

**The Process of Becoming a Lesbian as Experienced by
Holland Jaeger in Julie Anne Peters' *Keeping You a Secret***

A Thesis

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



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ENGLISH LANGUAGE AND LITERATURE STUDY PROGRAM

ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

2012

APPROVAL

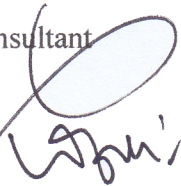
THE PROCESS OF BECOMING A LESBIAN AND ITS CONSEQUENCES AS
EXPERIENCED BY HOLLAND JAEGER IN JULIE ANNE PETERS'
KEEPING YOU A SECRET

A THESIS



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A THESIS

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Yogyakarta, Januari 2012

Penulis



Hernita Oktarini

DEDICATION

This thesis is lovingly dedicated to:

- Ø My parents, who have showered me with their love, care and supported me with both material and non-material stuffs. Mom and Dad, finally I finish writing this one and I will be finishing the other one soon. I promise!!
- Ø My big brother who loves me in his own way as he never expresses it overtly. Having you as my big brother is one of so many lucks in my life and I cannot help myself for making you my best role model.
- Ø Those who have a similar life to Holland Jaeger: I hope this writing can bring a new sight in the society.

MOTTOS

That is what learning is.

You suddenly understand something you've understood all your life,
but in a new way.

(Doris Lessing)

~~We are the masters of our wishes, beliefs and dreams.~~

~~Whatever you desire enough, it can happen.~~

~~(Tuomas Holopainen)~~

The secret of getting things done is to act.

(Dante Alighieri)

ACKNOWLEDGEMENTS

Praise and worship go to The Almighty God, the Master of all masters, for His blessing and mercy without which the researcher cannot finish this thesis writing. The researcher believes that without His guidance she cannot even find the theme of her thesis and begin to write it.

The researcher would like to express her best gratitude for Dr. Widyastuti Purbani, M.A. as her first consultant and Mrs. Niken Anggraeni S.S., M.A. as her second consultant for their caring, understanding, patience and time in guiding the researcher during the writing process of this thesis. She fully appreciates both consultants for their willingness to share their precious knowledge in this study field. It is incomparable to anything. She would also like to express her gratitude to all lecturers of English Department from whom the researcher got so much knowledge in studying English literature and language. It goes also to all staff of the Faculty of Languages and Arts who had supported her during her study.

Life will not be wonderful without having friends. The researcher wants to thank her classmates in English Literature Class who have become her second family during her study in YSU. The researcher's thanks go in particular to her best friends: Putri Dewi who can see her through the opposite end; and Desi Anggi, who has supported her in both good and bad times. It goes also to her best friend Asyih, who has become her motivation in reaching high marks in every class they were in. The researcher wants to thank Ardyan, who has become her friend in discussing any

topics about literature and others. The researcher's thanks go to Ikada and Intan, who have been willing to do the data triangulation for this thesis; and to Gusti and Anandayu, who have shared her their knowledge in writing thesis. Many thanks go to all of the researcher's classmates in Seminar on Literature and Seminar on *Skripsi* Writing classes: Yani, Rena, Yusi, Munchis, and others, who have shared their ideas on writing this thesis; and for all members of H class year 2006 who have shared laughter, love and cries with her during her study.

Many thanks also go to the researcher's parents and brother for supporting her in finishing her thesis and during these years of study. Their love and support are incomparable to anything. It is her luck to have them as a family. The researcher's thanks go to all persons, who have supported her in writing her thesis and during her study years, that cannot be mentioned one by one.

Finally, the researcher realizes that this thesis is far from being perfect. She does appreciate any comments and criticisms. She hopes that this thesis can bring a new path to the real world for any marginalized people. She also hopes that this thesis can bring some contributions in literature study.

The Researcher

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ABSTRACT

The objectives of this research are to explain the stages of lesbian identity development process experienced by Holland Jaeger and the consequences she has to deal as a lesbian. The researcher uses lesbian feminism and some supporting theories to answer the formulated research questions.

The method used in this research is qualitative content analysis. The subject of this research is a novel entitled *Keeping You a Secret* by Julie Anne Peters. The data were some phrases, clauses, and sentences related to Holland's lesbian identity development and the consequences she has to deal as a lesbian. The key instrument of this research is the researcher herself employing the lesbian identity formation theory by Vivienne C. Cass and the consequences indicators as explained in the analytical construct. Lesbian feminism theory, which focuses on lesbians' sexuality, identity and community, is used as the grand theory for the analyses. The indicators made are based on the employed theory to gain the research data. To gain the trustworthiness, the researcher used data triangulation technique by crosschecking the data with her consultants and other researchers.

The findings of the research show the process of becoming a lesbian experienced by Holland by examining the stages of lesbian identity development and the consequences which follow it. It covers the six stages of lesbian identity development process; those are confusion stage, comparison stage, tolerance stage, acceptance stage, pride stage and synthesis stage. The analysis of confusion and comparison stages is significant in presenting the dilemma experienced by Holland in becoming a lesbian. The other stages show the problematic situation Holland faces in dealing with the society. The consequences of becoming a lesbian cover the experiences of being the target of homophobic reactions, being rejected, being discriminated, being the victim of violence and being alienated. Those consequences signify the rejection of the society of her becoming a lesbian due to the patriarchal system in the society. The analysis of those difficult situations Holland faces in becoming a lesbian provide useful information for people in dealing with the lesbian phenomenon on the society.

CHAPTER I

INTRODUCTION

A. Research Background

Society is a place where people can interact with others and share some values they have but still in the same border of the society's norm. The people within society can express their thoughts and feelings which are considered as acceptable norms in the society they belong to. Society also creates some unwritten conventions about whether something is acceptable or not. This convention strictly affects the people within the society to obey the rule. Usually, society has their own punishment for those who disobey the rules. The social punishment may occur in the form of alienation, social labeling, eviction, *etc.* The common convention in the society creates social expectations for people living in the society. People have to fulfill the social expectation so that their existence will be accepted in the society. The expectation sometimes forces people to do something that they do not want to or to be someone that they are not, for the sake of the norms of their society or circumstances.

The social conventions or rules in the society affect people's way of living and thinking. It can be said that people's attitude and behavior are directly affected by the social norms and rules they belong. It also shapes people's identity. The construction of the society tells men to be superior toward women. It also tells that men have to be partnered with women in marriage life for the sake of reproduction. Commonly, women do not have any choices but to follow these social rules in order to be accepted in the society. It means that being a

heterosexual becomes the only choice for the people to live in the society. As it becomes one of the conventions in the society, living as heterosexual is the only accepted way to live as a normal person. In addition, society provides people living within it some social circles where people interact with others, transfer some shared values which then become the conventions or the rules of the society. People living in these social circles establish shared values as their social identity. Consequently, it affects people's choices to be what kind of person they are with their identity in the society. People hide their true identity and use other common identity to be accepted in the society so that they are not wrongly judged by other people.

Problems occur when some people cannot follow what the society says. It also happens when some people uphold different perspectives in term of sexual orientation. They cannot live as what-so-called normal people in the society; that is to be heterosexuals. They choose to have the "other" identity for their sexual identity as they have same-sex sexual orientation. The same-sex sexual orientation or the homosexuality is labeled that way because it is regarded as an abnormal sexual orientation in the society. Society in the past might judge them as sinners and gave them social punishment. It also happens until today in some countries in the world. For those who choose to live as homosexuals or to deviate from the normal norm, it is hard for them to live in a normal society. It is because they are dealing with their homosexual identities. It is derived from their sexual orientation which in many cases is considered to be a taboo topic or it is something that people try to avoid discussing publicly. Considering it as a taboo topic, the

discussion regarding homosexual identity and lesbian's life becomes limited that causes the lack of available information about it in the society. The lack of understanding on what they are and why or how they become homosexual has an impact for people in common to wrongly judge them. Because of these reasons, people try to hide their true identity coming from their sexual orientation to follow what becomes normal identity and leave their true identity "closeted" in their private chamber. It means that homosexuality or, to be general, the discussion of sexuality is regarded as a private issue which is taboo to be brought publicly. It is worsened by the assumption that homosexuality cannot exist side-by-side with heterosexuality. For this reason, the researcher also has some arguments about what is being normal regarding the identity issue. A lesbian can be seen as a normal identity as normal as a heterosexual in a sense that it comes from the sexual orientation which is natural in nature. However, it becomes abnormal if lesbian has some pretensions of being this kind of person and *vice versa*. That is why, the path to discuss it, or the closet, needs to be opened. It is not to contradict the norms or values in the society but it is to reveal the existence of the other identity beside the binary opposition of the existed sexual orientation of a person's identity.

The diversity of the identity makes it possible to accept other kinds of sexual identity in the society, such as bisexual, transgender, trans-sexual, gay male, lesbians and even intersexual. Those identities become phenomena of what-so-called new identities of people living in the society. Bisexual is someone who has a sexual desire for both men and women. Usually, bisexuals try to hide their

desires for their same-sex partner and cover it by acting as if they choose their heterosexual partner. Transgender is a man who has a sexual desire for other man and positions himself as the opposite sex. Transgender dresses like what woman does. It is because he believes that he is a woman but is trapped in a male body. Gay male is a man who has a sexual desire for men. One person of the couple may act as gently as woman, while lesbian is a woman who has a sexual desire for women. One of the couple may act or dress up like a man.

A person who experiences the sexual orientation development process may face inconvenient situation. Homosexual persons, especially lesbians, have to face a bitter reality in living within the heterosexual-dominated society. It is because women become the subject of double standards in the society. It deals with their gender and sexuality. Women have to struggle against gender discrimination in male-dominated society. This kind of society sees women as the second class because of their female qualities and places them under male domination. Because of this, the access to all social dimensions becomes limited for women.

Besides the gender discrimination, women also have to struggle for their sexual rights. Commonly, it happens toward women who become lesbians. Their sexual orientation leads them to be classified as the third class member of the society. It is caused by the beliefs in the society stating that lesbians are abnormal persons and thus, have to be excluded and separated from the rest of the society's members. Lesbians, who already have limited access to all social dimensions, are facing greater problems in social and economical affairs because they cannot

fulfill the social norms anymore. It is because lesbians cannot fulfill the common values in the society which still worship the binary oppositions of men and women.

In many societies, being lesbian or homosexual is not easy as just moving to the other society without changing the sexual orientation. They have to deal with the consequences of becoming a lesbian. The consequences arise as the impact of becoming lesbian. The consequences a lesbian has to face are coming from the circumstances. Those, who proclaim themselves as lesbians have to hide themselves if they do not want to be judged and to get the social punishment. They have to leave the society and moving to lesbian community (considered as minor community) to proclaim their existence as lesbian. Moving to their community does not mean that they are secure enough from other's judgment and harassment, especially from the heterosexuals. They still have to experience the consequence of being different from the common people. It becomes worse when some people who did not even know what lesbians are or the reasons why some people choose to be lesbians also judge them just by the word itself.

The other consequences regarding their choice to become lesbians are to be labeled by the society and to have rejection from their loved ones. Society may label them as sinners because they are thought to have violated the religious norms saying that women are created for men and thus, they have to be partnered. Lesbians, definitely, cannot follow this norm because their sexual orientation does not let them to. Lesbians may also face rejections from their loved ones including their parents, friends, and also relatives.

A person's discovery of the self-identity definitely cannot be separated from its psychological development of the mind. It also confirms that identity is not only defined by the society but also defined by the mind and the thought of oneself. The mind plays an important role on deciding which kind of identity will be used by oneself. In this process, the mind is also experiencing a developmental process. A person experiences some stages to gain a new identity. In this case, the heterosexual who becomes a homosexual experiences six stages of identity formation stages as stated by Cass (1979).

Those depictions, especially about lesbian life, are also captured in literary works. Julie Anne Peters captures the phenomena through her works; one of them is *Keeping You a Secret*. In this novel, Peters captures the development of Holland Jaegers' self-discovery regarding her true identity as a lesbian. At first, she does not notice that she is a lesbian because she fulfills the society's expectation about being a girl. She is smart, socially active and has a steady boyfriend, but she eventually feels that fulfilling social expectation does not fit her personality. Peters captures in this work that society's norm can affect someone's identity because people take it for granted from the society they live in. She also captures the stages of Jaeger's psychological self-discovery and the consequence she deals with. In this novel, through the character of Holland Jaeger, Peters shows the life of lesbian: the process of becoming and the consequences Holland has to face. Peters depicts that Holland, by becoming lesbian, has to deal with the reactions from her circumstances. She has to face the anger of her ex-boyfriend who spreads her sexual orientation issue to their schoolmates, of her mother (as the

family), who rejects her existence as a lesbian, and her friends who avoids her in school. She also, at first, has to deal with herself in accepting her lesbianism. It, of course, affects her social life in school. As the president of the student council in her school, she has the spotlight on her, but the fact about her sexual orientation causes her to be avoided by her friends.

Peter's literary works, especially *Keeping You A Secret*, give the portrayal of lesbian's life and realities. Through this literary work, the reader can see lesbian phenomenon from many perspectives. There are some interesting reasons in conducting a research about lesbian through a literary work. First, this discussion about lesbianism becomes plausible in a sense that the rightness and wrongness of it is still considered as a big issue in the society. It is because lesbians are still considered as the deviant identity and it seems that there is no effort in the society to present or provide enough information about lesbians, both the life and the person. Second, the discussion about it in this literary work can provide the other perspective to use in seeing the phenomenon. It means that people or the readers can understand lesbianism from another point of view which might be different from what they already have. Seeing a phenomenon from many perspectives can provide them new insights about the phenomenon itself which in the end can provide them a rich perspective of the phenomenon. Third, although the discussion of lesbianism focuses on a literary work, it can still be considered as a real phenomenon in term of it might be happen in the real life. it is due to the power of a literary text in portraying a real life, situation and problems which is served in a text. Fourth, it conveys educational aspects for both teenagers and

also adults although the novel is categorized in the young-adult genre. Teenagers, who become the target readers for this novel, and also adults can learn about who the lesbians are in term of her identity, about what the lesbians want as a teenagers, about the impact of forceful social convention to lesbians, and about the acceptance and prejudice of them in the society through Holland's experiences in the novel. They can learn that other persons might be so different from them in term of their sexual orientations. By learning these, teenagers can gain their awareness of the lesbian phenomenon in their surrounding so that they will not judge the lesbians and other people for breaking the binary opposition convention in a relationship and for already having some negative prejudices. Fifth, the novel presents the story from Holland's point of view. The young adult atmosphere derived from the employed point of view in the story presents the lesbian issues in a light way so that the readers can understand the story better and easily. In addition, the readers can feel as if they are lesbians themselves as the story is told from a lesbian character. It becomes interesting, then, to analyze the lesbian phenomena which are presented in this literary work to reveal the true life of lesbians from the lesbian's perspective. Given the analysis about lesbianism in this literary work, society can see and understand the life of lesbians holistically (from the development of the identity and the consequences lesbians face) so that they will not judge or label lesbians as they used to be.

B. Research Focus

Although this research may seem like a sociological study, it still focuses on a study of literature. It is because literature has the power of conveying a

sociological and psychological phenomenon in a text and serves it as a new experience for the readers. It is also said that literature becomes the imitation of the society. By analyzing sociological and psychological phenomena in a literary text, a new horizon of the phenomena can be understood more clearly through it without having to experience the phenomena in a real life. In this research, the researcher focuses on the development process of a person's identity from a heterosexual to a homosexual and the consequences of the process derived from the society the person belongs to. The analyses of the process of becoming lesbian and the consequences followed focus only on the experience of Holland in Julie Anne Peters' *Keeping You a Secret*. The researcher chooses the character of Holland Jaeger because her experiences depict the identity development from a heterosexual to a lesbian and depict the social consequences she has to deal within her society. Because of the function of literature, as explained before, the readers do not have to experience this identity development directly in real life. Rather, they can experience it through this literary text. It is also useful to reveal the new understanding of this kind of controversial phenomenon in real life. The understanding of it, then, will provide the depth information about the depiction of lesbian's life in the society.

A person's identity may change throughout the time in his/her life. As the title suggests, the research focuses on the development of Holland's identity from a heterosexual to a lesbian. In the process of becoming a lesbian, she has to face consequences arising from the society she belongs to. The consequences can be in the form of parent's rejection, alienation, and even eviction by the society. These

consequences arise because of the lack of understanding about how and why someone becomes a lesbian because it is still considered as one of private topics to discuss. That is why the researcher tries to analyze this issue in order to bring a new perspective toward lesbian life. It becomes interesting because the novel shows how expectation of the society can lead people to perform a fake identity in it in order to be acceptable like other persons. The expectation unconsciously makes a person follow the rules of the society whether it is suitable or not for one person. Instead of discussing the causal factors of becoming lesbians, this research analyzes the process of becoming a lesbian experienced in a person. In addition, this research focuses also on the consequences arisen from the society that have to be dealt by Holland Jaeger. The consequences faced by Holland become plausible since in many societies being lesbians is unacceptable because they still worship the binary opposition of gender. It means that there is no place for lesbians to exist in the hetero-patriarchal society..

The research discusses this development and the consequences that have to be experienced by Holland Jaeger. She was a heterosexual person who finally realizes that she is lesbian. It will be different if she recognized her lesbian identity since the beginning of her life. The development of this process is discussed through Vivienne Cass's model of Gay and Lesbian Identity Formation which covers the confusion stage up to the final stage when a person is able to live with her lesbian identity and its consequences. Meanwhile, in analyzing the consequences and the social reason arising from the process of this identity development, the researcher will employ the approach of lesbian studies in

bringing about the analysis of the process of becoming lesbian that is experienced by Holland.

C. Research Questions

The research questions are formulated as follows:

1. What are the stages of identity development process experienced by Holland Jaeger? and,
2. What are the consequences of becoming a lesbian faced by Holland Jaeger?

D. Research Objectives

The objectives of the research are as follows:

1. to provide information to the reader about the process of becoming lesbian experienced by Holland Jaeger, and
2. to explain the consequences of becoming lesbian faced by Holland Jaeger.

E. Research Significance

The significances of the research are as follows:

1. to give a new understanding about lesbian life as experienced by Holland Jaeger,
2. to give an understanding about the process of becoming lesbian and its social consequences,
3. to give a new horizon for the society regarding the lesbian life to avoid irrational stigma toward lesbian, and
4. to give information for students who are interested in the same topic of study.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Feminist Theory

Over years, society has been dominated, conducted and controlled through men's special portion of power. Men are believed to have distinguished qualities which enable them to lead of the society. Their qualities and power create a social construction in which men are valued in a higher position than other gender is. It is called a patriarchal society. Murfin and Ray (2003: 333) explain that patriarchal is "a term used to explain the "father-ruled" society, that is dominated and generally controlled by men upholding and promoting masculine "values" that, in turn, maintain men in positions of power." In patriarchal society, men are regarded as the father of the society. This analogue can be understood in a way that a father is someone who rules the family: creating the rules and punishments and being the one obeyed. Men, in this case, are seen as the ones who have power over society. Given this condition, men are able to promote their masculine quality in ruling the society. It is strengthened by the view that men have "qualities such as light, reason, and activity, whereas femininity recalls passivity and emotion" (Murfin and Ray, 2003:158). These make it obvious that the position of men in society is higher than that of women. The association of men with reason rather than emotion results in the social privilege in society. In other words, male have their own social power over others in the social structure because they have the 'brain' rather than the 'heart'.

These qualities legitimate men to have greater power over women in the society. The other implication of what Murfin and Ray have stated above is that women are living in the second class of the society. Their qualities as being emotional and socially passive let them so. These qualities are considered lower than masculine quality. The impact of these is powerful over women. They are oppressed by men and their power in the society.

In a patriarchal society, women are not only oppressed socially but also personally and legally. Male dominant power in the society defines women's personal lives and right in the society through their physical qualities and the existing social beliefs as what Gerda Lerner (in Hall, 2001:202) states:

“Numerous possibilities offer themselves as foundational components of patriarchy, including women's reproductive capacity (which led to an insistence on their “naturally” domestic role), their relatively smaller physical size (which allowed men to dominate them physically), and the mandates of narrow religious belief systems (which also worked to naturalize male power and render it unquestionable). ...all of these have aided at times in the reinforcement of patriarchy's power, which helps explain why male privilege has been so thoroughly entrenched in our core beliefs, social institutions, and perceptions of selfhood.”

Women, then, are seen as the second class or even the second sex in the society. It is because they have no rights at all; even to define themselves as human beings. It can be understood too that many aspects of women's life are controlled by men especially on their relation to men, for example: women's productivity which creates the naturalness of women domestic values. It implies that women are valued merely through their physical qualities as men's possession and as aesthetic beings. Women are seen as perfect beings if they are able to maintain the family sustainability:

delivering and rearing children, doing domestic tasks, *etc.* It is considered as the nature of women to do so. In accordance to this, women are unable to define their own sexual orientation because what available for them is being heterosexual. Women are unable to deny the power which defines them because of the social beliefs which is maintained by men's power in the society. This situation leads them into oppression.

Related to women oppression, De Beauvoir (in Castle, 2007: 95) states that "one is not born, one becomes a woman". De Beauvoir claims in her statement that someone is not born to be a woman but rather her quality of being a woman is constructed in the male-dominated society. They are born female but their women's qualities are socially and culturally constructed by men which in the end leads them to be under oppression. It, then, makes it reasonable to have a woman liberation movement regarding with woman issues in the society.

Women liberation movement first appeared in European countries then spread widely to America. It created feminism movement. Feminism was a response to women oppression in male-dominated society. Feminists try to redefine society in a more justice way. They seek for equality between men and women in the society. Hall (2001: 202) states that "feminists speak of 'women being relegated to the status of objects, pointing out that they have traditionally been valued for their beauty and usefulness to men". It implies that feminism try to change the social beliefs and male dominant powers which define it into reconsideration that women have their own thoughts and have their own right in the society which were ignored and neglected for

years. Feminists believe that women's issues and interests are different from what men face. They want to offer a new perspective that women can define their own lives and their own rights which are not always related to men's existence. Related to this, Wilton (2002:11) argues that in feminism,

“...‘objectivity’ was no more than a code word for the dominant male point of view, and that the ‘truth’ supposedly unearthed by male research was nothing more than men’s construction of reality, deployed to further the interests of men as a class”

It implies that over years women have lived under male dictation that makes them believe what is right or wrong and good or bad. This becomes the evidence of male domination over women.

Women liberation movements are not only found socially affected, but also economically and politically. Socially, male domination in the society is being assessed. The social structures men created need to be changed in accordance to the women's right to participate in the social world. It affects the political condition in the society where women need to be seen equally toward men. Because of the equality of chances for women and men are promoted in the society, women are benefited to participate in workplace equal to men so that their economic condition does not depend on men's control. These changes and impacts can be explained through Hall's statement (2001: 200) that “feminist analyses text as thoroughly social... feminist believes that critics can bring about significant social change”. The critics offered and launched by feminists bring a new power for women to struggle

against the overwhelming male domination and power in society and change them into equality.

2. Third-Wave Feminism

Like any other theory and movement, feminism develops. The development changes the essences of feminism in terms of its focus. It is divided into three waves: the first, the second and the third waves. Every wave of feminism has its different focus and attention. It depends on the social phenomena regarding with women's social condition at that time. It also depends on the various issues faced by women in the society not only related to male power and domination but also related to the beliefs in the society in general.

The first wave of feminism concerned with the issue of suffrage, i.e. the right to vote (Castle. 2007: 94). To participate in political system was very urgent for women at that time. Remembering that the society was defined by male power and that women were associated with emotional creatures, voting became a way to promote women equality to men. Women oppression by men resulted in women's struggle to be equal to men. They saw that political way became a very possible path to promote their equality toward men. This struggle in the first wave of feminism was not merely about the fight to gain a right to vote. It implies that by the involvement in the society, they fought for their right as human being: the right to be broadly recognized as beings and the right to be involved in the society. By doing this, women also, indirectly, promoted gender equality.

The second wave began in 1960s. It became the continuant of the first wave of feminism. Second wave feminism concerned with civil rights, specifically on social and economical equality (Castle, 2007: 95). After promoting their equality toward men in terms of political power in the first wave of feminism, women tried to promote their equality toward men in social and economical field. The equality between men and women in political area affects their relation in social and economical areas. Socially, women have a greater power in the society not to be bounded by the power of male domination. Then, it affects their economical life. Women, in this stage, concerned for their equal chance to participate in working area. By promoting this, women tried to be equal in the term of gaining income so that they can live their own lives without having to struggle under men's power.

The third-wave feminism began in 1980s and has been continuing until present day. Unlike the first and second waves of feminism, the third wave of feminism focuses on the race (women of color), gender and sexuality issue. Third wave of feminism emerges as the response toward the failure of second wave of feminism in bringing about the diversity of woman issue, as Fernandez (2010: 98) states that:

“Although the call for feminists to address questions of difference such as race, sexuality, and class was not new, the impact and breadth of this new surge of writing and activism by feminists of color led to the characterization of this work as a new wave of feminism that had moved past the exclusions of past (and in particular second wave) feminist approaches.”

Furthermore, she adds that:

“Dominant narratives of third wave feminism tend to focus on three central paradigms—multicultural inclusion, identity politics, and intersectionality. Although these have certainly been key paradigms within feminist scholarship, third wave feminism represents a more complex and various set of debates and interventions than these paradigms suggest. (Fernandez, 2010: 99)

The first and second waves tended to focus only on the problems and political positions of white, middle class woman and also it focused on the inclusion of women in the male-dominated society. It becomes problematic since there is a generalization of feminism in dealing with woman issue. Woman of color feels that they are not represented by the first and second waves of feminism. The third-wave feminism emerges to focus on women’s uniqueness as beings. It focuses on broader issues of women including women of color’s issues.

Genz and Brabon (2009: 158) state that “third wave writers and activists insist that feminism cannot be based on ‘anachronistic insularity’ and separatism but has to adopt a ‘politics of ambiguity’ that embraces tolerance, diversity and difference.” They suggest that feminism is no longer as what it looked like in the second wave feminism. The new feminism in its third-wave is the representation of all woman issue regardless their race and sexuality and also it opposes the separatism of feminism in the second wave by giving an argument that feminism can be understood or experienced differently by one another. The third wave feminism regards this kind of freedom in determining the feminism itself (universality).

Sexuality becomes one of many focuses in third-wave feminism. The emergence of sexuality study has an impact on the emergence of various sexual

orientation studies. It opens a way to surface the issue of sexuality that never has been brought to consideration in academic field. There are gay, lesbian and queer studies which fall under the term of sexuality study. It cannot be denied that these studies are resulted also from the binary opposition of heterosexuality/homosexuality. Hall (2001: 233) states that

“... all practitioners of gay/lesbian/queer analysis focus on sexuality as a particularly important component of human identity, social organization, and textual representation; this differentiates it clearly from other fields ... explore precisely why and how desire between members of the same sex has been socially valued and textually represented far differently than has desire between men and women.”

The binary opposition affects the study of homosexuality because it is believed to be something that never been discussed publicly. It was believed that homosexuality will be harmful for the social structure existence that regarded men and women as the only possible gender in the world. That is why, these studies emphasises on sexuality which is believed to have its own unique quality that can create a new identity to exist. It, then, also makes sense that these new studies need textual representation and supportive social communities to survive and to be socially recognised.

3. Feminism, Lesbianism and Literature

The impact of feminist movement is recognized worldwide. It is not only found in the social life but also in the production of the text. Literary works are considered as a real portrayal of the society in the modern time. That is why the feminist movement is portrayed through the literary works. Texts in general become the representation of the reality happens in social life. It becomes the common means

of representation especially for feminism movement because it is the only possible way to express the thought and feeling of the oppressed one rather than to do the direct rebellion toward men's power in the society. Armstrong (2006: 101) states that:

“The idea that fiction secretly endorsed rebellion against an oppressive father, husband, culture, and literary mode became so attractive that critics looked for signs of rebellion even in heroines who seem compliant to a fault, and they found its indirect expression in the most unlikely places.”

In this statement, Armstrong says that the oppression toward women comes from the male characters in the story. Actually it is the analogue for men's dominant power in the society which forces women to do the rebellion against them.

The women rebellion through the literary works is not without any constrains. It has been known for so long that men authorize many aspects of social life, including literary field. Society had been too comfortable to read any story about male power through male characters, male experiences, and male construction of society. Women writers then tried to avoid using their real names in presenting their works. They tended to use their pseudonyms. Another constrains, women were considered as not capable of writing and doing scientific things. “Feminism shifted the object of literary critical analysis from the author's sex to the gender of the text itself and the cultural domain in which that text offered compensation for the lack of political authority” (Armstrong, 2006: 112). It is obvious then that feminism offers a new perspective on literature that it assesses the gender of the text which had been hegemonized by the male perspectives in delivering idea and ruling the society.

Feminist literary criticism appears as the representation of women's power in criticizing the society, delivering and expressing their ideas. It is focused on the representation of women writers as the producers of the text and women readers as the consumers of the text (Humm in Jackson and Jones, 1998: 336). It implies that feminist literary criticism deals with women readers, women writers and women issue through female perspectives.

Feminist literary criticism has many fields of study. One of them is lesbian literary criticism. The history of lesbian literary criticism has as much similarity with feminist literary criticism in the sense that it deals with women oppression and the dominant system in the society. Both, lesbian and feminist literary criticisms deal with the representation of the oppressed ones. Lesbian literary study deals with "novel written by lesbians for lesbians featuring lesbian characters and reflecting lesbian political concerns" (Borghi, 2000:156). Lesbians are considered as deviant in the society which leads them to be the oppressed ones in the society. By presenting a lesbian character through lesbian's point of view, the text can be a good medium to portray the true life of a lesbian and to voice their right in the society.

Lesbian literature has emerged from the past until present days. However, it has to face the fact that there are some efforts to eradicate its emergence from the canon of the literature. Most lesbian literary works were unpublished due to the homophobic condition of the society. Later, these works emerge as the 'forgotten texts' and by these, lesbians seek their textual representation in the society. Sedgwick (in Borghi, 2000) states that through the re-emergence of lesbian literature,

it does not mean to read past literary works as how the lesbians want but to reveal the truth about them. It is important to note that lesbian literature or lesbian literary criticism emerges not to legitimate lesbians but to reveal the truth about lesbians' life in living within the system around them. That is why "lesbian literature can only be an equally contested space where the process of defining subjects, contexts and meanings is constantly repressed" and in which "a canon and mapping fluid cultural parameters is a crucial commitment for writers, readers and critics alike." (Borghi, 2000:155)

4. Sexual Orientation

Third wave of feminism raised the study of sexual orientation in the society. It triggered the emergence of homosexuality study in academic fields. In this research, the researcher focuses only on lesbian studies as her major object of analysis. In understanding the lesbian studies, there are things that have to be understood well: sexuality, identity and community. The researcher assumed that lesbian sexuality is related to lesbian sexual orientation. The shift of paradigm can also be found on the understanding of sexual orientation itself. Sexual orientation is now considered as a social issue which can be discussed publicly. In the past, the discussion of sexual orientation was only done in "hushed tones recognition that it represents a minority group that has political implications, power, and even humor" (Garnets and Kimmel, 2003: 2).

There are some waves in homosexual orientation studies. Homosexuality was seen as psychological pathology, mental illness and disease. It, then, shifts to the

understanding that homosexuality is related to how homosexuals form and maintain the identity with its own problem through their lifespan of development (Garnets and Kimmel, 2003: 15). In the latter, homosexuality is no longer considered as pathology in the society; rather it is considered as a normal behavior of human being. However, the understanding of it is hard to erase in the society. There are still negative responses toward homosexuality. It is caused by the negative social attitudes about homosexuality.

A person's sexual orientation will define his/her sexual identity. Lesbian sexual orientation is a relationship among women. It portrays not only the sexual activities but also the emotional and affection relationship among them. Garnets and Kimmel (2003: 4) state that "sexual orientation reflects the affectional-erotic attractions and love toward the same gender, other gender, or both genders." Furthermore, Herek (2003: 274) states that

"Sexual orientation is not simply about sex. Because sexual attraction and expression are important components of romantic relationships, sexual orientation is integrally linked to the close bonds humans form with others to meet their personal needs for love, attachment, and intimacy".

This statements strengthens the idea that sexual orientation, especially of lesbian, is the same as what heterosexual has. It only differs on the subject who has it but the affection, need and love remain the same. Herek's statement above can also be used to explain the sexual attraction happens between lesbians. Lesbian's sexual orientation determines the sexual attraction among women which involves both

sexual and emotional aspects in forming a romantic relationship. Those aspects, then, breaks the term such as deviate from the normal norm which is referred to lesbians.

5. Lesbian-Feminism and Lesbian Studies

The third-wave feminism raised the study of lesbianism since it dealt with gender and sexuality. The field was called lesbian-feminist study. It emerged in 1970s and 1980s and continues until present day. It is rooted on the hetero-normativity and the binary opposition of sex and gender. Lesbianism discourse emerges because of the “normality” of heterosexual which comes from the binary opposition of men/woman, female/male. Lesbian feminism challenges these binary oppositions because it is believed to be the representation of patriarchal oppression toward women.

Related to this heteronormativity issue, Rich (1980: 633) argues that “women would *choose* heterosexual coupling and marriage; heterosexuality is presumed as a “sexual preference” of “most women,” either implicitly or explicitly.” By this, Rich implies that there was no other option for women instead of being heterosexuals because it was believed as the only natural and possible sexual preference for women.

Furthermore, Rich (1980: 647) argues that:

“it becomes an inescapable question whether the issue we have to address as feminists is, not simple “gender equality”, nor the domination of culture by males, nor mere “taboo against homosexuality,” but the enforcement of heterosexuality for women as a means of assuring male right of physical, economical, and emotional access.”

Within this argument, Rich tries to offer a new perspective into lesbian feminism studies that it is not merely the gender equality between women and men but it is more on the understanding that male domination had force its power through heterosexuality value over women which resulted in heteronormality of women.

Lesbian-feminist theory is rooted from a theory stated by Radicalesbianism (Wu, 2010: 206) “women-identified women”. They argue that lesbianism emerges as the result of the successful identification within women in the society but they do not necessarily refuse the existence of patriarchal society. In this term, lesbian is seen as the refusal of male domination over women. Radicalesbianism argues that male domination causes the subordination of women, that is why lesbian becomes a possible means to reject and to struggle against male domination. By becoming lesbians, women will have an identity politics in which they can defense their right and need as human being in male-dominated society.

After the emergence of lesbian studies in third-wave feminism through lesbian feminism, lesbian studies continue to develop. Some theorists try to separate lesbian theory from feminism. It is due to the lack of feminism in representing lesbian agenda in feminism agenda. Calhoun (2000:25) states that “I want to suggest that lesbian theory and feminism are at risk of falling into a similar unhappy marriage in which that one is feminism.” Calhoun through her statement worries that lesbian and feminism will be overlapped one another that lesbianism in feminism does not have enough portion to bringing about its own agenda. Furthermore, Calhoun (2000: 25) argues that in former lesbian studies, “lesbian theorists made a space for lesbianism

by focusing on what they took to be the inherently feminist and anti-patriarchal nature of lesbian existence. Somewhat later, lesbian theorists were less inclined to read lesbianism, as feminist resistance to male domination". This becomes her basic argument to challenge the feminist theory on lesbianism.

Calhoun's argumentation is strengthened by the fact that many lesbian feminists use lesbian movements to refuse this patriarchal society, as Shelley (in Jackson and Jones, 1998: 197) states that lesbianism is a way to get freedom from male oppression. This statement is strong enough to characterize lesbian movement as a kind of refusal toward patriarchal society at time. Later on, this statement is refused by some theorists claiming that:

"... one set of assumptions underlies virtually all lesbian criticism: that a women's identity is not defined only by her relation to a male world and male literary tradition (as feminist critics have demonstrated), that powerful bonds between women are a crucial factor in women's lives, and that the sexual and emotional orientation of a woman profoundly affects her consciousness and thus her creativity." (Zimmerman, 1985:201)

In its development, lesbian theory has come to the point that becoming a lesbian does not have any relation to refuse the existence do patriarchal society. Rather, it develops to the basic assumption conception that the emotional and sexual relationship among women and its textual representation become more important in lesbian study.

Lesbian theory contains three main basic subjects: sexuality, identity and community (Gonda, 1998: 193). These three things become the center of lesbian theory. Since the early emergence of lesbianism, there have been many refusals coming from the society. It leads the lesbian identity to be the identity of the closet. It

is called that way because the association given to lesbian identity was only referring to the deviated sexual activities that had to be kept away from the public sphere. On the other hand, Calhoun (2000: 19) states that:

“‘identity’ can refer to the social category that people take themselves to occupy, or are taken by others to occupy (e.g. a lesbian, a professor, a woman) ... ‘identity’ can also refer to the subjectivity experience of living with a particular identity and to the subjectivity meaning that that identity has for oneself”. (Calhoun, 2000: 19)

This implies that identity can be occupied by other system outside one’s self. Society could be something which determines the fit-identity for people living within it. It can lead a person to follow the acceptable identity to make her/him to be acceptable in the society; it also can explain the closet identity referred to lesbian identity. On the other hand, community has significance as the supporting system for lesbians to develop their identity and maintain it. In addition, it has a function as their defense related to social judgments since they are considered as minority. Holland, in this case, experiences those identities defined by Calhoun above. At first, Holland experienced the first identity defined by Calhoun. She lived as a heterosexual because she took the identity for granted from the society she lives in. She wore a heterosexual identity to follow the norm of the society. Later on, she realizes that the second definition of the identity (as stated by Calhoun above) fits her better. She wears a lesbian identity for others to see because she finally discovers that she always perceives herself as a lesbian.

Lesbian theory cannot be separated from the society itself. Hall (2001: 236) states that: “even though sexuality is often considered a highly private matter, it is

thoroughly connected to our social existence”. This statement argues that society has a strong bound to the people living within it and that the society has a power to lead people to the convention. This statement is also appropriate in explaining the consequences arise from the society regarding the existence of lesbianism.

a. Lesbian identity formation

One of the important points of lesbian theory is the lesbian identity itself. It is believed that lesbian develops their identity through several steps. It especially happens to ones who used to be heterosexuals. Some psychologists develop a model or formulation of lesbian identity development. One of them is Vivienne C. Cass. Rust (2003, 230) states that “Cass’s each stage of coming out is characterized by a psychological inconsistency that causes tension, pushing the individual toward a resolution and propelling her or him into the next stage.” Cass (in Ritter and Terndrup, 2002: 90-5) formulates the formation of lesbian identity into six stages. Those are confusion stage, comparison stage, tolerance stage, acceptance stage, pride stage and synthesis stage. The explanations of the stages are as follows:

- 1) Confusion stage is a stage in which a person begins to wonder if homosexuality is personally relevant. The individuals begin to perceive that they might become homosexuals seen through their behavior. Because of this, they begin to wonder if they are homosexuals. This stage is marked by seeking of homosexual information, frustration and denial.
- 2) Comparison stage is a stage in which a person will accept the possibility that she or he may be a homosexual. The self-alienation becomes isolation. In this

stage, the individuals try to put on the homosexual identity and to feel its consequences. This stage is marked by a chance to confess to a trusted friend or counselor, feeling social alienation, and looking back for homosexual signs.

- 3) Tolerance stage is a stage in which a person accepts the probability of being a homosexual and recognizes social, sexual, emotion needs that go with being lesbian and gay. They begin to accept the homosexual existence around them. Increased commitment to being lesbian or gay but still engaging in heterosexual identity to others is found in this stage. Lesbian, in this stage starts to feel companion of other homosexual persons. This stage is marked by the seeking of communities by individuals.
- 4) Acceptance stage is a stage in which a person accepts, rather than tolerates, gay or lesbian self-image. There are continuing and increasing contacts with the gay and lesbian culture. It implies that in this stage the individuals start to see homosexuality as a valid and normal identity.
- 5) Pride stage is a stage in which a person immerses self in gay and lesbian culture. This stage is marked by the struggle of individuals to completely live as homosexuals and the difficult reality to come out. They also feel a great desire to be homosexual completely
- 6) Synthesis stage is a stage in which a person develops holistic view of self and defines self in a more complete fashion, not just in terms of sexual orientation.

Although these stages might not come linearly, it can describe the development of lesbian identity which is experienced by a homosexual who was

previously considered herself as heterosexual. As lesbianism is considered as a deviant phenomenon in the society, these stages of identity development bring some responses toward the person who experiences it. It is because lesbian cannot follow the concept of the society which state that men should be partnered with women in the society. Meanwhile, lesbians cannot follow this rule because they have different sexual identity. The other reason is that lesbian was believed as a mental illness of human being in psychology. Although this concept is not valid anymore, society still considers it as a truth.

b. Consequences of becoming a lesbian

The negative social attitude about homosexual is caused by the social structure in the society. As what it is stated before, men have a greater privilege in the society that can make them define the rule of the society. This unequal relation between men and women creates assumption that sexuality is about men and women that it has to include reproduction in its relationship. It is supported by the concept of a family that also emphasizes on the point of reproduction. Indirectly, in their relationship, women are seen as merely a means of reproduction to sustain the life of the family. Lesbians or homosexuals in general cannot follow the general assumption of sexuality in society. They cannot sustain or create a family because of their inability in reproduction. That is why lesbian sexual orientation or homosexual orientation is regarded as a deviant sexual orientation in the society. It results in the negative attitudes toward homosexuality.

From social belief perspective, lesbian is considered as a sinner because lesbian is associated merely with the sexual activity. These perspectives result in the emergence of social response or attitude toward lesbian. Generally, the attitudes toward lesbian are the negative ones: malicious gossip, name-calling, intimidating looks, internet bullying, vandalism and theft of property, discrimination, isolation and rejection, sexual assault, or even being sentenced to death¹ which are all resulted from the term of homophobia.

Those negative attitudes toward lesbian are the consequences that have to be faced by those who proclaim themselves publicly as lesbians. Homophobia becomes the root of these negative attitudes toward lesbian. To make the discussion about these consequences more specific, the researcher categories them into: homophobia (Ritter and Terndrup, 2002: 12), rejection, alienation, discrimination, and violence (Garnets, Herek and Levy, 2003: 193). The first is homophobia. It is a condition when people in the circumstances feel irrationally fear over homosexuality and homosexual persons. In addition, Gramick (in Ritter and Terndrup, 2002: 12) explained that homophobia is not merely an irrational fear toward homosexual. They argue that it is “an intolerance of any sexual differences from an established norm”. The second is rejection; that is a refusal to accept the lesbian existence. The third is alienation; that is to make separation between lesbian and heterosexual. The fourth is discrimination; that is an act of treating lesbians differently than others. The last one

¹ Taken from <http://www.avert.org/homophobia.html> on July 20, 2011.

is violence; that is a behaviour which is intended to hurt or injure the homosexual persons.²

B. Previous Research Findings

There are theses and research articles having the similar topic with this research. The thesis is entitled “A Study of Clarissa's Change of Sex Preference from a Heterosexual Person into a Lesbian in Michael Cunningham's *The Hours*” written by Dytta Maharani (11498062), an English Literature student. In her thesis, Maharani discussed the change of Clarissa’s sex preference from heterosexual to a lesbian. Although there are three main characters on the story, Maharani only focused on Clarissa as the object of her thesis. Maharani focused her thesis on the external and internal factors that affect Clarissa’s sex preference. The other thesis is written by Silvia Angelina Parton (114023028) entitled “The Causes and The Effects of The Main Character’s Becoming a Homosexual Person in Yukio Mishima’s *Forbidden Colors*”. In this thesis, Parton employs Freud theory about homosexuality and Bandura’s reciprocal determinism theory in analysing the main character in *Forbidden Colors*, Yuichi. Parton discussed two causes and two effects of Yuichi’s homosexuality. Parton’s research focuses on the gay men homosexuality.

Keith Gumery (2002) and Susana S. Martins (1999) conduct other previous researches in the form of research articles. Gumery’s research is entitled “Repression, Inversion and Modernity: A Freudian Reading of Henry Blake Fuller’s *Bertram Cope’s Year*. Gumery employs the Freud’s psychoanalytic study. Gumery analyses

² The definitions are based on Hornby (2001)

the representation of author by the character in the novel. The analysis focuses on the representation of the homosexual otherness in the society and the life of homosexual in modern era. In the other hand, Martin conducted a research which entitled “Gender Trouble and Lesbian Desire in Djuna Barnes’s *Nighwood*”. Like Gumery’s, Martins also employs Freudian theory about sexuality and combines it with Butler’s theory of gender. Martins focuses her analysis on the representation of Djuna Barnes’s lesbian life in *Nighwood*.

Those previous researches have the difference in the focus of the research compared to this research. The focus of this research is in analysing lesbianism in a literary work. Specifically, the researcher will focus the research on the stage of identity formation and its societal consequences. The difference can also be seen from the observation of the object. This researcher will discuss the process to be a lesbian and the after stage rather than focusing on the reason or cause of the emergence of lesbian identity and the representation of author’s personality (sexual identity) in literary works. The other difference between this research and those previous researches is that this research uses *Keeping You a Secret* by Julie Anne Peters which was published in more recent time.

C. Conceptual Framework

Given these backgrounds, the researcher uses Cass Model of Identity to analyze the formation of lesbian identity experienced by Holland Jaeger, the main character in *Keeping You a Secret* by Julie Anne Peters. This concept is used to analyze the development of Holland’s identity from stage to stage. It is considered as

the appropriate concept because it can explain the stages of becoming a lesbian and it also gives the detail explanation about the experienced stages. The theories used to analyze the content, besides the Cass model of identity formation are some theories about Lesbian-feminism and other theories which have any relation with the topic discussed. These theories are used as the basic understanding of the lesbian topic that the researcher wants to analyze. These theories are also used as the basic understanding of how someone can reach to this kind of identity. The conceptual map of the theories used in this research can be seen in figure 1 below. Meanwhile, the main theories and indicators used in conducting this research are presented in the analytical construct in chapter III.

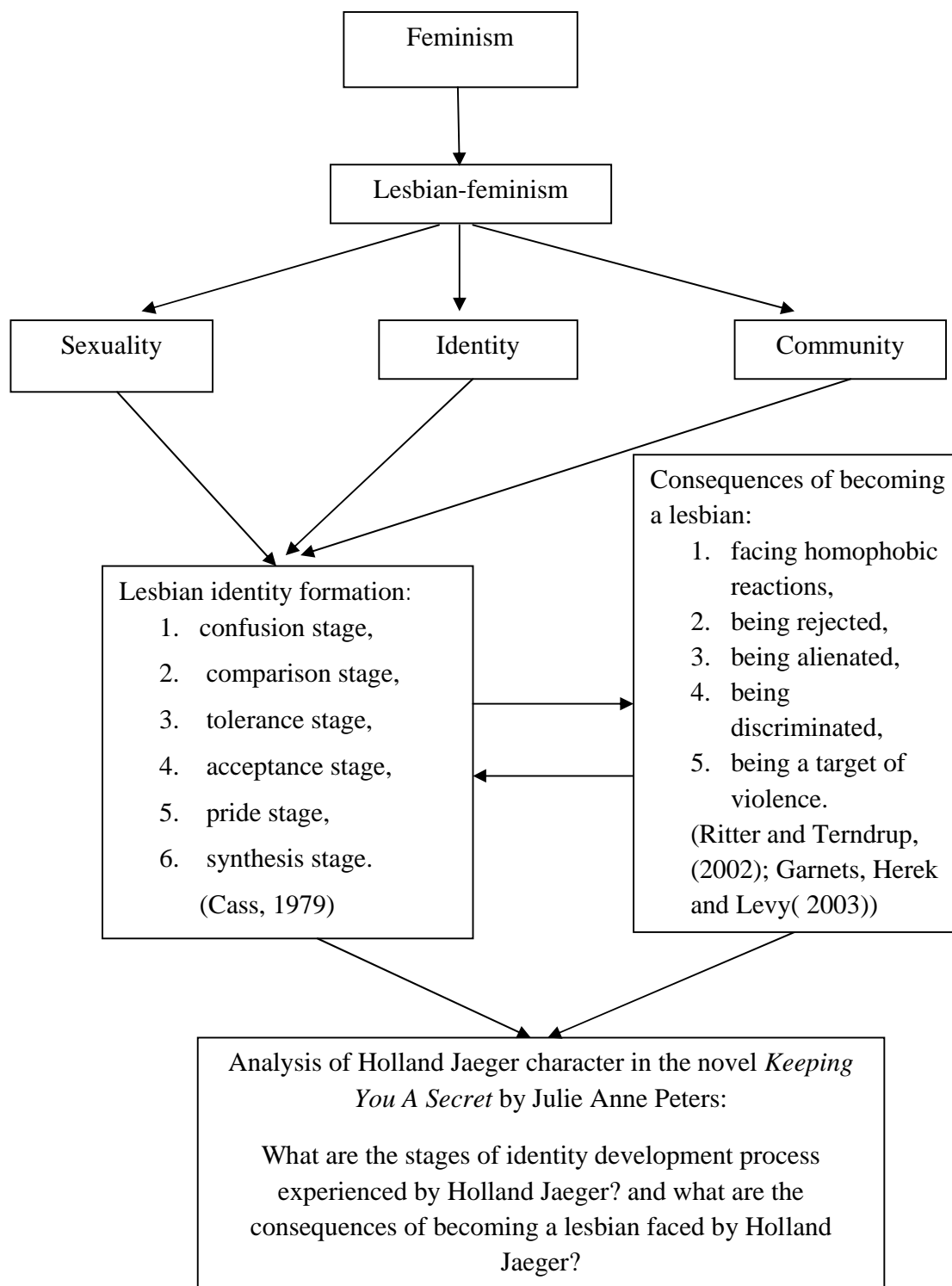


Figure 1: Conceptual Framework

CHAPTER III

RESEARCH METHOD

A. Research Design

This research was conducted using qualitative content analysis approach. Waltz, Strickland and Lenz (2010: 279) state that content analysis “refers to the set of techniques that are used to identify, measure, describe, and make inferences about specified characteristics within or reflected by written or verbal text”. By this definition, the objects of content analysis approach become clear whether it is written or verbal text, for examples: books, essays, interviews, informal communication and any form of communicative language. It is also clear that this approach is aimed at identifying and making inferences of the text. In other words, the goal of this approach is to reveal the meaning of the text itself. It is in line with what Waltz, Strickland and Lenz say that this approach can be applied for both latent and manifest content of the text.

The method used in this research was qualitative content analysis since the data are nonnumeric. The data taken for this research are used to show the identity development from heterosexual to homosexual and to describe the consequences that have to be experienced by the person who has the identity development. Thus, the analysis of the data (the identification and inference) can be used to describe the research well and to make the reader understand it well.

B. The Data and The Source of Data

The object of the research is a novel entitled *Keeping You a Secret*, written by Julie Anne Peters in 2003. The novel deals with the discovery of one's lesbian identity which causes her to face the consequences of what she chooses. The primary source of this research is taken from *Keeping You a Secret* which was published in 2003 and consists of 26 chapters and 260 pages. The research data are the data which indicate the stages of lesbian identity formation and the following consequences which are presented in the form of phrases, clauses or sentences.

The researcher took the secondary data source from books, article and information either written or electronic such as *Feminism, the Family, and the Politics of the Closets: Lesbian and Gay Displacement* (Calhoun, 2000), *Lesbian Studies: Setting an Agenda* (Wilton, 2002) and the other related sources to support the analysis of the main data source.

C. Research Instruments

The main instrument for this research was human instrument, that was the researcher herself. Lincoln and Guba (in Vanderstoep and Johnston, 2009: 189) argue that "nonhuman instruments can only tap into the dimensions built into the instrument, while human instruments are shaped by experience and can respond and adapt to the research encounter". The use of human instrument as the main instrument in conducting the research was aimed at gaining the depth analyses for the research. Besides employing human instrument as the main instrument in the research, the

researcher used a data card to collect the data related to the development of Jaeger's lesbian identity and the consequences she faces.

D. Data Collecting Technique

In collecting the data, the researcher read and reread the story comprehensively. Then, the researcher gave a sign to the data (phrase and sentences) which indicates the stages of lesbian identity formation and its consequences in the novel. The researcher took a note for those data. To support the data collection, the researcher read the theories about lesbian and identity formation theory and also related feminism theory. The next step is the researcher classified the main data into categories: stages of lesbian identity formation and its consequences. Finally, the researcher made a table to put the classified main data that in each category. The table of the data is as follows:

No	Data	Page	Category

Table 1: The Data Sheet

E. Data Analysis Technique

The data taken from the novel and secondary sources were analyzed by using qualitative content analysis technique which covered:

1. The researcher formulated the indicators of each stage of lesbian identity development based on the theory and the indicators of the consequences based on the literature,

2. the researcher identified the data from the novel in accordance to the indicators of the stages of lesbian identity formation and the consequences arises,
3. the data then which indicated lesbian identity formation were classified into the stages of identity development, while the consequences were classified into: homophobia, hatred, discrimination, alienation, rejection and violation,
4. the data were checked with the Cass Model of lesbian Identity formation and other related theories to get the appropriate data analysis.

F. Data Trustworthiness

To prove the research trustworthiness, the researcher checked the validity and reliability of the data by employing data triangulation; that is by cross-checking the data with the relevant theories and sources and also the researcher cross-checked the data with other researcher. The researcher also consulted the data to her consultants.

The reliability of the study was gained by reading and re-reading the data until the researcher got certainty of the data about lesbian identity formation and its consequences with valid interpretation. Its purpose was to maintain the consistency of the data.

G. Analytical Construct

No	Category	Definition	Indicators
1.	Confusion stage	Individuals begin to perceive that their behaviour might be called homosexual, a perception that contrasts with their heterosexual identity, and they start to wonder if homosexuality is relevant as an identity	<ol style="list-style-type: none"> 1. Still holding heterosexual identity, 2. Starting to have homosexual behaviour, 3. Seeking for homosexual information, 4. Experiencing denial, and 5. Experiencing frustration.
2.	Comparison stage	Individuals, while still hold heterosexual identity, start to try on the homosexual identity to themselves and start to feel the implication of being homosexuals	<ol style="list-style-type: none"> 1. Looking back for homosexual signs, 2. Confessing one's homosexuality to friend, 3. Feeling social alienation, and 4. Grieving over the loss of heterosexual attributes, such as: the loss of future children and marriage.
3.	Tolerance stage	Individuals start to accept the homosexual existence around them. Individuals accept the possibility of being gay themselves and feel the needs of being gay. They also feel that they are not the only ones	<ol style="list-style-type: none"> 1. Feeling emotional and physical need as homosexual, and 2. Seeking for lesbian communities.

		becoming lesbians.	
4.	Acceptance stage	Individuals begin to have increasing contact with other homosexual persons and culture. They perceive homosexuality as valid and normal.	1. Increasing contact with lesbian culture, and
5.	Pride stage	Individual might devalue heterosexual's opinion and face the reality that coming out as homosexual is not easy. They also feel a great desire to be homosexuals completely.	1. Difficult reality to come out as a lesbian completely.
6.	Synthesis stage	Individuals develop holistic view of self and define self in more complete fashion.	1. Wearing lesbian perspective: individual starts to see everything from lesbians' point of view, 2. Accepting the loss of heterosexual attributes.

7.	Consequences of becoming lesbians	Consequences are the treatments experienced by someone who becomes a lesbian.	<ol style="list-style-type: none"> 1. Homophobia; that is an irrational fear toward homosexuality. 2. Discrimination; that is an act of treating lesbians differently than others, 3. Rejection; that is a refusal to accept the lesbian existence, 4. Violence; that is behaviour which is intended to hurt or injure the homosexual persons, 5. Alienation; that is to make separation between lesbian and heterosexual,
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Table 2: The Analytical Construct

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. The Lesbian Identity Development Process Experienced by Holland Jaeger

Holland Jaeger’s identity develops as she realizes that she is different from other people in terms of her sexual orientation. Holland experiences all the six stages in her identity development process as formulated in chapter two. She was a heterosexual person who finally realizes her homosexuality after seeing a girl named Cecilia Goddard. Her lesbian identity development process based on the formulated theory is illustrated in the chart below:

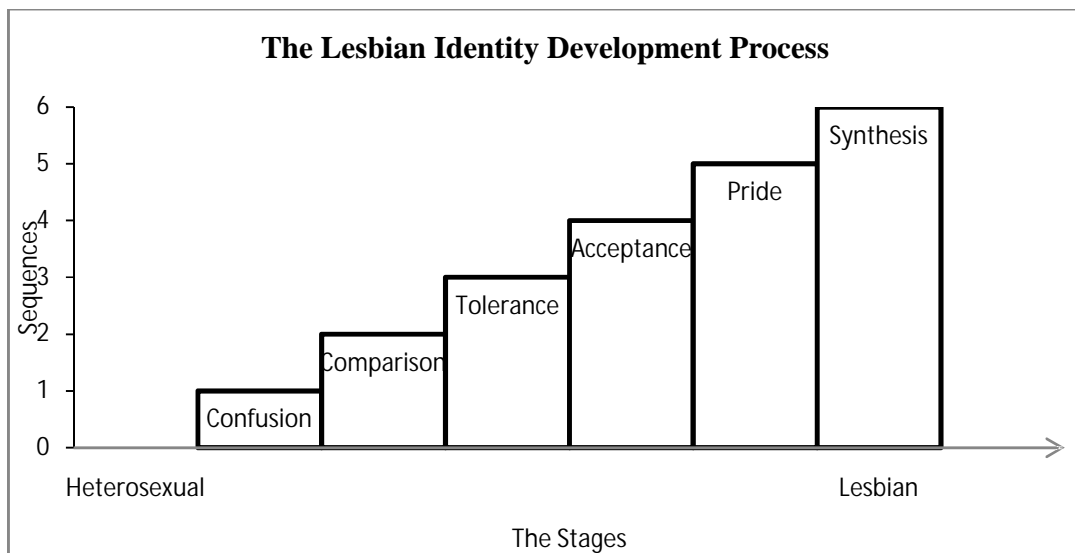


Figure 2: Holland’s Lesbian Identity Development Process

The dominant stages in Holland’s lesbian identity development process are the confusion, comparison, pride and synthesis stages. The first two stages portray the

dilemma occurring in herself as these stages note the transition of her identity from a heterosexual to a homosexual. The last two stages portray Holland's experiences in becoming a lesbian completely. The complete discussion about Holland's identity development process is presented through each stage as follows:

a. Confusion Stage

The confusion stage is a stage in which a person starts to feel the confusion in her mind because of her behaviour. The behaviour indicates the confusion Holland has to face because of her homosexuality behaviour. The indicators for this stage are still holding heterosexual identity, starting to have homosexual behaviour, experiencing denial and frustration. Experiencing denial and frustration portray the raising dilemma³ in her regarding her sexual orientation. Her dilemma emerges as the result of her consideration of the other sexual identity she holds.

1) Still holding heterosexual identity

In this early stage of lesbian identity development, Holland still shows her heterosexual identity toward others in her social life. It is because at the beginning she is unaware of her homosexuality. She has been in a long-term relationship with her heterosexual partner, Seth.

"Babe!" Seth called across the crowded cafeteria. He loped to the double doorway to meet me. Kiss me. "We're over here." He thumbed toward the vending machines, snaking an arm around my waist and steering me along. (Peters, 2003: 2)

³ Dilemma is defined as "a situation which makes problem". (Hornby, 2000: 369)

In the datum above, Seth's calling toward Holland indicates that he has a special relationship toward Holland. His action to kiss and steer Holland to move along with him also indicates that they have a special relationship which can be categorized into a heterosexual relationship. It reveals that at first Holland is unaware of her homosexuality because she has formed a relationship toward the opposite sex.

In living as a heterosexual person, Holland fulfilled the social expectation about a love relationship. It is about the sexual activity between Holland and Seth. She lives as what the social expectation says about a couple who is falling in love to each other. Seth and Holland do have their sexual activity. However, after a year she lives her relationship with Seth, she feels something different occurring in her.

We'd gotten very good at fast and soundless sex. Maybe after a year it was supposed to be that way. Easy. Rehearsed. (Peters, 2003: 14)

Although her vision about sexual activity with her couple changes, she still does her sexual activity with Seth. It signifies that at the beginning she is holding her heterosexual activity because she does not have any options on her life regarding with a love relationship. She also confirms her heterosexual identity toward Seth in the way she responds to Seth's love expression.

"I love you," he said. And waited.
I wondered how long he'd wait. Forever, probably. The static in my head intensified. Finally, I couldn't bear the noise. "I love you, too."
(Peters, 2003: 95).

Holland responds to Seth's love expression but from the narration above, it can be concluded that her response does not represent her true feeling. Rather, it is aimed at ending her conversation with Seth. From these two data, it is revealed that Holland is

still holding and showing her heterosexual identity toward her surrounding and toward Seth, as her couple.

Holland emphasises her heterosexual identity not only by responding to Seth's love expression and by doing sexual activity but also by manipulating her feeling toward Seth as at the same time she realizes her special attraction toward a girl named Cece.

"Babe, hey." Seth's voice echoed down the hall. I realised I was still holding Cece's hand and dropped it fast. Why? We were just getting acquainted. (Peters, 2003: 17).

Holland drops Cece's hands abruptly when she knows that Seth is around her. It reveals her insecurity about her attraction toward Cece that Seth might figure out. Instead, she drops her hands fast and turns toward Seth. It is done not only to cover her homosexual attraction toward Cece but also to confirm her heterosexual identity toward Seth.

2) Starting to have homosexual behaviour

The homosexual behaviour starts to emerge in the confusion stage which becomes the initial sign for a new identity formation. Holland experiences an attraction toward Cece but still considers it as merely an ordinary thing. It can be said that Cece becomes the trigger of Holland's new identity discovery. It starts on Cece's first day of school at Southglen when Holland meets her for the first time.

The baseball cap was gone; now her hair flowed around her shoulders. Her eyes darted across the studio and stopped on me. I wanted to look away, but couldn't. She held me somehow, spellbound. (Peters, 2003: 5).

Holland's homosexual behaviour starts when she is attracted to Cece. She feels that there is something bounding them together which is undeniable for Holland. The attraction is something beyond her power to control that she is unable to resist the feeling.

Holland's attraction is also shown in her way of answering Cece's questions. Holland tries as best as she can to amaze Cece with her answer. Suddenly, Holland becomes aware of what she says and wants to show Cece her ability at making effective and interesting small talks.

"Where do you swim?"

I sprang upright. She'd followed me and was leaning against the locker next to mine.

"In the pool." Well, duh. Holland. Dazzle her with your brilliant repartee. (Peters, 2003: 16)

Holland's inner thought reveals that her attraction toward Cece makes her aware of what she says to her. Although her answer is right, Holland wants to impress Cece with an answer that can amaze her and make her interested in Holland. The subject of their conversation is about swimming activity, a sport Holland is good at. She tries to impress Cece with her skill in making a brilliant small talk. However, she feels disappointed with what she says because of her nervousness in answering Cece's question.

Holland's another behaviour that shows her homosexual side is when Cece is around, she tries to give Cece a mental message, for example by looking on her continuously and thinking something she wants to say to her. It is done to gain Cece's attention as Holland does not dare to say it aloud.

Look at me, I thought. Look at me, look at me, LOOKATME.
(Peters, 2003: 18)

All period long I tried to send Cece mental messages: Look at me,
smile at me, be with me. (Peters, 2003: 108)

These two quotations reveal Holland's effort in gaining Cece's attention by giving her a mental message. Holland does not dare to say it aloud since at this time she just considers her feeling as a merely ordinary attraction toward another person and more importantly she considers herself as heterosexual.

Holland shows her homosexual behaviour not only toward Cece but also toward Seth, her steady boyfriend. It is shown by her changing attitude about her sexual activity with him in the way she tries to refuse and avoid to have it.

I put Seth off by telling him I had my period. That always grossed him out. (Peters, 2003: 134)

Lying that she is having a period becomes Holland's way of avoiding Seth's sexual request. She sees it as an effective way to refuse his sexual request since he is sexually active. It is because she does not feel comfortable anymore in doing it. She thinks that Seth becomes a different person after they are in a love relationship.

3) Experiencing denial

The emergence of heterosexual identity and homosexual behaviour in Holland's life, at the same time, results in the denial coming from her. She denies the existence of homosexual side in her life and tries to repress her intuition of her homosexual behaviour. Holland does a lot of self-questioning in this phase that

indicates her denial about her homosexual side. Her self-questioning reveals the dilemma occurring in her due to the heterosexual identity she still holds.

Look at me, I thought. Look at me, look at me, LOOKATME.
God, Holland. Shut it off. What was that about? I concentrated on doodling in my spiral. Concentrated on not looking at her.
(Peters, 2003: 18-9).

Holland questions herself when she intuitively sends Cece a mental message to look at her in her drawing class. Her inner thought reveals that Holland wants to look at Cece badly. However, she thinks that her feeling toward Cece is not real. That is why she denies her own feeling by questioning herself of what she has just been thinking. Alternatively, she distracts herself to do the drawing assignment and tries not to look at her. In this case, she solves her dilemma to do what she wants intuitively by doing something else to distract her mind.

The other self-questioning occurs when Holland feels the need to follow where Cece goes. It happens one day after school when she sees Cece is going to drive her car.

I had the strongest urge to follow her. More than an urge. A need.
"A need?" I questioned my brain out loud. "Grrl, the only thing you need is to get your azz to work." (Peters, 2003: 38)

She wants to follow where Cece wants to go. Apparently, she wants to know everything about her. However, she questions herself again. Although her inner thought says that she needs to follow Cece, she denies it by forcing herself to go to work. In this case, she denies her feeling by questioning herself and uses her

responsibility to go to work as her possible reasoning. In the same time, she uses it also to solve the dilemma in her.

The denial also happens when Holland has to deal with the request of establishing a gay-lesbian club in her school. As the student body president in her school, she has to decide whether the club will be granted or not by the board of the committee. Instead of making the decision, she denies the existence of homosexuals in her school by wondering their number.

How many were there? I wondered. Four, a dozen, the whole school?
When had it begun? Had Southglenn always been this way? So
hostile? (Peters, 2003: 73).

4) Experiencing frustration

Frustration is a kind of feeling caused by an inability to do the desired things. It is also defined as a situation in which “goal seeking behaviour is aroused but owing to some barrier the motivation cannot be satisfied and the goal cannot be reached” (Banerjee, 1994: 99). Holland’s situation in dealing with her developing sexual orientation frustrates her because she cannot follow her intuition due to her heterosexuality and her social condition. Her frustration portrays the dilemmatic situation she faces in dealing with her developed sexual identity.

However, in the early part of the story, the author presents Holland’s initial frustration about her life, particularly about her school and her self-image. Her frustration about her school life is due to her mother’s ambition to put her into an ivy-league university in America. It frustrates her in a way that she does not have a chance to express her thought about her future to her mother. Holland’s mother

always tells her to gain a good mark so that she would be accepted in an ivy-league university. Eventually, her mother does not consider Holland's argumentation that she does not decide it yet.

What was wrong with me? Ever since senior year started, I just couldn't get motivated. Couldn't get into it. Time seemed to have sped up and taken off without me. (Peters, 2003: 25-6)

Holland feels her initial frustration when thinking about her school life which nearly ends. She does not see any enthusiasm in her school life that she does not fit in the time being. It is not only her school life but also her self-image that does not fit her real life and identity.

Sometimes I'd catch myself looking at my reflection in windows and wonder who I was. Where I was going. Then the image would change and it wouldn't be me, just some nebulous shadow person. An empty, spineless shape-shifter. (Peters, 2003: 22)

This inner thought reveals that actually Holland has a suspicion about her self-image that does not suit her. By saying about the nebulous shadow shape shifter to represent her, Holland reveals that herself and her future life will not suit her true self and identity if she still does what other says or becomes a people pleasure, especially for her mother. It is not that she does not want to, but she sees a hollow person if she still does the same. It becomes dilemmatic since she does not know any possible alternatives yet for her regarding with this issue.

The frustration is more appealing when she finds that she is attracted to women. She forces herself as hard as she can to block her feeling toward the women, especially toward Cece.

A spike of fear lodged in my spine. Why? I wanted to spend time with her, get to know her.
 But at a gay teen centre? What if she thought ...? What if it meant... ?
 The static in my head crackled. (Peters, 2003: 45-6)

She wants to spend her time with Cece to know about her more. In fact, she has to think twice because of her being unready to be involved in a lesbian and gay community. The frustration arises in her mind since she has still been holding her heterosexual identity and been unready for the new community. Importantly, she still considers herself as heterosexual that she does not want Cece to think the contrary. On the other hand, she really wants to get to know about Cece's life personally.

The frustration appears also when Holland tries to describe her feeling or her attraction toward Cece. Her own feeling frustrates her because the more she is aware of it, the more she realizes that in the future there is a possibility for her to be a lesbian.

That's what it was with Cece. An innocent crush. I admired her. She was strong, self-confident. So damn cool. Attractive in a way only another girl would see.
 What did I see? I didn't know exactly. Couldn't capture it on paper. It – she – wouldn't stay still. (Peters, 2003: 83-4)

It is revealed through the datum above that she has a certain attraction toward Cece because of her self-image. However, she cannot describe her feeling about what lies beyond the attraction toward her. She is attracted toward Cece somehow that she could not explain what lies beyond her self-image that causes the attraction. The attraction and her feeling are so dynamic to follow that she cannot explain it exactly

how it was literally. One thing for sure, it was her own feeling that is not stable so that she cannot see other's clearly.

Eventually, Holland does not follow her intuitive feeling toward Cece due to the heterosexual identity she holds. She tries so hard to block her feeling toward Cece.

Banished my feelings to a dark recess in my mind, where they should be banished.

Forget her. Force her out of your head, get her out of you. (Peters, 2003: 88)

She treats her feeling toward Cece as if it is an undesired one which is normal to be blocked and cleared. She wants to forget Cece.

b. Comparison Stage

The comparison stage is a stage in which an individual begins to accept the difference occurring in one's self in terms of his or her sexual orientation. As the consideration of it is increasing, the individual is more sensitive to other's reactions toward homosexuals. The indicators for this stage are looking back for homosexual signs, confessing one's homosexuality to friend, feeling social alienation, and grieving over the loss of heterosexual attributes, such as: the loss of future children and marriage.

1) Experiencing Social Alienation

Social alienation can be understood as a kind of social treatment performed by some members of the society (especially the major ones) toward the other members of the same society (the minority) due to the different characteristics or norms they

have. The majority makes a separation between them and the minority. Lesbians become the potential target of the social alienation among the heterosexual society. It is due to their different sexual orientation. Heterosexuals try to make a social separation between them and the homosexuals since they are considered as abnormal and sinners.

Holland's identity development presents her the change of perspective regarding the social alienation of lesbians in her society. In the same time, it brings her a dilemmatic situation to face. She used to be a heterosexual who has a heterosexual perspective. Her heterosexual perspective changes as her lesbian identity develops. She senses the social alienation toward lesbian clearly after her lesbian identity develops. It can be seen when Holland defends the idea of establishing a gay-lesbian student club in her school to the student body committee which is rejected by the members of the committee. She defends for the club by saying:

“Isn't that unconstitutional?” I said. “What about the First Amendment? What about freedom of speech, freedom of association?” (Peters, 2003: 62)

Holland defends her idea to establish the gay-lesbian club in her school by referring to the First Amendment which is the soul of the American nation. Holland argues that rejecting the club request is a kind of social alienation in her school. It violates the democratic spirit of America based on the First Amendment. From this, it can be seen how she defends against the social alienation rationally, and not only because of her having homosexual attraction. It also reveals the dilemmatic situation in which she has to argue with the members of the committee who are her close friends.

Other situation that confronts Holland with the social alienation toward homosexual is the situation in her English Literature class. The class gets an assignment to read Beowulf comprehensively to have an analysis of the characters' personality. One of Holland's classmate, Marcus, answers the assignment by asking the teacher whether he can choose to focus on Beowulf 's gay characteristic. Hearing Marcus's answer and argumentation, the teacher evicts Marcus from the class. By this, Holland experiences social alienation addressed to homosexual person indirectly. Holland shows a different reaction to the social alienation toward homosexuals in this situation.

Today I wanted to stand and scream, "What is this? National Gay Bashing Week?" But I couldn't. I couldn't command my muscles to move. Couldn't get out of my chair. Couldn't bring myself to do what I knew was right. (Peters, 2003: 73)

Holland tries to defend not only Marcus's argumentation about homosexuality issue but also for the facts about the reality of homosexual existence. The dilemma in her occurs when she wants to do something to change the situation to be less social alienated toward homosexuals and homosexual issues. In fact, she can do nothing because of the powerful system outside her.

The situation faced by Marcus she witnesses opens her mind about the life of homosexuals in their school and in heterosexual environment generally. A mere homosexual issue can lead into a powerful social alienation by the society. It causes homosexuals to cover their true identity from heterosexuals to know. Marcus's class incident gives Holland a vision about the hardship of living as homosexuals.

God, I couldn't imagine that. Every day, having to act invisible, protect yourself. Having to put up with assholes and bigots. (Peters, 2003: 74)

Now Holland finally knows that in order to avoid the social alienation and harassment, homosexuals have to protect their identity from others. They have to keep it secret unless they have to confront the heterosexual's reaction toward them. The reaction coming from heterosexual becomes powerful since they are the majority in the school.

Holland tries to map her situation with Cece among their social circumstance. She cannot deny her attraction toward Cece. On the other hand, she also considers the risk of being with Cece or of following her intuitive attraction toward Cece. Her heterosexual circumstance creates a kind of obstacles that keeps her away from Cece. She has to deal also with the social alienation coming from her surroundings. These include her classmate, her best friend, her boyfriend, and the society.

And I wanted to be with her, like all the time. Eliminate the obstacles, the people and things in our lives that were keeping us apart: Brandi, Seth, Kirsten, society, me.
Me? Make that my fear. What was I afraid of, exactly? What other people would think? I guess, a little. (Peters, 2003: 127)

The existence of Brandi, Seth, Kirsten, the society and she herself confirms Holland's homosexual identity. Brandi's existence confirms it in the way that her closeness to Cece results on Holland's jealousy. On the other hand, Kirsten's homophobic reactions toward homosexual's existence cause Holland to take an action in defending the homosexuals. Her rejection against her steady boyfriend, Seth, also confirms her homosexual identity in a way that she prefers to be attracted to Cece more than to

him. Her existences in the society she lives in also confirms her homosexual identity in a sense that she cannot follow the heteronormativity paradigm as the convention of the society. Holland also feels that she herself becomes a person who keeps her and Cece apart. It is not that she is afraid of what others might say about them but because of her inconsistent identity. Wearing heterosexual identity, she cannot be with Cece and she cannot put herself into homosexual identity either.

2) Looking back for homosexual signs

In searching for her new identity, Holland experiences a phase in which she traces for homosexual signs in her past. Holland has been admitting her attraction toward other women in her life. She has an attraction to Cece since the first day she meets her. However, Holland has not declared her sexual identity yet.

The sensation was stirring. It aroused me in a was... almost as if...
 As if I was falling for her.
 Okay, that didn't shock me. I'd had crushes on girls before. I mean, who hadn't? I'd see a girl in the mall or at swim meets and think, Wow, would I ever like to meet her. I wouldn't act on the impulse or anything. I'd stop myself. (Peters, 2003: 83)

Holland has a strong attraction toward Cece that she is aware of the fact that she might be falling in love with her. Apparently, she considers it as a normal feeling experienced by other girls. She remembers that she also has special attractions toward other women in her social circles. Even, she also has a special attraction to a stranger whom she meets at mall. Although she sees the attraction is normal, she stops herself on doing further action based on her intuition.

Holland also finds the representation of her feeling when reading *Beowulf*, an assignment from her literature teacher. She finds a part in the book that depicts a swimming scene with *Beowulf* and other men in it. When rereading the chapter, she remembers her past when she is actively involved in her swimming team.

My eyes strayed to the dresser, where *Beowulf* beckoned. I retrieved the book and Peters, 2003:d through to find the section about swimming with his merry men. Reread it. Pretty suggestive, all right. Made me remember all those times in swim team practice with the girls when we'd goof around, dunk each other, play chicken. Times I'd have to rein myself in because it was getting so intense.
(Peters, 2003: 101-2)

Her inner thought reveals that she is enjoying the scenes she has with other girls in the swim team. She does not act intuitively in her past when she is enjoying the time she has with the girls. Rather, she withdraws herself from the scene before it consumes her more.

Holland remembers a time when she has a special attraction toward her teacher that she plays a trick to get close to her. She also remembers that she has a special attraction also toward Leah, her best friend since elementary school.

There were other times, too. Ms. Fielding, in German class. I was so in love with her. I used to pretend I needed help so I could stay after school. She wasn't gay, I don't think. Just beautiful. And Leah. God. I had a torrid crush on Leah in sixth grade. Seventh grade. Eighth grade... (Peters, 2003: 102)

From the datum above, it is revealed that she has different responses toward her friends and her teacher in dealing with her homosexual attractions. She gives a further response to her attraction toward her teacher by acting that she has something to

discuss with her to get close to her. In the meantime, she has a special attraction to Leah since they are in elementary school but she does nothing.

Those data reveal that Holland, indirectly, admits to herself that she has a kind of attraction toward other women in her past by tracing back on her past. She has a special attraction toward her teacher, her best friend, her swim team and strangers. However, instead of doing a further action, she withdraws herself from her intuition. Finally, she closes her tracing back for homosexual signs by believing that she is a bisexual who is attracted to other women but still has a heterosexual relationship with a man.

Was I? Gay, I mean? If so, what was I doing with Seth?

Maybe I was bi. That would explain it. An open heart, willing to give and accept love wherever it came from. The feelings, the stirring, the awakening senses with Cece, though, I'd never experienced those with Seth. With any guy. (Peters, 2003: 102)

At first, she still questions her sexual orientation which is reflected on her relationship with Seth. The flashing memory about her attraction toward other women in her past becomes a kind of contemplation on what sexual orientation she really has. It leads her to a conclusion that she is bisexual because of her attraction toward other women and her relationship with Seth. However, she believes that her feeling toward Cece is a special one that she has never experienced before with any men. Those facts show that Holland admits her attraction toward other women but does not consider her as homosexual. Rather, she believes that she is a bisexual because of her heterosexual relationship with Seth.

3) Grieving over the loss of heterosexual attributes

Heterosexual attributes are ordinary things to have in heterosexual society. The heterosexual attributes are some things owned by a person because of his/her heterosexuality. For examples: having a family, having children, having a wedding ceremony, *etc.* It is clear that a person who is not a heterosexual might not have those heterosexual attributes.

As a person who, at the beginning, is believing herself as heterosexual all the time, Holland never has a thought about what she will lose when she is not a heterosexual anymore. It will be different if she considers herself as a non-heterosexual earlier in her life. A wedding ceremony as one of heterosexual attributes, for example, is a very special moment for a woman. It represents a commitment of her life to be partnered with one particular person for the rest of her life. It also represents happiness of love not only for her and her lover but also for the rest of the family and friends. It saddens her when she realises that she will never have a wedding ceremony and even a wedding gown as she considers herself as a non-heterosexual.

My face flared. A pang of sadness pierced my heart. There'd never be a wedding gown. There'd never be a wedding. (Peters, 2003: 163)

The fact that she will never have a wedding ceremony in her life saddens her. Her sadness becomes her reaction toward her changing identity that is not fully understood by her in the terms of the consequences. The new identity she wears raises an unanticipated consequence that she never thinks to happen to her.

The other lost heterosexual attributes is having children. Holland is a person who loves children very much. She takes care of her little sister, Hannah, at home when her mother is busy or whenever she can. She also works at a children cottage after school. The fact that her new identity does not enable her to have her own children saddens her.

A sudden surge of grief seized me. I might never have kids. This pain ripped through my core. Kids. What about kids. (Peters, 2003: 174)

She has been thinking of Hannah as her own daughter and has treated her as if she is Hannah's mother. The fact that she might not have children causes a great sadness for her more than of losing a chance for a wedding ceremony. It is as if she would never have something she loves the most.

4) Confessing to friends

Cece's existence on Holland's side affects Holland's new identity development process. Cece becomes the only lesbian person Holland ever knows well. Holland makes Cece as a lesbian role model for her because she has been coming out from early of her life. It affects Holland in a way that she did not confess to her own best friend. She refuses to confess to other person except to Cece.

"Do you want to talk to someone about this, Holland?" she asked, handing the Peters, 2003: to me.

"We have counsellors here."

"I'm fine," I mumbled.

"She's fine," Cece echoed. "She has me to talk to." (Peters, 2003: 196)

The datum above also reveals that Cece is over confident about her existence around Holland who is now experiencing an identity development. Cece's last words imply

that she believes that her existence is more than enough for Holland to share her difficulty in gaining her new identity.

c. Tolerance Stage

The tolerance stage is the continuant of the comparison stage. The comparison stage reveals that a person might see the different side of her that she does not fit into the heterosexual world but also refuses to put herself into the homosexual category. In this tolerance stage, a person starts to consider that lesbianism is personally relevant though the person does not call herself lesbian yet. The indicators for this stage are feeling emotional and physical need as homosexual and seeking for lesbian communities.

1) Feeling emotional and physical need as homosexual

The first indicator is feeling emotional and physical need as a homosexual. After having a kind of depiction about lesbian life, Holland is now more aware of her own need as a lesbian. Like any other heterosexual love relationship, homosexual also experiences the same need as what heterosexuals do. This part can be seen in two ways: before she confesses her love to Cece and after she confesses it to Cece. The former involves body exposure, erotic dream, and physical contact, while the latter involves love confession, further physical contact and self-legitimizing identity. In the former, Holland feels the need to expose herself in front of Cece. It is revealed when she is alone in her school's shower faucets and knows that Cece is also in the locker room.

I wrenched off the shower faucets, but wasn't about to go gallivanting through the locker room half naked. Although... (Peters, 2003: 89).

In fact, she does not decide to go half naked across the locker room from the shower faucet. Although, she feels the need to expose her body knowing that Cece is also in the locker room. It shows that Holland feels the sexual need of homosexual since she wants to expose herself in front of another girl.

Before she confesses to Cece about her feeling, Holland also has an erotic dream. Generally, a dream represents something that wanted to be done by the person who has it. It also happens to Holland. She has an erotic dream with Cece in it. It also sets in a swimming pool: a place she loves to go. She always meets Cece after her morning swimming laps.

That night I had a dream. An erotic dream. There was me in the pool, nude, and ahead of me another swimmer, just out of reach. I lengthened my strokes to catch up. Grabbed an ankle and pulled myself alongside. She turned and smiled. Cece. She was naked too, and instinctively our bodies came together. Our legs intertwined. (Peters, 2003: 105)

This dream can be seen as the representation of Holland's increasing homosexual need toward Cece. It depicts the lesbian sexual interaction that never has been experienced by Holland before. As her homosexuality side increases in her, she feels the homosexual's needs stronger.

Touching each other becomes an expression of affection among lover. Holland feels it too She feels a need to touch Cece to feel their closeness and to strengthen her feeling toward Cece.

She hadn't touched me, but God, I wanted her to. (Peters, 2003: 133)

Holland realises that Cece is avoiding herself to touch Holland ever since they met. She wants to touch Cece because she wants to make their relationship more intimate than before. She wants to do that to know Cece's reaction and acceptance of Holland. She is not brave enough to touch Cece. Instead, she wants Cece to make the first move knowing that Cece is an outed lesbian for a long time.

In this stage, Holland does a love confession to Cece. She does it by giving Cece a kiss. Kissing among heterosexual might become an ordinary thing. It is different for homosexual. By kissing Cece, Holland has stepped into a further process of becoming lesbian. By this, she admits to herself that she has a love to other woman, Cece. Beyond this, she has been out for herself. It can be seen in the scene below:

"Cece." My voice sounded whispery.

"Hmm?"

I turned to face her, jamming my shoulder into the brick. "I want —" I stopped. Couldn't say it. Couldn't take the step. She twisted her head and opened her eyes. "What Holland? What do you want?"

I was shaking so hard. Do it. Do it now. "I want to kiss you."

(Peters, 2003: 142)

Coming out to herself makes Holland believes that her real sexual identity has been always lesbian. She finds out that she has made a false conclusion before about it. She is not a bisexual and has never become one.

No, I wasn't bi. I was sure of that now. The depth of desire – it was unbelievable. That, and the certainty of this being right. Being me.

(Peters, 2003: 149)

Holland feels that her desire toward Cece is one of her lesbian side that she has never realized before until she is coming out to herself and Cece. It is not only the desire

toward Cece that strengthens her sexual identity. It is about finding her real self and identity. The lesbian identity fits her in a way that she can feel it as her true identity and that it can represent her.

2) Seeking for lesbian community

The next process of Holland's identity development is the sought for lesbian community. She seeks for lesbian community to sustain her life as her mother evicts her from their house because of her lesbian identity. Instead of looking for socialization place, she looks for the shelter in the community.

The Center was the Gay, Lesbian, Bisexual, and Transgendered Resource Center. It was an innocuous brick building located in a strip mall next to a Kinko's copy shop. I wouldn't have noticed it at all if it hadn't been for the rainbow flag. On the door were two signs: SAFE SPACE and LOVE SPOKEN HERE. I clung to Cece as we entered. (Peters, 2003: 195)

Holland and Cece find an LGBT center instead of lesbian community. Her mother who has raised her and loved her rejects her. On the contrary, in this new place, safety and love are offered for her. It is ironic in a sense that her closest family rejects her, while the new place she has never heard before offers comfort for her. That is why she leans on Cece to strengthen herself entering this new place.

d. Acceptance Stage

The acceptance stage is a stage in which an individual accepts lesbianism or homosexuality as socially relevant. It implies that the person starts to get involve deeper in a homosexual or lesbian culture. In this case, the culture is both the person

and the community of lesbian or homosexual. That is why the indicator for this stage is related to lesbian culture.

Holland is depicted as a person who did not reject nor accept homosexuality in her early life. She actually has dealt with homosexuality issue around her since her pre-coming-out process. She does not reject it, but is shocked.

"Since you're student body president, can you tell me why you don't have a lesbigay club at Southglenn?" She had to raise her voice to be heard over the wind.

"A what?" I yelled.

"Lesbigay," she yelled back.

"A who –" Oh. It registered. "I guess ... no one ever applied."

(Peters, 2003: 36)

The lesbian culture she deals with in this case is the lesbian person. She has never met a lesbian who honestly admits her lesbian identity until Cece tells her hers. It shocks her because she thought that there is no lesbian or homosexual in her school that no one barely asks to establish a lesbian or homosexual student club.

Holland's contact with lesbian culture increases when she has a special attraction toward Cece and wants to know her more. Cece introduces her to the lesbian community she already joins. Cece asks her to go to a dance party in a homosexual center.

She caught the end and held it. "We're going to a dance at Rainbow Alley, if you want to come."

"What's Rainbow Alley?" I peered over her shoulder at the girls.

"It's a gay teen centre," she said. (Peters, 2003: 45)

Cece has a suspicion about Holland's sexual identity as she is lesbian herself. She asks Holland to join the dance but it happens that Holland rejects the invitation. It shocks her because she does not expect this kind of invitation.

Lesbians or homosexuals, generally speaking, are well-known for their creative minds and their artistic activities. Cece, who already knew that Holland is a covert lesbian, asks her to come to another LGBT event in the Rouge Theatre, an LGBT theatre. She invites her again to introduce her more about lesbian community. Instead of rejecting the invitation, Holland shows enthusiasm to know Cece's life deeper.

“There's a performance at the Rogue Theater. A bunch of PA groups from around the city. We got in at the last minute. Our group, I mean.”
“You're in a group? You're a performer?”
“Uh huh. Would you like to come? I could get you a couple of free tickets.” (Peters, 2003: 110)

Holland does not have any idea about what PA is until Cece explains that PA is a performance art. She does not know that Cece is one of the performers in the event either. Besides showing her attraction in Cece, Holland is also interested in knowing the lesbian community events more. It is in line with the idea that she considers lesbian as socially normal.

Holland finds out later that Cece is in a group of performer called Unity. In this stage, Holland has a new vision that becoming lesbian is socially relevant. That is why she can accept Cece's lesbian identity also. She is attracted to Cece that leads her to be curious about the rise of the group as a community.

“No problem. Tell me about Unity. How did you guys get together?” I reached around her and opened my locker. (Peters, 2003: 126)

Holland feels curious about Cece’s Unity. She wants to know about the history of its establishment as a lesbian community and about the people. It happens to her because she does not have any clue about lesbian people and lesbian’s performers group. The fact that she does not recognize the homosexual persons in her school also affects her way of thinking that there are only covert homosexuals.

The lesbian community not only gathers lesbians as art performers but also provides them the place to share. Holland does not experience to seek for homosexual information in the previous stage of her lesbian identity development. In this stage, when she finds that homosexuality or lesbian is socially relevant, she is involved in a LGBT center where she can get important information for her.

My eyes drifted down to my watch. "Shit. I have to go." Cece was taking me to her Unity rehearsal tonight to introduce me to her friends. It was a big step for her. For us. (Peters, 2003: 235)

The datum above takes place after she has come out to herself and Cece. Unity as a lesbian center plays an important role in her new identity development. Unity facilitates her to declare her lesbian identity in front of other gay persons in her community. It becomes a recognition means among lesbians.

e. Pride Stage

The pride stage places individuals in a situation that they have their identity pride. Their pride overwhelms them that they do not see the consequences of it. The indicator for pride stage is the difficult reality in coming out as lesbian. Holland has

experienced the coming out process in this stage and she has to deal with the reality of living as a new lesbian. Although she has been out and proud to herself as lesbian, she has no idea about what has waited for her to face. She has no idea what the public will do to her with her controversial identity. She is shocked about how Cece responds her at school when she tries to show her affection to Cece.

“Okay.” Was she embarrassed to be seen with me in public? Was that it? Apparently “proud” didn’t necessarily follow “out.”
(Peters, 2003: 154)

Holland considers Cece’s response as avoidance toward her. It affects her way of thinking that she is not lesbian enough to be seen publicly with Cece. She also thinks that Cece is not an out and proud lesbian as what she thought she was. It implies that she does not know what the consequences for her to be seen publicly as lesbian. She does not know what other people will think or act.

On the other hand, Cece, as a mature lesbian, explains to Holland the reason she avoids the affection scene with her in public.

“We can’t be together at school, Holland. Or any-where people might know us. Know you.”
I blew on my cocoa and frowned up at her. “Why?”
“Because I don’t want you to have to go through the bullshit.”
“But –”
She held up a hand. “You don’t know what it’s like. The locker thing was just a minor incident. Okay, it probably qualified as a full-fledged hate crime, but it didn’t cost anything. Not like my slashed tires.”
(Peters, 2003: 159)

She explains that the affection scene they have in public can cause a strong reaction toward both of them and the reaction might also be destructive. She does not want Holland to become the target of those reactions as what happened in Cece’s

experience. It shows Cece's protective manner toward Holland to make sure her safety from others' reaction.

Cece gives Holland a further explanation about what might happen to her if she shows her lesbian identity publicly. This explanation gives Holland a deeper view about living as lesbian publicly. Cece reveals that the new identity brings about some consequences. Cece tells Holland about her past life to give her a new perspective of becoming lesbian.

"School. The mall. You name it. That kind of stuff you can fix. It's the other things, the whispering behind your back, the laughing at you in your face, like you don't even have feelings. Want to know how many times I get called 'dyke' every day? Gee, I don't know," she cocked her head, "I've lost count. It's the ones who give you the look, though..." She shook her head. "There's so much hate in people. It scares me, okay? I'm really afraid of physical violence. That day at the juice machine? God, that totally freaked me. Not that I'm going to let the fear control me, or make me afraid to be who I am. I'm proud of being gay. But it took a long time for me to get there. I had to put up with a lot of shit. And I can't stand the thought of you going through it, through any of it." Her voice caught. (Peters, 2003: 159)

The datum above reveals that Cece worries about how others react toward Holland if she shows her overt lesbian identity in public places. It scares her because it can happen everywhere in public and she has experienced this before. She does not want Holland experiences the same painful reactions expressed by others as she did. She considers that rumours and disgusts are not physically painful that the physical contact with those who hate her as lesbian is more frightening. However, Cece emphasises to her that those painful treatments she gets do not cause her to change her view of her lesbianism. Although Holland does not experience those treatments

yet, she has a new vision now of the consequences she has to deal with by becoming a lesbian.

Other difficulties Holland has to face because of her coming out as a lesbian are the situations she has to deal with her mother. Her mother does not approve her to become a lesbian. She has a higher expectation in Holland that she has to pursue a brighter future than hers. Instead of supporting and understanding Holland, her mother thinks that by becoming a lesbian, she starts to ruin her future. Her mother confronts her when she has found out about the special relationship between her and Cece. However, instead of denying it, she confronts her mother in turn.

Say it, I thought. Stop denying the truth. "Yes, Mother, I am. I'm gay."
(Peters, 2003: 243)

Holland's lesbian pride plays an important role in this confrontation. She feels that she has to tell her mother the truth about her lesbian identity. She wants to tell her because she only has her mother as her only parents and that she wants to share her happiness with her family. She realizes the cost she has to pay in pursuing her happiness.

And that happiness hadn't come without a price. I'd given up a lot to be with Cece: my home, friends, family. Maybe even my future family. (Peters, 2003: 210)

Home, friends and family become the costs she has to pay in living as a lesbian. She has to leave her home because her mother evicts her when she finds out about Holland's lesbianism. Holland's mother evicts her from their home to change her thoughts. It does not work. Holland chooses to leave her home to defend her lesbian

identity. It is not only her relationship with her mother that worsened by her lesbian identity, her vision about her future also changes. She starts to give up upon the thought of her future family. The family in this case is a conventional kind of family which consists of father, mother and children. She cannot form this kind of family as she becomes lesbian. There will be neither husband nor children in her future family. She has to give up on friends also in becoming a lesbian. Most of her schoolmates reject her because of her lesbian identity. They do not accept her lesbian identity because it cannot be a role model in her school which still believes in heteronormativity. They also think that by becoming a lesbian, she ruins her image as a smart student body president. She also has to face a homophobic reaction from one of her best friends, Kirsten. They have been a good friend since elementary school but their best-friend relationship cannot be an excuse for Kirsten not to give her homophobic reactions.

Those difficulties she has to face lead her to have a new consideration of herself and her position toward others in her life. She always thinks that she is only an ordinary girl who happens to have a history on her life. Her lesbian identity changes her history forever to something she has never thought before.

Yesterday, I thought, I was Holland Jaeger, regular person, regular life. I had a home, a family, a history. Today I'm...
(Peters, 2003: 199)

Although she has known other's reaction from Cece's point of view, she has no idea what will happen to her in her future. She believes that by becoming lesbian her future history will also be different. She is well-known as a good sport player in her

school and among her friends. She is a swimming athlete and a hockey player. She is also a smart girl academically. She has a steady boyfriend who happens also as a smart student in her school. She is a well-known student body president. Those histories change as her sexual identity changes. Although some of her history cannot be changed as those deals with her skill but others' view of her do change. It is something she has to deal with by becoming a lesbian. By those difficulties, she concludes one thing in this pride stage:

Surviving day to day took priority. (Peters, 2003: 203)

She concludes that she has to survive from the negative reactions she achieves from others. This conclusion implies that the pride in her as a lesbian overwhelmed her that she only sees her life only through sexual identity. She does not consider other things such as her social roles in her community. It is not to say that becoming lesbian and defending it are incorrect but it is to emphasize that the pride side in herself is too great to bear she does not see other things in her life.

f. Synthesis Stage

The final stage of lesbian identity formation is the synthesis stage. In the synthesis stage, individuals are now employing a lesbian perspective in assessing her condition and situation dealing with her existence in her circumstances. By employing the lesbian perspective, a lesbian person can accept the consequences she has to deal in a more mature way. The indicator for this stage are accepting the loss of heterosexual attributes and wearing lesbian perspective.

1) Accepting the loss of heterosexual attributes

A lesbian in this stage accepts the loss of heterosexual attribute as a part of living as lesbian rather than grieving over it. Holland sees family differently from her past. She realizes that she can have a lesbian family which involves the happiness inside it rather than living as heterosexual but pretending to be someone else. She accepts the loss of heterosexual attributes as a cost she has to pay to be what she is and to gain her true happiness. It can be seen below:

And that happiness hadn't come without a price. I'd given up a lot to be with Cece: my home, friends, family. Maybe even my future family.
(Peters, 2003: 210)

Holland's view of loss changes when she considers the prize she has in her life by becoming a lesbian person. Her happiness to live with her true identity and with her loved one, Cece, erases her pain of losing the other things in her life. She chooses to live happily with a great risk than to live ordinarily but in a whole falseness. It can be seen also when she is rejected by her mother for the second time. She does not want to follow her mother's saying to be a heterosexual in order to be accepted in their home again.

I closed the door behind me, feeling sad for my mother. Sorry for her. Yeah, I'd made sacrifices; I'd experienced loss. But she had no idea what this was costing her. Because she was losing me.
(Peters, 2003: 245)

It is not only Holland that puts her family into a risk by becoming a lesbian but also her mother. Her mother is losing Holland as the consequences of her rejection toward

Holland's lesbian identity. She has to make a sacrifice if she wants to live as a lesbian completely or as who she really is.

Holland's vision toward children also changes in this stage. Holland is depicted as a person who loves children very much. She takes care of children as a mother does. It is also stated earlier that she takes care of her baby sister lovingly. In addition, she works in a Children Cottage as a part timer. She needs to earn extra money at first but she loves the children. That is why she takes the job in Children Cottage. The old Holland, as a heterosexual, finds it enjoyable to work with children, while, the new Holland thinks of it differently.

So I quit Children's Cottage. It killed me to do it, but the pay sucked, and seeing the kids every day was like this constant reminder of loss in my life. (Peters, 2003: 236)

Finally, she decides to resign from her job in the Children Cottage. She finds it difficult, in the end, to work with the children. It is not due to loss of love toward them. It is due to her awareness that working with the children becomes a reminder of the loss to her. She could not have her biological children as a lesbian. Instead of blaming herself for choosing to live as a lesbian, she deals with it by resigning from her job. In addition, she has to think realistically. The pay in the Children Cottage cannot cover her expenses, as she does not live with her family any longer.

2) Employing a lesbian perspective

The second indicator for this stage is wearing a lesbian perspective. Actually, the first indicator for this stage is highly affected by this second indicator. Holland's perspective in seeing things around her changes along with the life of the new identity

inside her. She sees her condition and situation from a lesbian perspective. At first, she evaluates the love relationship she used to have with Seth as merely the social expectation fulfilment.

I realised now I only ever loved him as a friend. That the physical aspect of our relationship evolved because that's what was expected. A girl meets a guy, they fall in love, have sex, get married, not necessarily in that order. (Peters, 2003: 128)

The social expectation took over her in living her life. She took it for granted that her life should follow this social order. After going through the lesbian identity process, she realizes that her life could not follow those expectations. She does not refuse the social order of heterosexual relationship. However, she thinks that the social order does not fit her. She also thinks that every people have their own right to decide whether they want to follow it or not.

The lesbian perspective Holland starts to wear gives her a new understanding of herself in terms of sexual identity and self-image. In the second stage and third stage of her identity development, she jumps into a false conclusion about her sexual orientation. She thinks of herself as a bisexual who accepts love given by Seth and gives her attraction to Cece. She realizes that she is wrong to jump in that conclusion.

No, I wasn't bi. I was sure of that now. The depth of desire – it was unbelievable. That, and the certainty of this being right. Being me. (Peters, 2003: 149)

She now gains her certainty that she is not a bisexual. She jumps to a wrong conclusion due to the strong effect of the social expectation. The desire she feels for Cece is so strong and new compare to what she has with Seth. She finds that her

relationship with Cece fits herself very much that it is being right to be with her in a love relationship. It clarifies that she is not a bisexual ever in her life.

The feeling of being right for Holland to be a lesbian can be seen when she evaluates herself. The body is the same but what she has inside is now changing. She is no longer Holland who has an ordinary life that does not fit her.

To look at me in the mirror, you think I was the same Holland Jaeger I'd always been. But I wasn't the same. I'd discovered this part of myself at the center of my being that made me feel real alive. More aware of where I stood in relationship to others. To Cece, of course, but also to the rest of the world. Aware of what the world thought of me, what they could do to me.

Cece was right – it suddenly hit me how vulnerable I was. Because it mattered what people thought. (Peters, 2003: 171)

By becoming a lesbian, she finds the missing piece of her life which makes her a complete being. The feel of being a complete person situates her in an evaluation not only about her real identity but also about her existence among others in her society. It makes her aware of her relation toward others as a lesbian. She now cannot deny that she has to consider what others might do or react to her as she lives in a social world. In addition, she evaluates the loss she has experienced and compares them to the true love she discovers by becoming a lesbian.

But what I'd lost was insignificant compared to what I'd found. Me. The missing part of myself. And Cece. Knowing love. Being loved. (Peters, 2003: 210)

It does not matter for Holland now what she has lost in the process of searching for her identity. It is because she has found the real her by sharing the love she has for Cece and feeling the love Cece gives her.

Furthermore, the lesbian perspective gives Holland a reconsideration that being a lesbian is not merely about sexuality. It is indeed dealing with sexuality but sexuality is not the only thing matters of being a lesbian. This reconsideration appears in her mind while she has a conversation with Cece's mother. Kate is Cece's mother. She has known Cece's lesbian identity since the first time Cece has it. Compared to Holland's mother, Kate can accept Cece's lesbian identity. Although she accepts it, she feels worry about Cece since she tells her she is a lesbian. The image of Cece is having to deal with others' negative reactions frightens her as a mother.

Not because I wouldn't, I wanted to say. And it wasn't about sexuality. Not entirely. It was about identity. Love.

Kate added, "She's just asking for trouble." I thought she was asking for acceptance. I almost said it. (Peters, 2003: 190)

She hopes that Cece is showing her lesbian identity toward other people outside the family because she considers it as a private issue because it deals with her sexuality. She thinks that by performing her lesbian identity publicly Cece is only inviting a trouble for herself. Holland does not agree with what Kate says. She sees living as a lesbian is not merely about sexuality that has to be kept in private sphere. It is an issue about love as the same as a heterosexual has. It deals also with an acceptance issue. As a lesbian, she thinks that by acting out according to her identity, she wants the world to see and accept her as a normal person. If she has a power like Cece, she wants to show the world who she really is when she finds out that she is a lesbian. Holland relates this conversation with the image of the closet which is closely associated with lesbian identity or homosexuality and sexuality issue in general. She

finds that the image of closet as a place to keep the sexuality issue is often misleading.

They got it wrong when they called it “the closet.” This was a prison. Solitary confinement. I was locked inside, inside myself, dark and afraid and alone. (Peters, 2003: 213)

Holland sees that the issue of lesbian identity should not be placed in the closet area since it is associated only with dirt, loneliness and darkness. It is like a prison for her. She finds it liberating when she can confess to someone else about her sexual identity. By doing this, she does not have to pretend herself as someone else and can perform her lesbian identity publicly. It is important to have this view because Holland can accept the true side of herself regarding her sexual identity.

The other thing that is affected by her lesbian perspective is her way to come out to others. In the past, she had a worry about someone who knew her lesbian identity who might spread it to other people around her. In other words, she was afraid that someone might outed her due to her unready-ness. However, it changes that she does not need someone else to reveal her identity. Instead, she has to reveal it by herself to gain a real acceptance of others.

I shook my head. “I should've told her,” I said, staring at the phone in my hand. “Seth, too. I should've told everyone. Not that I wouldn't have gotten the same reactions. It's just, all this fear about who knows, who's been outing me, suspecting everybody, accusing them. What difference does it make who's outing me? I should've outed myself.” My eyes strayed to the window, the alley, where William was helping a new tenant-in-transition haul in boxes. “Doing this – hiding it – feels like I'm admitting it's wrong. Like I'm ashamed. I'm not ashamed. Of me or you or the way we feel about each other. I want the world to know.” I turned back to her. “I want to be myself. I've hurt people. Leah, Winslow, Seth, my mom. Me,

Ceese. I hurt.” I pressed a hand to my heart. It felt as if the wound cut so deep it might never heal. (Peters, 2003: 216)

She considers that by hiding her real identity she has hurted other people. She accuses others to have revealed her lesbian identity. She wants to reveal it by herself to make everything easier to her. Her friends, ex-boyfriend and her mother have found out it through other person that causes them to feel betrayed. She wants to tell them the truth by herself to make them understand what really happens to her.

A new vision of her future changes as she employs a lesbian perspective more comprehensively. She thinks not only of the survival things in being a lesbian like what she does in the previous stage but also of its reality. She can accept her lesbian identity along with the consequences she has to deal with. The thought comes to her mind when she has to attend her prom night. Other people might come to the prom with their special someone. It is easy for heterosexual persons. For lesbians or other homosexuals, they have to come in a group or even have to drop the idea of prom night because of their sexuality. Holland has a new argumentation for this.

It had been preying on my mind. I didn’t know why I should have to give up my senior prom. I shouldn’t have to give up everything. (Peters, 2003: 246)

This argumentation implies not only about a prom night for a lesbian but also the thought of lesbian future life. The senior prom night is important for a student to celebrate their graduation from their school. Holland does not want to give up upon her special moment only because of her lesbian identity. She is ready with the consequences. In this final stage, Holland can see a way to pursue her future by

doing it her way as a lesbian. She does not see her sexual orientation as an obstacle any longer for her to pursue her future life.

2. The Consequences of Becoming Lesbian Faced by Holland Jaeger

The lesbian identity development undergone by Holland Jaeger brings some consequences. She has to deal with the consequences because the society around her has a different perspective in seeing the homosexual identity. The society still rejects the idea of lesbian identity. That is why Holland has to struggle in living as a lesbian person. The consequences she has to deal in living as a lesbian are facing homophobic reactions, being discriminated, being rejected, being a victim of violence and being alienated both in school and in her circumstances.

a. Facing Homophobic Reactions

Homophobia is a term to describe the irrational hatred, fear or dislike of homosexual and bisexual (Morales in Zastrow and Kirsrt-Ashman, 2007: 502). The homophobic actions are addressed to overt homosexuals who present their sexual identity clearly for others to see. Heterosexuals who think that homosexuality is a deviant identity usually do those actions. Their actions are irrational. They have prejudice and stigma over homosexuals to bring bad things for them.

In *Keeping You A Secret*, Holland Jaeger and other lesbian characters become the target of homophobic actions in school and society. The heterosexual majority in her school show their irrational hatred and fear over homosexuals. Holland experiences the others' homophobic actions not only after becoming a lesbian but also beforehand. It can be seen when she has to deal with the other members of

student body committee that reject the establishment of homosexual club in her school. Kirsten is one of Holland's friends and by chance is a member of the student body committee. She shows her homophobic reaction when she is told by Holland that the homosexuals reject the gay and straight alliance as a condition if they want to establish a homosexual club.

“See?” Kirsten bent over to sip her soda. “Agenda.”
I chewed and swallowed fast. “There is no gay agenda.” I tried to control my voice, my temper. (Peters, 2003: 91)

Kirsten is suspicious that the homosexuals have a hidden agenda by rejecting her idea to establish gay and straight alliance. Her accusation reveals her irrational fear toward homosexuals. It can be seen as a fear that the homosexuals will be over-power the school and spread their homosexuality toward others in their school. It seems that Kirsten does not view this as a good means for homosexuals to establish a club in order to share their problems and to represent their existence as other clubs do.

Kirsten's other homophobic reaction can be seen when she discusses and rather mocks Cece because of the shirt she wore the other day. She dislikes what she sees on Cece's shirt.

Kirsten said, “Did you see the shirt she was wearing yesterday? That OUT! AND PROUD!?” She curled a lip.
“What's wrong with it?” I said.
Kirsten shook her head. “She's just so obvious. Look at me, I'm gay. I'm special,” she mocked. (Peters, 2003: 91)

Kirsten dislikes the words “Out! And proud!” on Cece's shirt. She thinks that by those words Cece wants only public attention of her sexuality. Kirsten's words reveal that she does not understand homosexual at all. She becomes a homophobic person

when she is over reacted to something that does not harm her at all. The writing in Cece's shirt does not mean to affect Kirsten or other persons but, by these words, Cece only wants to reveal that homosexuals do exist in their circumstances.

Holland's other friend who is homophobic is Coop. Similar to what Kirsten does, Coop also mocks and dislikes homosexuals by giving jokes about them. He associates homosexuals with a sick person and a prostitute.

Coop said, "They list their phone numbers in the john. 'For a good time, call Bruce. 1-800-222 -'"

Kirsten snorted. Coop smirked. He said, "You know what gay means, don't you? Got AIDS Yet?" (Peters, 2003: 91-2)

Coop associates homosexuals with prostitutions. He makes fun of a person named Bruce who writes down his telephone number in the school's toilet. He presumes that the Bruce person is a homosexual who prostitute himself. He also makes a joke about the abbreviation of AIDS to be "Got AIDS Yet?". It reveals that Coop accuses a homosexual to be a person who becomes the source of sickness, especially AIDS, which is incurable and a dirty disease.

It is not only Coop the one considering a homosexual as a sick person. Holland's mother also has the same perspective. It is revealed when Holland's mother finally finds out that Holland is a lesbian.

Mom yelled at me, "I didn't raise you to be a lesbian!" She made it sound like the filthiest word in the English language. "It's sick. Perverted. You're perverted." (Peters, 2003: 180)

Holland's mother calls her own daughter as a perverted which refers to a person who has an immoral and unacceptable sexual behaviour. Instead of understanding her

daughter's issue, she is angry to Holland and considers her as a sexually sick person. Holland has to face the fact that her mother, her closest family, could not understand her new identity by becoming an overt lesbian.

In addition, Holland's mother shows an irrational fear toward Holland who becomes an overt lesbian to her mother. It can be seen as Holland and her mother quarrel after knowing that Holland is a lesbian. Knowing the quarrelling, Hannah cries aloud. Holland tries to calm her baby sister, as she cares about Hannah. However, her mother breaks Holland's intention.

Hannah howled and hiccuped. "Oh, Hannie." I paused to comfort her. Mom ripped me away and screeched, "Don't you touch my baby! Don't you ever touch her again." (Peters, 2003: 181)

Holland's mother does not allow her to touch Hannah anymore. She thinks that Holland will affect her little sister if she allows her to touch Hannah again. It is related to Holland's mother's perspective that a lesbian is a sick person who can spread her disease to others.

It can be concluded that Holland becomes the target of homophobic reaction from others. The homophobic reactions can be in the form of irrational fear, hatred and dislike. Holland receives those reactions before and after becoming an overt lesbian. She receives those reactions both from her parent and from friends.

b. Being Discriminated

Discrimination can be understood as a reaction by heterosexual to treat homosexual differently from others. Holland experiences this consequence of becoming a lesbian both before and after declaring herself as an overt lesbian. Before

declaring herself as an overt lesbian, Holland experiences the discrimination over homosexual by witnessing it directly. It happens when the homosexuals in her school wants to establish a gay club as an official club in their school. She has to deal with this along with the student body committee due to her position as the leader of the student body. Eventually, the committee rejects the attempt to establish the club.

“The queers want a club? Forget it.”

Who said that? My head whipped around. Kirsten? (Peters, 2003: 62)

Kirsten who is depicted before as a homophobic person rejects the attempt of establishing a homosexual club directly after she hears about it. She does not even consider the reason of establishing the club. In line with Kirsten’s reaction, Mr. Olander, the senior member of the committee, gives his view about the prohibition of an attempt to establish a homosexual club in his former school.

“We had this kind of request over at Mitchell, my last school,”
Olander said.

“What happened?” I asked him.

“Nothing. Too controversial.”

My blood boiled. “So we turn clubs down because they’re too controversial?” (Peters, 2003: 62)

The reason of prohibiting the establishment of homosexual club in Mr. Olander’s former school is irrational. They refuse the club just because it is too controversial. Holland sees these reactions as a form of discrimination toward homosexuals. The homosexuals are not allowed to establish a student club to be their representative. The club also becomes the symbol of the homosexual’s existence among others in their school. It is a place for them to share their issues like any other student clubs.

However, heterosexuals do not see this side of the homosexual club. They choose to refuse it directly.

Holland's literature teacher, Mrs. Arbuthnot, also shows the discrimination toward homosexual. She sends Marcus out of the class due to his argumentation that Beowulf is a homosexual.

“Can we pick the fact that Wulfie is gay?”

My spine fused. People twisted their heads to gawk at Marcus. They swivelled back to catch Arbuthnot's reaction. She said, “And how did you come to that conclusion?”

“The scene with him and his merry men, splashing around in the water. Seems pretty swishy to me.” He waggled a limp wrist. Everybody laughed. Arbuthnot's face went purple. “Leave the room immediately,” she snarled, pointing to the door. (Peters, 2003: 72)

It happens when the class has an assignment to analyse Beowulf's character. Marcus, confidently, argues that Beowulf's personal trait is of homosexual. He sees it through the scene when Beowulf swims with other men characters. Mrs. Arbuthnot's reaction is shocking for Holland. Emotionally, she tells Marcus to get out of the class immediately. It shocks Holland in a way that a mere idea about homosexuality has a strong reaction by other. Beyond that, this fact can also be seen as a representation in a broader condition. Mrs. Arbuthnot can be seen as the representation of a powerful system, while Marcus can be seen as the representation of homosexuals who are powerless. The powerless system has to deal with the powerful system and defeated. Those representations can be used to explain the discrimination toward homosexuals.

c. Being Rejected

Rejection is an act to refuse the lesbian existence. Holland experiences rejections when she commits to be an overt lesbian. In the novel, it is portrayed that Holland has to confront her mother as her only parent in living as an overt lesbian. Her mother refuses the fact that she is a lesbian. Holland's mother gives her a strong negative reaction when she finds out about Holland's homosexuality. Instead of pretending the fact, Holland claims it persistently to her mother. It leads to Holland's eviction from her house by her mother.

"Go? Go where?" I asked.

"Go to hell," Morn answered.

"Mom —"

"Go," she shrieked. "Get out, get out. Get. Out!" (Peters, 2003: 181)

Holland has to deal with the rejection coming from her mother, her only parent, as the consequence of becoming lesbian. Holland's mother says that Holland has to go to hell. It reveals her mother's perspective in viewing lesbianism. She sees it as a deviant thing which violates the religious norm. She also sees it as a crime because the one who goes to hell is a criminal or someone who disobeys the religious norms.

The rejection from Holland's mother is fatal for Holland. Holland is still a teenager who is in her senior year of high school. It means that Holland's situation does not allow her to have a full time job. The only income she has is from her payment in Children's Cottage. Unfortunately, it does not cover her expenses when she has to live independently. Consequently, she has to live at an LBGT shelter,

named Taggert House. People who live in the shelter have the same situation as what Holland faces. The room in the shelter is depicted as follows:

There was the bed, a rusty sink, an ancient refrigerator, a crusted-over microwave, and a fifties dinette set. I spied the door to the bathroom on my right and decided against a preview. (Peters, 2003: 197)

In this case, the author tries to depict the hard situation a lesbian person has to face as the consequences of her decision to be an overt lesbian. Holland who used to live in a warm and comfortable home with her family has to live in an old fashioned and uncomfortable place apart from her family. She does not see any possible choices to live independently than to live in a LGBT shelter. In the end, she thinks that it is better to live there than to live on the street. She also thinks that she cannot live at Cece's house due to the rule in Cece's family that does not allow any homosexual activities in the house.

Another fatal effect of the rejection coming from Holland's mother is the fact that her mother refuses to give Holland her financial right. Holland saves some of her salary and leaves it at home. She does not have time to bring it when her mother only gave her five minute to pack at the time she was evicted from the house. However, her mother keeps the safe and refuses to give it to her when she steps out of the house. She also wants to throw Holland's stuffs away.

Faith added, "She was going to throw it all out."
An ache gnawed at my core. "Is my safe in there?" I sniped.
"No," Faith said. "She kept that. She said..." Faith stopped.
My eyes narrowed. "She said what?" Faith stuck her thumbnail in her mouth and started chewing. "Never mind. I can guess." Even though she'd never actually voiced the sentiment, I knew Mom felt that everything I had I owed to her. (Peters, 2003: 205)

Faith, Holland's stepsister, takes Holland's stuffs to her. It is revealed latter that she does it because she cares. She also informs that her mother keeps the safe with her. Knowing her mother well enough, she does not have to wonder why her mother does not give her safe. Her mother thinks that Holland owes her everything she has. This thought emphasises the strong rejection from her mother. Instead of understanding and giving Holland a support, her mother considers her as a total stranger. This attitude from Holland's mother can also be seen when she refuses to give Holland the college money which is allocated for her.

“You're not getting a penny of that college money. None of it. It'll all go to Hannah.” Mom snapped. “In fact, I may give it to Faith.”
(Peters, 2003: 244)

This dialogue between Holland and her mother occurs when she is asked to go home by her mother. Holland has been waiting for her mother to ask her to go home. However, she still refuses Holland's lesbian identity. In the other side, Holland gives her mother a persistent answer that she will not leave her lesbian identity and Cece. Holland's persistent act leads to her mother's refusal in giving the college fund for her. She threatens her by saying that the fund will go to Hannah and Faith. She does not have any problem with it because she has not decided yet whether she wants to go to college or not. However, her mother still does not give her the salary she has the right to have. Her mother's action can also be seen as a threat to make Holland change her thought about becoming a lesbian. She thinks that by using Faith as her replacement, Holland will change her sexual identity. She does not know that Faith is the only person in the family who can understand Holland better than she can.

The rejection is coming also from Holland's friends and ex-boyfriend. They are Leah, Kirsten and Seth. Kirsten and Leah used to be her close friends in the past. They have been together since the elementary school. Seth is her ex-boyfriend who is also her best friend. They act differently when finding out that Holland is a lesbian, except for Leah. Holland does not know how to behave in front of Leah. That is why she avoids her in school.

I missed my friends. Leah, Kirsten, even Seth. I longed for the chatter, the laughter. I missed going out to lunch, going skating, going anywhere in a group. (Peters, 2003: 171)

Holland misses the moment she has with her best friends. She also misses the activity she usually did with them. It changes after it reveals to others that Holland is a lesbian. Her closest friends reject her new identity and reject herself consequently. This is the reason that causes her to miss the friendship moment with her best friends. Actually Holland wants to share this to them but she cannot do that due to her promise to Cece to keep it secret. Through this datum, it gives a portrayal of the atmosphere about Holland's feeling. She feels alone and isolated in facing her new world.

On the other side, a strong rejection comes from Holland's ex-boyfriend, Seth. They had been in a love relationship for about a year and they are friends since they were children. He openly rejects her existence both as a friend and as a lesbian. Their break-up causes him to feel offended and leaves him a vengeance. Seth never thinks that Holland is a lesbian. Her sexual identity change causes him to feel betrayed. He

thinks that Holland pretended to love him and that she did not honestly love him. He shows his rejection when Holland tries to greet him in her way to the locker room.

Seth was standing there, arms crossed. “Hi,” I said, taking a step back. He exuded anger. (Peters, 2003: 164)

When Holland is ready to face her new world as a lesbian in the same school setting and role, Seth is still dealing with his betrayed feeling. Seth could not manipulate his feeling toward Holland.

Holland experiences the rejection toward homosexuals not only in informal situations but also in the institutional one. In this case, Holland does not experience the rejection addressed directly to her. She witnesses the rejection of homosexuals addressed to someone else. It is addressed to Marcus, Holland’s classmate in British Literary class by the teacher, Mrs. Arbuthnot.

“Can we pick the fact that Wulfie is gay?”
My spine fused. People twisted their heads to gawk at Marcus. They swivelled back to catch Arbuthnot’s reaction. She said, “And how did you come to that conclusion?”
“The scene with him and his merry men, splashing around in the water. Seems pretty swishy to me.” He waggled a limp wrist. Everybody laughed. Arbuthnot’s face went purple. “Leave the room immediately,” she snarled, pointing to the door. (Peters, 2003: 72)

Marcus is forced to leave the classroom immediately during the learning session by the class teacher, Mrs. Arbuthnot. He has to leave the class because of his answer when describing the characteristic of Beowulf as asked by Mrs. Arbuthnot. She does not accept Marcus’s answer and tells him to leave the class. This fact reveals that the teacher and the school become the representation of a powerful system in Holland’s society which reject the homosexual existence among them. In this case, Marcus only

expresses his perspective on Beowulf's characteristic that shows a homosexual behaviour. However, the reaction of the teacher represented by the eviction toward Marcus shows that the common convention in the society rejects the homosexual existence strongly.

d. Being a Victim of Violence

Violence becomes the hardest consequence Holland has to face in becoming an overt lesbian. It is in both verbal and physical dimensions. The verbal dimensions of violence she has to deal with are the name-calling and threats. The physical dimensions of violence she has to deal with are sexual and physical abuses. Holland becomes both the victim and the witness of verbal violence addressed to her and to other lesbians.

Holland becomes the victim of verbal violence when she meets Kirsten. Kirsten addresses a rude name-calling to Holland because of her sexual orientation.

She cocked her head. "So you are." Hoisting her purse onto her shoulder, she shoved by me out the door. Halfway through, she twisted back and added, "And now we all know what your pleasure is. Dyke." (Peters, 2003: 212)

Kirsten calls Holland with the word *dyke*. This name-calling is considered as an offensive name-calling toward others. Not only the name-calling that is rude, Kirsten shows her rudeness physically to Holland when she walks past her. Besides becoming the target of verbal violence from others, Holland witnesses verbal violence addressed to other lesbians in her school. Some heterosexuals in her school threaten the lesbians by painting rude words in their lockers.

I dropped my duffel. “Oh, my God.” Both hands rose to cover my mouth. “My God.” Someone had spray-painted down the length of her locker: DIE DYKE. (Peters, 2003: 79)

She finds Cece’s locker painted with a threatening message. Somebody wants to frighten Cece by giving her a rude name-calling for homosexual and by threatening her safety and existence. However, Cece is not the only one who gets the threatening message. Brandi and other gay men also get the threatening messages in their lockers.

I found out soon enough she wasn’t the only one targeted. Brandi’s locker had the same message, and three guys got the more obscene FAGS FUCK OFF. (Peters, 2003: 79)

It is revealed that somebody who paints the threatening message is more hostile to gay male than to lesbian. It can be seen from the words painted in the homosexual’s locker. Those threatening message imply that the school’s atmosphere can be so homophobic when dealing with homosexual’s issues and existence although it is also the place for academic and scientific thoughts.

Another kind of violence addressed to homosexual is the physical one. The physical violence involves a physical contact between the homosexuals and the heterosexuals, as the ones who oppose homosexuals. In this case, Holland becomes both the witness and the victim of it. She witnesses the physical violence happening to Cece in their school. She sees what other heterosexuals do to Cece because of her overt lesbian identity.

As I got closer, one of the guys flattened his hand on the machine over Cece’s head and said, “Come on, one kiss. Try it, you’ll like it.” He puckered his lips and made smooching sounds. Cece stiffened. “Get away from me,” she said. “What’s your problem?”

“It’s not my problem.”

The other guy grabbed Cece’s arm and shoved her against the machine. “Feel this?”

Huh?” (Peters, 2003: 69)

Holland sees Cece as the target of physical violence done by some male heterosexuals in their school. The men want to kiss Cece forcefully knowing that she is not attracted to the opposite sex. From the scene above, it reveals that the men feel that what they do to Cece is not violating anything. They think they have a right to do so to Cece, or generally to other lesbians. It portrays that lesbians often become the target of sexual abuse by male heterosexuals because they think that they have a right to treat lesbians that way. They consider lesbians as non-humans who have no feelings and emotions.

In the other hand, Holland becomes the victim of physical violence done by her mother. Holland’s mother does this because Holland defends argument about becoming a lesbian. Holland does not defend herself physically but verbally. However, her mother refuses Holland’s argumentation by making her a physical violence target due to her anger and disapproval.

A burning sensation exploded in my head before I realised Mom had slapped me. Tears sprang to my eyes — more from shock than pain.

"Mom, you don’t understand?" I moved toward her. "I love Cece."

She hit me again, harder, and I stumbled out into the dining room, my hip ramming the credenza. (Peters, 2003: 180)

Holland’s mother does a children abuse against her own daughter. At first, she slaps Holland in her face because she has admitted to her mother that she is a lesbian. Her mother cannot accept this fact that she slaps her face as her reaction. It becomes worse when Holland tries to explain the love she has for Cece. Her mother disgusts at

Holland's explanation and reason. She gets angrier and does a further violence against Holland until it injures Holland physically. On the other side, Holland feels shock and sad due to her mother's treatment toward her. In addition, it is also due to her mother's refusal to understand her as a mother and as the closest family she has.

e. Being Alienated

Alienation is an action done to separate someone or a group of people from the others. It is due to the different norms upheld by those two groups. Considering lesbians and homosexuals, generally, as deviant persons, the heterosexuals alienate them in social life. Holland experiences the alienation her circumstances do to homosexual persons, including her. Principally, alienation does not hurt or injures homosexual physically. However, it can cause a strong discomfort for the alienated persons. Holland feels alienated from her close friends as she commits to hold her lesbian identity. It can be seen when she misses her friends at lunchtime.

I missed my friends. Leah, Kirsten, even Seth. I longed for the chatter, the laughter. I missed going out to lunch, going skating, going anywhere in a group. (Peters, 2003: 171)

She has a promise to Cece not to tell anybody about her lesbian identity. It makes her to separate herself from her close friends. She usually has her lunch in a group with Kirsten, Leah and Seth. She feels lonely inside. She has no body to talk to except to Cece. It is not that she does not like talking to Cece about everything. It is about the promise that keeps her apart from her friends and keeps her hide her true self to her friends.

She experiences further alienation when she has to confront Kirsten, one of her close friend, and the whole school. First, she has to confront Kirsten when they meet unintentionally in front of the school's restroom. As a close friend, Holland tries to greet Kirsten nicely but she declines it by saying something else.

After school I bumped into Kirsten coming out of the restroom as I was going in. "Hey, Kirs," I said.

She scanned the immediate area. Her eyes stopped on me. "Oh. You talking to me?" She palmed her chest. "I thought I heard my name. But that wouldn't be you remembering it." (Peters, 2003: 177)

Holland knows that Kirsten is one of the homophobic persons in their school. However, she does not expect that Kirsten will give her the unpleasant response. Kirsten's words imply that she does not expect that Holland will still be her friends after becoming a lesbian. Other further alienation happens when the whole school know Holland's lesbian identity.

Then suddenly, at school, everyone knew. Nobody actually confronted me, or said any-thing. But when I walked down the halls, it felt as if people could see it on me — a brand, or a mark, or a flashing red "L" on my chest. Their eyes lingered a little too long, and I could sense them judging me. Casting me out. The worst part was, I couldn't even defend myself. (Peters, 2003: 178)

Suddenly, everybody in Holland's school knows that she is a lesbian. She feels helpless because she does not know how to react. She cannot defend herself in front of them because they do not give her verbal or physical confrontation to her. In the same time, she feels that she is vulnerable and alone in facing others in public. They give their judgements and gazing as if they lived in a separate world.

B. Discussion

Keeping You A Secret is a literary work which depicts the representation of a lesbian's life from the insider point of view. The author of this novel is a lesbian who allows the reader to see and experience the life of lesbian, both the process inside and outside of the character, in a more complete way. Considering it as a controversial issue, the readers are benefited to experience the lesbian issues through the author's perspective without having to experience it directly in their real life.

In chapter II, it is explained that lesbian studies are focused on three basic things: sexuality, identity and community. Sexuality and identity are inseparable. First, sexuality is in the person and is not necessarily known by others. Second, identity becomes the sexual statement to others about the sexuality she has. Third, community has a role as a place where lesbian gather to share their issues. Those focuses can explain the lesbian life Holland has.

Holland becomes the representation of someone who used to live in a box limited by the expectations of her society which blind her about her own sexuality. She used to be a heterosexual who fulfils her social expectations: smart, socially active, beautiful, and has an ideal boyfriend (smart and handsome). Her habit to be a people pleasure changes since she starts to reconsider her sexuality. It happens since she knows a new-transferred sophomore, Cecilia Goddard. It turns out later that Cece is a lesbian. The existence of Cece in Holland's life leads her to undergo a new sexual identity development process. In the end, she claims her lesbian identity publicly. As a result, she has to deal with the consequences of becoming a lesbian. She has to

struggle against her society to proclaim her lesbian identity. The community, in this case the LGBT community, becomes Holland's supporting means in dealing with the consequences of becoming lesbian.

The important and interesting points of Holland's life portrayal in *Keeping You A Secret* are the existence of Cece during Holland's lesbian identity development, the rejection and violence as the consequences of becoming lesbian, also the focus in young adult life. The existence of Cece during Holland's lesbian identity development can be seen as the external factor for Holland to be a lesbian. Holland is attracted to Cece since the first time they meet. It causes Holland to reconsider her sexual identity as in that time she has a steady boyfriend. It can be said that Cece becomes a trigger of Holland's identity development. However, Cece only plays her role passively. It means that Cece does not interfere or strongly suggest Holland to become a lesbian. Instead, Cece tries to be Holland's friend with her lesbian identity although Cece knows that Holland tends to be a homosexual rather than a heterosexual person.

This portrayal above gives the readers a new sight of lesbian's life. It breaks the common idea that someone needs a traumatic past to become a lesbian. Many people assume that becoming a lesbian is an effect of a traumatic experience with the male relatives in the past. The lack of available information about lesbian's life forces common people to believe this as the general fact about lesbian persons. The author wants to give the readers and common people a new perspective that becoming a lesbian is not always caused by external factors. Instead, the lesbian sexuality comes

from inside the person herself. Although external factors can also become the reasons of one's changing identity, the decision to be a lesbian fully depends on the person, as what Holland says, "I knew. I just never met the person who'd light my torch and lead the way." (Peters, 2003: 150)

The consequences Holland has to face in living as an overt lesbian is worth discussing. Rejection and violence addressed to and witnessed by Holland are interesting subjects to discuss. The rejections addressed to Holland come from her mother, her close friends (including her ex-boyfriend), and her teachers (as the representation of the society). A strong rejection comes from her mother. Holland's mother has a high expectation on her daughter's future. Unlike her, her mother wants her to go to college and to study pre-law. Her mother argues that becoming a lesbian will only ruin her bright future. It means that prevailing Holland's future, in the same time, will destroy her mother's obsession too. That is why her mother rejects her to become a lesbian. It raises a dilemma in understanding Holland's situation. Every mother will wish and do her best to fulfil her daughter's need and her best future. However, the author presents a different story by giving a portrayal that there is mother's rejection to her lesbian daughter. Again, the lack of available information causes the mother to reject lesbian immediately rather than to understand her daughter's condition and to ask for professionals' helps.

The rejection from her loved ones is not the final action addressed to Holland. It causes a chained reaction. The rejection from her mother leads her to be evicted from their house and the family. Her mother refuses to give Holland her financial

right too, including Holland's safe and college fund. She has to live on the street if the LGBT shelter and center (the community) do not exist. Fortunately, the shelter gives her a free place and solutions.

Another important issue of the consequences is the violence issue. Holland becomes the target of violence from her mother. Knowing that her daughter is a lesbian, Holland's mother is consummated by anger. She hit and slap Holland for many times before finally evicts her from the house, as Holland is persistent with her lesbian identity. The idea that a mother will give her children her unconditional love seems like a myth in Holland's situation. Her mother, even, does not ask her why she decides to be lesbian. She refuses to listen to her explanation about her love to Cece. The rejection and violence from a mother become the hard things to face in living as an overt lesbian. Mother is the symbol of love and care in a family. Mother's rejection and violence means that there will be no family anymore.

On the other hand, Holland witnesses the violence addressed to other lesbian character in the story. The violence she witnessed is the most frightening one. It is the physical violence. She witnesses how Cece becomes the target of a rape attempt by some male heterosexuals in her school. The men want to kiss her forcefully to make her feel a man's kiss. The situation implies that lesbians have a vulnerable position in the society because of their number and gender position. This situation reveals that heterosexuals often ignore the fact that lesbians are also humans who have feeling and thought. The sexual harassment addressed to lesbians portrays that an opinion such as heterosexuals have a right to normalize lesbian by doing sexual harassment

still exists. Heteronormativity and sexism become the basic things that lead them to do so.

Those portrayals of rejection and violence addressed to lesbians by their circumstances, both the family and the society, implies the fact that there is no space available for lesbians to exist. These happen not only in their domestic scope but also in their circumstances among the heterosexuals. Lesbians cannot fulfil the society's expectations which are based on the heterosexuals value. It leads them to move to their own scope, the lesbian community or, to be more general, the LGBT community. When the heterosexuals shut their doors, the lesbian community accept them wide open. The community offers them unavailable love and care from heterosexuals who reject them. Love and care are things needed the most by lesbians or someone who chooses to be different from others. If they do not get these things from family, they will search it wherever it is offered. Parents, in this case, need to be more aware of their children's development sexually. In addition, parents need to prepare themselves with a good sexual education for their children to make them aware of their sexuality and sexual issue.

The young adult characteristic of the novel makes the story more interesting. A grown-up person will deal with the lesbian issue differently than a young adult. A grown-up person has a mature way in handle their sexual identity development. She will count the risk and consequences to be a lesbian. On the other side, a young adult uses her emotional side in seeing things than her rational. The more she is repressed, especially by parents, the more she betrays. It is due to the young adult's emotional

characteristic to show herself and to search for acceptance. Therefore, parents' involvement in their development is necessary, if not important. The understanding and smart parents will lead their children safely. It can be seen in the comparison of Holland's and Cece's life as a lesbian. Cece's parents understand her sexual condition and accept her as a lesbian. Although Kate, Cece's mother still worries about her safety outside the house as she is active in various lesbian events, she gives her love and support to Cece no matter what. On the contrary, Holland has a different story. Her mother does not accept her as a lesbian and evicts her from their house. The rejection forces Holland to live harder than before and without her mother's love. Holland has to live separately from her mother to claim her existence as lesbian.

Those depictions of lesbian's life through Holland character in *Keeping You A Secret* present a new sight to lesbian issues for the readers and common people. Lesbians have been misunderstood for so long. By reading this novel, the readers and common people will get a new perspective on the complexity of lesbian issues. Seeing it through lesbian's perspective, the readers are positioned as the lesbians themselves who experiences the process and the consequences. In addition, parents can get a new understanding of what are needed by their children who happen to be lesbians. More importantly, reading literary works on controversial issues can educate the readers to be the smart readers who will not judge a phenomenon just by its appearance and convention.

CHAPTER V

CONCLUSION AND IMPLICATIONS

After analyzing *Keeping You A Secret* by Julie Anne Peters, the researcher draws some conclusions on Holland's lesbian identity development process assessed using Cass's lesbian identity formation and the consequences she has to deal in living as a lesbian. The implications are drawn by the researcher to elaborate the analyses of lesbian issues in the novel to the practical level.

A. Conclusion

1. Holland Jaeger's Identity Development Process

Holland experiences the six (6) stages of lesbian identity development formulated in Cass' lesbian identity formation. It gives a detailed formulation to analyze the development process. Consequently, the readers are presented with the detailed stories of lesbian's identity development process. It covers the confusion stage, comparison stage, tolerance stage, acceptance stage, pride stage and synthesis stage.

First, the comparison stage covers Holland's awareness of different sexual behaviour. She faces denial and frustration due to the emergence of her homosexual behaviour while still holding the heterosexual identity. The denial and frustration experienced by her indicate the dilemma occurring in her. In this stage, Holland does not seek for homosexual information due to her heterosexuality. Second, the comparison stage portrays that Holland has more awareness of her homosexual

behaviour but still believes herself as a heterosexual. It leads her to believe that she is a bisexual. In this stage, Holland refuses to confess to being a homosexual to her friends except to Cece. Third, the tolerance stage portrays Holland's sensitivity about lesbian issues happening around her. In this stage, she does not reject the existence of lesbians around her. She begins to understand the alienation addressed for lesbians. Fourth, the acceptance stage covers Holland's acceptance of her lesbian-self. She comes out for herself in this stage. Fifth, the pride stage portrays Holland's pride in living as a lesbian without considering the various reactions that might be addressed for her as a lesbian. Sixth, the synthesis stage conveys Holland's fully acceptance of herself as a lesbian along with all the consequences. The confusion stage and comparison stage become the dominant stages in Holland's initial identity development process. These two stages portray the transition of her identity from a heterosexual to a homosexual. The last two stages, pride stage and synthesis stage, portray her experiences to become a completely and overtly.

In confusion stage and comparison stage, Holland does not experience one indicator in each stage. Those are the seeking for homosexual information in confusion stage and confessing to a friend in comparison stage. It happens because Holland has Cece as the closest lesbian around. It also happens because in the first two stages Holland does not consider herself as a lesbian yet. However, these two stages can still explain Holland's lesbian identity development process.

2. The Consequences of Becoming a Lesbian Experienced by Holland Jaeger

To live as a lesbian overtly brings about negatives reactions expressed by others in heterosexual society. It is due to the perspective that lesbians are abnormal and sick persons. The negative reactions become the consequences Holland has to deal with in living as a lesbian within her circumstances. Those negative reactions she has to face are the homophobic reactions, discrimination, rejection, violence and alienation.

The consequences Holland has to face in living as a lesbian come from heterosexuals in her circumstances. Even, Holland's mother is included in those heterosexuals. The teachers and heterosexual students give Holland the negative reactions, too. Facing the homophobic reactions become the basis consequences she has to deal because she lives among heterosexuals who believe in heteronormativity. It includes the prejudice, stigma and stereotype that lesbians are associated with AIDS, mentally sick persons, and sinners. Meanwhile, facing rejection and being the victim of violence both from her domestic and social circumstances become the hardest consequences Holland has to face. She is rejected by her family and friends, which causes her to live without the love from her close ones. She witnesses the violence both verbal and physical to other lesbians which includes a rapping attempt done by some male heterosexuals. Those hard situations Holland has to face prove that she becomes a lesbian because of herself, while Cece becomes a mere trigger for Holland in discovering her true sexual orientation. Given a hard reality in living as a

lesbian, she has a persistent attitude which becomes the evidence that her lesbianism is coming from inside her.

B. Implications

The implications of this research are as follows:

1. The theories about lesbian studies can be applied to analyse a literary work;
2. Literary works become a good representation medium for the marginalized people, for example the lesbians, to bring about their issues;
3. The findings reveal the dilemma experienced by a lesbian, represented by Holland Jaeger in her life in becoming a lesbian and in facing the system in her circumstances, which might be helpful for the readers to have a deeper understanding of this phenomenon;
4. The lack of available information regarding with the lesbian issues causes the society to treat a lesbian negatively. Therefore, the research can be used as an encouragement for other researchers and other students to conduct a further research about lesbian issues or any other new issues in a literary work to provide enough information for the readers to have a deeper understanding of those issues.

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Appendix I

The Plot Summary of *Keeping You A Secret*

Holland Jaeger is a flawless American girl in her school. She is smart, socially active and has a 'perfect' and steady boyfriend. She is in her final class of her high school. She is the president of the student body in her school. She is also a popular student because of her achievement in the swimming team.

Her life changes since a sophomore girl, Cece, moves to her school. Cece is an overt lesbian. Holland feels something occurring in her life which changes her view of self-image as a heterosexual. As time goes by, she experiences the lesbian identity development process in her life. It changes everything in her life since she is socially active. On the other hand, the society still believes in heterosexuality norm and has it as the base of the society. Living as a lesbian, Holland has to face the consequences from the society, even from her parents.

Appendix II

THE DATA

A. Holland Jaeger's Lesbian Identity Development Process

1. Confusion Stage

No	Data	Page	Category
1.	"Babe!" Seth called across the crowded cafeteria. He loped to the double doorway to meet me. Kiss me. "We're over here." He thumbed toward the vending machines, snaking an arm around my waist and steering me along.	2	still holding heterosexual identity
2.	We'd gotten very good at fast and soundless sex. Maybe after a year it was supposed to be that way. Easy. Rehearsed.	14	
3.	"Babe, hey." Seth's voice echoed down the hall. I realised I was still holding Cece's hand and dropped it fast. Why? We were just getting acquainted.	17	
4.	"I love you," he said. And waited. I wondered how long he'd wait. Forever, probably. The static in my head intensified. Finally, I couldn't bear the noise. "I love you, too."	95	
5.	The baseball cap was gone; now her hair flowed around her shoulders. Her eyes darted across the studio and stopped on me. I wanted to look away, but couldn't. She held me somehow, spellbound.	5	Starting to have homosexual behaviour
6.	"Where do you swim?" I sprang upright. She'd followed me and was leaning against the locker next to mine. "In the pool." Well, duh. Holland. Dazzle her with your brilliant repartee.	16	
7.	"Babe, hey." Seth's voice echoed down the hall. I realised I was still holding Cece's hand and dropped it	17	

No	Data	Page	Category
	fast. Why? We were just getting acquainted.		Starting to have
8.	<p>Look at me, I thought. Look at me, look at me, LOOKATME.</p> <p>God, Holland. Shut it off. What was that about? I concentrated on doodling in my spiral. Concentrated on not looking at her.</p>	18-9	homosexual behaviour
9.	<p>I had the strongest urge to follow her. More than an urge. A need.</p> <p>"A need?" I questioned my brain out loud. "Grrl, the only thing you need is to get your azz to work."</p>	38	
10.	<p>I surveyed the room. Everything in here was strange, unsettling. Her, whispering with Brandi. Stop looking at her.</p>	42	
11.	<p>A spike of fear lodged in my spine. Why? I wanted to spend time with her, get to know her.</p> <p>But at a gay teen centre? What if she thought ... ? What if it meant ... ? The static in my head crackled</p>	45-6	
12.	<p>She was such a flirt. It always made me hurl when girls acted that way. Kirsten, for ex-ample. The way she came onto guys. So obvious. With Cece, though, it was different. With her, it was ... sexy.</p>	46	
13.	<p>What was I doing?</p> <p>Had to see her. Talk to her. Apologize about the locker incident. About the assholes in our school. Try to make it right. Even though the janitors had painted over the lockers by the end of the day – covered up the crime so we could all pretend it never happened – she had to be freaked. I wanted to quell her fears.</p>	84	
14.	<p>She was in me, in my blood, invading every cell in my body. She was the one I wanted. She was the one I saw,</p>	99	

No	Data	Page	Category
	felt, desired. This was wrong. He was wrong. It was all so wrong.		Starting to have homosexual behaviour
15.	It was trivial. I wanted it gone. Wanted him gone.	107	
16.	All period long I tried to send Cece mental messages: Look at me, smile at me, be with me.	108	
17.	Everything was her. The light, the dark, the day, the night. Her. Her. She was my first thought in the morning, my last thought at night. She'd taken possession of my soul. She was inside of me, consuming me, compelling me to – What? Drown it out. Fight the force. You can do it, Holland. You're strong. Resist. You can beat the forces of nature. You have to.	125	
18.	I put Seth off by telling him I had my period. That always grossed him out. I knew I had to break it off, and I would, when the time was right. When I could manufacture the words.	134	
19.	Not the kind of people I usually associated with - which was okay. I didn't have a problem with diversity. It was just... I don't know. I felt weird. I decided to drop the class. Maybe add another study hall. I was going to need it.	4	Experiencing denial
20.	Look at me, I thought. Look at me, look at me, LOOKATME. God, Holland. Shut it off. What was that about? I concentrated on doodling in my spiral. Concentrated on not looking at her.	18-9	
21.	I had the strongest urge to follow her. More than an urge. A need.	38	

No	Data	Page	Category
	"A need?" I questioned my brain out loud. "Grrl, the only thing you need is to get your azz to work."		Experiencing denial
22.	A spike of fear lodged in my spine. Why? I wanted to spend time with her, get to know her. But at a gay teen centre? What if she thought ... ? What if it meant ... ? The static in my head crackled	45-6	
23.	How many were there? I wondered. Four, a dozen, the whole school? When had it begun? Had Southglenn always been this way? So hostile? We had a strong policy against bullying, but how was that any different from harassment or discrimination? It was all about hate. There should be laws. Were there laws? Can you legislate against hatred? Why hadn't we discussed this in any of my government classes?	73	
24.	What was I doing? Had to see her. Talk to her. Apologize about the locker incident. About the assholes in our school. Try to make it right. Even though the janitors had painted over the lockers by the end of the day – covered up the crime so	84	
25.	She was in me, in my blood, invading every cell in my body. She was the one I wanted. She was the one I saw, felt, desired. This was wrong. He was wrong. It was all so wrong.	99	
26.	She was my first thought in the morning, my last thought at night. She'd taken possession of my soul. She was inside of me, consuming me, compelling me to – What? Drown it out. Fight the force. You can do it, Holland. You're strong. Resist. You can beat the forces of nature. You have to.	125	

No	Data	Page	Category
27.	<p>Look at me, I thought. Look at me, look at me, LOOKATME.</p> <p>God, Holland. Shut it off. What was that about? I concentrated on doodling in my spiral. Concentrated on not looking at her.</p>	18-9	Experiencing frustration
28.	<p>What was wrong with me? Ever since senior year started, I just couldn't get motivated. Couldn't get into it. Time seemed to have sped up and taken off without me.</p>	25-6	
29.	<p>Sometimes I'd catch myself looking at my reflection in windows and wonder who I was. Where I was going. Then the image would change and it wouldn't be me, just some nebulous shadow person. An empty, spineless shape-shifter.</p>	26	
30.	<p>A spike of fear lodged in my spine. Why? I wanted to spend time with her, get to know her.</p> <p>But at a gay teen centre? What if she thought ... ? What if it meant ... ? The static in my head crackled.</p>	45-6	
31.	<p>That's what it was with Cece. An innocent crush. I admired her. She was strong, self-confident. So damn cool. Attractive in a way only another girl would see.</p> <p>What did I see? I didn't know exactly. Couldn't capture it on paper. It – she – wouldn't stay still.</p>	83-4	
32.	<p>Banished my feelings to a dark recess in my mind, where they should be banished.</p> <p>Forget her. Force her out of your head, get her out of you.</p>	88	
33.	<p>Maybe that was the problem. This attraction to Cece, this crush or whatever it was, was exciting, new, unpredictable. I didn't know where it would lead, or even where I wanted it to lead. I think I knew where it</p>	98	

No	Data	Page	Category
	could lead. And if it did...		Experiencing frustration
34.	Was I? Gay, I mean? If so, what was I doing with Seth?	102	
35.	I woke with a start, breathing hard, wishing I could get it back. Get her back. Finish the dream. Find out how far it would go and what was waiting for me on the other side.	105	
36.	Not that I expected her to – hell, I don't know what I expected.	105	
37.	I didn't get it. Was this a whole new world with different social mores? Different rules? If so, I wished she would've clued me in.	153	
38.	I don't know what I am, where I am, who I am.	200	

2. Comparison Stage

No	Data	Page	Category
1.	“Isn't that unconstitutional?” I said. “What about the first Amendment? What about freedom of speech, freedom of association?”	62	Feeling social alienation
2.	“Wait a minute –” my voice rose. Seth reached across the table and squeezed my wrist. “Don't we come off looking like a bunch of intolerant bigots if we turn them down?”	63	
3.	Today I wanted to stand and scream, “What is this? National Gay Bashing Week?” But I couldn't. I couldn't command my muscles to move. Couldn't get out of my chair. Couldn't bring myself to do what I knew was right.	73	
4.	God, I couldn't imagine that. Every day, having to act invisible, protect yourself. Having to put up with assholes and bigots.	74	

No	Data	Page	Category
5.	<p>What was I doing?</p> <p>Had to see her. Talk to her. Apologize about the locker incident. About the assholes in our school. Try to make it right. Even though the janitors had painted over the lockers by the end of the day – covered up the crime so we could all pretend it never happened – she had to be freaked. I wanted to quell her fears.</p>	84	Feeling social alienation
6.	<p>And I wanted to be with her, like all the time. Eliminate the obstacles, the people and things in our lives that were keeping us apart: Brandi, Seth, Kirsten, society, me.</p> <p>Me? Make that my fear. What was I afraid of, exactly? What other people would think? I guess, a little.</p>	127	
7.	<p>She must've seen how white I was because she said, "Oh, Holland, no. Don't think that."</p> <p>She gave my hand a brief squeeze. "We just," her eyes swept the area again, "we need to cool it here. In school. You know what I mean?"</p>	153	
8.	<p>My self-imposed isolation was beginning to wear.</p>	171	
9	<p>Then suddenly, at school, everyone knew. Nobody actually confronted me, or said any-thing. But when I walked down the halls, it felt as if people could see it on me — a brand, or a mark, or a flashing red "L" on my chest. Their eyes lingered a little too long, and I could sense them judging me. Casting me out. The worst part was, I couldn't even defend myself.</p>	178	
10.	<p>The sensation was stirring. It aroused me in a was... almost as if...</p> <p>As if I was falling for her.</p> <p>Okay, that didn't shock me. I'd had crushes on girls before. I mean, who hadn't? I'd see a girl in the mall or at</p>	83	Looking back for homosexual signs

No	Data	Page	Category
	swim meets and think, Wow, would I ever like to meet her. I wouldn't act on the impulse or anything. I'd stop myself.		Looking back for homosexual signs
11.	My eyes strayed to the dresser, where Beowulf beckoned. I retrieved the book and paged through to find the section about swimming with his merry men. Reread it. Pretty suggestive, all right. Made me remember all those times in swim team practice with the girls when we'd goof around, dunk each other, play chicken. Times I'd have to rein myself in because it was getting so intense.	101-2	
12.	There were other times, too. Ms. Fielding, in German class. I was so in love with her. I used to pretend I needed help so I could stay after school. She wasn't gay, I don't think. Just beautiful. And Leah. God. I had a torrid crush on Leah in sixth grade. Seventh grade. Eighth grade...	102	
13.	Was I? Gay, I mean? If so, what was I doing with Seth? Maybe I was bi. That would explain it. An open heart, willing to give and accept love wherever it came from. The feelings, the stirring, the awakening senses with Cece, though, I'd never experienced those with Seth. With any guy.	102	
14.	My face flared. A pang of sadness pierced my heart. There'd never be a wedding gown. There'd never be a wedding.	163	Grieving over the loss of heterosexual attributes
15.	A sudden surge of grief seized me. I might never have kids. This pain ripped through my core. Kids. What about kids.	174	
16.	"Do you want to talk to someone about this, Holland?" she asked, handing the page to me.	196	Confessing to a friend

No	Data	Page	Category
	<p>“We have counsellors here.”</p> <p>“I’m fine,” I mumbled.</p> <p>“She’s fine,” Cece echoed. “She has me to talk to.”</p>		Confessing to a friend

3. Tolerance Stage

No	Data	Page	Category
1.	I wrenched off the shower faucets, but wasn’t about to go gallivanting through the locker room half naked. Although...	89	Feeling emotional and physical need as homosexual
2.	That night I had a dream. An erotic dream. There was me in the pool, nude, and ahead of me another swimmer, just out of reach. I lengthened my strokes to catch up. Grabbed an ankle and pulled myself alongside. She turned and smiled. Cece. She was naked too, and instinctively our bodies came together. Our legs intertwined.	105	
3.	She hadn’t touched me, but God, I wanted her to.	133	
4.	<p>“Cece.” My voice sounded whispery.</p> <p>“Hmm?”</p> <p>I turned to face her, jamming my shoulder into the brick. “I want —” I stopped. Couldn’t say it. Couldn’t take the step. She twisted her head and opened her eyes.</p> <p>“What Holland? What do you want?”</p> <p>I was shaking so hard. Do it. Do it now. “I want to kiss you.”</p>	142	
5.	No, I wasn’t bi. I was sure of that now. The depth of desire – it was unbelievable. That, and the certainty of this being right. Being me.	149	
6.	Facing her, I said, “You want to try it out?”	207	

No	Data	Page	Category
	A slow smile snaked across her lips. "I thought you'd never ask."		Feeling emotional and physical need as homosexual
7..	The Center was the Gay, Lesbian, Bisexual, and Transgendered Resource Center. It was an innocuous brick building located in a strip mall next to a Kinko's copy shop. I wouldn't have noticed it at all if it hadn't been for the rainbow flag. On the door were two signs: SAFE SPACE and LOVE SPOKEN HERE. I clung to Cece as we entered.	195	Seeking for lesbian community

4. Acceptance Stage

No	Data	Page	Category
1.	<p>"Since you're student body president, can you tell me why you don't have a lesbigay club at Southglenn?" She had to raise her voice to be heard over the wind.</p> <p>"A what?" I yelled.</p> <p>"Lesbigay," she yelled back.</p> <p>"A who –" Oh. It registered. "I guess ... no one ever applied."</p>	36	Increasing contact with lesbian culture
2.	<p>She caught the end and held it. "We're going to a dance at Rainbow Alley, if you want to come."</p> <p>"What's Rainbow Alley?" I peered over her shoulder at the girls.</p> <p>"It's a gay teen centre," she said.</p>	45	

No	Data	Page	Category
3.	<p>“There’s a performance at the Rogue Theater. A bunch of PA groups from around the city. We got in at the last minute. Our group, I mean.”</p> <p>“You’re in a group? You’re a performer?”</p> <p>“Uh huh. Would you like to come? I could get you a couple of free tickets.”</p>	110	Increasing contact with lesbian culture
4.	<p>“No problem. Tell me about Unity. How did you guys get together?” I reached around her and opened my locker.</p>	126	
5.	<p>My eyes drifted down to my watch. "Shit. I have to go." Cece was taking me to her Unity rehearsal tonight to introduce me to her friends. It was a big step for her. For us.</p>	235	
6.	<p>We went around the table to share what we envisioned for ourselves. I mentioned how I’d like to go to college next year, but couldn’t now. William said, “Why not, hon?”</p> <p>“It’s too late to apply. I’ll have to wait until next semester.”</p> <p>"You could go to Metro Urban," Ramon piped up, passing nice the croissants. “That’s where I go. I think you can apply up to a week before classes start.”</p> <p>“You're kidding. How much is tuition, since I have, like, zero money?”</p> <p>“They have a gay and lesbian college fund,” Ramon said. “That’s how I'm doing it.”</p>	237	

5. Pride Stage

No	Data	Page	Category
1.	<p>“Okay.” Was she embarrassed to be seen with me in public? Was that it? Apparently “proud” didn’t necessarily follow “out.”</p>	154	Facing difficult reality to come out as lesbian completely
2.	<p>“We can’t be together at school, Holland. Or any-where people might know us. Know you.”</p> <p>I blew on my cocoa and frowned up at her. “Why?”</p> <p>“Because I don’t want you to have to go through the bullshit.”</p> <p>“But –”</p> <p>She held up a hand. “You don’t know what it’s like. The locker thing was just a minor incident. Okay, it probably qualified as a full-fledged hate crime, but it didn’t cost anything. Not like my slashed tires.”</p>	159	
3.	<p>“School. The mall. You name it. That kind of stuff you can fix. It’s the other things, the whispering behind your back, the laughing at you in your face, like you don’t even have feelings. Want to know how many times I get called ‘dyke’ every day? Gee, I don’t know,” she cocked her head, “I’ve lost count. It’s the ones who give you the look, though...” She shook her head. “There’s so much hate in people. It scares me, okay? I’m really afraid of physical violence. That day at the juice machine? God, that totally freaked me. Not that I’m going to let the fear control me, or make me afraid to be who I am. I’m proud of being gay. But it took a long time for me to get there. I had to put up with a lot of shit. And I can’t stand the thought of you going through it, through any of it.” Her voice caught.</p>	159	

No	Data	Page	Category
4.	My face flared. A pang of sadness pierced my heart. There'd never be a wedding gown. There'd never be a wedding.	163	Facing difficult reality to come out as lesbian completely
5.	A spike of fear lodged in my spine. She wasn't referring to Seth. She knew. Did he tell her? Did Faith? Was it my imagination running wild? Why did it scare me so much that Leah might know? More than anything I wanted to tell Leah. My heart was ready to explode with the love I felt for Cece. But I couldn't. Wouldn't.	172-3	
6.	Yesterday, I thought, I was Holland Jaeger, regular parson, regular life. I had a home, a family, a history. Today I'm...	199	
7.	Surviving day to day took priority.	203	
9.	And that happiness hadn't come without a price. I'd given up a lot to be with Cece: my home, friends, family. Maybe even my future family.	210	
10.	We went around the table to share what we envisioned for ourselves. I mentioned how I'd like to go to college next year, but couldn't now. William said, "Why not, hon?" "It's too late to apply. I'll have to wait until next semester." "You could go to Metro Urban," Ramon piped up, passing nice the croissants. "That's where I go. I think you can apply up to a week before classes start." "You're kidding. How much is tuition, since I have, like, zero money?" "They have a gay and lesbian college fund," Ramon	237	

No	Data	Page	Category
	said. "That's how I'm doing it."		Facing difficult reality to come out as lesbian completely
11.	Say it, I thought. Stop denying the truth. "Yes, Mother, I am. I'm gay."	243	

6. Synthesis Stage

No	Data	Page	Category
1.	I realised now I only ever loved him as a friend. That the physical aspect of our relationship evolved because that's what was expected. A girl meets a guy, they fall in love, have sex, get married, not necessarily in that order.	128	Employing lesbian perspective
2.	Expectations. They ruled my life.	128	
3.	No, I wasn't bi. I was sure of that now. The depth of desire – it was unbelievable. That, and the certainty of this being right. Being me.	149	
4.	I knew. I just never met the person who'd light my torch and lead the way.	150	
5.	To look at me in the mirror, you think I was the same Holland Jaeger I'd always been. But I wasn't the same. I'd discovered this part of myself at the center of my being that made me feel real alive. More aware of where I stood in relationship to others. To Cece, of course, but also to the rest of the world. Aware of what the world thought of me, what they could do to me. Cece was right – it suddenly hit me how vulnerable I was. Because it mattered what people thought.	171	

No	Data	Page	Category
6.	<p>Not because I wouldn't, I wanted to say. And it wasn't about sexuality. Not entirely. It was about identity. Love.</p> <p>Kate added, "She's just asking for trouble." I thought she was asking for acceptance. I almost said it.</p>	190	Employing lesbian perspective
7.	<p>But what I'd lost was insignificant compared to what I'd found. Me. The missing part of myself. And Cece. Knowing love. Being loved.</p>	210	
8.	<p>They got it wrong when they called it "the closet." This was a prison. Solitary confinement. I was locked inside, inside myself, dark and afraid and alone.</p>	213	
9.	<p>I shook my head. "I should've told her," I said, staring at the phone in my hand. "Seth, too. I should've told everyone. Not that I wouldn't have gotten the same reactions. It's just, all this fear about who knows, who's been outing me, suspecting everybody, accusing them. What difference does it make who's outing me? I should've outed myself." My eyes strayed to the window, the alley, where William was helping a new tenant-in-transition haul in boxes.</p> <p>"Doing this – hiding it – feels like I'm admitting it's wrong. Like I'm ashamed. I'm not ashamed. Of me or you or the way we feel about each other. I want the world to know." I turned back to her. "I want to be myself. I've hurt people. Leah, Winslow, Seth, my mom. Me, Ceese. I hurt." I pressed a hand to my heart. It felt as if the wound cut so deep it might never heal.</p>	216	
10.	<p>Cece helped me compose a letter. I explained to</p>	228	

No	Data	Page	Category
	Winslow how I just figured out I was gay and was trying to come to terms with it. That my saying no to him had nothing to do with him or who he was. That I really was flattered he'd asked me to the prom.		Employing lesbian perspective
11.	I lowered my head and laughed to myself. Leah knew me too well. "I'm gay," I said.	231	
12	She added quickly, "I just wish things would stay the same forever. Don't you?" God, no. If the cosmos hadn't shifted, if I hadn't risked change, I might never have found Cece. Found myself. I would've lived a lie, created a life around other people's expectations.	234	
13.	Then we couldn't stop laughing. It was wonderful, fantastic. I'd never felt such joy, freedom, and certainty. About me. About her. About us.	226	
14.	No. I wanted to do this my way. One person at a time. Those who needed, and deserved, to be told.	227	
15.	Leah meandered back to where she'd left the spiral and sat again, I followed her. "Tell me what it's like," she said. I soared into space. These were the words I'd been longing to hear. I took a deep breath and opened myself wide. "I love her, Leah. I love her so much. I've never felt this way about anyone before. Cece and I are connected – physically, emotionally, spiritually. It's like she's inside of me." I clenched a fist to my stomach. "She's a part of me. I can't explain it, She's my soul mate."	232	
16.	Leah would always be my friend, but she was right. Things had changed. Her world seemed very small to me, confined and limited, while mine had expanded,	235	

No	Data	Page	Category
	illuminated, grown. I saw everything now through different eyes. Wide awake and focused.		Employing lesbian perspective
17.	So I quit Children's Cottage. It killed me to do it, but the pay sucked, and seeing the kids every day was like this constant reminder of loss in my life.	236	
18.	It had been preying on my mind. I didn't know why I should have to give up my senior prom. I shouldn't have to give up everything.	246	
19.	And that happiness hadn't come without a price. I'd given up a lot to be with Cece: my home, friends, family. Maybe even my future family.	210	Accepting the loss of heterosexual attribute
20.	So I quit Children's Cottage. It killed me to do it, but the pay sucked, and seeing the kids every day was like this constant reminder of loss in my life.	236	
21.	I closed the door behind me, feeling sad for my mother. Sorry for her. Yeah, I'd made sacrifices; I'd experienced loss. But she had no idea what this was costing her. Because she was losing me.	245	

B. Consequences of Becoming Lesbian as Experienced by Holland Jaeger

No	Data	Page	Category
1.	"The queers want a club? Forget it." Who said that? My head whipped around. Kirsten?	62	Being discriminated
2.	"We had this kind of request over at Mitchell, my last school," Olander said. "What happened?" I asked him. "Nothing. Too controversial." My blood boiled. "So we turn clubs down because	62	

No	Data	Page	Category
	they're too controversial?"		Being discriminated
3.	"They didn't reject you. Mr. Olander said it wasn't inclusive enough. Official clubs need to be open to all the students." I pulled out the form. "Maybe you could add –"	67	
4.	"Straights." Cece's head bobbed. "A Gay/Straight Alliance, right? Gee, I'll have to up the membership to sixteen." She snatched the app from my hand. "Sorry. We don't want a GSA. At least, I don't. Straights don't understand what we're about, what we're going through. We can't talk about stuff that really matters, like coming out. Like dealing with harassment. Like sex."	67	
5.	"Can we pick the fact that Wulfie is gay?" My spine fused. People twisted their heads to gawk at Marcus. They swivelled back to catch Arbuthnot's reaction. She said, "And how did you come to that conclusion?" "The scene with him and his merry men, splashing around in the water. Seems pretty swishy to me." He waggled a limp wrist. Everybody laughed. Arbuthnot's face went purple. "Leave the room immediately," she snarled, pointing to the door.	72	
6.	"Joanie wasn't out. Nobody was. And the last person to come out there got expelled."	219	
7.	Kirsten murmured, "We'd have won if it wasn't for that dyke." I slowly turned to face Kirsten. "Excuse me?" She met my eyes and curled a lip. "If you mean Dayna, she's one hell of an athlete."	54	

No	Data	Page	Category
	Kirsten snorted. "Yeah, they all are." "What is that supposed to mean?"		Being alienated
8.	There was a charge in the air that afternoon, people whispering. I caught a snatch of conversation behind me before econ class started, my ears pricking up at the words, "Gay club."	67	
9.	I missed my friends. Leah, Kirsten, even Seth. I longed for the chatter, the laughter. I missed going out to lunch, going skating, going anywhere in a group.	171	
10.	Leah studied me for a prolonged moment. "We never see you anymore. I never see you. It's like you dropped off the face of the earth. You stopped eating lunch with us and you never come over to my house or call me."	172	
11.	After school I bumped into Kirsten coming out of the restroom as I was going in. "Hey, Kirs," I said. She scanned the immediate area. Her eyes stopped on me. "Oh. You talking to me?" She palmed her chest. "I thought I heard my name. But that wouldn't be you remembering it."	177	
12.	Then suddenly, at school, everyone knew. Nobody actually confronted me, or said any-thing. But when I walked down the halls, it felt as if people could see it on me — a brand, or a mark, or a flashing red "L" on my chest. Their eyes lingered a little too long, and I could sense them judging me. Casting me out. The worst part was, I couldn't even defend myself.	178	
13.	"What does somebody 'out and proud' do about prom? Homecoming, too? All that social crap?" "We usually go as a group," Cece said quietly. "If you want, we could go to prom together."	216	

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	<p>“Oh, right.” I whirled on her. “Stand on opposite ends of the dance floor and ignore each other?” I shook my head.</p>		Being alienated
14.	<p>Motioning her to an enclave by the drinking fountain, I said, “They rejected it.”</p>	66	Being rejected
15.	<p>There was a charge in the air that afternoon, people whispering. I caught a snatch of conversation behind me before econ class started, my ears pricking up at the words, “Gay club.”</p>	67	
16.	<p>“Can we pick the fact that Wulfie is gay?”</p> <p>My spine fused. People twisted their heads to gawk at Marcus. They swivelled back to catch Arbuthnot’s reaction. She said, “And how did you come to that conclusion?”</p> <p>“The scene with him and his merry men, splashing around in the water. Seems pretty swishy to me.” He wagged a limp wrist. Everybody laughed. Arbuthnot’s face went purple. “Leave the room immediately,” she snarled, pointing to the door.</p>	72	
17.	<p>Seth was standing there, arms crossed. “Hi,” I said, taking a step back. He exuded anger.</p>	164	
18.	<p>I missed my friends. Leah, Kirsten, even Seth. I longed for the chatter, the laughter. I missed going out to lunch, going skating, going anywhere in a group.</p>	171	
19.	<p>Then suddenly, at school, everyone knew. Nobody actually confronted me, or said any-thing. But when I walked down the halls, it felt as if people could see it on me — a brand, or a mark, or a flashing red “L” on my chest. Their eyes lingered a little too long, and I could</p>	178	

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	sense them judging me. Casting me out. The worst part was, I couldn't even defend myself.		Being rejected
20.	"Go? Go where?" I asked. "Go to hell," Morn answered. "Mom —" "Go," she shrieked. "Get out, get out. Get. Out!"	181	
21.	Mom wrinkled open the door. Then slammed it shut behind me.	182	
22.	I blinked over to her. "My mother kicked me out of the house."	184	
23.	There was the bed, a rusty sink, an ancient refrigerator, a crusted-over microwave, and a fifties dinette set. I spied the door to the bathroom on my right and decided against a preview.	197	
24.	Faith added, "She was going to throw it all out." An ache gnawed at my core. "Is my safe in there?" I sniped. "No," Faith said. "She kept that. She said..." Faith stopped. My eyes narrowed. "She said what?" Faith stuck her thumbnail in her mouth and started chewing. "Never mind. I can guess." Even though she'd never actually voiced the sentiment, I knew Mom felt that everything I had I owed to her.	205	
25.	Prom. I glanced down the table at Seth, who avoided eye contact not only with me but with everyone else. I'm sorry, I sent him a mental message. Please forgive me? If his dead expression was any indication, his mind was	211	

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	closed to mental telepathy.		Being rejected
26.	“Lesson number one,” Cece said, “you can’t always trust your friends. Lesson number two: You don’t have to do anything to be hated for being gay.”	215	
27.	It felt weird having to ring the doorbell at my own house.	241	
28.	“You’re not getting a penny of that college money. None of it. It’ll all go to Hannah.” Mom snapped. “In fact, I may give it to Faith.”	244	
29.	I closed the door behind me, feeling sad for my mother. Sorry for her. Yeah, I’d made sacrifices; I’d experienced loss. But she had no idea what this was costing her. Because she was losing me.	245	
30.	“See?” Kirsten bent over to sip her soda. “Agenda.” I chewed and swallowed fast. “There is no gay agenda.” I tried to control my voice, my temper.	91	
31.	Kirsten said, “Did you see the shirt she was wearing yesterday? That OUT! AND PROUD!?” She curled a lip. “What’s wrong with it?” I said. Kirsten shook her head. “She’s just so obvious. Look at me, I’m gay. I’m special,” she mocked.	91	
32.	Coop said, “They list their phone numbers in the john. ‘For a good time, call Bruce. 1-800-222 –’” Kirsten snorted. Coop smirked. He said, “You know what gay means, don’t you? Got AIDS Yet?”	91-2	
33.	Mom yelled at me, “I didn’t raise you to be a lesbian!” She made it sound like the filthiest word in the English language. “It’s sick. Perverted. You’re perverted.”	180	

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34.	Hannah howled and hiccupped. "Oh, Hannie." I paused to comfort her. Mom ripped me away and screeched, "Don't you touch my baby! Don't you ever touch her again."	181	Facing homophobic reactions
35.	"Didn't you notice?" Cece swiveled her head. "As soon as she saw my shirt she freaked. She wouldn't even let me touch Hannah, like I was a child molester or something."	222	
36.	I turned the corner and there she was, tacking an index card onto the bulletin board. Shit. "Um, hi, Mrs. Lucas," I faked a cheery greeting. "Can I get a Metro catalog?" She didn't answer right away, just looked at me. Make that glared. Brrr.	238	
37.	Say it, I thought. Stop denying the truth. "Yes, Mother, I am. I'm gay." "She did this to you!" Mom's voice shrilled. "I don't know what she did, but I told her mother to keep her sick daughter away from you. She's perverted, and she's preying on innocent girls--"	243	
38.	She was standing with a couple of guys from the gymnastics team, I think. ... As I got closer, one of the guys flattened his hand on the machine over Cece's head and said, "Come on, one kiss. Try it, you'll like it." He puckered his lips and made smooching sounds. Cece stiffened. "Get away from me," she said. "What's your problem?" "It's not my problem." The other guy grabbed Cece's arm and shoved her	69	

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	against the machine. "Feel this? Huh?"		Facing homophobic reactions
39.	I dropped my duffel. "Oh, my God." Both hands rose to cover my mouth. "My God." Someone had spray-painted down the length of her locker: DIE DYKE.	79	
40.	I found out soon enough she wasn't the only one targeted. Brandi's locker had the same message, and three guys got the more obscene FAGS FUCK OFF.	79	
41.	A burning sensation exploded in my head before I realised Mom had slapped me. Tears sprang to my eyes — more from shock than pain. "Mom, you don't understand?" I moved to-ward her. "I love Cece." She hit me again, harder, and I stumbled out into the dining room, my hip ramming the credenza.	180	
43.	"It's not like that." I reached for Mom, trying to calm her, explain. "It's beautiful. We love each other?" She broke free of Neal and charged me. Hit me again; just started slapping and punching my face and arms and anyplace her hands connected. Neal wedged between us, palming off her blows. Trying to. "You disgust me!" she screamed.	181	
44.	She cocked her head. "So you are." Hoisting her purse onto her shoulder, she shoved by me out the door. Halfway through, she twisted back and added, "And now we all know what your pleasure is. Dyke."	212	

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

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