Thus, the finding generated from this study will give supportive information to other studies.

2. Practically, the study will be an inspiration for human being to build a better life with the discussions on some of the toughest topics out there – rape, depression, suicidal tendencies, and the psychological condition especially on teenagers.
3. It is as an inspiration for the readers to have a better understanding of literature used as a bibliotherapy in helping people to cope with their mental problems. At the same time, it is to increase the awareness to be more sensitive about such an issue.

CHAPTER II

LITERARY REVIEW

A. Psychology

Psychology derived from Greek's words, "psyche" and "logos". Psyche means soul and logos means science. Thus, psychology means science that deals with mental state and human behaviour (Atkinson,1996:7). The term psychology is about human nature, motivation, behavior, development and experience. Psychology is a method of treatment for psychological problems and difficulties in living a successful life. As a general theory of human behavior and experience, psychology ideas enrich and are enriched by the study of the biological and social sciences, group behavior, history, philosophy, art, and literature (HDFS, 2008:129).

Formally defined, psychology is the scientific study of behavior and mental processes. As a science, psychology uses systematic method to observe, to describe, to predict, and to explain behavior. Behavior includes everything organism does that can be observed. Mental processes are the thought, feelings, and motives. Scientific methods are not casual. However, researcher carefully and precisely plan and conduct their studies (Elmes, Kantonitz, Roediger, 2003:121). For this reason, in psychology, it is desirable to obtain results in describing the behavior of many different people.

Psychology is a broad and diverse field. A number of different subfields and specialty areas have emerged. One of the significant major areas is developmental psychology. Developmental psychology focuses on human growth throughout the

lifespan. Childhood is obviously a time of tremendous change, but people also continue to grow and develop during the early adult, middle age, and senior years. In this section, someone will learn more about topics including child development, intellectual development, cognitive development, and the aging process (Cherry, 2013:p.1).

According to Miller (2011:8) developmental theories' tasks are to describe changes within one or several areas of behavior, to describe changes in the relations among several areas of behavior, and to explain the course of development that has been described. A developmental theory describes changes over time in one or several areas of behavior or psychological activity, such as thought, language, social behavior, or perception.

B. Social Psychology and Literature

Social psychology or psychosocial is a branch of psychology which according to Baron and Branscome (2012:5) is a specific field that seeks to understand the nature and causes of individual behaviour, feelings, and thought in social situation. They also emphasize that social psychology investigates the ways in which human thoughts, feelings and actions are influenced by the social environments. For example, when someone commits a mistake, she will try to imagine how her environment will response to her mistake.

The psychology framework stresses on the importance of understanding that each individual is unique. There are factors outside a person's awareness

(unconscious thoughts, feelings and experiences) which influence his or her thoughts and actions, that the past shapes the present, that human beings are always engaged in the process of development throughout their lives. According to Daiches (1974:340) in his book entitled *Critical Approaches to Literature*, psychology comes into criticism in two ways, in the investigation of work and in the psychological study of the particular authors to show the relation between authors' attitude and state of mind and the special quality of their work. Thus, psychological literary theory is the study of literature that sees a literary work as psyche or mental activity. It is viewed as a psychological phenomenon which will feature psychological aspects through the characters.

A literary work is a combination of imaginative and creative writing of the author. It contains a complex phenomenon of humanity, consisting of many life events such as happiness, sorrow, and a kind of other life events. Literary work contains human life, and it gives the viewer an idea of life with all aspects of human life (Endraswara via Minedrop, 2008:16). A literary work tells people about man and the way he communicates (Duttan, 1991:1), while psychology itself is the science of behavior or the observable action or reaction of people and other living organisms (Witting and Willian III, 1984:5).

For the reason above, characters and their actions in literary work can be seen as an imitation of real human. It can be regarded that the characters in literary work have personality, emotion, behaviour and feeling as those of real human (Muffin and Ray, 2003:53).

The difference is, in psychology, the psyche's condition of human is real as the creation of God, while in literature, the study of human is as the depiction of reality or life experience of the authors. Human's life as an object of the literature and social psychology has resemblance, so that the psychological literature is needed (Little, 1966:1).

C. Psychosocial Development

Erikson recognizes the basic notions of Freudian theory. However, he believes that Freud misjudges some important dimensions of human development. Erikson (in Sharkey, 1997: p.4) says that humans develop throughout their life span; while Freud says that personality is shaped by the age of five. Erikson believes that childhood is very important in personality development. Erikson (in Steinberg, 2011:14) accepts many of Freud's theories, including the id, ego, and superego, and Freud's theory of infantile sexuality, while, he rejects Freud's attempt to describe personality solely on the basis of sexuality and, unlike Freud, he believes that personality continues to develop beyond five years of age. In addition, Erikson states that ego plays important role in each stage. Ego is powerful agent that can adapt to situations and can promote mental health. He maintains that children develop in a predetermined order. Instead of focusing on cognitive development, he is interested in how children socialize and how it affects their sense of self (Erikson via Sharkey, 1997: p.4-5).

One of the main elements of Erikson's psychosocial development theory is the development of ego identity (Erikson in Marcia, 1993:3). Erikson's theory of ego

psychologically holds certain principals that differentiate his theory from Freud's. Ego identity is the conscious sense of self that someone develops through social interaction. According to Erikson, someone's ego identity is constantly changing due to new experience and information he acquires in his daily interactions with others. In addition to ego identity, Erikson also believes that a sense of competence also motivates behaviors and actions. Each stage in Erikson's theory is concerned in becoming competent in an area of life. If the stage is handled well, the person will feel a sense of mastery. If the stage is managed poorly, the person will emerge with a sense of inadequacy. Here is the structures of human personality by Freud, but Erikson has different concept of ego in the psychosocial development :

a. Id

The id (from the latin word "it") contains all passion and instinct. It is located in a region of the mind which is called everyday unconsciousness. It has no contact with reality. The word id is according to the pleasure principle. The id always seeks pleasure and avoids pain (Freud, 1927:16). In this aspect, Erikson accepts Freud's concept of id.

b. Ego

Erikson's theory of ego is different from Freud's. He believes that the ego Freud described is far more than just a mediator between the superego and the id. The ego according to Erikson (1923:4) develops in order to mediate between the unrealistic id and the external real world. It is the decision making component of personality. Ideally the ego works by

reason whereas the id is chaotic and totally unreasonable. The ego operates according to the reality principle, working out realistic ways of satisfying the id's demands, often compromising or postponing satisfaction to avoid negative consequences of society. However, according to Erikson's psychosocial development theory, ego plays an important role in each of the stages. Ego here is a powerful agent that can adapt to situation and promote mental health. The ego is the center of personality and it is responsible for a unified sense of self. It consists of three interrelated facets: the body ego, the ego ideal, and ego identity (Erikson, 1956:23). Moreover, Erikson's concept of ego is very socialized and historical one. It develops social interaction and how social experience is as one of the most important parts of someone's development. In addition to genetic, physiological and anatomical factors that help to determine the nature of individual's ego, there are also cultural and historical effects. It is also placing the ego in cultural and historical context, – a space- time frame that is one of Erikson's most creative contributions to ego theory (Hall, 1987:100).

c. Superego

Superego is moral branch of personality. It is called conscience. Like id, the superego is not considered to reality, it only considers whether the id's impulse can be satisfied in moral terms (Erikson in Wittig and Williams III, 1984:424).

Furthermore, Erikson (1968:96) asserts that people experience and psychosocial crisis stages significantly affect each person personality and development. Those stages are mostly influence by genetic heritage and environmental experience. Therefore both genes and environment have significant role in shaping human being's development. Elkind (1975:34) adds that each stage is characterized not only a psychosocial development, but also on demands put on individual by parents or society. Ideally the crisis in each stage should be resolved by the ego in the stage so that the development will be preceded correctly. Thus, the outcome of one stage is not permanent but can be altered by later experience. The pattern of development is complex because it is the product of psychical, cognitive and socio-emotional.

The development stages by Erikson are characterized by a different psychological "crisis", which must be resolved by the individual before he can move on to the next stage. Erikson (1968:286) asserts that a crisis is not a threat of catastrophe but a turning point, a crucial period of increased vulnerability and heightened potential. More importantly he says that conflict and tension are sources of growth, strength, and commitment (Erikson via Crandell, Zanden, 2009:39).

The theory of Psychosocial Development has eight distinct stages, with two possible outcomes in every stage. Erikson (1964:122) states that each of the stage of his psychosocial development theory consists of two opposing emotional forces called contrary disposition. It is related to a corresponding life stage and its inherent challenges. He uses the word 'Syntonic' for the first listed 'positive' disposition in

each crisis, and 'Dystonic' for the second listed 'negative' disposition. To signify each of the opposing or conflicting relationship between each pair of crisis stage he connects them with the word 'versus'.

According to Erikson (in Brown and Lewis, 2003: 416-17) if someone succeeds to complete each of the psychosocial stage, he will have a healthy personality and successful interaction with others. Failure to successfully complete a stage can result in a reduced ability to complete further stages and therefore a more unhealthy personality and sense of self. Healthy personality development is based on the balance outcome is called 'basic virtue or basic strength'. When a person fails to go through a psychological crisis stage, she or he develops a tendency toward or even mental problems. He calls an extreme tendency on the 'syntonic' as 'maladaptation' while the extreme tendency on 'dystonic' is called as 'malignancy'. A 'maladaptation' can be seen as too much of good things while a 'malignancy' can be seen as not enough and also referred as 'antipathies'(2012:p.5).

The following are the eight stages of Erikson's psychosocial development:

a. Trust VS Mistrust

During the first or second year of life, the major emphasis is on the mother and father's nurturing ability and care for a child, especially in terms of visual contact and touch. Initially an infant lives through and loves with his mouth (Erikson, 1968:97). Being fed regularly does contribute to trust with his caregiver. In this stage, child will develop optimism, trust, confidence, and security if properly cared for and

handled. If a child does not experience trust, he or she may develop insecurity, worthlessness, and general mistrust to the world.

b. Autonomy VS Shame or Doubt

According to Erikson (1968:107), this stage occurs during early childhood and focuses on children developing a greater sense of autonomous will, such as food choice, toy preference, and clothing selection. At this point, the child has an opportunity to build self-esteem and autonomy as he or she learns new skills and right from wrong. The syntonic attribute that is commonly gained in this stage are pride, self-control, self-assurance, self-certainty and the will to be one self. Erikson adds in this stage, therefore, becomes decisive for the ratio between loving good will and hateful self-insistence, between cooperation and willfulness, and between self-expression and compulsive self-restraint or meek compliance. Whereas the dystonic outcomes at this stage are shame, self-doubt, self-consciousness during an inability to learn certain skill.

c. Initiative VS Guilt

Erikson believes that this third psychosocial crisis occurs during what he calls the “play age,” or the later preschool years. During this stage, child starts to encounter a widening social world and face new challenges that require active, purposeful, and responsible behavior (Sandtrock, 2005:21). The healthily developing child learns to imagine, broaden his skills through active play of all sorts, including fantasy, to cooperate with others, to lead as well as to follow. Negative outcome will occur when a child may develop a sense of guilt and may come to believe that it is wrong to be

independent. He will continue to depend unduly on adults and is restricted both in the development of play skills and in imagination.

d. Industry VS Inferiority

School is the important place at this stage. Children learn to make things, use tools, and acquire the skills to be a worker and a potential provider. Industry means doing purposeful or meaningful activity. Children learn to take pride in their work and acquire an attitude to do well in their work. They initiate projects, see them through to completion, and feel good about what they have achieved. They will develop a competence and skills and confidence to use a method. The crucial aspect of school year experience is the positive identification with those who know how to do things (Erikson, 1986:125-27). The negative outcome of this stage is difficulty with the child's ability to move between the world at home and the world of peers can lead to feeling of inferiority. For example, in this stage children want to do productive work on their own. Students are able to water class plants, collect and distribute materials for teacher, and keep records of forms for teacher.

e. Identity VS Role Confusion / Identity Confusion

Identity achievement implies that the individual assesses strength and weaknesses and determines how he wants to deal with them. The step which is impossible to be avoided in developing identity is identity formation. Identity formation is the negative perspective meaning an absence of identity. It implies that someone cannot see who he is and how he can relate positively with the environment. In Erikson's stages of psychosocial development, the emergence of an identity crisis

occurs during the teenage years in which the teenager struggle between feelings of identity versus role confusion. Erikson writes the book entitled *Identity Youth and Crisis*, in his work he discusses the notion of how individuals, particularly those in their late teens, experience a sense of confusion in regards to love, work and their beliefs (1968;156). In adolescence period, young people become much more able to imagine their possible selves and their future orientation. They start experiencing significant changes which provide a new way of thinking about problems, values, their relationship and life choice in the future. In addition, Steingberg (2011:258) adds that the maturational and social forces that coverage at adolescence, force young people to respect on their place in society, on the way people see them, and on other life choices. At this point, adolescence are faced by the question “who are you?” and “who would you like to be?”. Thus, in adolescence period, someone is exploring independence and developing a sense of self or in Erikson’s term is called psychosocial moratorium. In this stage the virtue is fidelity. Fidelity is an ability to sustain loyalties freely pledged in spite of inevitable contradiction of value systems (Erikson, 1964:125). Fidelity is the foundation upon which a continuous sense of identity is formed. While a syntonetic outcome of the identity crisis depends on someone’s willingness to accept his or her own past and establish continuity with previous experience.

f. Intimacy VS Isolation

In this stage someone will explore relationships leading toward longer term commitments with someone other than a family member. Successful completion can

lead to comfortable relationships and a sense of commitment, safety, and care within a relationship. Erikson (1965: 134) assures that strong sense of personality identity is important to the developing in this stage. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression.

g. Generativity VS Stagnation

In generativity stages, someone establishes his or her careers, settle down within a relationship, begin our own families and develop a sense of being a part of the society. In this stage, someone experiences raising children, being productive at work, and becoming involved in community activities and organizations. While failure of generativity can lead to profound personal stagnation, such as alcohol and drug abuse, and sexual and other stagnan crisis may occur. Stagnation means that “individual, then often begin to indulge themselves as they were their own ... one and only child” (Erikson, 1968:38). In this stagnan stage, someone becomes egoistic, self-absorbed and self-indulgent.

h. Integrity VS Despair

The development task in this stage is between the achievement of ego integrity and its anthithesis, disgust and despair. It is during this time that someone contemplates his accomplishments and is able to develop integrity if he sees himself as leading a successful life. If the person is failed, he sees his lives as unproductive, feel guilt about our pasts, or feel that he does not accomplish his life goals, he becomes dissatisfied with life and develop despair, often leading to depression and hopelessness.

D. Traumatic Events

Traumatic event can lead someone into the worst mental health disorder. According to the 4th edition of *Diagnostic and Statistical Manual of Mental Disorders* defines a traumatic event as a situation where someone experienced, witnessed, or was confronted with an event where there was the threat of or actual death or serious injury. The event may also have involved a threat to the someone's physical well-being or the physical well-being of another person.

Traumatic events that can be experienced directly include assaults, serious car accident, a natural disaster such an earthquake, personal assaults and abuse, terrorist attacks, and military combat or war. People who go through traumatic events will have difficulty adjusting and coping for a while. But with time and taking care of themselves, such traumatic reactions usually get better. In some cases, though, the symptoms can get worse or last for months or even years. Sometimes they may completely shake up someone life. In a case like this, someone may have post-traumatic stress disorder.

PTSD (Post Traumatic Syndrome disorder) is a continuous maladaptive reaction as a result of traumatic event (Nevid, 2005:174). PTSD can be suffered for a long term period. PTSD is more common and is not based on age, sex, or racial and ethnic background. Someone may feel super-stressed after going through something traumatic. Strong emotions; feeling easily irritated, jitters, and trouble sleeping, eating, or concentrating all can be part of typical and temporary reaction to an

overwhelming event. Also, frequent thoughts and images of what happened, nightmares, or fears can be a part of recovering from stress (Halgin, 2009:223).

E. Sexual Harassment

A definition of sexual harassment is unwelcome attention of a sexual nature, occurring through verbal and/or physical interaction. Being a victim of sexual harassment is likely to affect a teen's academic performance or work ability and may create a hostile or threatening atmosphere for the teen (2013: p.5). Sexual harassment can occur anytime, anywhere and anybody. Sexual harassment, like other physical attacks, is an act of violence. In common with other forms of violence against women and children, the crime of sexual harassment is an act of aggression committed by those who are more powerful against those who are less powerful. Sexual harassment can be classified into verbal, non-verbal, physical sexual harassment.

Rape is one of the most extreme example of physical harassments. Physical harassment includes: assaulting an individual for any reason, touching may include massaging a person on any body part without first asking permission, playing with a persons' hair, grabbing a person's clothes with the intention of ripping them off or revealing body parts, caressing a person's arm or hand, or any body part in a sexual way, grabbing a person's behind, breasts, or genitals without permission, hugging a person without permission, trying to kiss someone without asking, making bodily contact with another person in a sexual way, cornering a victim with one's body, rubbing one's genitals on a person.

Being sexually harassed can ruin someone's psychological health, physical well-being, personality development and even worse his identity. For teenagers who have been harassed often do not want to attend school. The victim usually chooses to stay at home or cut the class. They do not want to talk and active in class as much as before the incident. They suffer from low self-esteem, blame themselves, experienced mood swing even the worst attempt to suicide. In addition, teenagers have reported psychological and physical reaction to being harassed that are similar to reactions to other forms of stress. The impacts of sexual harassment can be long lasting and life-altering for the victims.

F. Previous Study

Researches dealing with psychosocial analysis approach, socio-emotional development and teenagers' identity have been conducted several times. The first research is conducted by Wahyu Andian, entitled *The Cause and Effect in Claine's Socio Emotional Development: a Psychosocial Analysis on Abuse and Traumatic Experiences in Briscole's Ugly* which was written in 2009. The second research is conducted by Lexi Kartika, entitled *Child Abuse and Neglect in Dave Plezer's A Child Called It*. Those two previous researchs focus on applying socio emotional development as effects of childhood abuse based on Erikson's Psychosocial Development theory. It identifies the psychological effect of traumatic experience in childhood.

The third research is conducted by Novia Harry Rustiani, entitled *A Study of Depression and Healing as Reflected in Anderson's Speak*. This research also uses the same novel by Anderson entitled *Speak* as the object of research. The first objective of the research is to find out the symptoms of depression suffered by Melinda. The second objective is to reveal the process of depression suffered by Melinda. The theory applied in Novia's thesis was Beck's cognitive theory of depression. The analysis was concentrated on the negative schemas after traumatic event impinged Melinda and the development of depression process. As a result of the research, Novia concluded that Melinda is suffered from 23 symptoms of depression.

From the previous finding, there are some similarities with this research. Both of the research use the same novel entitled *Speak* and apply the same approach which is psychological approach. Although, those researches have the similarities, they are differentiated by the theory and focus of the analysis. In addition, Novia's research uses Beck's theory as the main theory to reveal the process of depression suffered by Melinda. Meanwhile, this research focuses on how sexual harassment and traumatic event affect Melinda's psychological and Melinda's social development. The researcher uses Erikson's psychosocial development theory as the main theory to analyze this research.

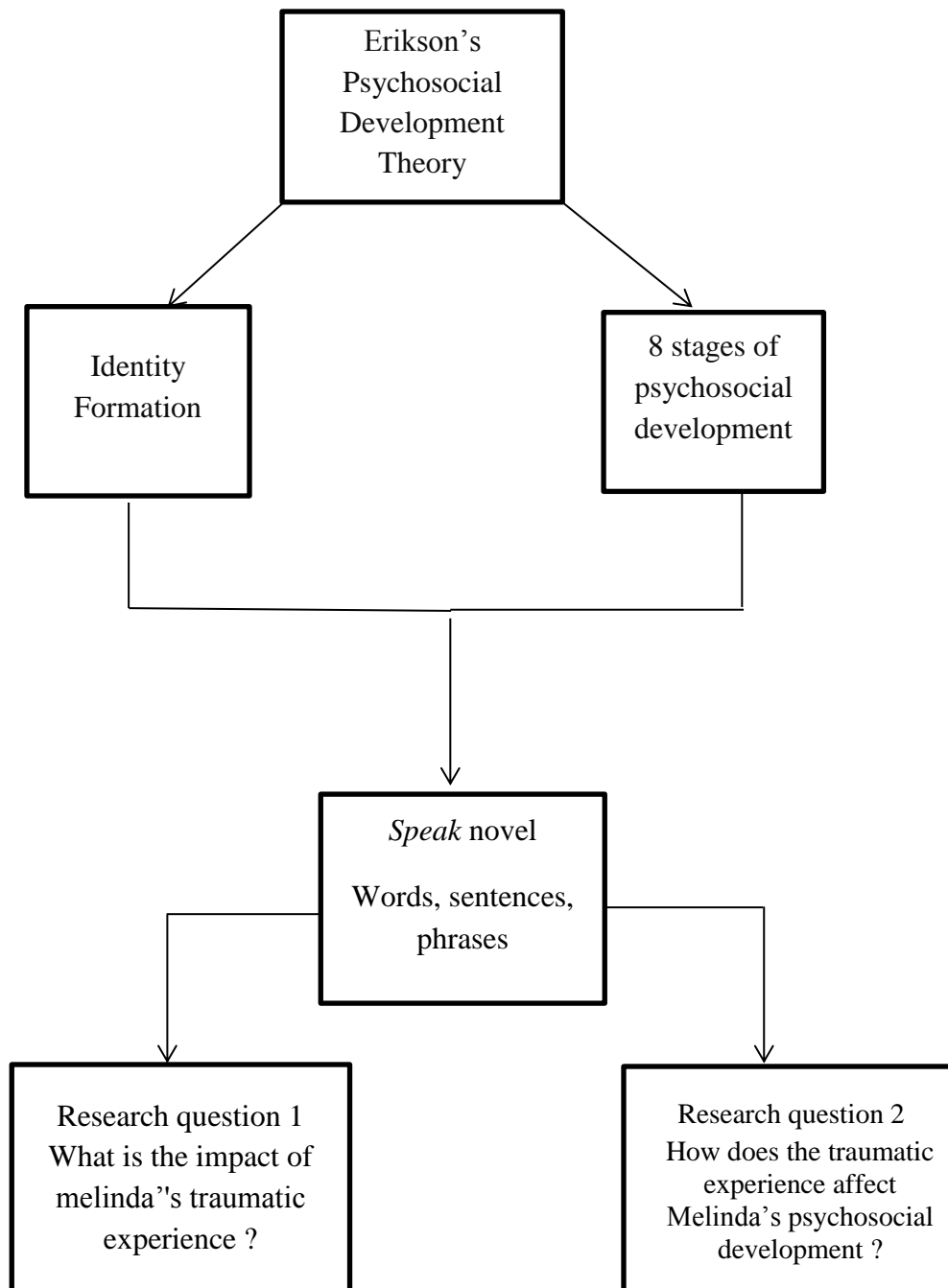
G. Conceptual Framework

Psychological approach is one of the disciplines that can be used in other disciplines like literature. The similarity between psychology and literature is that

they have the same object of discussion, human being. This similarity makes psychology an appropriate theory to observe some psychological phenomena in literature such as psychological aspect of the writer, the reader and psychological phenomena that appear in the work itself that are usually reflected through the characters. *Speak* is one of the literary works that represents how a youngster is trying to figure out her life after experiencing sexual harassment and how she copes with her condition. That is why the researcher believes that the novel is a good example how literary work presents human's psychology how to cope with their problems.

In order to answer the question of the research, the research focuses on traumatic events and the development of psychosocial condition suffered by Melinda. The researcher applies Erikson's psychosocial theory to uncover the turning point event and the impact of traumatic event on the main character with psychosocial development theory. The theory believes that each person experience each stages of psychosocial crisis which help to define his or her growth personality. Each stage consists problem that must be faced. The more capable an individual resolves the crisis successfully, the healthier development will be.

H. Analytical Framework



CHAPTER III

RESEARCH METHOD

A. Research Design

The study is qualitative in nature. Qualitative research is a type of research that describes phenomenon in words instead of number or measures. In a qualitative research, this first step is the researcher does close reading that is carefully reading the text even relatively to the small amounts of textual matters. Second, the researcher involves the interpretation in giving the text into the new narratives produce acknowledgement within particular communities. Content analysis is used as technique of analysis to the novel. This kind of research tries to analyze document in order to understand the content and the meaning of the document. Stone (in Zuhdi, 1993:2) also defines that content analysis is a research techniques to make interferences by identifying the particular message characteristic in text systematically and objectively. This means that the researcher analyzes the aspect which supported in attempts to discover the meaning in embodied in the text.

B. Data and Source of Data

The data refers to the rough materials researchers collect from the particulars form of the basis of the analysis. The words, phrases, clauses, sentences and narrations in the play related to the psychology and psychosocial theory become the data and material for the analysis. The main source of this research is novel *Speak*

written by Laurie Halse Anderson in, which was first published by Penguin Group in 1999. The novel consists of 198 pages and compiles into 90 chapters dividing into four of making periods. The object of the analysis is the main character, Melinda Sordino who suffered of psychological problems because of sexual harassment.

Furthermore, the researcher also employed some books to help the researcher to strengthen her understanding on the basic theory's concept. They were *Identity: Younth and Crisis* by Erik H. Erikson published by Norton, *Erikson Eight Ages of Man* by D. Elkind published by Guildford and *Abnormal Psychology* by Nevid, Rothus, Greene.

C. Research Instrument

The main instrument in this research is the researcher herself. She used her capacity to interpret and analyze the data based on the theory mentioned previously. According to Cresswell (2000:175-17) as the main instrument, the researcher interprets and analyzes the data related to theory, she is the one who examined the data and developed the complex picture of the problem by reporting her perspectives and identifying factors involved. Based on the previous definition, the researcher also used her own interpretation in analyzing the work based on her knowledge which was primarily supported by psychosocial theory as the main guideline. Therefore, research instrument was very important to get better research finding.

D. The Technique of Data Collection

Since the research is a content analysis research, the data were collected through:

1. reading the novel carefully and thoroughly to get the better content understanding
2. re-reading the novel *Speak* to get comprehensive understanding of the story of the novel
3. interpreting and making some records of the words and sentences which are related to the topic of the research
4. giving the data description of the data clearly
5. categorizing the data into some topics discussion
6. fulfilling the data by reading carefully the references and sources related to the novel and the topic discussion
7. recording and cross-checking the data collected from the comprehensive reading to the data from the novel in order to achieve validity of the data.

E. Data Analysis

The processed data analysis are listed below:

1. All collected data are re-read to sort out the significant of the data from the insignificant ones. The insignificant data will be reduced. Then the data should contain enough information to explain the finding. Those data which

are in the form of words, phrases, clauses, and sentences are the raw data.

They function as the evidence for the finding

2. The significant data are put into category. Those data are classified into some categories. There are the types of sexual harassment, the effect of traumatic event and the psychosocial development suffered by Melinda.
3. To make the inference, the data are examined according to its content and related theory. In this part, the raw data is changed into information that already had meaning, to produce the finding the researcher gives description to the raw data that has been analyzed with related theory.

F. Trustworthiness

The trustworthiness of the data is checked using 4 criteria. Those are credibility, transferability, dependability, and confirm ability (Moleong 2001:173). Credibility basically is the concept of internal validity. The researcher performed deep and detailed observation of the data in order to make the data credible enough. Based on the concept definition of internal validity, the data was checked through triangulation of the data, so that credibility and validity of the data could be acquired.

In addition, the researcher also puts the data on the theoretical concept of theory of personality and psychological problems, so that the reliability and validity of the data could be attained. Transferability basically is the concept of external validity, organized the data as clearly as possible so that it would be easy for the readers to understand the findings of this research. To achieve this, the research

reports were arranged as follows, under the main categorization of theory of personality concept based on the theory of Erikson Psychosocial analysis theory.

The researcher gained the credibility of the data through triangulation technique. Triangulation is technique of the trustworthiness of the data by using other meaning outside the data and comparing the data. In order to achieve this, the researcher consulted her data to her first consultant of her thesis and the second consultant. Besides, the researcher also discussed her data with the peer-viewer. The discussion was done to get some input, suggestion, and criticism related to the research conducted.

CHAPTER IV

FINDING AND DISCUSSION

As what is mentioned in Chapter one, the aims of this research are to identify the impact of traumatic experience of the main character and to explain how traumatic experiences in Melinda's life affect her psychosocial development in Anderson's novel, *Speak*. In this chapter, there is a further analysis on finding and based on Erikson's psychosocial development. The first sub chapter focuses on the impact of Melinda's traumatic experience. The second sub chapter focuses on how the traumatic experiences effect her psychosocial development, i.e. identity vs role confusion.

A. The Impact of Traumatic Experience

Being sexually harassed can ruin someone's psychological health, physical well-being and personality development, especially during the adolescent time. Adolescence who has reported psychological and physical reactions to being harassed that are similar to reactions to other forms of stress. Those problems can even affect way of people act and relate themselves and to the world in which they live, and can be handicapping, keep an individual from realizing his potential even confuse about his identity (Vaughan, 1996:15).

Many adolescents can find his or her identity constructively built later after the traumatic event. Some others find it in the depths of despair and confusion.

According to Erikson, this is the period where appropriate professional intervention to deal with sexual trauma will not only prevent catastrophe, but also save the enormous energy derived from the extreme sensitivity and perceptivity that is trapped in isolation and withdrawal and direct it to more positive, creative directions (2013:15). If it is properly handled, the explosive emotions of the sexual trauma victim will break through the prison of fear and find its expression in creativity and of extraordinary human.

It is apparent that adolescents who are sexually harassed have difficulty developing trust and this affects their ability to relate to people. For adolescents, the crucial task is developing identity but they are likely to struggle with role confusion for being thrust because of sexual harassment effect.

Before going into the finding and discussion analysis, the researcher explains the concept of identity. Identity means how a person sees himself in relation to his world. Or in another word, Melinda here as a human being prepares to fit herself into some meaningful role in society. Melinda shows some of psychological impacts such as losing identity and feeling guilty because of her condition.

According to Erikson to resolve and deal with identity crisis, adolescence has to have a full psychosocial moratorium. Erik Erikson noted that the term moratorium itself defines as is period of time “during which the individual through free role experimentation may find a niche in some section of his society, a niche which is firmly defined and yet seems to be uniquely made for him” (Erikson, 1958:156).

Furthermore, Erikson (1968:128) emphasizes that in the research of personal identity, some adolescent have to come to grips again with crises of earlier years before they can install an ideal picture of final identity. In Melinda's cases, she experiences traumatic event when she is 14 years old, where she is in the process of finding her identity. While the rape incident influences her process finding identity. Here, she has to deal with her condition and problems which leads her into an identity crisis.

The term identity crisis is a condition that experiences by severely conflict young people whose sense confusion is due to the war within themselves (1986:17). Erikson later adds that proper psychosocial moratorium is required to develop a sense of self in this critical period. It is supposed to be a period of full self-exploration which shows the effort on the part of adolescent to find out where they belong. The situation when the environment does not provide the necessary space and opportunity to do psychosocial moratorium results in problems which is mark by arising of the identity crisis. Erikson (via Krooger, 2000:96) divides in his book that the psychosocial problem during psychosocial moratorium are identity diffusion, identity foreclosure and negative identity.

Based on those psychosocial problems, the researcher only finds the identity diffusion suffered by Melinda throughout the story. Identity diffusion is one step in the process of finding a sense of self. It refers to a period when an individual does not have an established identity, nor is actively searching for one. Erikson via Steinberg (2011:261) states in the identity diffusion can vary degree form of mild state of not

quite knowing that one is while in the midst of an identity crisis to a more severe condition that persist beyond a normal period of experimentation. He later explains, it is characterized by disruptions in individual's sense of time, excessive self-consciousness even it is difficult to make decision, concentrate on required or suggested task.

The excessive self-consciousness here means shame. It is the source of senseless repetitiveness, obsessiveness, stubbornness, and obsessive-compulsive behavior. Intolerance and irrational fear may likewise be seen as a result of such lack of confidence and self-assurance (Erikson via Watt, 2002:290). Those disruptions result problems in work, school, to be in relationship with other, and suffer from an acute upset and emotional disorder which is shown in some ways she expresses herself. It can be shown from the data below:

1. Acuteness of Upset as Result of Excessive Self-consciousness:

Melinda is a freshman in high school, due to her trauma and inability to tell anyone about what happened, Melinda spirals into a dark depression, loses her ability to speak with ease. She has to face an acute upset and isolated because of the inappropriate treatment of her peers. It can be depicted below.

I hide in the bathroom until I know Heather's bus has left. The salt in my tears feels good when it stings my lips. I wash my face in the sink until there is nothing left of it, **no eyes, no nose, no mouth. A slick nothing.** (Anderson, 1999:45)

Melinda gets many kinds of bad treatments from her surrounding, being mocked and teased is one of them. That can be seen from the quote above. Peers tease

her although they do not know Melinda's story. That provokes her to feel an acute upset. The line "... no eyes, no nose, no mouth. A slick nothing.." sounds desperate and upsetting. She cannot feel herself belongs to her anymore. She does not know how to fit herself with her condition. She is more emotional because she does not feel comfortable in her own skin. She is ridiculed at school, does not have any real friends, and does not have a place where she belongs—not even with around Heather. Those condition provokes Melinda's excessive-consciousness grows and leads her into the point that she feels upset, insecure and lack of confident about herself over small things. Unconsciously, after she hears what they say about her, she feels like crying and upset about that remark she gets.

I bend down to find what dropped from the card. It was the friendship necklace I had given Heather in a fit of insanity around Christmas. Stupid stupid stupid. How stupid could I be? I hear a cracking inside me, my ribs are collapsing in on my lungs, which is why I can't breathe. I stumble down the hall, down another hall, down another hall, till I find my very own door and slip inside and throw the lock, not even bothering to turn on the lights, just falling falling a mile downhill to the bottom of my brown chair, where I can sink my teeth into the soft white skin of my wrist and cry like the baby I am. I rock, thumping my head against the cinder-block wall.....(Anderson, 1999:110)

At first, Melinda confesses that she can manage her emotion toward her relationship with her only friend, Heather. However, in winter break, Melinda feels extremely upset and angry because of inappropriate treatment of her only friend, Heather. She does not have any "real" friends to motivate her ambition. By having no one as her friend, Melinda feels that she does not event belong to any clans in her school. Melinda finally cannot take it anymore and blows up by hurting herself. She

turns to be like a crybaby and cries easily. However, at first Melinda is using Heather because there is nobody else, their broken friendship gives Melinda broken hearted feeling because there will be no one to be counted as her friend right now.

2. Difficulty in Forming Relationship as Result of Excessive-consciousness

Identity diffusion can be traced from Melinda's excessive self-consciousness that leads her into that point forming relationship with others. After the rape incident, Melinda draws a line between herself and her surroundings. She finds it difficult to start communication and a good relationship with her condition. Melinda is never really friends with the other students at her high school. Before the incident where she was raped, she has some friends, but afterwards, they stop paying attention to her. She is constantly thinking about her old friends as the novel progresses. Melinda is very distant with her peers that she knows and often criticizes them in her mind.

Lunch with Heather starts cold. Since winter break, she has been sitting at the fringe of the Martha table and I eat on the other side of her....(Anderson, 1999:88)

I know what she's thinking. She has a choice: she can hang out with me and get the reputation of being a creepy weirdo who might show up with a gun someday, or she can be a Martha—one of the girls who get good grades, do nice things, and ski well. Which would I choose? (Anderson, 1999:106)

Heather is Melinda's first and only friend in the ninth grade. Melinda, it seems, is often using Heather because she has nobody else. Her mind is on her old friends, the people she has grown up with. Heather does not seem to be using Melinda at first, but she is not treating Melinda like a real friend either. She does not try to find out from Melinda why everybody is mad at her, or why Melinda is having

a hard time. At the same time, Melinda never even considers confiding in Heather and just takes her for granted. This condition increases the distance between them. Here Melinda fails to build new friendship with Heather. Furthermore, Melinda cannot overcome her fear of additional social rejection if she tries to speak up even to her only friend. Thus, the power of reputation prevents both of Melinda and Heather from having deeper, less superficial relationships with each other, as well with as others.

Melinda starts school by keeping her isolated from society. She begins to feel that no one understands or appreciates who she really is. After receiving a break-up note from Heather, Melinda bemoans her lack of friends:

“No Rachel, no Heather, not even a silly, geeky boy who would like the inside girl I think I am” (Anderson, 1999:111)

Melinda is self-conscious about how other people think of her. She thinks that no one would like the person she really is. Melinda keeps her true feelings and thoughts locked inside her, thus suppressing her true self. Melinda hides her identity in her closet.

“My closet is a good thing, a quiet place that helps me hold these thoughts inside my head where no one can hear them” (Anderson, 1999:51).

Melinda keeps decorations and souvenirs in her closet that expresses who the real Melinda is but she keeps it all to herself like all her other secrets. The closet is almost like a picture of how the inside of Melinda would look like, how she keeps herself locked away. Because of how Melinda keep herself suppressed inside, no one,

not even herself can get to know and care for her. The line “My closet is a good thing...” here indicates that she needs to hide from the world so she does not have to speak to anyone. It also represents her isolation, not just how she isolates herself but also that she feels her friends have isolated her. The closet is a secret place, reflecting the secret of the rape.

Melinda continues finds difficult to connect not only with her peer’s but also with her parents. Both of parents have small communication with their daughter so Melinda does not feel comfortable to tell them about the rape because they seemed unwilling. They are also constantly fighting with each other. This condition makes Melinda uncomfortable when her parents are around.

...I hunt spring fashions—nothing that fit last year fits now. How can I shop with Mom if I don't want to talk to her? She might love it—no arguing that way... (Anderson, 1999:98)

The data above shows that Melinda is still hardly to communicate with her mother. She directly denies the idea to shop with her mother. This condition indicates that how Melinda actually really desperate wanting to tell her parents about the rape. However, because they seem unwilling or unable to see that Melinda really needs help and that something has hurt her, Melinda is less willing to confide. Mother goes as far as to say that Melinda's bad grades, silence, and skipping school just seek for attention which actually those acts are an attempt for help. Melinda’s excessive self-consciousness toward herself makes her to be introvert girl. She thinks that her condition which causes a problem in forming relationship. She also thinks that the

problem is because the way she perceives herself and the way others perceive her. That reasons drag her into loss identity.

3. Difficulty in Concentrating and Making Decision as Result of Excessive-consciousness

Melinda's excessive self-consciousness adds more problematic problems to find her identity. It also leads Melinda into difficult to concentrate especially when she is in the middle of the class. One of the examples can be traced from Melinda's test report.

MY REPORT CARD

Attitude D Social Studies D Spanish C Art A

Lunch C Biology B Algebra C- Clothes C- English C- Gym C- (Anderson, 1999:92)

Melinda's excessive self-consciousness toward her experience carries too much pressure and hatred in her adolescence life. Consequently, she has the inability to concentrate in the material her teacher explained in the class. Melinda's parents also give the reader a snapshot of how Melinda has changed since August. The report card becomes evidence how she has changed into a worse student. She losses a label as a good student. Her ignorance about her school life is a result how she sees herself as a failure. Her apathy and excessive self-consciousness becomes only more apparent when she does not respond to her parents or teacher's word, and does not seriously alter her behavior. She supposed to concentrate on school life but she chooses to escape by cut the school. In addition, she never explicitly says it, her

ignorance shows her anger at them for not seeing through her behavior to the deeper problems causing it.

Melinda's identity diffusion also can be traced from her excessive self-consciousness toward her disjointed and incoherent on deciding something. Her traumatic event in the past leads her to an ability to decide on certain task and problem of life such as start communication with others. Melinda often experiences difficulties in making decision during the whole periods of school year. Every time she has to decide one among choices, she is unable to make decision and loaded with uncertainty. It is because she is afraid of making decision; the difficulty to decide what she has to say is the most frequent one. She finds it difficult whenever she wants to talk to the teachers, friends, or even her parents. She has a great problem to decide what supposed to say and what is right or wrong. For example when she wants to talk to Ivy:

By the time I figure out that this might be a good time to say something friendly to her, she is back at work. (Anderson, 1999:63)

From the beginning, Melinda has a belief that she is in capable of making the right decision on what to do and what to say. As a result, she has difficulties in making rapid decision. The data shows that Melinda is confused whether she should start a conversation with Ivy or not. This condition indicates that she is still fear of rejection because the remark she has as an outcast.

From some important point above, it can be concluded that Melinda experiences identity diffusion because of her traumatic event. At first, Melinda

manifest that she can manage her feeling and emotion, However, by the time, she is burdened by anger, ashamed, guilt, fear and others emotions. She finally cannot take it anymore and blow up. She does not even know herself. She feels pity toward herself and easily anxious, being fully guilty in every situation. Melinda finds it interrupting her life. She finds it difficult to deal as a victim of sexual harassment to adapt with her condition. Because of many changes happen after the rape incident, Melinda unavoidably has to face identity crisis during the search of identity. Those identity crisis characteristic are showed from her excessive self-consciousness on some task of life which are characterized by some main example, excessive consciousness in the shape of acuteness of upset, difficulty in forming relationship, difficulty in concentrating and difficulty in making decision.

B. Identity VS Role Confusion in Melinda's Life

In *Speak*, the researcher finds only identity vs role confusion which is stage five of Erikson's psychosocial development theory. However, the research cannot find the rest of psychosocial stage in Melinda's life. The data from previous stage show little about what kind of person Melinda was before the rape. She is pictured as a good girl academically and both socially by her parents. She also has some best friends to share story with. It can be seen below.

“...It is a postcard of who I was in fifth grade. I went through a demented phase when I thought that roses should cover everything and pink was a great color. It was all Rachel's fault. She begged her mom to let her do her room over, so we all ended up with new rooms. Nicole refused to put the stupid little skirt around her nightstand and Ivy had gone way over the top, as usual.

Jessica did hers in a desert 'n' cowdudes theme. My room was stuck in the middle,..."(Anderson, 1999:15-16)

"Last year, our clan all dressed up as witches. We went to Ivy's house because she and her older sister had theatrical makeup. We traded clothes and splurged on cheap black wigs. Rachel and I looked the best. We had used baby-sitting money to rent black satin capes lined in red. We rocked. It was an unusually warm, wicked evening. We didn't need long underwear and the sky was clear. The wind kicked up, skimming clouds over the surface of the full moon, which was hung just to make us feel powerful and strong..."(Anderson, 1999:40)

Melinda implicitly pictures her life before the rape accident. She tells that she has best friends and having some a good times together. Many times, Melinda recalls the memory when she was with her former friends. They have been best friends since grade school at least. She feels safe and stronger with her friends. From the quotes above, everything seems nice and goes well. She enjoys how she spends day with friends. She tries many roles and how to handle herself in society. Her parent also praises her as a good girl. It can be seen below.

Dad: "Well, something is wrong. What have you done to her? I had a sweet, loving little girl last year, but as soon as she comes up here, she clams up, skips school, and flushes her grades down the toilet. I golf with the school board president, you know." (Anderson, 1999:114)

From the reasons above, it can be assumed that before the rape incident, Melinda has a healthy social life and enjoy her adolescent life. However, the rape changes Melinda in to an outcast. The rape forces to change on Melinda through violence. It changes her physically and mentally, setting off a string of transformations, some of which probably wouldn't have happened if she had not been raped. Thus, this research is aimed at describing how the traumatic experiences affect

Melinda's socio-emotional development according to the process of Erikson's psychosocial development theory.

Based on the finding, the researcher analyzes the process of social-emotional development in Melinda's life mostly during her adolescence so that the reader can have a clear picture of this stage with its conflicts that she has to deal with in her life. Later, the entire crises that she faces will show the kinds of experiences upon her potential and failure in her socio-emotional development. Here, in psychosocial theory, the ego is not always controlled by the id impulse, but it often functions independently to place the responsibility of her. Then, the crises are seen as her internal struggle or challenge which she must negotiate and deal with in order to grow up and to develop well. During this stage, the researcher can analyze Melinda's development toward her turning point to the conflict. If she resolves positively, it will strengthen the ego. However, if she resolves negatively, it will weaken the ego. The further explanations are below.

According to Erikson (in Sandtrock, 2007) that particular emphasis is placed on the adolescent period. This stage occurs during adolescence between the ages of approximately 12 to 18. Teens need to find their independence to develop a sense of self and personal identity. During adolescence, children are exploring their independence and developing a sense of self.

According to Erikson (1972:355), this stage is important to the process of forming a strong identity and developing a sense of direction in life. The process of finding identity here is seen as the process of exploration identity. The exploration

may be defined as problem-solving behavior aimed at eliciting information about someone's environment in order to make a decision about an important life choice. In Melinda's case, the traumatic incident happened interrupts Melinda's process of finding identity in her adolescent. In this stage she starts to concern and deal with the traumatic event from the past. Due to traumatic event makes her contemplating her role in society which can be traced from her identity diffusion.

As mention in previous chapter, that Identity means how a person sees himself in relation to his world. Or in another word, Melinda in this stage as a human being prepares to fit herself into some meaningful role in society after the rape incident. Besides, she also becomes aware of her individual characteristic such as what she like or dislikes, her point of view and her strength to control her future.

During the process looking for identity, individual may face difficulties and conflict of life. This condition also happens in Melinda's life. That has been discussed in previous section that Melinda has to face some of identity diffusion which are inability to concentrate, difficulty to decide, an acute upset and difficulty on forming relationship. Those characteristics make Melinda having more problems in her adolescence life. In this section during this stage Melinda starts to resolve and pay attention to her life. Later, in the third period of this novel, Melinda starts to question herself, her identity in society, and her goal for future life. She starts to face the problems and resolves her past problem.

Melinda experiences sexual harassment when she was 14 years old. Thus, the discussion and finding will be more focused in this stage. During this stage Melinda

talks about her future, her struggle defeat the rapist, her social interaction, skill and competency and many things about how to empower herself. The researcher will analyze how the family and social interaction will help her process development. She learns that she is the only person that can help herself. Throughout the story, she learns to gain trust, to gain confidence and how to stand for her-self by struggling against her traumatic memory and failure in the past.

A successful individual will begin to look at the future in terms of identity, career, relationships, families, etc. During this period, she explores possibilities and begins to form their own identity based upon the outcome of his explorations and experiences. Based on *Speak*, Melinda starts to pay attention to her healing and future life. She decides to survive her own life with her own way through the experience she gets when dealing with her problems. Thus, she has to make development and movement to change her life. Here Melinda's greatest development on her struggle in finding identity. Later, if she can come with the balance of healthy self-identity development in this stage, she will find her fidelity as healthy results of this stage. She does not try to run away anymore but she tries to survive better than before.

Since the beginning of first period, Melinda presents herself as a thoughtful, sarcastic, and observant person through her writing. She provides the readers with a humorous list of the title in her diary, naming and labeling her peer and teacher and many kinds of wit joke while telling about her experience and feeling. From those facts the researcher concludes that Melinda is not a weak person because of her strong narrative voice inside her head. However, Melinda also shows herself as

introverted. She openly states that she does not believe in speaking. She is an "Outcast" and has no desire to actively change that. Her way of coping with her loneliness is to mock those around her. In addition, to cope with surrounding's rejection and mean comments about her, Melinda resorts to doing some self-harming.

Melinda may be exaggerating, but she displays a strong belief that she did not show before. Her belief shows that she is changing and growing throughout the course of her story. She is in the process of discovering who she is, so her personality is changing accordingly. For instance, since the first marking period, Melinda often shows low-evaluation on herself, ability, performance, intelligence, strength and perspective. Sad and despair feeling often occurs since the beginning of the school year. One of the examples is Melinda's inadequacy feeling toward her ability. The evident can be seen below.

I stay awake. I take out a page of notebook paper and a pen and doodle a tree, my second-grade version. Hopeless. I crumple it into a ball and take out another sheet. How hard can it be to put a tree on a piece of paper? Two vertical lines for the trunk. Maybe some thick branches, a bunch of thinner branches, and plenty of leaves to hide the mistakes. I draw a horizontal line for the ground and a daisy popping up next to the tree. Somehow I don't think Mr. Freeman is going to find much emotion in it. I don't find any. He started out as such a cool teacher. Is he going to make us thrash around with this ridiculous assignment without helping us? (Anderson, 1999:32)

Trees here represent life and growth for Melinda. In the beginning of the novel, Melinda is assigned to draw trees for a yearlong art project. She struggles to draw realistic trees, frustrated that she "can't bring it to life." This represents her depression and struggle. The tree will come to be representative of Melinda and her growth. As a plant, the tree is a symbol of life and regeneration, but often needs to

have diseased limbs removed to continue to survive, grow, and thrive. Melinda's struggle to create a tree over the year will help her struggle to regain her strength and voice. Melinda's artwork is a representation for her inner turmoil. In many ways, the trees represent her sense of herself; and as the trees change throughout the novel, they mirror her inner transformations.

For a solid week, ever since the pep rally, I've been painting watercolors of trees that have been hit by lightning. I try to paint them so they are nearly dead, but not totally. Mr. Freeman doesn't say a word to me about them. He just raises his eyebrows. **One picture is so dark you can barely see the tree at all.** (Anderson, 1999:29-30)

From the line "...One picture is so dark you can barely see the tree at all...", refers to how she feels. She feels dead inside, barely surviving, as represented by the half-dead trees she draws. Like her lightning-struck trees, she too has suffered a physical and emotional blow and is unable to face it and thus unable to heal. This feeling is more severe when she tries to draw the tree over and over. Those conditions prevent Melinda to pay attention and acknowledge her ability. Another evidence can be seen below.

Mr. Freeman: "You did a good job with that Cubist sketch," he says. I don't know what to say. We pass a dead dog. It doesn't have a collar.
 "I'm seeing a lot of growth in your work. You are learning more than you know."
 Me: **"I don't know anything. My trees suck."** (Anderson, 1999:121-122)

The data above show that Melinda still cannot see any potential she has. When she looks back at present and past life, all she can see is her failure. This line ... "I don't know anything. My trees suck..." indicates that Melinda still feels desperate and still trapped in her traumatic feelings she has. While achievement that she has are

completely unseen for her. Even though people start to recognize and praise her works, she does not see it as her success achievement.

Since the early of second marking period, Melinda's depression and traumatic feeling continue to affect her ability to fit into her world. It can be seen, when she has her first success in gym class. Because of her success, she is offered to join and teach the basketball team. However, melinda cannot see that offer as a chance to appreciate her ability. By rejecting the offer indicates that she feels that she does not belong to this place. She is not happy to be kept after class to show off her basketball talent. She would rather be alone, and not the center of attention, and she is not ready to join any groups, as much as she might often dislike her isolation.

Ms. Connors punches Coach in the arm. Coach punches Ms. Connors in the arm. They offer me a deal. If I volunteer to teach the Basketball Pole how to swish a foul shot, I will get an automatic A in gym. I shrug my shoulders and they grin. I couldn't say no. I couldn't say anything. I just won't show up. (Anderson,1999:77)

The data above shows that Melinda does not consider her success and getting an offer to teach basketball team as a great achievement. She still sees herself as a failure and a victim of the bad experience in the past. She seems to struggle to forget and kill the memory behind. By the time, she shows her development through her works in art class. People gives more praises and compliment on her work. The compliment provokes the growth of Melinda self-esteem and development to be someone better. Her self-esteem is also triggered by the successfully defeat Nichole in tennis class. As a result, she is able to draw and see herself in positive way. The

compliment and people's comment also makes Melinda change her perception about how people see her in a better way.

I am a good girl. I go to every single class for a week. It feels good to know what the teachers are talking about again. My parents get the news flash from the guidance counselor. They aren't sure how to react—happy because I'm behaving, or angrier still that they have to be happy about such a minor thing as a kid who goes to class every day. (Anderson, 1999:120)

The last part of third marking period is turning point for Melinda's development and struggle. Melinda's mental health changes into a new growth here. She starts working hard in her classes and passing exams. She actually decides to open and herself to someone.

No fault. I score a point. Nicole wins eventually, but not by much. Everybody else whines about their blisters. I have calluses on my hands from yard work. I'm tough enough to play and strong enough to win. Maybe I can get Dad to practice with me a few times. It would be the only glory of a really sucky year if I could beat someone at something. (Anderson, 1999:170)

From the data, she finds herself better. During her tennis match with Nicole, Melinda is able to express her anger through her play, but also to experience the thrill of being good at something. Through her near defeat of Nicole, Melinda starts thinking about the future and makes plans to ask her dad to practice with her. Recalling to her past experience, Melinda doubted her ability to survive in ninth grade, being alone and make no plans for her future. Thus, her decision to pursue tennis as a hobby indicates her new engagement and achievement with life. Furthermore, Melinda's artwork helps her see beyond herself and start to participate in making sense of her life rather than avoiding the circumstances surrounding her. It

is obvious that those experiences help Melinda building her self-esteem and trust. Melinda starts to appreciate her-self and things she does.

As explained previous section that Melinda finds difficulties forming a relationship with other people. Since the beginning of the novel show that Melinda is confused and humiliated. She talks about wanting to have her friends back, having her normal life back, but she refuses to tell anybody about her secret and that creates anger and hurt feelings to her family and friends. Entering the last part of third period, Melinda tried to relate new relationship her surroundings.

At first the loss of attachment from Melinda's closest people comes from her disappointment she has toward them. She feels that her parents and friends do not do what they are supposed to do as parents and close friends, such as showing their affection and encouraging her. Since, she tries to deal and accept her conditions; Melinda feels that she is loved and cared. The first incident that she feels loved by others occurs when she is able to see that her mom is happy to receive a note from her.

...I had to write a note to my mother asking her to buy lunch of bags, bologna, and little containers of apple-sauce. The note made her happy. ... (Anderson, 1999:127)

From the datum above, Melinda feels happy that she can start to reconnect herself with her mom. She starts gaining any trust and communicating with her mother although she is still afraid to express her feeling. Since then, she notices that there is others people around her give their affection and attention.

Entering the fourth period, Melinda is able to see things objectively. She starts to see the fact that speaking and having connection with someone does not always bring miserable effect. She also experiences that speak up and have a connection bring a good effect. Her effort to speak with Ivy and David brings her friendship back. Here is some evidence:

Ivy is sitting at my art table with four uncapped colored markers sticking out of her but. But Ivy and me have sort of been friendly the last few weeks. I don't think she was trying to be mean.....The door swings open. It's Ivy. I raise my hand as she opens her mouth. "Don't say it anymore. I know you're sorry. It was an accident." (Anderson, 1999:173)

Melinda starts to reconnect with her former best-friend, Ivy. She feels comfortable being around with Ivy. Ivy slowly comes to understand Melinda and gives her a kind of unspoken support when she needs it the most. Regardless, Ivy proves to be a good friend to Melinda over the course of the semester. Art seems to be the thing that draws them together. Ivy and Melinda's connection is strengthening when they collaborate on the Andy Evans problem. Melinda never flat out confides in Ivy, but she hints strongly that something happened. Ivy and Melinda's friendships seem clear and real. They appreciate each other and have similar interests and outlooks. This friendship stands in stark contrast to the friendship between Melinda and Heather. Melinda does not only start her new friendship with Ivy, her friendship with David brings Melinda more confident to speak up and gather her courage.

David: "Don't get me wrong. I think what you did was kind of cool and getting stuck in MISS wasn't fair. But don't expect to make a difference unless you speak up for yourself."

Me: "Do you lecture all your friends like this?"

David: "Only the ones I like." (Anderson, 1999:159)

From the data above, David gives Melinda advice to speak up in the class. David is Melinda's biology lab partner and is one of the few students in the school who will speak to her. She comes to admire him very much for his genius, his willingness to stand up for what is right, and his patience for her. He, too, is a person who supports and encourages her when she needs it most and might just be a love interest for her in the future. His protectiveness toward her, his gentle and encouragement to Melinda show that he really cares about her. David's response toward Melinda makes her believe that she has a friend and she is worthy for people around her. Melinda also reconnects her relationship with her former best friend, Rachel Bruin. It is shown below.

When we got home, there was a message on the machine from Rachel. She wants me to call her. (Anderson, 1999:197)

Melinda tries desperately to befriend her again along the story, even after Rachel shows her hate at the beginning of the year. Rachel would have been Melinda's first choice to tell about the rape. Melinda values her friendship with Rachel. In the end Rachel understands the reasons behind Melinda's actions and learns a few lessons on friendship and loyalty.

Melinda does not only reconnect and re-new her friendship with friends but she also has a bound relationship with her art teacher, Mr. Freeman. He always tries to understand Melinda. He is the first person who thinks that Melinda is struggling with

something. Through his statement, Melinda develops courage to reveal about the rape.

Mr. Freeman: "Art without emotion is like chocolate cake without sugar. It makes you gag." He sticks his finger down his throat. "The next time you work on your trees, don't think about trees. Think about love, or hate, or joy, or rage— whatever makes you feel something, makes your palms sweat or your toes curl. Focus on that feeling. When people don't express themselves, they die one piece at a time. You'd be shocked at how many adults are really dead inside—walking through their days with no idea who they are, just waiting for a heart attack or cancer or a Mack truck to come along and finish the job. It's the saddest thing I know."

Since the very beginning, Mr. Freeman is very supportive of Melinda. He knows that she needs to express herself and that she has potential so he continually pushes her to do better. He is the best teacher at Merryweather and the only person who truly understand Melinda. He is honest with her and praises her work even though; it might not look like a piece of art. He also understands that there is something Melinda is struggling with. He tries to help her although he does not know her problems. Mr. Freeman's willingness to listen to Melinda could also be seen as a form of speech, or at least of communication. By listening to her and showing her that he will believe whatever she tells him, without judging her negatively, he expresses something as powerful as words or art.

Reconnecting with people becomes a good start to Melinda build trust and confident. This reason provokes her to relieve her fear of rejection and failure because of the rape incident. Especially the encouragement and compliment from her teacher and friend gives Melinda hope that she is not alone and she can do better even after the rape.

Another development she achieved is she trying to deal with perpetrator. In the beginning of the novel she refers Andy Evan, her perpetrator, as “It”. She calls him “It” because she is scared of him even just for saying his name. She tries every possible way to avoid going into contact with him. She begins the novel unable to say Andy Evans' name. By the spring she is finally able to admit to herself that she was raped. As the school year goes on her character starts to change and she slowly opens up. Toward the end of her freshman year she starts to call Andy Evans by another name. For example the title in one of the chapters:

NAMING THE MONSTER (Anderson, 1999:85)

IT found me again. I thought I could ignore IT. There are four hundred other freshmen in here, two hundred female. Plus all the other grades. But he whispers to me. (Anderson, 1999:86)

‘IT’ here refers to the rapist, Andy Evans. ‘IT’ means a thing or animal. Melinda labels Andy Evan with it. She thinks that he is not a human. She compares Andy with monster. She calls him ‘IT’ because of dehumanize treatment from him in the party. In addition it indicates that Melinda suffered from the inability to deal with her past incident.

She talks about how “it” approaches her and keeps harassing her thorough out the whole year of school. Her unconscious mind tells her to transform herself into BunnyRabbit; like a rabbit, she hopes that she will not be noticed if she does not move. She will try to “hide in the open”.

“...He steps toward me, holding out the doughnut. "Want a bite?" he asks. BunnyRabbit bolts, leaving fast tracks in the snow. Getaway getaway getaway...”(Anderson, 1999:97)

Throughout the story she compares herself to a 'BunnyRabbit' whenever she sees Andy Evan, Melinda still feels that her identity as a victim is glaringly apparent. It prevents her from having power in the situation because she turns herself into something vulnerable. During this time she tries to cope, showing more improvement than the first and second marking period. Instead of referring Andy Evans to "It" she starts to call him "Andy Beast".

Andy Beast: "No sir. One of your colleagues thinks I have an authority problem. Can you believe it?" (Anderson, 1999:117)

Until in the end of third marking period, she still calls Andy with another name, "Andy Beast". How Melinda changes the way she calls Andy indicates that she feels braver but still afraid to accept the fact about her traumatic event. She needs to hide or run away whenever Andy Evans approaches her. In MISS, for example she still sees him as a monster, an animal that threat its prey.

As the final chapter starts, she is showing more improvement in dealing with the perpetrator. She is speaking for herself. She meets a friend, her grades improve and she finally tells someone what happened at the party. Around this time she starts to call Andy Evans by his name.

"I am trapped with Andy Evans." (Anderson, 1999:193)

Andy Evans is Melinda's biggest threat. He is the one person who forces her to deal with the emotions that she has tried to repress. The line shows the first time Melinda calls the rapist by his full name. That changing can be said as the sign of accepting

herself and her condition. She does not feel scared any more over the past problem. She does not look down on herself as much as before. That is strengthening Melinda to see herself as blameless side from the rape incident.

As stated above, since the first period, Melinda continually talks about trying to erase her rape memory by being silent. She believes that she does not have a right to talk about the rape, because she thinks it was her fault. She face the problem upon her self-concept. She thinks that she has to take the full responsibility of the rape. Here some proof that shows Melinda feels that should be responsible for the rape incident:

You don't understand, my headvoice answers. Too bad she can't hear it. My throat squeezes shut, as if two hands of black fingernails are clamped on my windpipe. I have worked so hard to forget every second of that stupid party, and here I am in the middle of a hostile crowd that hates me for what I had to do. I can't tell them what really happened. I can't even look at that part myself. An animal noise rustles in my stomach. (Anderson, 1999:28)

The data above, Melinda shows her truth feeling toward her condition. Melinda's self-esteem is lowering down, her recognition form a wrong belief and agreeing the people's judgment about her that she is blameful for calling a police. Peers' perception here influences Melinda to the way how she sees herself. She begins to think that she holds responsibility for being rape. Since in the second period, she often mentions that she feels guilty for everything she did.

...After-School Special, I would speak in front of an auditorium of my peers on How Not to Lose Your Virginity. Or, Why Seniors Should Be Locked Up. Or, My Summer Vacation: A Drunken Party, Lies, and Rape. Was I raped?

My head is killing me, my throat is killing me, my stomach bubbles with toxic waste. I just want to sleep. A coma would be nice. Or amnesia.

Anything, just to get rid of this, these thoughts, whispers in my mind. Did he rape my head, too? (Anderson, 1999:164-165)

The line "... My head is killing me, my throat is killing me, my stomach bubbles with toxic waste..." refers to Melinda's feeling over the situation after the rape at end-summer party puts her in very displeasing position. She does not only become a victim but bring her to be an outcast which is most peers reject and do not believe her. The line "...was I rape?" below shows Melinda deals with Andy by pretending famous talk show hosts, like Oprah and Jerry Springer, are commenting on her rape. Through their encouragement, Melinda begins to understand that she truly does not deserve what happened to her. Melinda's imaginary therapy session gives her the stamina to continue growing, represented by her new interest in gardening and yard work.

Entering the fourth marking period, she starts to face her inner conflict and the last encounter with her perpetrator. Moreover, she is more sure when Ivy says that Andy is a trouble for girls:

Ivy is talking to me, but it takes a while before I can hear her. "What a jerk," she says. She pinches the clay. "I can't believe she's going out with him. Can you? It's like I don't know her anymore. And he's trouble." She slaps a hunk of clay on the table. "Believe me, that creep is trouble with a capital T."(Anderson, 1999:162)

GUYS TO STAY AWAY FROM

Andy Evans

He's a creep.

He's a bastard.

Stay away!!

He should be locked up.

He thinks he's all that.

Call the cops. (Anderson, 1999:185)

Melinda feels like she gets the support from that response. Those comments about Andy evoke Melinda's inner conflict to see better her future life. This time, she questions herself whether she is someone to blame or not. Her cognition already forms strong belief that she is a victim and blameless. Even more, after Melinda reads the response of the girls in toilet door, she tries to push away her blameless feeling about her traumatic event.

'I feel like I can fly' (Anderson, 1999:186)

"... I have survived. I am here. Confused, screwed up, but here. So, how can I find my way?..." (Anderson, 1999:188)

The data pictures how Melinda feels after finally release her from despair and guilty feeling because of the traumatic event. Now that Melinda is free from the secret she held in for so long, she is able to fly through life and onto new challenges. At that moment, Melinda realizes that she is not alone and that by speaking up. By giving your voice to traumatic or unjust experiences that healing and honest connections between people can occur.

"...A small, clean part of me waits to warm and burst through the surface. Some quiet Melindagirl. I haven't seen in months. That is the seed I will care for."(Anderson, 1999:189)

By having shared the story of her rape, Melinda is able to find internal peace. Instead of feeling sorry for herself, Melinda embraces the role of a survivor and sees herself as a "Melindagirl". Through the line "...A small, clean part of me waits to warm and burst through the surface..." along with Melinda's celebratory bike ride,

She compares herself as the germination of a seed, ready to grow which help Melinda see that she can not only survive but thrive as well.

Her last thought has completely changed and she has her self-esteem back which helps her to appreciate herself and her future.

IT happened. There is no avoiding it, no forgetting. No running away, or flying, or burying, or hiding. Andy Evans raped me in August when I was drunk and too young to know what was happening. It wasn't my fault. He hurt me. It wasn't my fault. And I'm not going to let it kill me. I can grow. (Anderson,1999:198)

Since the first day of school Melinda mentions that she has been trying to forget every single things happen at summer party. By the increase of her trust on communication, she starts to have an idea that her problems can solve by communicate. This is Melinda's moment of realization. She now knows that she cannot escape the memory of rape and she recognizes that she should not feel guilty. It was not her fault. The way she changes the nickname refers to Melinda's growth in mental health and acceptance, as well as the influence that the revelation of her secret had on her. She is finally ready to recognize and accept help because she is no longer running away from her memory, and she has turned her loathing away from herself and to Andy. She convinces herself that Andy is the one who is responsible for the rape. As a consequence, at the end of fourth period, she is able to say that the best way to deal with her traumatic event is facing and accepting the rape will be never happened again. That helps Melinda to accept her traumatic event as a valuable experience that makes her mentally matures than before.

From the analysis above the researcher can say that Melinda's sense of identity develop well during this stage. Although at first, she almost loss her identity by suffering from identity diffusion, she is able to cope and deal with the traumatic event in the past with the help of her friends and teacher. Just like everybody else, she also deals with some identity problem in her life before she ends up dealing herself with the condition after the rape incident. She successfully changes how she sees herself and how others see her. She starts planning her future plan to be more independence and accepted by her surroundings. The problems make her stronger in dealing with her confidence to start socialize and with people and to enhance her abilities to do some tasks in her life.

CHAPTER V

CONCLUSION

Based on finding and discussion in the previous chapter, some conclusion can be drawn related to research focus and objective. The conclusions are formulated into the following points

1. *Speak* tells about Melinda's personal life in the diary form. It puts the highlight mostly during Melinda's adolescence life. According to the findings, the sexual harassment causes Melinda's to experience traumatic experiences which affect her psychosocial development. There is one of three conflicting problems which match the kinds of identity crisis in the novel through the life experiences of Melinda Sordino. There are many changes happen after the rape incident, and she finds it interrupting her life. Melinda unavoidably has to face identity crisis during the search of identity as an impact of traumatic experience. The identity crisis found in the novel is identity diffusion. The identity diffusion characteristics are showed from her excessive self-consciousness on some tasks of life. It is characterized by some main examples, excessive consciousness in the shape of acuteness of upset, difficulty in forming relationship, difficulty in concentrating and difficulty in making decision.

2. In relation of the healthy balanced outcomes of Erikson's psychosocial development theory of Melinda as an individual, the researcher finds Melinda's turning point event especially in stage Identity vs Role Confusion which is happened in her life. The psychosocial crisis that has to deal with is related to her social-emotional process involving changes in her emotion development. In Erikson's theory, the family relationship and social life play an important role in shaping and guiding each individual's self-development. Based on finding and discussion, it can be seen that Melinda's sense of identity develops well during this stage. Although at first, she almost losses her identity by suffering from identity diffusion, she is able to cope and deal the traumatic event in the past with the help of peers and teacher. By support and encouragement from her peers and teacher, she starts to re-build her lack of self-appreciation including the low self-esteem and poor self-confidence. She successfully changes how she sees to herself and how others see her by dealing with her harasser. She starts planning her future plan by having new hobbies and starting to be more independent and interactive with her surroundings.

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“Speak by Laurie Anderson” Haby Sondo 2012. Taken from <http://prezi.com/1h6fzbkq-1ud/speak-by-laurie-halse-anderson/> retrieved on May 26 2014.

SUMMARY

The case of sexual harassment that suffers by teenager happens in the story by Anderson entitled *Speak*. The main character of this story is Melinda Sordino, she is a high school freshman of Merryweather high school in Syracuse, New York. The story begins when the summer before starting high school, she was attending a summer party with her friend, Rachel. She was very excited as a youngster to be invited to senior party. But end up calling a police, causing her peers and everyone hate her. Melinda starts a school for being an outcast and loses her ability to speak. Her only friend is Heather, a new student. Melinda spends much of her time in the old abandoned janitor. She decides to avoid teacher and peers. Melinda's only escapism is only art class. Over the course of the school, Melinda's past story is unfold. She starts to reveal what happen to her on the summer party. She was raped by a senior student, Andy Evans. Because of her trauma and inability to tell anyone about what happened, Melinda turns into a depression, loses her ability to socialize with ease, and can express her pain only through physical acts. The following weeks, Melinda begins to admit and move on from her past memory by the help from art project. Through her art, eventually she sees herself as a survivor rather than a victim. In the last chapter, Melinda's is in her janitor when Andy lock her and tries to rape her again. This time, she learns that the only way to encounter him is to speak out against it. She screams and fights back. At the end of the novel, She finally is ready to accept and deal with what happens and prepares to receive help from her surroundings.

APPENDIXES

A. The impact of traumatic event

No.	Quotation	Period/ Page	Category
1.	I hide in the bathroom until I know Heather's bus has left. The salt in my tears feels good when it stings my lips. I wash my face in the sink until there is nothing left of it, no eyes, no nose, no mouth. A slick nothing.	1/ 45	Acute upset
2.	I bend down to find what dropped from the card. It was the friendship necklace I had given Heather in a fit of insanity around Christmas. Stupid stupid stupid. How stupid could I be? I hear a cracking inside me, my ribs are collapsing in on my lungs, which is why I can't breathe. I stumble down the hall, down another hall, down another hall, till I find my very own door and slip inside and throw the lock, not even bothering to turn on the lights, just falling falling a mile downhill to the bottom of my brown chair, where I can sink my teeth into the soft white skin of my wrist and cry like the baby I am. I rock, thumping my head against the cinder-block wall.....	3 / 101	Acute upset
3.	I'd love to stay and chat, but my feet won't let	4/ 162	Acute upset

No.	Quotation	Period/ Page	Category
	me. I walk home instead of taking the bus. I unlock the front door and walk straight up to my room, across the rug, and into my closet without even taking off my backpack. When I close the closet door behind me, I bury my face into the clothes on the left side of the rack, clothes that haven't fit for years. I stuff my mouth with old fabric and scream until there are no sounds left under my skin		
4.	I bet they'd be divorced by now if I hadn't been born. I'm sure .I was a huge disappointment. I'm not pretty or smart or athletic. I'm just like them—an ordinary drone dressed in secrets and lies...	3/70	Acute upset
5.	Lunch with Heather starts cold. Since winter break, she has been sitting at the fringe of the Martha table and I eat on the other side of her....	2 / 88	Difficulty in forming a relationship
6.	I know what she's thinking. She has a choice: she can hang out with me and get the reputation of being a creepy weirdo who might show up with a gun someday, or she can be a Martha—one of the girls who get good grades, do nice things, and ski well. Which would I choose?	3 / 106	Difficulty in forming a relationship
7.	No Rachel, no Heather, not even a silly, geeky boy who would like the inside girl I think I am	3 / 111	Difficulty in forming a relationship

No.	Quotation	Period/ Page	Category
8.	My closet is a good thing, a quiet place that helps me hold these thoughts inside my head where no one can hear them	2 / 51	Difficulty in forming a relationship
9.	...I hunt spring fashions—nothing that fit last year fits now. How can I shop with Mom if I don't want to talk to her? She might love it—no arguing that way...	3 / 98	Difficulty in forming a relationship
10.	...This closet is abandoned— it has no purpose, no name. It is the perfect place for me.	1/ 26	Difficulty in forming a relationship
11.	This is the Death Voice, the Voice that means business. When I was a kid, this Voice made me pee in my pants. It takes more now. I look Mom square in the eye, then rinse my plate and retreat to my room. Deprived of Victim, Mom and Dad holler at each other. I turn up my music to drown out the noise.(Anderson, 1999:36)		Difficulty in forming a relationship
12.	MY REPORT CARD Attitude D Social Studies D Spanish C Art A Lunch C Biology B Algebra C- Clothes C-	3 / 92	Difficult in concentrating

No.	Quotation	Period /Page	Ceategory
13.	By the time I figure out that this might be a good time to say something friendly to her, she is back at work.	2/63	Difficult in making decision
14.	I tune out and focus on my doodle, a pine tree. I've been trying to carve a linoleum block in art class. The problem with the block is that there is no way to correct mistakes. Every mistake I make is frozen in the picture. So I have to think ahead.	2/ 54	Difficult to concentrate
15.	I do my homework— choose five verbs and conjugate them. To translate: traducir. I traducate. To flunk: fracasar. Yo am almost fracasaring. To hide: esconder. To escape: escapar. To forget: olvidar.	2/ 51	Acute Upset
16.	I tune out and focus on my doodle, a pine tree. I've been trying to carve a linoleum block in art class. The problem with the block is that there is no way to correct mistakes. Every mistake I make is frozen in the picture. So I have to think ahead.	2/ 54	Difficulty to concentrate
17.	...I glare daggers at the back of my father's head. Angry angry angry. I have another million envelopes to close. I run my tongue over the gross gummy envelope flap. The sharp	2/ 75	Acute Upset

No.	Quotation	Period/ Page	Category
	edge of the flap cuts my tongue. I taste my blood. IT's face suddenly pops up in my mind.		
18.	Melinda Two: "The world is a dangerous place. You don't know what would have happened. What if he was just saying his parents were going to be there? He could have been lying. You can never tell when people are lying. Assume the worst. Plan for disaster. Now hurry up and get us home. I don't like it out here. It's too dark."	3/132	Difficulty in making decision.
19.	Maya taps me on the shoulder. I'm not listening. I know I know, I don't want to hear it. I need to do something about Rachel, something for her. Maya tells me without saying anything. I stall. Rachel will hate me. (She already hates me.) She won't listen. (I have to try.) I groan and rip out a piece of notebook paper. I write her a note, a left-handed note, so she won't know it's from me. "Andy Evans will use you. He is not what he pretends to be. I heard he attacked a ninth-grader. Be very, very careful. A Friend. RS. Tell Greta-Ingrid, too."	3/155	Difficulty in making decision
20.	It is getting harder to talk. My throat is always sore, my lips raw. When I wake up in the morning, my jaws are clenched so tight ..	1/23	Difficulty in making decision

B. Identity VS Role Confusion of Erikson's Psychosocial Development

Theory Found in Melinda's Life

No.	Quotation	Period/ Page	Context
1.	<p>...It is a postcard of who I was in fifth grade. I went through a demented phase when I thought that roses should cover everything and pink was a great color. It was all Rachel's fault. She begged her mom to let her do her room over, so we all ended up with new rooms. Nicole refused to put the stupid little skirt around her nightstand and Ivy had gone way over the top, as usual. Jessica did hers in a desert 'n' cowdudes theme. My room was stuck in the middle,...</p>	1/15-16	<p>This quote describe how is Melinda when she was in elementary school</p>
2.	<p>Last year, our clan all dressed up as witches. We went to Ivy's house because she and her older sister had theatrical makeup. We traded clothes and splurged on cheap black wigs. Rachel and I looked the best. We had used baby-sitting money to rent black satin capes lined in red. We rocked. It was an unusually warm, wicked evening. We didn't need long underwear and the sky was clear. The wind kicked up, skimming clouds over the surface of the full moon, which was hung just to make...</p>	2 / 40	<p>This quote indicates how Melinda's condition before the rape incident is. She was happy and have a normal life surrounding with some best friends</p>

No.	Quotation	Period/ Page	Context
3.	I stay awake. I take out a page of notebook paper and a pen and doodle a tree, my second-grade version. Hopeless. I crumple it into a ball and take out another sheet. How hard can it be to put a tree on a piece of paper? Two vertical lines for the trunk. Maybe some thick branches, a bunch of thinner branches, and plenty of leaves to hide the mistakes. I draw a horizontal line for the ground and a daisy popping up next to the tree. Somehow I don't think Mr. Freeman is going to find much emotion in it. I don't find any. He started out as such a cool teacher. Is he going to make us thrash around with this ridiculous assignment without helping us?	1 / 32	Melinda feels hopeless doing her art project
4.	For a solid week, ever since the pep rally, I've been painting watercolors of trees that have been hit by lightning. I try to paint them so they are nearly dead, but not totally. Mr. Freeman doesn't say a word to me about them. He just raises his eyebrows. One picture is so dark you can barely see the tree at all.	1 / 29-30	Melinda continues expressing her despair feeling into her art project
3.	Mr.Freeman: "You did a good job with that Cubist sketch," he says. I don't know what to say. We pass a dead dog. It doesn't have a collar. "I'm seeing a lot of growth in your work. You	3/ 121-122	Teacher starts to recognize Melinda's art work but she does not want to admit it.

No.	Quotation	Period/ Page	Context
	<p>are learning more than you know." Me: "I don't know anything. My trees suck."</p>		
5.	<p>Ms. Connors punches Coach in the arm. Coach punches Ms. Connors in the arm. They offer me a deal. If I volunteer to teach the Basketball Pole how to swish a foul shot, I will get an automatic A in gym. I shrug my shoulders and they grin. I couldn't say no. I couldn't say anything. I just won't show up.</p>	2 / 77	<p>Teacher starts to acknowledge Melinda's ability by offering an offer to teach and join into a team but Melinda is not ready to appreciate the offer</p>
6.	<p>I am a good girl. I go to every single class for a week. It feels good to know what the teachers are talking about again. My parents get the news flash from the guidance counselor. They aren't sure how to react—happy because I'm behaving, or angrier still that they have to be happy about such a minor thing as a kid who goes to class every day.</p>	3 / 120	<p>The quote shows the first time Melinda starts to realize that she has to change herself into a better one</p>
7.	<p>No fault. I score a point. Nicole wins eventually, but not by much. Everybody else whines about their blisters. I have calluses on my hands from yard work. I'm tough enough to play and strong enough to win. Maybe I can get Dad to practice with me a few times. It would be the only glory of a really sucky year if I</p>	4 / 170	<p>The quote is taken in gym class, when finally Melinda starts to acknowledge her ability and success</p>

No.	Quotation	Period/ Page	Context
	could beat someone at something.		
8.	NAMING THE MONSTER	2 / 85	This is line is one of title in Melinda's diary. This line is referred to her harasser.
9.	IT found me again. I thought I could ignore IT. There are four hundred other freshmen in here, two hundred female. Plus all the other grades. But he whispers to me.	2 / 86	Melinda calls the harasser with IT. According to Melinda, IT is always threatening her in many ways
10.	...He steps toward me, holding out the doughnut. "Want a bite?" he asks. BunnyRabbit bolts, leaving fast tracks in the snow. Getaway getaway getaway...	3 / 97	To avoid the harasser's threaten Melinda always changes herself into Bunnyrabbit. She keep on hide every time she meets Andy
11.	Andy Beast: "No sir. One of your colleagues thinks I have an authority problem. Can you believe it?"	3 / 117	Melinda here starts change the way she calls the harasser with his first name. Here Melinda is in the process of admitting her past experience
12.	I am trapped with Andy Evans.	4 / 193	This line is the first

No.	Quotation	Period/ page	Context
			time, Melinda call the harasser with his full name. this changing can be seen as Melinda's effort to deal with her past.
13.	You don't understand, my headvoice answers. Too bad she can't hear it. My throat squeezes shut, as if two hands of black fingernails are clamped on my windpipe. I have worked so hard to forget every second of that stupid party, and here I am in the middle of a hostile crowd that hates me for what I had to do. I can't tell them what really happened. I can't even look at that part myself. An animal noise rustles in my stomach.	1 / 28	Melinda always wants to get rid of her rape incident. Melinda is thinking of herself as a criminal here. It takes all school year for her to understand that she is instead the victim of Andy's criminal act
14.	...After-School Special, I would speak in front of an auditorium of my peers on How Not to Lose Your Virginity. Or, Why Seniors Should Be Locked Up. Or, My Summer Vacation: A Drunken Party, Lies, and Rape. Was I raped? My head is killing me, my throat is killing me, my stomach bubbles with toxic waste. I just want to sleep. A coma would be nice. Or amnesia. Anything, just to get rid of this, these	4 / 164-165	This quote is one of Melinda's realizations. She is questioning herself whether she is a victim or a survivor.

No.	Quotation	Period/ page	Context
	thoughts, whispers in my mind. Did he rape my head, too?		
15.	Ivy is talking to me, but it takes a while before I can hear her. "What a jerk," she says. She pinches the clay. "I can't believe she's going out with him. Can you? It's like I don't know her anymore. And he's trouble." She slaps a hunk of clay on the table. "Believe me, that creep is trouble with a capital T."	4 / 162	From this quote Melinda feels encouragement and support from Ivy
16.	GUYS TO STAY AWAY FROM Andy Evans He's a creep. He's a bastard. Stay away!! He should be locked up. He thinks he's all that. Call the cops.	4 / 185	This lines are a response from some students about Andy Evan. Those response help Melinda regain her confident
17.	'I feel like I can fly'	4 / 186	Melinda feels a freedom after reveal the truth. She compares herself as a bird who can escape from a cage
18.	I have survived. I am here. Confused, screwed up, but here. So, how can I find my way?..."	4 / 188	Melinda's realization about her condition

No.	Quotation	Period/ page	Context
19.	...A small, clean part of me waits to warm and burst through the surface. Some quiet Melindagirl. I haven't seen in months. That is the seed I will care for.	4 / 189	Melinda finally finds herself better after confess the truth behind the summer party. She compares herself with a new seed that ready to grow
20.	IT happened. There is no avoiding it, no forgetting. No running away, or flying, or burying, or hiding. Andy Evans raped me in August when I was drunk and too young to know what was happening. It wasn't my fault. He hurt me. It wasn't my fault. And I'm not going to let it kill me. I can grow.	4 / 198	This quote is Melinda's saying on how she finally has to stands for herself by not avoiding and run from her past experiences.
21.	...I had to write a note to my mother asking her to buy lunch of bags, bologna, and little containers of apple-sauce. The note made her happy. ...	3 /127	Melinda starts reconnect with her mom by sending her note.
22.	Ivy is sitting at my art table with four uncapped colored markers sticking out of her but..... But Ivy and me have sort of been friendly the last few weeks. I don't think she was trying to be mean.....The door swings open. It's Ivy. I raise my hand as she opens her mouth. "Don't say it anymore. I know you're sorry. It was an..	4 / 173	Melinda also changes her perspective of being alone, She starts a friendship with Ivy

No.	Quotation	Period/ page	Context
23.	<p>David: "Don't get me wrong. I think what you did was kind of cool and getting stuck in MISS wasn't fair. But don't expect to make a difference unless you speak up for yourself."</p> <p>Me: "Do you lecture all your friends like this?"</p> <p>David: "Only the ones I like."</p>	4 / 159	This quote is taken when Melinda gets attention and encouragement from David.
24.	When we got home, there was a message on the machine from Rachel. She wants me to call her.	4 /197	Rachel finally wants to reconnect again with Melinda as a friend.
25.	<p>Mr. Freeman: "Art without emotion is like chocolate cake without sugar. It makes you gag." He sticks his finger down his throat. "The next time you work on your trees, don't think about trees. Think about love, or hate, or joy, or rage— whatever makes you feel something, makes your palms sweat or your toes curl. Focus on that feeling. When people don't express themselves, they die one piece at a time. You'd be shocked at how many adults are really dead inside—walking through their days with no idea who they are, just waiting for a heart attack or cancer or a Mack truck to come along and finish the job. It's the saddest thing I know."</p>	4 / 198	This quote is taken in the last period and chapter of the novel. The encouragements advice from Mr. freeman for Melinda

No.	Quotation	Period/ page	Context
26	<p>I know my head isn't screwed on straight. I want to leave transfer, warp myself to another galaxy. I want to confess everything, hand over the guilt and mistake and anger to someone else. There is a beast in my gut, I can hear it scraping away at the inside of my ribs. Even if I dump the memory, it will stay with me, staining me. My closet is a good thing, a quiet place that helps me hold these thoughts inside my head where no one can hear them.</p>	2/ 51	<p>The quote seems like Melinda is burning to speak, but can't manage it. Or maybe her case of nerves is making acid in her stomach, which burns her throat.</p>
27.	<p>The edges of my pictures curl in the damp. There has been some progress in this whole tree project, I guess. Like Picasso, I've gone through different phases. There's the Confused Period, when I wasn't sure what the assignment really was. The Spaz Period, when I couldn't draw a tree to save my life. The Dead Period, when all my trees looked like they had been through a forest fire or a blight. I'm getting better. Don't know what to call this phase yet. All these drawings make the closet seem smaller. Maybe I should bribe a janitor to haul all this stuff to my house, make my bedroom more like this, more like home.</p>	4/ 151	<p>This quote indicates Melinda's growth in mental health and confidence, as well as the influence that the revelation of her secret had on her. After saying this, Melinda agrees to tell her entire story to Mr. Freeman. She is finally ready to recognize and accept help because she is no longer running away</p>

No.	Quotation	Period/ page	Context
			from her memory, and she has turned her loathing away from herself and to Andy, its proper object.
28.	"Melinda." I hear my name. Great. Now I'm hearing things. Maybe I should ask the guidance counselor for a therapist or a nosy shrink. I don't say anything and I feel awful. I tell somebody and I feel worse. I'm having trouble finding a middle ground...	4/ 185	This lines implicitly show Melinda's happiness being called not as an outcast but as herself
29.	Shards of glass slip down the wall and into the sink. IT pulls away from me, puzzled. I reach in and wrap my fingers around a triangle of glass. I hold it to Andy Evans's neck. He freezes. I push just hard enough to raise one drop of blood. He raises his arms over his head. My hand quivers. I want to insert the glass all the way through his throat, I want to hear him scream. I look up. I see the stubble on his chin, a fleck of white in the corner of his mouth. His lips are paralyzed. He cannot speak. That's good enough. Me: "I said no." He nods. Someone is pounding on the door. I unlock it, and the door swings open. Nicole is	4/ 195	Melinda fights back when Andy wants to rape her again for the second times. She stands and she speaks for herself.

No.	Quotation	Period/ page	Context
	there, along with the lacrosse team—sweaty, angry, their sticks held high. Someone peels off and runs for help.		
30.	My tree needs something. I walk over to the desk and take a piece of brown paper and a finger of chalk. Mr. Freeman talks about art galleries and I practice birds—little dashes of color on paper. It's awkward with the bandage on my hand, but I keep trying. I draw them without thinking—flight, flight, feather, wing. Water drips on the paper and the birds bloom in the light, their feathers expanding promise.	4/ 197	Melinda says this in the end of the final chapter. The quote could be as easily applied to the art project as it could be to Melinda. At the end of the novel, she realizes that she needs to cut off her past experiences, no matter how painful it may be to do so, in order to grow again. This quote gives the reader hope that once Melinda does, she will be one of the strongest around.