



## Contemporaneity of English Language and Literature in the Robotized Millennium

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# The Influence of Technology on Communication in Contemporary Young Adult Literature

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**Abstract:** Young adult literature (YAL) is a relatively new and developing field both as an art form and as an educational tool. Although it has grown in popularity and recognition over the past 50 years, YAL still struggles for academic legitimacy. To raise its status, scholars argue that research should focus more on understanding student learning outcomes rather than textual analysis. By examining how YAL affects student engagement and understanding within the classroom, educators and researchers can demonstrate its value as a meaningful subject within educational research. Additionally, as the body of high-quality YAL develops, there is significant potential for professional development for educators, allowing them to connect with adolescent experiences and concerns. This article encourages schools to implement book review programs that use YAL to foster conversation around important topics such as body image, relational aggression, and sexual identity. Such discussions deepen teachers' empathy and insight into the challenges facing today's adolescents and foster an environment where students feel understood and supported. By embracing YAL not only as literature, but as a tool for understanding adolescent development, academic institutions can further legitimize its place in education and in the classroom. YAL has evolved to include contemporary themes such as technology, social media and online interactions that resonate with today's teenagers. Since the 1990s, YAL has increasingly incorporated computers, the Internet and digital communication into its storylines, reflecting the changing ways young people communicate and connect. Interestingly, many of these novels mix digital themes with the supernatural, including ghosts and otherworldly figures, underscoring the complexity of online relationships. The "ghost" in cyberspace often symbolizes the twin desires for both freedoms from physical limitations and the need for real, embodied connections. These supernatural elements are seen metaphorically, capturing the tension between distorted digital communication and the desire for real human connections. Although dystopian undertones sometimes accompany these stories, YAL is often optimistic, portraying technology as a powerful tool for inclusiveness, tolerance, and fostering community. This optimistic outlook on technology, despite its challenges, holds that digital communication has the potential to create positive relationships and includes spaces that reflect and embrace the diversity of modern adolescent experiences.

**Keywords:** Young adult literature, YAL in classroom, WASPAS Method,

## 1. INTRODUCTION

Engaging teenagers in literature can be challenging, especially in an era where visual media often takes precedence over reading. Alvermann & McClean (2007) and Beers et al. (2007) highlight that the task of capturing their attention through books is a difficult one, as many young people prefer to watch rather than read. However, teenagers do read – often at significant rates. The American Library Association (Goodnow, 2007; Kennedy, 2009) reports that the majority of library patrons are under the age of 18, indicating a strong engagement with books outside of the classroom. This is reflected in the success of series like *Twilight*, *Harry Potter* and *Gossip Girl*, which resonate with teen readers and have become cultural phenomena. In 1951, J.T. The appearance of Salinger's *Catcher in the Rye* marked a major shift in adolescent literature, introducing a voice that was rough, rebellious, and far removed from the sweet imaginings of earlier youth novels. Salinger's work paved the way for a new generation of young adult literature (YAL), which explored the complexities of adolescent life—

highlighting issues of neglect, alienation, and emotional turmoil. As educators begin to recognize the relevance of these works, they also seek ways to integrate YAL into the classroom, but little research has been done on the actual impact of teaching these novels on teenagers' reading experiences.

The gap in research on young adult literature (YAL) may be due to its relatively recent emergence as a literary genre, with scholars still in the early stages of understanding its significance (Kaplan, 2006, 2007, 2008, 2010). This lack of comprehensive research calls for academic inquiry that examines important questions regarding the transactional dynamics of YAL in educational settings. For example, what happens during interactions between teachers and students? How do students engage with each other when discussing these texts? And, importantly, what is the nature of the transaction between readers and the text? These questions are necessary to improve our understanding of how YAL works in classrooms and its role in fostering adolescent development. The goal of the article is to stimulate a new wave of action focusing on these interactive processes. As Moje & Hinchman (2004), Probst (2004), and Rugieri (2007) have noted, both teachers and students have much to learn from asking them to reflect on their reading experiences. Understanding these interactions is vital to ensuring YAL continues to resonate with young readers and contribute meaningfully to their educational journey. After all, exploring the lived experiences of readers and educators may be key to unlocking the full potential of adolescent literature in education.

Integrating digital culture into printed young adult literature (YAL) is a growing project, with scholars such as Dresang (1999) and Nikolajeva predicting the impact of digital technologies on YAL. Dresang's theory of radical change introduced a new breed of YAL that reflects young people's engagement with digital media, suggesting that literature reflects dynamic changes in their thinking and interaction with technology. Similarly, Nikolajeva (1996) foreshadows the literary maturity of YAL, noting how some works began to experiment with form and exhibit a polyphonic aesthetic, indicating the genre's potential for systemic and thematic development. This shift continued, with Flanagan (2014) coining the term techno-realist to describe a genre that directly addresses the textual representation of digital culture in YAL.

Building on this progress, my own creative writing research has explored how to textually represent digital culture within the printed novel, using multidisciplinary writing practices, particularly screenplay. Digital culture, multimodal in nature, has challenged the conventional boundaries of the written text, prompting me to examine screenplay as a means of incorporating visual and psychological elements into the narrative of moving image culture. The primary goal of this work is to find a creative solution that allows digital culture to coexist within traditional print media. By adapting the screenplay form, I aim to represent the psychological impact and inner voice evoked by moving images onto the protagonist, advancing understanding of the multimodal writing practices essential to the Digital Culture Writing program at YAL.

In recent years, research on multi-criteria decision-making (MCTM) applied deterministic approaches has flourished, and these methods are used in various fields to solve complex decision-making problems. MCDM provides a useful decision-making framework for situations where choosing the best alternative is challenging due to multiple criteria. The primary objective of the present study is to review the main trends in MCDM theory and practice, focusing on two main application-deterministic approaches: SWARA and WASPAS. These methods are widely used to identify the optimal alternative by considering the objectives and weights of various criteria, allowing a systematic and structured selection process. SWARA (Step-Wise Weighted Assessment Ratio Analysis) and WASPAS (Weighted Sum Product Assessment) are used in various applications ranging from industrial planning to environmental management. This review analyzes the developments of these two methods and their integration, highlighting the flexibility and applicability of these approaches in various fields. A total of 55 studies were categorized based on the use of SWARA, WASPAS and their combined use. The review emphasizes the development and literature surrounding these techniques, providing their practical application and potential for further refinement. By improving and integrating these methods, MCDM continues to provide valuable tools for identifying the best alternatives in various domains.

## **2. TECHNOLOGY ON COMMUNICATION IN CONTEMPORARY YAL**

Over the past two decades, multimodal writing and digital technologies have increasingly affected traditionally produced books in innovative ways. Jennifer Egan, a prominent American literary fiction writer, drew significant attention to the integration of social media platforms into literature with her novel *Black Box* (2012), published through a series of tweets. He pushed further boundaries with his Pulitzer Prize-winning novel *A Visit from the Goon Squad* (2011), which includes an entire chapter presented as a Microsoft PowerPoint presentation. This

bold, experimental approach allowed Egan to portray the voice of a young character who mirrors his family in a unique, visually compelling way. Similarly, adult writers such as Canadian Sheila Hetty and British Ali Smith have moved away from conventional prose to incorporate alternative forms such as stage plays (Hetty, 2013) and poetic language (Smith, 2005). In children's literature, long known for multifaceted storytelling through picture books, there has been a significant shift toward multifaceted approaches to older readers. Middle-grade books increasingly contain illustrations integrated with text, and graphic novels have experienced a significant rise in popularity among all age groups. This evolution reflects a broader trend toward blending textual and visual storytelling.

Over the past two decades, young adult literature (YAL) has undergone a significant shift in its approach to storytelling, digital culture, and embracing new media forms. YA stories are told entirely through blog formats such as Serafinaa67's *Urgent Life* (Day, 2008) or through chat rooms such as *Entr@pment: A High School Comedy in Chat* (Spooner, 2009) and the *Internet Girls* series (Miracle. , 2007–2014). In recent years, printed YAL books have increasingly incorporated digital practices such as vlogging, photo sharing, playlist creation, and podcasting. These new forms of storytelling show how traditional books have evolved to integrate text, audio and visual elements to ensure their relevance in the digital age. YAL is at the forefront of embracing digital culture, which extends far beyond adult or children's literature. Scholars such as Nikolajeva (1996) and Olthouse (2010) have recognized the innovative and experimental nature of YAL, which blends traditional and new forms of storytelling. Oldhouse's concept of "mixed books" highlights the legitimacy of digital languages such as blogging and chat room messaging in YA fiction, emphasizing how these texts reflect the realities of adolescent playful and creative online writers. Furthermore, Koss and Tucker-Raymond (2014) explore how digital communication technologies contribute to identity construction in YAL, positioning these novels as a unique literary practice with significant narrative and aesthetic value.

Educators who advocate for the inclusion of young adult literature (YAL) in the school curriculum often require validation through a strong foundation of scholarly research to support their position. In the 1990s, the Commission on the Study and Teaching of Adolescent Literature was established by the National Council of Teachers of English to address this need. Its mission is to promote academic inquiry into adolescent literature, providing a framework for promoting acceptance of the genre in academic settings. Despite limited empirical research, analysis of studies from the first decade of the 21st century reveals that the existing body of work is diverse in terms of methods, topics, and demographics. This indicates that YAL is a rich and diverse field of study and worthy of further study. Although this body of research has been somewhat neglected, it demonstrates the potential of YAL to provide valuable insights into adolescent development, literacy practices, and academic engagement. The lack of significant empirical research in this area highlights a gap that needs to be addressed, and suggests that investigation may strengthen the case for incorporating YAL into the curriculum. As the field continues to grow, it is necessary to continue to develop a comprehensive, evidence-based argument for the value of YAL in education.

The twenty-first century has seen a significant renaissance in young adult literature, fueled by the success of blockbusters such as J.K. Rowling's *Harry Potter* series revolutionized family reading. The widespread appeal of the fantasy genre proved that, given engaging content, boys would embrace reading as eagerly as girls. This shift was followed by the rise of Stephenie Meyer's *Twilight* series, which capitalized on the success of *Harry Potter* and ushered in a new wave of popular literature. Meyer acknowledged in an interview that *Harry Potter* paved the way for the mainstream success of young adult fiction, noting that Rowling's work encouraged both children and adults to pick up longer books. This event made a difference not only in terms of sales, but also in fostering a shared reading experience across generations. A notable consequence of this is the breakdown of the barrier that young adult fiction once faced – the lack of adult appeal. As the genre gained financial and critical success, educators were able to connect with teenagers through popular literature, using it to teach relevant topics such as digital literacy and ethics. The success of these works opened new doors for incorporating young adult literature into the academic context, ensuring that it resonated with a wider audience.

### 3. MATERIALS AND METHOD

Four years ago, guided by the work of the Commission on the Study and Teaching of Adolescent Literature, we launched an annual analysis to update peer-reviewed research focusing on adolescent literature. Using databases such as ERIC, MLA, and Academic Search Complete, we searched for research specifically related to adolescent literature and young adult literature. This search process reflects the ongoing debate in the field about terminology.

Examining research in academic journals, we found that much of the focus in YAL scholarship has been on textual analysis. However, our aim is to look beyond this area and explore other types of empirical research. For example, a 2019 qualitative study published in the Reading Research Quarterly by Ivey and Johnson explored students' perceptions of the outcomes and processes of engaging reading at YAL. Studies have shown that when students are given the autonomy to choose their reading materials, they are more likely to engage deeply with the content. As one student noted, "Before this year, we had to read the books they assigned us...but now they give us a test...I actually read it instead of pretending to read it" (Ivy and Johnson 261) personally meaningful to the students. The study suggests that when books are presented in a YAL format, particularly with a digital focus, and allow autonomy in their reading, they are more likely to become engaged readers. This underscores the importance of educators communicating about students' reading preferences, including integrating YAL with a digital theme to foster engagement and help students navigate the challenges of the digital age.

***Simon vs. the Homo Sapiens Agenda by Becky Albertalli:*** Simon vs. the Homo Sapiens Agenda is a coming-of-age story about Simon Spear, a closeted gay teenager who navigates high school, friendships, and secret online love. Simon's journey begins when he begins emailing another close student, "Blue," through an anonymous school messaging system. The two connect on a deep level, sharing their struggles with identity and self-acceptance. However, Simon's world is turned upside down when a classmate, Martin, discovers his emails and blackmails him, threatening to expose his secret if Simon doesn't help his own love interests.

The novel explores the importance of identity, belonging and self-expression, showing how technology enhances and complicates individual lives. Through Simon's relationships and his courage to come out on his own terms, Albertalli creates an uplifting and relatable story for LGBTQ+ readers. A powerful reflection of the challenges many teenagers face in finding their identities, it makes it a remarkable work in young adult literature for its sensitivity and authenticity.

***Eliza and Her Monsters by Francesca Zappia:*** Eliza and Her Monsters tells the story of Eliza Mirk, a high school senior who leads a double life as the anonymous creator of the wildly popular webcomic, Monstrous Sea. Online, Eliza is confident and creative, adored by thousands of fans who don't know her true identity. In real life, however, she is introverted and struggles with social anxiety, preferring to stay out of the spotlight. When she meets Wallace, a fan of her comedy who doesn't know she's the creator, she begins to open up and eventually finds herself confused about whether to reveal her identity.

The novel explores the balance between online personas and real-world relationships, and the struggles associated with anxiety and mental health. Eliza's story reflects the complexity of managing online and offline life, especially when fame adds pressure. Her interaction with Wallace, who is dealing with personal challenges, is a reminder of the importance of mutual support and understanding. Zappia's portrayal of mental health is realistic and empathetic, and Eliza and Her Monsters encourages readers to seek connection, support, and self-acceptance in a world where personal struggles are often unseen.

***Turtles All the Way Down by John Green:*** In Turtles All the Way Down, John Green explores the mind of a teenager named Asa Holmes. Asa's mental condition makes everyday life challenging, with intrusive thoughts constantly haunting her. When her best friend Daisy suggests she look into the disappearance of a local billionaire, Asa reunites with her childhood friend Davis, the billionaire's son. Their relationship grows, but Asa's obsessive thoughts make it difficult for her to maintain a sense of normalcy.

The novel offers a raw, nuanced portrayal of mental illness, capturing the daily struggles and inner turmoil of living with OCD. Green uses Asa's story to highlight the impact of mental health issues on relationships, self-realization, and personal goals. By putting readers in Asa's mind, Green helps them understand the challenges faced by individuals with OCD, emphasizing the need for empathy and acceptance. Turtles All the Way Down is a powerful exploration of mental health that shows young readers that they are not alone in their struggles and that self-compassion is essential in the healing journey.

***One of Us is Lying by Karen M. McManus:*** One of Us Lies combines mystery and social dynamics in a high school setting to draw readers into a suspenseful tale of secrets, reputation, and justice. The plot revolves around five students, Bronwyn, Nate, Addie, Cooper and Simon, who are placed in detention together. When Simon, known for running a gossip app that exposes students' secrets, dies suddenly while in custody, the remaining four become prime suspects in his murder. As the investigation progresses, each character's hidden truths are revealed, revealing the interconnectedness of their lives and the consequences of Simon's use.

The book deals with the impact of social media, the spread of rumours, and the pressure to conform to social expectations. The characters' experiences reveal how technology can be both a tool for connection and a weapon for harm. McManus addresses issues such as bullying, stereotypes, and personal growth as each character must face their past mistakes and decide who they want to be. *One of Us Lies* captures the complexity of high school life, showing how quickly online gossip can spiral out of control and how the search for the truth can lead to self-discovery.

***The Hate U Give* by Angie Thomas:** *Hate You Give* is a powerful and timely novel addressing issues of race, police violence, and activism. The story follows Starr Carter, a sixteen-year-old African American girl. Starr is torn between two worlds: her poor, predominantly black neighborhood, where issues of inequality and injustice are rampant, and her mostly white, affluent private school, where few understand her background. As the only witness to Khalil's death, Starr faces pressure from many sides to speak out or remain silent.

The novel explores issues of systemic racism, identity, and the power of one's voice. Starr's struggle to honor her friend's memory while dealing with the consequences of speaking out reflects the difficult choices faced by individuals in marginalized communities. Thomas uses Starr's journey to highlight the importance of activism and social justice, portraying the trauma of witnessing violence and the resilience required to fight back. The title of the book refers to Tupac Shakur's "THUG LIFE" or "The Hate U Give Little Infants F\*cks Everybody," which underscores how cycles of violence and oppression affect societies. *Hate You Give* is a significant contribution to YA literature, providing readers with insight into contemporary social issues and encouraging conversations about equality and justice.

### Benefit Criteria

1. **Identity Exploration:** Technology plays an important role in allowing young people to explore their identities, often in challenging ways in the offline world. In books like *Simon vs. The Homo sapiens Agenda*, protagonist Simon uses anonymous online interactions to navigate his sexual identity before feeling comfortable coming out to friends and family. This protected space helps Simon understand himself better and develop the confidence to express his true self. Similarly, in *Eliza and Her Monsters*, the main character, Eliza, finds an online community that appreciates her creativity and allows her to embrace a side of her identity that she feels she has to keep hidden in real life. In these stories, technology provides a safe, transformative platform for identity exploration, giving characters space for self-expression and growth.
2. **Character Relationships:** Technology often serves as a bridge to relationships, connecting characters who might not otherwise interact. In *Eliza and Her Monsters*, Eliza's relationship with Wallace initially develops through their shared interest in her webcomic, despite her anxious and introverted nature. Through online connections, the characters support and understand each other, creating a bond that is not easily formed face-to-face. In *One of Us Lies*, characters reveal truths to each other through social media, revealing hidden aspects of their personalities that eventually bring them closer together. These stories show how technology helps foster meaningful relationships, providing a space for characters to connect on a deeper level and expand their social circles.
3. **Social Activism:** Young adult literature explores how technology enables characters to engage with social issues, providing a platform for activism and change. As a powerful example of *The Hate You Give*, Starr Carter uses social media and online activism to raise awareness of police brutality and systemic racism. Technology amplifies Starr's voice, helping her spread her message and garner support beyond her immediate community. This digital engagement allows Starr and his colleagues to actively participate in social issues, showing how technology can spark awareness, build social cohesion and have a real-world impact. Such stories emphasize the power of technology as a tool for social change, enabling young people to take an active role in shaping their communities.

### Non-Benefit Criteria

1. **Privacy Concerns:** While technology opens doors to exploration and connection, it often brings privacy risks that complicate characters' lives. In *Simon vs. The Homo Sapiens Agenda*, when Simon's secret is compromised, his private online correspondence is exposed by peers, leading to threats and forcing him to confront his identity before he's ready. Similarly, in *One of Us is Lying*, the character Simon operates a gossip app that intrudes into students' personal lives, invades their privacy and exposes secrets with

devastating consequences. These stories underscore the challenges young people face when personal information becomes vulnerable to digital exposure, often leading to conflict and mistrust.

2. **Isolation and Loneliness:** Despite its connectivity, technology can contribute to feelings of isolation, especially when characters rely heavily on digital interactions in personal relationships. In *Eliza and Her Monsters*, Eliza's virtual success as a webcomic creator isolates her from her peers, intensifies her anxiety, and makes it difficult for her to comfortably socialize in real life. The digital world becomes a cocoon, but it ultimately isolates her. Similarly, *All the Way Down* highlights her struggles with mental health, where online research into her condition exacerbates her obsessive thoughts, and deepens her feelings of isolation. These stories illustrate how technology, while supportive in some ways, can heighten isolation and create emotional barriers for young people.
3. **Authenticity Challenges:** As depicted in many young-adult novels, maintaining authenticity is a struggle for many young adults navigating online and offline identities. In *Simon vs. the Homo sapiens agenda*, Simon's anonymous connections allow him to express aspects of himself that he feels he cannot show publicly, but this split can create a sense of duality and pressure. Similarly, Eliza from *Eliza and Her Monsters* experiences difficulty balancing her online persona as a popular artist with her real life, leading to inner conflict and fear of rejection. These novels highlight the tension between curated online images and authentic identity, emphasizing the challenges of being true to oneself in a digital world that often pressures individuals to conform to certain expectations.

**WASPAS Method:**

The WASPAS method combines weighted sum model (WSM) and weighted product model (WPM) to improve the accuracy and reliability of decision making in multiple criteria decision making (MCDM) problems. This method consists of five main steps:

1. Determine the optimal performance rating for each criterion, which involves evaluating the best performance for each alternative.
2. To standardize performance ratings on different criteria, create a normalized result matrix to ensure that all values are comparable on the same scale.
3. Calculate the relative importance of each alternative using WSM, which involves multiplying the normalized values by their respective weights and summing the results for each alternative.
4. Calculate relative importance using WPM, which requires multiplying normalized values raised to the power of the corresponding weights.
5. Calculate the total importance for each alternative by combining the results of both WSM and WPM to provide a robust ranking that incorporates the strengths of both models.

By combining WSM and WPM, the WASPAS methodology ensures a balanced and more accurate evaluation of alternatives, thereby improving decision-making efficiency.

**4. RESULTS AND DISCUSSION**

**TABLE 1.** Data Set

Book Title	Identity Exploration	Character Relationships	Social Activism	Privacy Concerns	Isolation and Loneliness	Authenticity Challenges
Simon vs. the Homo Sapiens Agenda	8	9	5	4	3	6
Eliza and Her Monsters	9	7	4	5	7	8
Turtles All the Way Down	6	5	3	8	9	7
One of Us is Lying	7	8	4	7	6	5
The Hate U Give	9	8	9	3	4	5

The data set presented in Table 1 provides insights into various themes in popular young adult literature (YAL) titles, examining their intensity across six thematic categories. Each book is rated on a scale of 1 to 10 for "identity exploration," "character relationships," "social functioning," "privacy concerns," "loneliness and isolation," and

"credibility challenges." For example, Peggy Albertalli's *Simon vs. the Homo Sapiens Agenda* scores high on "character relationships" (9) and "identity exploration" (8), reflecting the protagonist's journey with sexual identity and personal relationships. Francesca Sapia's *Eliza and Her Monsters*, with a remarkable score of 8 on "Authenticity Challenges," focuses on the heroine's struggles with authenticity and experiences of isolation as she navigates her online identity (7). *Turtles All the Way Down* by John Green seriously addresses "loneliness and isolation" with a score of 9, due to the heroine's mental health struggles and its impact on her relationships. Karen M. In *One of Us Is Lying*, McManus intertwines plot mystery with themes of "privacy concerns" (7) and "character relationships" (8), highlighting how secrets affect personal relationships. Finally, *The Hate U Give* by Angie Thomas has a strong emphasis on "social activism" (9), in which the protagonist faces challenges related to race and justice in her community, reflecting the book's socio-political themes. The thematic variations in these topics reveal the diversity and depth of adolescent literature, each exploring unique and related aspects of adolescent experiences.

**TABLE 2.** Performance value

Book Title	Identity Exploration	Character Relationships	Social Activism	Privacy Concerns	Isolation and Loneliness	Authenticity Challenges
Simon vs. the Homo Sapiens Agenda	0.88889	1.00000	0.55556	0.75000	1.00000	0.83333
Eliza and Her Monsters	1.00000	0.77778	0.44444	0.60000	0.42857	0.62500
Turtles All the Way Down	0.66667	0.55556	0.33333	0.37500	0.33333	0.71429
One of Us is Lying	0.77778	0.88889	0.44444	0.42857	0.50000	1.00000
The Hate U Give	1.00000	0.88889	1.00000	1.00000	0.75000	1.00000

Table 2 presents normalized performance values for thematic elements across selected young adult literature topics, allowing for a comparative analysis of their thematic importance. This table normalizes each theme from 0 to 1, where 1 represents the maximum intensity of a given theme in the dataset. In the *Simon vs. the Homo sapiens agenda*, the highest performance value appears in "Character Relationships" (1.00000), indicating the story's strong focus on personal interactions, followed by "Believability Challenges" (0.83333). *Eliza and Her Monsters* stands out with excellent scores on "Identity Exploration" (1.00000), reflecting Eliza's self-discovery, despite relatively low scores on "Social Functioning" (0.44444) and "Loneliness and Loneliness" (0.42857). Despite scoring low on "social functioning" (0.33333) and "loneliness and isolation" (0.33333), *Turtles All the Way Down* places a high emphasis on "credibility challenges" (0.71429). *One of Us Lies* gets a perfect score on "Believability Challenges" (1.00000), underscoring the story's focus on truth and deceit within relationships, while other scores are more moderate. Lastly, *The Hate U Give* scored 1.00000 on "Social Activism", "Privacy Concerns" and "Challenges of Authenticity", reflecting its thematic richness and focus on social justice, privacy and personal integrity. The table allows for the thematic strengths of each book to be observed and provides insights into the different approaches these novels take in depicting adolescent experiences.

**TABLE 3.** Weight

Book Title	Identity Exploration	Character Relationships	Social Activism	Privacy Concerns	Isolation and Loneliness	Authenticity Challenges
Simon vs. the Homo Sapiens Agenda	0.17	0.17	0.17	0.17	0.17	0.17
Eliza and Her Monsters	0.17	0.17	0.17	0.17	0.17	0.17
Turtles All the Way Down	0.17	0.17	0.17	0.17	0.17	0.17
One of Us is Lying	0.17	0.17	0.17	0.17	0.17	0.17
The Hate U Give	0.17	0.17	0.17	0.17	0.17	0.17

Table 3 presents the uniform weight values across all thematic categories for each book title. Each theme—identity exploration, role relationships, social functioning, privacy concerns, isolation and loneliness, and authenticity challenges—was assigned an equal weight of 0.17. This balanced distribution reflects an approach in which each theme is considered equally important in evaluating the overall thematic performance of each book. With equal weight, this model assumes that each theme contributes equally to the reader's experience and the depth of the story. This approach helps maintain an unbiased emphasis on each theme, allowing an objective comparison based only on the normal performance values of the books from Table 2.

**TABLE 4.** WSM Weighted normalized decision matrix

	<b>Identity Exploration</b>	<b>Character Relationships</b>	<b>Social Activism</b>	<b>Privacy Concerns</b>	<b>Isolation and Loneliness</b>	<b>Authenticity Challenges</b>
Simon vs. the Homo Sapiens Agenda	0.14756	0.16600	0.09222	0.12450	0.16600	0.13833
Eliza and Her Monsters	0.16600	0.12911	0.07378	0.09960	0.07114	0.10375
Turtles All the Way Down	0.11067	0.09222	0.05533	0.06225	0.05533	0.11857
One of Us is Lying	0.12911	0.14756	0.07378	0.07114	0.08300	0.16600
The Hate U Give	0.16600	0.14756	0.16600	0.16600	0.12450	0.16600

Table 4 shows the weighted sum model (WSM) weighted normalized result matrix for assessing thematic components across selected young adult literature topics. Each value in this matrix is calculated by multiplying the normalized performance values (from Table 2 ) by their respective weights (from Table 3 ), allowing an assessment of balance across the six themes. In the Simon vs. Homo sapiens agenda, the highest weighted values appear in "character relationships" (0.16600) and "solitude and isolation" (0.16600), indicating a strong focus on these themes. Elisa and Her Monsters reaches its highest values in "Identity Exploration" (0.16600), which reflects the protagonist's journey of self-discovery. Turtles All the Way Down received a heavily weighted score for "credibility challenges" (0.11857), consistent with the book's study of mental health and self-awareness. One of Us Is Lying scored high for "character relationships" (0.14756) and "credibility challenges" (0.16600), underscoring themes of relationships and truth within a mystery framework. Finally, The Hate You Give consistently scored high across all themes, with high values for "Social Activity," "Privacy Concerns," and "Trustworthiness Challenges" (0.16600 each). This is consistent with the thematic emphasis on performance and personal integrity. The matrix highlights the strength of each book's theme and allows a comparison of how equally or intensely each theme is represented in selected titles.

**TABLE 5.** WPM Weighted normalized decision matrix

	<b>Identity Exploration</b>	<b>Character Relationships</b>	<b>Social Activism</b>	<b>Privacy Concerns</b>	<b>Isolation and Loneliness</b>	<b>Authenticity Challenges</b>
Simon vs. the Homo Sapiens Agenda	0.98064	1.00000	0.90704	0.95337	1.00000	0.97019
Eliza and Her Monsters	1.00000	0.95914	0.87405	0.91870	0.86879	0.92495
Turtles All the Way Down	0.93491	0.90704	0.83329	0.84975	0.83329	0.94568
One of Us is Lying	0.95914	0.98064	0.87405	0.86879	0.89131	1.00000
The Hate U Give	1.00000	0.98064	1.00000	1.00000	0.95337	1.00000

Table 5 presents a weighted product model (WPM) weighted normalized result matrix that assesses thematic importance across selected young adult literature topics. In the WPM approach, each normalized performance value (from Table 2) is raised to the power of its weight (from Table 3) and then multiplied for a total score. Here, values closer to 1 indicate higher intensity of the theme relative to other topics. For the Simon vs. Homo sapiens agenda, values are relatively high across all themes, with a peak of "character relationships" (1.00000), reflecting its central focus on relationships and identity studies. Elisa and Her Monsters scores high on "Identity Exploration" (1.00000) and moderately high on "Character Relationships" (0.95914), which highlights the protagonist's journey of personal and relational identity. Turtles All the Way Down has its strongest theme in "credibility challenges" (0.94568), which ties in with the book's exploration of mental health. One of Us Lies achieves its highest score in "Believability Challenges" (1.00000), consistent with its narrative emphasis on truth and deceit within complex relationships. Finally, The Hate You Give achieves the highest score (1.00000) in "Identity Exploration," "Character Relationships," "Social Function," "Privacy Concerns," and "Believability Challenges." Themes. This WPM matrix underscores the thematic depth of each book and enables a more nuanced comparison of how specific themes are weighted across selected works.

**TABLE 6.** Weighted Product Model

	<b>WSM Weighted Product Model</b>	<b>WPM Weighted Product Model</b>
Simon vs. the Homo Sapiens Agenda	0.834611	0.82272
Eliza and Her Monsters	0.643382	0.61891
Turtles All the Way Down	0.494377	0.47317
One of Us is Lying	0.670587	0.63661
The Hate U Give	0.936056	0.934908



Table 6 shows the overall scores for each book based on both Weighted Sum Model (WSM) and Weighted Product Model (WPM) calculations, which provide a relative measure of thematic richness in selected young adult literature titles. These scores are derived from the values in the WSM and WPM weighted normalized result matrices (Tables 4 and 5), summarizing the performance of each book in relation to the themes.

The highest scores for both models are observed for *The Hate U Give*, with values of 0.936056 (WSM) and 0.934908 (WPM). This represents a strong thematic emphasis, particularly connecting with the novel's central focus on social activism, identity and authenticity, justice, and personal integrity. *Simon Vs. The Homo sapiens agenda* has a balanced yet important focus on character relationships and identity studies, with scores of 0.834611 (WSM) and 0.82272 (WPM). *One of Us Lies* achieves moderate scores (0.670587 WSM and 0.63661 WPM), suggesting a story that addresses credibility and privacy concerns in a relational context. *Eliza and Her Monsters* scored lower with values of 0.643382 (WSM) and 0.61891 (WPM), indicating the importance of its related themes of identity and loneliness, while *Turtles All the Way Down* had the lowest scores (0.494377 WSM), WP473170. A strong focus on authenticity and mental health with subtle emphasis on other themes. These values provide a clear comparison, with *The Hate You Give* leading the way in thematic depth, followed by the agenda of *Simon vs. Homo Sapiens*, showing distinct narrative strengths and thematic priorities among these young-adult titles.

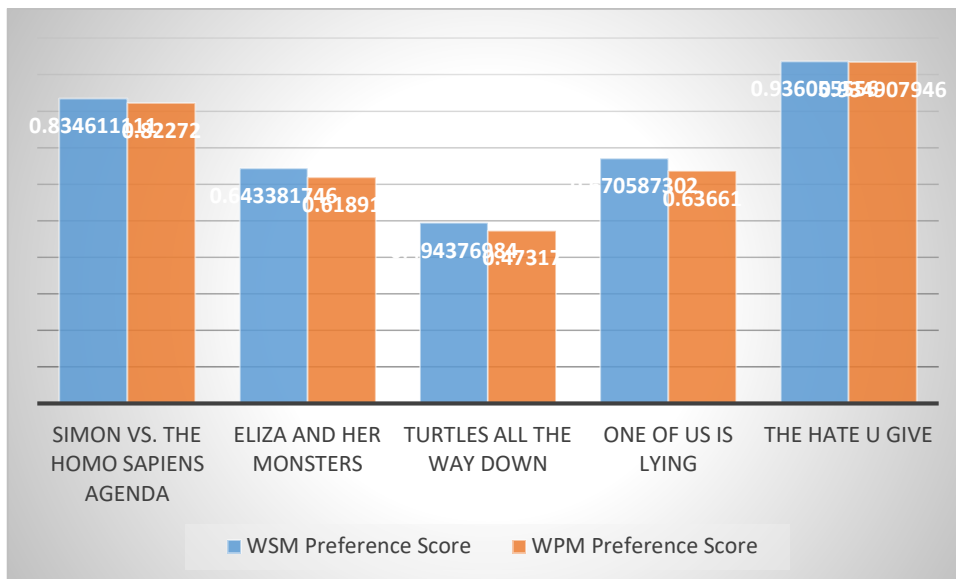


FIGURE 1. WSM and WPM Weighted Product Model

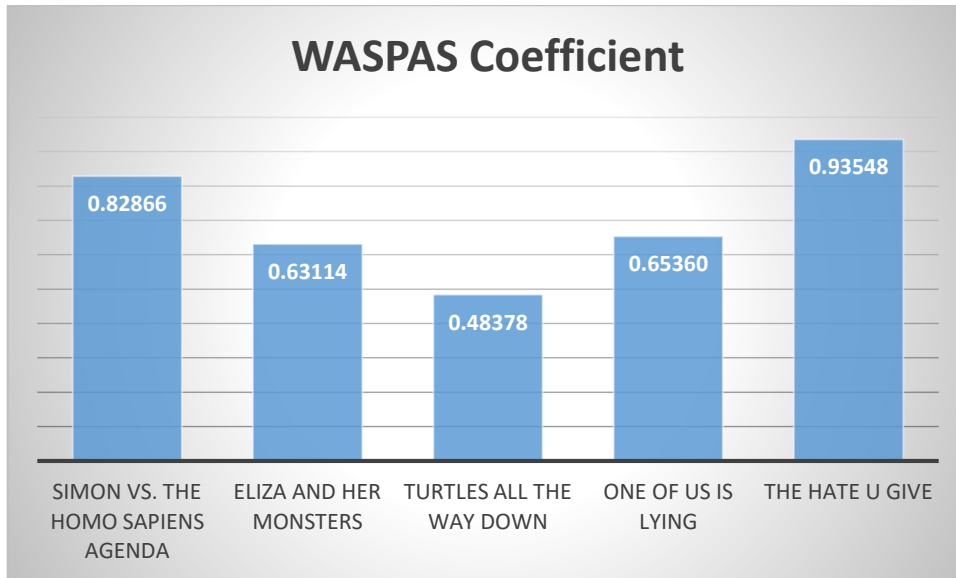
Figure 1 presents the results of weighted sum model (WSM) and weighted product model (WPM) for rating various young adult literature books. *Hate U Give* scored high on both models, indicating its strong overall performance. *Turtles* score very low on *All the Way Down*, suggesting it may have less impact.

TABLE 7. WASPAS Coefficient

Simon vs. the Homo Sapiens Agenda	0.82866
Eliza and Her Monsters	0.63114
Turtles All the Way Down	0.48378
One of Us is Lying	0.65360
The Hate U Give	0.93548

Table 7 presents the WASPAS (Weighted Sum Product Analysis) coefficients for each of the selected young adult literature topics, derived from the weighted performance values in the Weighted Sum Model (WSM) and the Weighted Product Model (WPM). The WASPAS method combines the advantages of the WSM and WPM approaches to produce a comprehensive score that reflects the thematic importance across books. The highest WASPAS coefficient for *The Hate U Give* (0.93548) reaffirms its strong thematic emphasis on social functioning, identity exploration, and authenticity. As seen in the previous weighted result matrices, this score aligns with its importance across all themes. *Simon Vs. The Homo sapiens agenda* follows a coefficient of 0.82866, reflecting

its balanced thematic strengths, particularly character relationships and identity exploration. One of Us Lies receives a moderate WASPAS score of 0.65360, highlighting its thematic focus on authenticity and privacy concerns. Eliza and Her Monsters and Turtles All the Way Down scores lower, with coefficients of 0.63114 and 0.48378, respectively. These low scores suggest more focused thematic exploration, with Eliza and Her Monsters identity and loneliness and Turtles All the Way Down focusing primarily on authenticity challenges and mental health. The WASPAS coefficients provide an integrated view of each book's thematic performance, with The Hate You Give emerging strongest in terms of overall thematic intensity and Turtles All the Way Down focusing narrowly on specific themes.



**FIGURE 2.** WASPAS Coefficient

Figure 2 shows the WASPAS (Weighted Sum and Weighted Product Sampling Aggregation) coefficients for the five young adult literature books. Hate You Give leads with the highest coefficient of 0.93548, reflecting its strong performance across evaluation criteria. The Simon vs. Homo sapiens agenda follows with a coefficient of 0.82866, indicating solid performance as well. On the other hand, Turtles All the Way Down has a very low coefficient at 0.48378, which may not perform well in comparison.

**TABLE 8.** Rank

Simon vs. the Homo Sapiens Agenda	2
Eliza and Her Monsters	4
Turtles All the Way Down	5
One of Us is Lying	3
The Hate U Give	1

The rankings from Table 8, derived from the WASPAS coefficients, provide a clear overview of the thematic strength in selected young adult literature topics. Hate You Give excels at exploring social activism, identity, and authenticity, taking the top spot with the highest thematic intensity. A close second is the Simon vs. Homo sapiens agenda, which works well with character relationships and identity exploration. Balancing themes of authenticity and privacy concerns, One of Us Lying ranks third. Eliza and Her Monsters took fourth place with its focus on identity and loneliness, and Turtles All the Way Down took last place, reflecting its narrow theme focus on authenticity challenges and mental health. These rankings underscore the depth and breadth of thematic exploration in each book, with The Hate You Give being more thematically robust and Turtles All the Way Down more focused on specific issues.

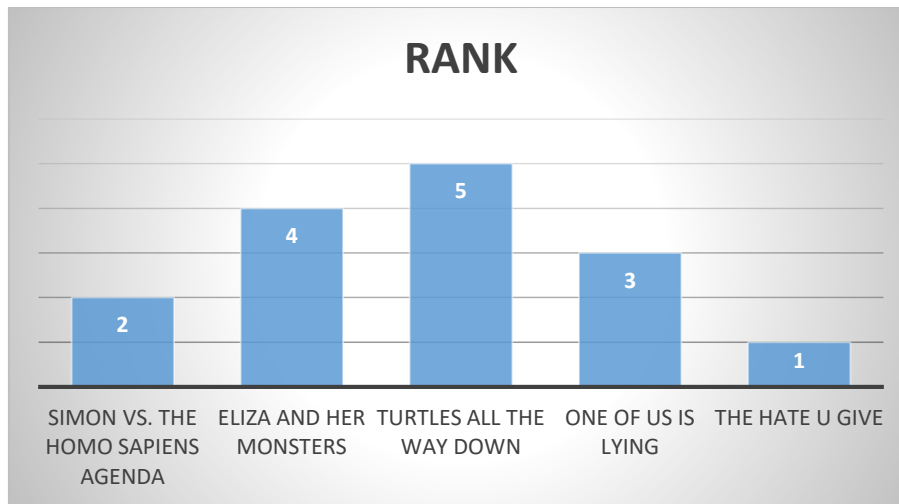


FIGURE 3. Rankings

Figure 3 ranks young adult literature books based on overall rating. Hate You Give is number one, marking the highest performance, while Turtles All the Way Down is number five. Simon vs. The Homo Sapiens Agenda and One of Us Is Lying Follow Follow were second and third respectively.

## 5. CONCLUSION

In conclusion, young adult literature (YAL) has grown significantly, both in its thematic depth and approach to storytelling, to reflect the complex realities of adolescent life in the digital age. This evolution—from traditional prose to multimodal and techno-realist forms—demonstrates YAL's responsiveness to the changing cultural landscape that young people inhabit. Popular series like Harry Potter and Twilight have bridged generational gaps, making YAL a shared cultural experience that goes beyond adolescent audiences and proves its relevance across age groups. As digital communication becomes an intrinsic part of adolescent life, YAL embraces these elements, integrating blogging, vlogging and other digital forms into its stories, thereby deeply resonating with readers who reflect on their own experiences in the stories they read. The need for more empirical research on the impact of YAL on adolescent development and literacy is pressing, particularly in developing engagement in understanding the role of interactive processes between readers, educators, and texts. As research suggests, allowing students autonomy in choosing YAL texts, especially those that resonate with their digital experiences, improves engagement and fosters deeper connections with the material. Educators and researchers have recognized the potential of YAL not only as a teaching tool, but also as a means of addressing contemporary social and ethical challenges relevant to young readers. Therefore, the future of YAL research and its integration into the academic curriculum rests on continued exploration of its role in developing literacy and critical thinking skills. The growth and transformation of this genre underscores its unique position to meaningfully engage adolescents, preparing them for a world increasingly influenced by digital and multimodal communications. YAL's relevance lies not only in its storytelling, but also in its ability to reflect, validate and engage the lived experiences of young readers, making it an essential component of contemporary education.

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