Homosexual Identity in Alex Sanchez's *Rainbow Trilogy*

Nanda Vidyastria
mominamika@gmail.com
Universitas Negeri Surabaya (Unesa), Surabaya

ABSTRACT

This research aims at describing 1) stages of homosexual identity development in three main characters in the *Rainbow Trilogy* using Cass' model, 2) factors influencing the development of homosexual identity using D 'Augelli's theory, and 3) forms of victimization towards homosexuals experienced by the main characters using theories of D 'Augelli and Rivers. Queer studies was applied to describe and analyze the data in forms of words, phrases, sentences, statements, dialogues as well as monologues in the *Rainbow Trilogy*, recording thoughts and actions by the characters in accordance with the research focus. As a result, the research finds out that the three novels describe clearly all stages of Cass' model of homosexual identity development in Jason and Kyle, including their identity confusions, comparisons, acceptances, tolerances, prides and syntheses. In Nelson, only one stage that can be identified as Nelson is described as one whose sexual identity has been formed. The research also reveals how factors of personal subjectivity and action, interactive intimacy and sociohistorical connection are connected to each others and also influencing the homosexual identity developments of the main characters. Besides, the research also shows that various kinds of victimization occur to Jason, Kyle and Nelson. Normative victimizations made to feel different are experienced by Nelson and Kyle. Family stressor and prejudices in connection to AIDS are experienced by the three characters. Victimization of direct attacks in forms of verbal and physical abuses are experienced by Kyle and Nelson. Lastly, the research finds out that Nelson is the only character experiencing sexual abuse. It occurs in form of undesired comments oriented to a sexual violence.

Keywords: homosexual identity development, victimization

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan 1) tahap perkembangan identitas homoseksual dalam tiga tokoh utama Rainbow trilogy dengan menggunakan model Cass, 2) faktor-faktor yang mempengaruhi perkembangan identitas homoseksual menggunakan teori D 'Augelli, dan 3) bentuk-bentuk viktimisasi terhadap homoseksual yang dialami tokoh utama menggunakan teori D 'Augelli dan Rivers. Kajian queer diterapkan untuk mendeskripsikan dan menganalisis data dalam bentuk kata-kata, frasa, kalimat, pernyataan, dialog dan monolog di Rainbow trilogi yang mencatat pikiran dan tindakan dari tokoh dalam kaitannya dengan fokus penelitian. Sebagai hasilnya, penelitian ini menemukan bahwa ketiga novel menggambarkan dengan jelas semua tahapan model Cass tentang perkembangan identitas homoseksual pada Jason dan Kyle yang

meliputi kebingungan identitas, perbandingan identitas, penerimaan identitas, toleransi identitas, kebanggaan identitas dan sintesis identitas. Pada Nelson, tahapan yang dapat diidentifikasi hanya meliputi tahap sintesis identitas karena dalam novel ini Nelson digambarkan sebagai seseorang yang telah memiliki identitas seksual yang sudah terbentuk.. Penelitian ini juga mengungkapkan bagaimana faktor-faktor subjektivitas pribadi dan tindakan, keintiman interaktif dan koneksi sosial sejarah saling berhubungan satu sama lain dan mempengaruhi perkembangan identitas homoseksual dari tokoh utama. Selain itu, penelitian ini menunjukan berbagai bentuk viktimisasi yang terjadi pada Jason, Kyle dan Nelson. Viktimisasi normatif dibuat untuk merasa berbeda dialami oleh Jason dan Kyle. Stressor keluarga dan prasangka yang berkaitan dengan AIDS dialami oleh ketiga tokoh utama. Viktimisasi serangan langsung dalam bentuk kekerasan verbal dan serangan fisik hanya dialami oleh Kyle dan Nelson. Terakhir, penelitian ini menemukan bahwa Nelson adalah satu-satunya tokoh yang mengalami pelecehan seksual. Pelecehan seksual terjadi dalam bentuk komentar yang tidak diinginkan yang mengarah pada kekerasan seksual.

Kata kunci: *perkembangan identitas homoseksual, viktimisasi*

INTRODUCTION

On June 26, 2015, the US Supreme Court ruled that same sex marriage is a right protected by the US Constitution in all 50 states. This fact became international trending topic because it shows that America has given its full support to homosexual acts. People wave the rainbow flag and change display picture on their social network account with rainbow shade to show their support to this decision. LGBT (Lesbian, Gay, Bisexual and Transgender) issue itself has become pros and cons for decades. Those who support believe that being homosexual is a fundamental right of every individual. While those who oppose argue that being homosexual violates natural law and God's law.

Living in this hetero-normative world makes the homosexual develop their sexual identity in difficult way. Discrimination, social injustice, and violence are often addressed to them. According to Rosario, Schrimshaw, Hunter and Braun (2006), the development of a lesbian, gay, or bisexual (LGB) sexual identity is a complex and difficult process. Other minority groups (e.g., ethnic and racial minorities) are raised in community with similar condition. They can learn the identity and get support from other members of the group while LGB individuals are often raised in communities that can be ignorant of or openly warring toward homosexuality (Rosario et al., 2006). Gay youths struggle with the coming out process and integrate their sexual identity into greater cultural experience as the most intense conflict when they live in religious community, in family with high expectation for the children to marry and have kids, in society where gender roles are polarized and stereotypical. (Tremble et al., 1989).

Alex Sanchez's *Rainbow* trilogy provides us clear description on how homosexual people must struggle hard to develop their sexual identity. The novels highlight not only the homosexual identity development but also the victimizations

that must be faced by the main characters as the impact of having homosexual identity.

LITERATURE REVIEW

Stages of Homosexual Identity Development

Homosexual identity is conceptualized as a developmental process that should be passed through by an individual in his lifespan. This process eventually leads to a personal acceptance of positive self-image as a gay and to the establishment of a coherent personal identity (Milton and MacDonald, 1984:91). Cass explains that homosexual identity develops gradually out of groups of self images which are linked together by the individual's unusual understanding of what characterizes someone as 'homosexual' (1984:110).

Many theorists have written about the development of homosexual identity. There are many models and many different stages proposed. One of the foundational theories of gay and lesbian identity development was developed in 1979 by Vivienne Cass. She describes the six stages of a theoretical model of identity formation, the process by which a person comes first to consider and later to acquire the identity of homosexual as a relevant aspect of life (Cass, 1979:219). The stages are described as follows.

1. Identity Confusion

The beginning of this stage is characterized by the first conscious awareness that an individual has a certain connection to homosexuality in terms of behavior, thoughts, or feelings (White et al., 2000). This stage begins with the person's first awareness of gay or lesbian thoughts, feelings, and attractions. The person typically feels confused and experiences disturbance or uncertainty. Reactions to this confusion are diverse. Positive reactions will lead to further development while negative reaction may lead to foreclosure (Cass, 1979:222-225).

2. Identity Comparison

This stage is characterized by feelings of alienation, in which one accepts the possibility of being gay and becomes isolated from non gay others (Gervacio, 2015:52). The person accepts the possibility of being gay or lesbian and examines the wider implications of that provisional commitment. Cass described several approaches used to address this new realization, including seeking out other gay and lesbian individuals to learn what this status means; having a private gay or lesbian identity while maintaining a public heterosexual identity; or trying to change or inhibit gay or lesbian behavior (Cass, 1979:225-229).

3. Identity Tolerance

The person acknowledges that he or she is likely gay or lesbian and seeks out other gay and lesbian people to combat feelings of isolation. The nature of this interaction with others who are gay and lesbian often determines how the individual feels about his or her sexual orientation identity (Cass, 1979:229-231).

4. Identity Acceptance

This stage is characterized by continued and increasing contacts with other homosexuals. At this stage, the person attaches a positive connotation to his or her gay or lesbian identity and accepts rather than tolerates it. There is increased contact with other gay and lesbian people, with whom the individual prefers socializing. The norms of social groups influence the manner in which the person presents him or herself in heterosexual society. Some people choose to pass as heterosexual; some disclose their identity to selected heterosexuals; and others may be more public about their identity (Cass, 1979:231-233).

5. Identity Pride

The person dichotomizes the world into heterosexuals and homosexuals, and becomes immersed in the gay and lesbian subculture while minimizing contact with heterosexuals. The person acquires a sense of pride in his or her identity and becomes angry with heterosexual society, often resulting in public and vocal activism (Cass, 1979:233-234).

6. Identity Synthesis

The person integrates his or her sexual identity with all other aspects of self, and sexual orientation becomes only one aspect of self rather than the entire identity. The homosexual and heterosexual worlds become less dichotomized, and people are judged individually rather than based on their sexual orientation (Cass, 1979:234-235). Public and private identities become more congruent as individuals become comfortable and secure with who they are. Sexual identity is now seen as just one aspect of self rather than one's entire identity (Evans et al., 2010:309).

Factors Influencing Homosexual Identity Development

D'Augelli in Trickett et al (1994:212) outlines three sets of interrelated variables which are involved in identity formation: personal actions and subjectivities, interactive intimacies, and sociohistorical connections.

1. Personal subjectivities and actions

Personal subjectivities and actions include individuals' perceptions and feelings about their sexual identities, as well as actual sexual behaviors and the meanings attached to them. It is about how individuals feel about their sexual identities over their lives, how they engage in diverse sexual activities with different meanings and how they construct their sexual lives and feel about them (D'Augelli in Tricket et al, 1994: 212).

2. Interactive Intimacies

Interactive intimacies include the influences of family, peer group, and intimate partnerships and the meanings attached to experiences with significant others. Its concern is on how sexuality is developed by parental and familial factors, how age peer interactions shape and modify the impact of early parental and familial socialization and how this learning affects and is affected by intimate partnership of different kinds (D'Augelli in Tricket et al, 1994: 212).

3. Sociohistorical Connections

Sociohistorical connections are defined as the social norms, policies, and laws found in various geographical locations and cultures, as well as the values existing during particular historical periods (D'Augelli in Tricket et al, 1994: 212). The social norms, policies, laws and cultures which support homosexuality will shape positive attitudes in the development of homosexual identity. As Bauer (2006:82) said, "the identification with socially institutionalized groups, customs, and ways of life shapes the possibilities in constructing a positive homosexual identity."

Victimization towards Homosexuals

In recent years, a lot of attention has been given to the victimization experienced by the people with same sex attraction especially the homosexual youths because of its associations with suicidal behavior and drugs use. This has resulted in researchers, educators, and policy makers emphasizing same-sex attraction as a key risk factor for being victimized and experiencing negative health outcomes (Collier et al., 2013). The victimizations towards homosexual youth can be experienced in several forms. D' Augelli and Rivers (2001:199-209) classified the victimizations towards homosexual youths into two different parts; normative victimization and direct attacks.

1. Normative Victimization

D' Augelli and Rivers (2001) put forward three primary areas of cultural or normative victimization: being made to feel different, the experience of atypical family stressors and the implications of the AIDS epidemic.

a. Being Made to Feel Different

The stress of being made to feel different is inherent in the social marginalization of homosexuals of all ages. According to D'Augelli and Rivers, this sense of "otherness" results from isolation from those with similar feelings and from messages that homoerotic feelings are shame worthy. A cyclical pattern emerges: feeling different (and often not being able to understand the feeling), youths withdraw from others, or try to act "straight," with varying degrees of success which widen the gaps between private identity and public identity (2001:200). Being minority group in hetero normative culture often results in the involvement of gay youth in social problems such as prostitution, drug use and homelessness (Radkowsky and Siegel, 1997).

b. Atypical Family Stressor

The second area of cultural victimization centers on the families of gay youth. Many problems LGB youths face are intensified by the lack of parental, sibling, and extended family support. Rivers and D'Augelli suggest that disclosing a non heterosexual identity to parents and family can be a salient turning point in a young person's identity development and that support from parents can help alleviate other forms of cultural and social stressor. A number of research studies cited by D'Augelli and Rivers suggest that family environment does not always provide the foundation needed for gay youth to thrive and that fact lead to a conclusion, "the home is often not a safe haven for LGB youth if they tell their families about themselves or if their sexual orientation becomes known." (2001:206).

c. HIV/AIDS

D'Augelli and Rivers (2001:201) said that the AIDS epidemic of the 1980s has left a legacy for contemporary gay youths which exacerbates their feelings of otherness and isolation, particularly for males. Authoratively, linking sexual orientation rather than specific behaviors to HIV transmission sends a cultural message that has direct implications for youth who are coming to understand their sexuality.

2. Direct Attacks

The other primary type of victimization experienced by LGB people are direct attacks caused because the attackers know, suspect, or presume that their targets are LGB persons. According to D' Augelli and Rivers (2001) direct attacks toward homosexuals often happened in three settings; secondary and high school setting, at home and in the community. The direct attack victimization may come in various forms such as; verbal abuse, physical/violent attack and sexual abuse.

a. Verbal Abuse

Verbal abuse, according to Grady (2003), can be defined as "words that attack or injure an individual, words that cause one to believe an untrue statement, or words that speak falsely of an individual". Verbal abuse is worse than physical abuse as verbal abuse constitutes psychological violence. There are many types of communication behaviors that may be included as verbal abuse. Brendgen et al. (2007), for instance, view that behaviors which can be considered as verbal abuse include ridiculing and teasing, name calling, yelling, verbal putdowns, negative prediction, negative comparison, shaming, cursing and swearing, and threats at the child.

b. Physical Attack/ Physical Abuse

According to National Center of Elder Abuse (NCEA), physical abuse is defined as the use of physical force that may result in bodily injury, physical pain, or impairment. Physical abuse may include but is not limited to such acts of violence as striking (with or without an object), hitting, beating, pushing, shoving, shaking, slapping, kicking, pinching, and burning. In addition, inappropriate use of drugs and physical restraints, force-feeding, and physical punishment of any kind also are examples of physical abuse (http://www.ncea.aoa.gov/FAQ/Type_Abuse/index.aspx).

c. Sexual Abuse

World Health Organization (WHO) defines sexual abuse/ sexual violence as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work (http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf). According to American Psychological Association (APA), sexual abuse refers to unwanted sexual activity, with perpetrators using force, making threats or taking advantage of victims not able to give consent (http://www.apa.org/topics/sexual-abuse/).

METHOD

Research Design

The study of queer or LGBT people is under the field of queer studies which include the academic study of issues raised in biology, sociology, anthropology, the history of science, philosophy, psychology, sexology, political science, ethics, and other fields by an examination of the identity, lives, history, and perception of queer people. This research applied queer studies with focused on describing the stages of homosexual identity development and factors influencing the identity development and victimizations experienced by the main characters of Alex Sanchez's *Rainbow* trilogy.

Data Collection and Analysis

Close reading, highlighting and note taking techniques were used in collecting the data for this study. The data used in this research are in the form of words, phrases, sentences, statements, dialogues and monologues which record the thought and actions of the characters. The sources of data are Alex Sanchez's trilogy novels; *Rainbow Boys, Rainbow High* and *Rainbow Road.* After being collected, the data will be analyzed using descriptive approach so the findings and conclusion can be drawn.

FINDINGS AND DISCUSSION

Stages of Homosexual Identity Development

In analyzing stages of homosexual identity development in the characters of *Rainbow* trilogy, Cass's model is applied.

1. Identity Confusion

The first stage of homosexual identity development of Jason Carillo starts when he begins to realize something wrong has happened to him. On the one hand he is in a relationship with a girl but later on he finds out that he is also attracted to men at the same time. Jason feels confuse about what is going on inside him.

> That night he made it with her-a girl. Homos couldn't do that. Ergo, he couldn't be a homo. … So why'd he continue to have those dreams of naked men-dreams so intense they woke him in a sweat and left him terrified his dad might find out? (Sanchez, 2001:3).

The quotation indicates that Jason is experiencing the stage of identity confusion which characterized by the first conscious awareness of gay thoughts, feelings and attraction. The person typically feels confused and experience turmoil

(Cass, 1979:222-225). Unlike Jason who starts the identity confusion in his teen age, Kyle realizes that he is different when he was little.

> Since Kyle was little, he'd known he was different, though he couldn't explain exactly how. When other boys began to talk about girls, he never felt interested. But it was another story when they bragged about their erections and first ejaculation (Sanchez, 2001:12).

The stage of identity confusion is not found in the character of Nelson Glassman as well as the other four stages since he is described as a homosexual who already has fixed identity. This study finds that the only stage of homosexual identity development of Nelson portrayed in the novels is the stage identity synthesis and more explanation about this stage will be provided in the other section of this sub chapter.

2. Identity Comparison

The second stage of homosexual identity development is identity comparison. In this stage, the homosexual try to seek out other gay individuals to learn about the confusing status. During this stage, the homosexual may have two different sex identities; having private gay identity while maintaining a public heterosexual identity (Cass, 1979:225-229).

This study reveals that the stage of identity comparison in Jason Carillo is illustrated when he decides to seek out other gay individual by attending a Rainbow Youth meeting; a regular meeting for youths or teenagers with homosexual identity to share experience, thoughts and information. Jason decides to go to the meeting in order to find out the right person to talk about his feeling of attraction to men. He checks the member of the group one by one during introduction session and pay attention to a girl named Shea who is a lesbian. Jason hopes that Shea can be the right person who can help him with his problem (Sanchez, 2001:6)..

Kyle's identity comparison stage begins in senior high school. After keeping the confusion for about three years, he begins to seek out other gay individual to learn more about his feeling. Finally, he meets Nelson.

> Then came high school, where I met Nelson. And my whole world changed. He's like no one I've ever known-out and outrageous, totally okay with who he is (Sanchez, 2003:3).

3. Identity Tolerance

After experiencing the stage of identity comparison, the person starts to acknowledge that he is likely gay and seeks out other gay and lesbian people to combat the feelings of isolation. It means that the person begins the new stage of homosexual identity development called identity tolerance. The interaction with

other homosexual people often determines how individual feels about his or her sexual orientation identity (Cass, 1979:229-231).

Jason Carillo starts to understand his feeling of attraction to men after he talks to Kyle Meeks, a schoolmate he sees in the Rainbow Youth meeting. At first Jason thinks to talk about this gay thing to Shea but later on he finds it more comfortable to talk to Kyle since Kyle is also gay and he already experienced the same thing (Sanchez, 2001:66).

Kyle's identity tolerance can be seen from his presence in Rainbow Youth meeting (Sanchez, 2001:4). Since he has passed through the stage of identity comparison, the reason Kyle attends the meeting is not similar with Jason who tries to find answer of his confusion about being homosexual. The reason is more likely to build up interaction to other homosexual in order to combat feelings of isolation. To be part of minority group, it feels more secure and comfortable to be around people with the same problem.

4. Identity Acceptance

Feeling comfortable to make friendship relation with his gay friend Kyle, Jason opens himself to make friends with other homosexuals. In addition of being close to Kyle, Jason frequently interacts with Nelson, another gay schoolmate. This indicates that Jason has been entering identity acceptance the next stage of homosexual identity development. In this stage, homosexuals may choose to pass as heterosexual, some disclose their identity to selected heterosexuals, and others may be more public about their identity (Cass, 1979:231-233). Jason chooses to disclose it to his mother.

> He wanted to tell her about going to the youth group and about Kyle, about how he felt relieved and excited to be finally accepting himself (Sanchez, 2001:200).

The stage of identity acceptance in Kyle starts when he tells his mother about his homosexuality.

> "… but I knew I was different. I didn't want to be. I used to sit in my room and tell myself, I'm not going to let myself this way. I wanted to tell you." (Sanchez, 2001:75).

Kyle's honesty to his mother shows that he could accept his situation as a homosexual. Kyle chooses to disclose his identity to his parents but still hide it from public because he's afraid to face public's reaction to his queerness. He has seen how his friend Nelson takes the bash and other harassment so Kyle decides to stay in the closet and keep the identity for himself at school.

5. Identity Pride

The next stage of homosexual identity development is identity pride. The person acquires a sense of pride in his or her identity and becomes angry with heterosexual society, often resulting in public and vocal activism (Cass, 1979:233-234). Jason's identity pride comes when he has no more hesitation to open his identity to public. Even when a TV channel proposes to interview him about his homosexuality, Jason gladly accepts it although he knows it means like he gives announcement to the whole society that he is a gay (Sanchez, 2003:155-156).

Kyle's pride for being a gay can be seen when one day he finds out someone scratched across the word 'queer' on his locker. Instead of keeping silent on what happened, Kyle decided to paint the words 'and proud' beside the word 'queer' even if it means that he will let people know about his homosexuality (Sanchez, 2001:171). Another part of Kyle's identity pride can be seen when finally he and Nelson have courage to actualize their idea to establish a club where gay and straight students can talk. The club is called Gay Straight Alliance. By establishing this club, Kyle and Nelson wish that the abuse and harassment towards homosexual students at school will no longer exist.

6. Identity Synthesis

The last stage in the development of homosexual identity is identity synthesis. In this stage, the person integrates his or her sexual identity with all other aspects of self and sexual orientation becomes only one aspect of self rather than the entire identity (Cass, 1979:234-235). Jason recently accustomed to his new identity as a homosexual. He no more covers this identity to anyone. In addition, he was confident introducing his gay boyfriend to public.

> And then he did something he'd never have imagined in his wildest dreams. In front of hundreds of stadium viewers and the TV camera, he turned to Kyle-and kissed him (Sanchez, 2003:193).

Kyle goes through identity synthesis stage as he becomes more comfortable with who he is. His team in swimming club refuses to have shower in the same place with him. At first, Kyle chooses to follow their wants and has shower after he arrives home but later he changes his mind (Sanchez, 2003: 182). Kyle is tired of being made to feel different. He wants to be comfort to be himself so he ignores all the rejections and starts his new life with his true self identity. This means that Kyle has completed all stages of homosexual identity development.

It has been explained previously that the only stage of homosexual identity development which can be seen from Nelson Glassman is the identity synthesis. From the beginning until the end of the novels, the figure of Nelson is described as a homosexual who already feel comfortable and proud of his homosexual identity.

Furthermore, the stage of identity synthesis is portrayed trough Nelson's physical appearance. He does not have to tell everybody he is queer since most people can see it from his way performing himself physically. Colorful hair, many earrings on his ears, polished nails and the way he dresses up are enough to make people see his queerness. Besides, the way he talks and walks is different from common men. Jason thought that the earrings and nail polish makes Nelson looks so gay. Jason has a homophobic father. Mr. Carillo will never let any queer person to enter his house. So when Jason brings Nelson and Kyle to his house after save them from a physical abuse, he is worry that his father will notice Nelson's queerness from the physical look (Sanchez, 2001: 193). Nelson's gay look often makes him as target of harassment from homophobic people but Nelson never cares about that. He chooses to keep performing his homosexual identity because it is who he is. The sexual identity has been integrated with his self identity.

Factors Influencing Homosexual Identity Development

D' Augelli in Trickett et al (1994:212) outlines three sets of interrelated variables which are involved in identity formation. The factors are personal subjectivities and actions, interactive intimacies and socio historical connections. The following analysis will reveal the factors influencing homosexual identity development in three main characters of Sanchez's *Rainbow* trilogy.

1. Personal subjectivities and actions

Personal subjectivities and actions include individuals' perception and feeling about their sexual identities, as well as actual sexual behaviors and the meaning attached to them. It is about how individuals feel about their sexual identities over their lives, how they engage in diverse sexual activities with different meanings and how they construct their sexual lives and feel about them (Trickett et al., 1994:212). Compared to the two other main characters, it can be said that Jason is the most successful one in shaping his homosexual identity. He receives a lot of support that are not owned by Kyle and Nelson. The support helps him to form positive perception about his homosexual behavior. Jason is proud with his new sexual identity especially after comes out to the people around him and to the public (Sanchez, 2003:149). Although at first he feels a bit scared, he gets through it very well. Jason's confidence, honesty and act of respecting himself are part of his personal subjectivities and actions that help him to establish a positive attitude towards the identity.

Kyle's personal subjectivities and actions can be seen from his attitude in respecting his own self. He does not enjoy being different. The discomfort is caused by the feelings of shame and fear to be homosexual.

> And while he laughed with classmates at fag and AIDS jokes, on the inside he felt ashamed and frightened (Sanchez, 2001:12).

Kyle's fear of his homosexuality affects the development of homosexual sexual identity on him. He needs more time to get through each stage of the homosexual identity development. Kyle experiences the identity confusion, the first stage of homosexual identity development, since he was in the seventh grade and passes the next stage three years later. There is three years gap between the stage identity confusion and comparison because it is difficult for him to establish a relationship with another person.

Nelson Glassman's positive perception about his homosexuality makes it easier for him to develop his homosexual identity. Among the three main characters, Nelson was the first one who is able to pass through all stages of homosexual identity development completely. He is proud to be a queer. He has no doubt and fear to live life as a homosexual as seen when he proudly introduces himself as a queer in front of people in a youth meeting (Sanchez, 2001:7).

2. Interactive Intimacies

Interactive intimacies include the influences of family, peer group and intimate partnership. Its concern is on how sexuality is developed by parental and familial factors, how age peer interaction shape and modify the impact of early parental and familial socialization and how this learning affects and is affected by intimate partnership of different kind (D'Augelli in Tricket et al, 1994: 212). Interactive intimacy is a significant factor which influences one's development of homosexual identity.

In the three main characters of *Rainbow* trilogy, the various interactive intimacies factors make them develop the homosexual identity in different way. Jason had trouble to pass through the stage identity acceptance because he has homophobic father. Knowing her son was gay, Jason's father left his home and family. Jason's mother did not show support either. She keeps asking Jason to see the psychologist to help him change his sexual identity but Jason remains at his decision. Although both parents do not support Jason, he was lucky to get enough support from his friends, basketball coach and teacher. He was also greatly helped by the presence of Kyle as a boyfriend who always provides good input and advice for him. If it were not for Kyle, he might never have accepted himself (Sanchez, 2005:180). The positive response from the people around him encourages Jason to develop a homosexual identity with a positive attitude.

Different circumstances experienced by Kyle. At first Kyle's parents shock and deny the fact that their son is a gay (Sanchez, 2001: 78) but then they try to understand and accept the condition (Sanchez, 2001: 205). Kyle grows up in a normal, well educated and happy family, a representation of ideal family figure in the community. Growing up in a heterosexual environment makes Kyle has to pass through the stage of identity confusion alone. In fact, at this time, someone who has just realized that he is a gay needs other gay friend to go through the next stage of

homosexual identity development. No wonder if Kyle must get through the stage of identity confusion in quite a long time, for about three years.

Kyle's first support comes when he finally meets Nelson. As a friend who has undergone every stage of the development of homosexual identity, Nelson gives positive influence on Kyle's homosexuality. For Kyle, Nelson is a perfect person to share anything about being homosexual and with Nelson, Kyle does not have to pretend to be anything other than himself (Sanchez, 2001:14). Support for Kyle grows when he begins a relationship with Jason. This relationship makes Kyle even prouder of the sexual identity and finally he completely succeeded in developing his homosexual identity.

Nelson's big support comes from his mother. Since Mrs. Glassman knows that her son is different, she accompanies and helps him passes through every step of the homosexual identity development. She is the one who first cover him when he gets the bullies and abuses because of his homosexuality. Moreover, she becomes the vice president in parents and friends of lesbian and gay community or often called PFLAG (Sanchez, 2001:82). It is a group that support homosexual youths. This support helps Nelson to build positive perception of his homosexuality which he needs to develop positive attitude on his homosexual identity.

3. Socio-historical Connections

Another factor that influences the development of homosexual identity is sociohistorical connection which is defined as the social norms, policies and laws found in various geographical locations and cultures, as well as the values existing during particular historical period (D'Augelli in Tricket et al, 1994: 212). The social norms, policies, laws and cultures which support homosexuality will shape positive attitudes in the development of homosexual identity. The social norms in the area where Jason, Kyle and Nelson live doesn't support homosexuality as seen in the following quotation.

> ... That's what's wrong with the society-if you're in any way different, you get clobbered (Sanchez, 2005:156).

The above quotation is Nelson's comment when in talks with Jason about how hard it is of being different person to live in the community. The existence of homophobic inevitably affects the development of the sexual identity. Because of the fear of negative reactions of society, homosexuals often cover up their sexual identity. This led to stages of identity pride and identity synthesis cannot be passed easily and sexual identity formation takes place in a longer period of time.

In addition to culture, the applicable law in the area where the three main characters of the three novels live also shows inequity toward homosexuals.

> My dream is for Jason and me to go college together. Who knows? By the time we graduate, gay marriage might even be legal (Sanchez, 2003:5).

From the above quotation it can be seen that in the state where Jason, Kyle and Nelson live, same sex marriage has not been approved. This means that the existing law has not shown support toward homosexuals. Homosexuals who live in countries which have laws that support their existence can develop their sexual identity easily. In contrast, homosexuals who live in countries with laws that do not support them will find difficulties in developing their homosexual identity.

Victimization towards Homosexual

As people with deviant behavior, homosexuals often experience a series of bad experiences caused by the sexual identity. This experience brings various negative impacts on them. The difficulty in socializing, difficulty in getting a job, until the coming of mental disorder or depression which may lead to suicide are some examples of the impacts they must face caused by the victimization against them. According to D' Augelli and Rivers (2001: 199-209), there are two different kinds of victimization towards homosexuals; normative victimization and direct attacks.

1. Normative Victimization

There are three primary areas of normative or cultural victimization. They are being made to feel different, the experience of atypical family stressor and the implications of AIDS epidemic.

a. Being Made to Feel Different

According to D' Augelli and Rivers, being made to feel different or this sense of otherness results from isolation from those with similar feelings and from messages that homoerotic feelings are shame worthy. The cyclical pattern may emerge: feeling different, youth withdraw from others, or try to act straight (2001: 200). In *Rainbow* trilogy, being made to feel different is experienced by Jason and Kyle.

> Amid the spray of water, Corey was talking about some TV show with Skip, while Andre discussed cars with Odell. As Jason entered, everyone became quiet (Sanchez, 2003: 131).

The quietness of Jason's friends shows that there is something wrong happened. Usually, they will chat, make a joke and do other things together after the practice but when Jason is already came out to the whole team, he feels like he is being shunned. To make someone feels that he is not belong to particular group or existing group means that the person is being made to feel different. This is because of the society cannot accept the difference so the different individual is considered as 'other'.

The sense of otherness is also experienced by Kyle when his swimming teammates refuse to use the shower together with him. Kyle is insisted to shower till he gets home after practice (Sanchez, 2003:87). Besides, after the teammates know about Kyle's homosexuality some of the guys never talk to him anymore (Sanchez, 2003:26). Another sign of being made to feel different can be seen when one day Kyle has to attend a swimming meet by school bus. In the school bus, none of the boys offers him a seat. Even when he finds an empty seat, the boy sit next to the empty sit harshly asks him to find another one (Sanchez, 2003:175). In addition, when Kyle and his teammates reach the area of the swimming meet, all of the boys refuse to share the hotel room with him (Sanchez, 2003:177). Those bad treatments to Kyle are happened because of his sexual identity. For the boys, Kyle's homosexuality is disturbing and annoying. Commonly, this act of 'othering' becomes the start of further victimizations.

b. Atypical Family Stressor

The atypical family stressor is a kind of normative victimization due to parental, sibling and extended family support. D' Augelli and Rivers (2001:206) suggest that disclosing a non heterosexual identity to parents and family can be a salient turning point in a young person's identity development and that support from parents can help alleviate other forms of cultural and social stressor.

Jason's family stressor is indicated by the reaction of his parents knowing about his homosexuality. After Jason discloses his sexuality, his father leaves the house and the family while her mother asking him to meet the psychologist (Sanchez, 2001: 199-200) and persuading him to join the ex gay group (Sanchez, 2003:185) to cure his sexual orientation. Kyle's parents react different way. At first they shock and deny the truth that Kyle is a gay (Sanchez, 2001: 78) but later on they try to understand and accept Kyle just the way he is. Nelson's mother gives full support on his homosexuality but the family stressor comes from his father. Mr. Glassman always blames Nelson for every trouble in the family. He often asks Nelson to act like a normal boy (Sanchez, 2001:221). From Nelson's side, he thinks that his father abandons him. Nelson grows up swearing that Mr. Glassman is not his real father because he feels that his father treats him like a mistake (Sanchez, 2005:157).

Jason's and Kyle's parents' reaction and Nelson's father's reaction becomes serious stressor to the boys. Family support is one of important factors which determine the development of homosexual identity. Fortunately for Jason, he gets enough support from outside the family. It's also lucky for Kyle to have parents who have the willing to understand and accept Kyle's condition. Nelson is also lucky to have mother who always support and care about him. If these boys cannot handle the family stressor, the development of their homosexual identity may fail.

c. HIV/AIDS

D' Augelli and Rivers said that the AIDS epidemic of the 1980s has left a legacy for contemporary gay youths which exacerbates their feelings of otherness and isolation, particularly for males. The society tends to link sexual orientation to HIV transmission (2001: 201). The fact that most people who suffer from AIDS epidemic in 1980s are homosexuals brings the prejudice that the homosexuals are HIV transmitter.

Since Debra, Jason's ex girlfriend knows that Jason is in relationship with Kyle, she is so worried about Jason's health and her own health because she's afraid if Jason makes love with infected boy while he also makes love with her (Sanchez, 2003:153). Kyle's parents also worried about the same thing. When Kyle comes out to them, the issue about AIDS also makes them worry (Sanchez, 2001:106). Nelson's mother has the similar worry either. She gets angry knowing that Nelson has done an unsafe sex with a gay man he knows from the internet (Sanchez, 2001:176). The response might be different if Nelson did it with a girl. The fear that Nelson will get HIV infection is bigger since Nelson is a gay.

The prejudice about the issue of AIDS and homosexuals grows even more uncontrollable in the society. People in the society considered the homosexuals as the ones who will drag their children to have the sinful behavior and contaminate them with AIDS (Sanchez, 2001:180). The prejudice that a homosexual has high risk in getting the HIV infection and has high potential opportunity in contaminating other people often becomes a stressor for the homosexual. Furthermore, additional victimization may occur owing to AIDS-related homophobia.

2. Direct Attacks

The other type of victimization toward homosexual is direct attacks. According to D' Augelli and Rivers (2001), direct attacks toward homosexuals often happened in three settings; secondary and high school setting, at home and in the community. The direct attacks may come in various forms such as verbal abuse, physical attack and sexual abuse.

a. Verbal Abuse

Verbal abuse is a form of victimization which commonly accepted by a homosexual. Name calling, teasing, yelling, verbal put down are some examples of verbal abuse which are often experienced by the homosexuals. In *Rainbow* trilogy, the verbal abuse is mostly experienced by Kyle and Nelson. The name calling and obscenities like "faggots" (Sanchez, 2001:35), "homo" and 'queer" (Sanchez, 2001:233) are parts of Kyle's and Nelson's everyday life.

b. Physical Attack

There are some actions which included into physical attack such as striking, hitting, beating, pushing, shoving, shaking, slapping, kicking, pinching and burning. The homophobia often triggers someone to do such abuse to the homosexuals. The extreme and irrational aversion to homosexuality and homosexual people results the act of victimization towards gay people. Sanchez's *Rainbow* trilogy novels reveal some examples of physical attack experienced by the main characters because of the homosexual identity.

The physical attacks towards Kyle can be seen when he gets slapped and knocked against a car by Jack Ransom, a homophobic friend (Sanchez, 2001:36). The physical attacks towards Nelson are even worse than Kyle. In her speech in front of the Gay Straight Alliance school board meeting, Nelson's mother uncovers the physical abuse experienced by Nelson since his childhood. Nelson has been hit, kicked, beat up, spit upon and received death threats simply because he walks and talks differently from other boys (Sanchez, 2001:181). She speaks on behalf of her son and represents other parents whose children have different sexual orientation. She tries to reassure the audiences that the physical abuses toward homosexuals are real.

c. Sexual Abuse

According to WHO, sexual abuse or sexual violence can be defined as any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. The sexual abuse in *Rainbow* trilogy is only experienced by Nelson. He gets the sexual abuse in the form of unwanted sexual comments twice. First, Nelson accepts it from unknown person through a phone call. The anonymous caller tells Nelson to suck his dick (Sanchez, 2001:144). This utterance can be categorized as unwanted sexual comments as a part of sexual abuse. Another similar sexual comment is received by Nelson from Jack Ransom (Sanchez, 2001:192). The difference is Jack utters the comment directly, not through the phone call.

CONCLUSION

This study finds out that the novels described clearly all stages of Cass's model of homosexual identity development in Jason and Kyle which include identity confusion, identity comparison, identity acceptance, identity tolerance, identity pride and identity synthesis. While in Nelson, this study can only find the stage of identity synthesis. This study also reveals how personal subjectivity and actions, interactive intimacies and socio historical connections proposed by D' Augelli, influence the development of homosexual identity of the three main characters. Jason's confidence and a lot of supports make him strong enough to face the obstacles in developing the

homosexual identity. Kyle's fear and shame and lack of support make him has to spend three years for passing the first two stages of the identity development. Nelson's pride about his homosexuality and full support from his mother make him be the first among the three characters who successfully forms his homosexual identity. The heterosexual culture and laws as a part of socio historical connections in the area where the three boys live shows no support for homosexual people. It shapes homophobic society which indirectly brings the concept of denial toward the existence of homosexuals. This concept is built in the family values and forces the family members to never give support for the homosexuals and this condition automatically influence the identity development of the homosexuals. Due to the victimizations toward homosexuals, this study finds out various kinds of victimizations experienced by Jason, Kyle and Nelson. The victimizations are analyzed using D' Augelli and Rivers' forms of victimization. The normative or cultural victimizations include being made to feel different, atypical family stressor and prejudice related to HIV/AIDS. The direct attacks victimization includes verbal abuse, physical attack and sexual abuse. The study found out that being made to feel different is experienced by Jason and Kyle. The family stressor and prejudice related to AIDS are experienced by all of the three characters. Furthermore, the study reveals that the verbal abuse and physical attacks are only happened to Kyle and Nelson. Last, this research found that Nelson is the only character who experienced sexual abuse.

REFERENCES

Aglipay, Fraylanie A. 2014. The Cass' Theory of Sexual Identity Formation: A Study of the Complexities of Queer Identity Development. *Psychology Research* Vol. 4 No. 6 pp. 411-418.

American Psychological Association. 2016. *Sexual Abuse.* http:www.apa.org/topics/sexual-abuse/. Retrieved 02 February 2016

Bauer, Dominique. 2006. Homosexuality within the Context of Institutionalisation and Moral Sense. *Journal of the European Ethics Network* Vol. 13 No. 1 pp. 63-91.

Brendgen, M., Bukowski, W.M., Wanner, B., Vitaro, F., & Tremblay, R.E. 2007. Verbal Abuse by the Teacher During Childhood and Academic, Behavioral, and Emotional Adjustment in Young Adulthood. *Journal of Educational Psychology* Vol. 99 No. pp. 26-38.

Cass, VIvienne C. 1984. Homosexual Identity. *Journal of Homosexuality* Vol. 9 No. 2 pp. 105-126.

Cass, Vivienne C. 1979. Homosexual Identity Formation: A Theoretical Model. *Journal of Homosexuality* Vol. 4 No. 3 pp. 219-235.

Collier, K.L., Van, Beusekom G., Bos, HMW, & Sandfort, TGM. 2013. Sexual Orientation and Gender Identity/Expression Related Peer Victimization in Adolescence: A Systematic Review of Associated Psychosocial and Health Outcomes. *Journal of Sex Research* Vol. 50 No. pp. 299-317.

D'Augelli, Anthony R., & Patterson, Charlotte J. 2001. *Lesbian, Gay, and Bisexual Identities and Youth.* New york: Oxford University Press.

Evans, Nancy J., Forney, Deanna S., Guido, Florence M., Patton, Lori D., & Renn, Kristen A. 2010. *Student Development in College*. USA: Jossey-Bass.

Gervacio, Jesenia. 2015. A Comparative Review of Cass's and Fassinger's Sexual Orientation Identity Development Models. *The Vermont Connection* Vol. 33 No. 7 pp. 51-59.

Grady, J. 2003. *Stop Verbal Abuse*. Houston: Therepia Publishing.

Milton, Henry L., & MacDonald, Gary J. 1984. Homosexual Identity Formation as a Developmental Process. *Journal of Homosexuality* Vol. 9 No. 2-3 pp. 91-104.

National Center on Elder Abuse. 2016. *Types of Abuse*. http://www.ncea.aoa.gov/FAQ/Type_Abuse/index.aspx#. Retrieved 02 February 2016

Radkowsky, M., & Siegel, L.J. 1997. The Gay Adolescent: Stressors, Adaptations, and Psychosocial Interventions. *Clynical Psychology Review* Vol. 17 No. pp. 191-216.

Rosario, M., Schrimshaw, E., Hunter, J., & Braun, L. 2006. Sexual Identity Development among Lesbian, Gay, and Bisexual Youths: Consistency and Change over Time. *Journal of Sex Research* Vol. 43 No. 1 pp. 46-58.

Sanchez, Alex. 2001. *Rainbow Boys*. New York: Simon & Schuster.

Sanchez, Alex. 2003. *Rainbow High*. New York: Simon & Schuster.

Sanchez, Alex. 2005. *Rainbow Road*. New York: Simon & Schuster.

Smith, Ralph R. 2003. Queer Theory, Gay Movements, and Political Communication. *Journal of Homosexuality* Vol. 45 No. 2-4 pp. 345-348.

Tremble, B., Schneider, M., & Appathurai, C. 1989. Growing up Gay or Lesbian in a Multicultural Context. *Journal of Homosexuality* Vol. 17 No. 3 pp. 253-267.

Trickett, E. J., Watts, R. W., & Birman, D. 1994. *Human Diversity: Perspectives on People in Context*. San Francisco: Jossey Bass.

White, Suzanne Degges, Rice, Barbara, & Myers, Jane E. 2000. Revisiting Cass' Theory of Sexual Identity Formation: A Study of Lesbian Development. *Journal of Mental Health Counseling* Vol. 22 No. 4 pp. 318-333.

World Health Organization. 2016. *Sexual Violence*. http://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6. pdf. Retrieved 02 February 2016.