



UNPACKING RACIOLINGUISTIC IDEOLOGY IN YOUNG ADULT FICTION: A TEXTUAL ANALYSIS OF NOVEL "FRONT DESK" BY KELLY YANG

Nirwana^{1*}, Aceng Ruhendi Saifullah², Mutakhirani Mustafa³, Zulfiana Amaliana MZ⁴

¹Universitas Islam Negeri Alauddin Makassar, Faculty of Adab and Humanities

²Universitas Pendidikan Indonesia, Postgraduate Program, Linguistic Department

³IAIN Syech Nurjati Cirebon, Faculty of Ushuluddin

⁴Universitas Islam Negeri Mataram, Faculty of Teacher and Education

nirwana.nirwana@upi.edu, aruhendisaifullah@gmail.com, ranimanis822@yahoo.co.id,
zulfiana.amaliana@uinmataram.ac.id

ABSTRACT

This study examines the representation of raciolinguistic ideologies in Young Adult Fiction, with a particular focus on Kelly Yang's novel "Front Desk." The novel, which was published in 2018, serves as a prism through which to examine the interaction between race and language. Raciolinguistic ideologies, as described by Rosa and Flores, pertain to the complex interplay between race and language and how it is actively used to establish and perpetuate social hierarchies and inequalities. This study will use textual analysis to find and examine the linguistic and narrative mechanisms used in "Front Desk" to express and interrogate these raciolinguistic ideologies. The textual analysis results reveal unique linguistic techniques used in "Front Desk," offering light on how characters navigate and negotiate language in connection to their racial identities. The novel's narrative depictions quietly establish and perpetuate racial hierarchies, providing nuanced insights into how language contributes to these social constructions. The research clarifies the novel's portrayal of the progression of individuals' language practices in relation to their racial identities through an examination of character development, providing a greater understanding of raciolinguistic ideologies in narrative form.

Keywords: *Front Desk, Raciolinguistic Ideology, Textual Analysis, Young Adult Fiction*

ABSTRAK

Penelitian ini mengkaji representasi ideologi rasiolinguistik dewasa muda, dengan fokus khusus pada novel "Front Desk" karya Kelly Yang. Novel yang diterbitkan pada tahun 2018 ini berfungsi sebagai prisma untuk meneliti interaksi antara ras dan bahasa. Ideologi rasiolinguistik, seperti yang dijelaskan oleh Rosa dan Flores, berkaitan dengan interaksi yang kompleks antara ras dan bahasa dan bagaimana hal tersebut secara aktif digunakan untuk membangun dan melanggengkan hierarki dan ketidaksetaraan sosial. Penelitian ini akan menggunakan analisis tekstual untuk menemukan dan memeriksa mekanisme linguistik dan naratif yang digunakan dalam "Front Desk" untuk mengekspresikan dan menginterogasi ideologi rasiolinguistik ini. Hasil analisis tekstual mengungkapkan teknik linguistik unik yang digunakan dalam "Front Desk," yang memberikan gambaran tentang bagaimana para karakter menavigasi dan menegosiasikan bahasa sehubungan dengan identitas rasial mereka. Penggambaran narasi novel ini secara diam-diam membentuk dan melanggengkan hirarki rasial, memberikan wawasan yang bernuansa tentang bagaimana bahasa berkontribusi pada konstruksi sosial ini. Penelitian ini memperjelas penggambaran novel tersebut tentang perkembangan praktik bahasa individu dalam kaitannya dengan identitas ras mereka melalui pemeriksaan perkembangan karakter, memberikan pemahaman yang lebih besar tentang ideologi rasiolinguistik dalam bentuk naratif.

Kata kunci: *Analisis text, Fiksi Muda Dewasa, Front Desk, Ideologi Rasiolinguistik*

Received: 10 November 2023

Revised: 29 November 2023

Accepted: 03 December 2023



How to cite: Nirwana.et.al (2023). *Unpacking Raciolinguistic Ideology in Young Adult Fiction:A Textual Analysis of Novel "Front Desk" By Kelly Yang*. ELITE: English and Literature Journal,10(2). 181-193

INTRODUCTION

The portrayal of racial and linguistic prejudices in literature, particularly in young adult fiction, remains a pertinent concern in today's diverse and multicultural societies (Taxel, 1997). Writing about the connections between race and language in young adult fiction can help readers comprehend these concerns more quickly. This literary work acts as a window into many cultures and perspectives as well as a mirror reflecting the experiences of young readers (Garcia, 2013). Authors have a special chance to encourage empathy, understanding, and social consciousness among their readers by incorporating racial ideals and the subtleties of racial and linguistic variety into their stories. By exploring these themes, opens up opportunities for readers to challenge any form of bias and inequality they may face in their daily interactions, confront social inequalities, and embrace the beauty of diversity. Moreover, it will impact a diverse and inclusive literature beyond its immediate readership. It can foster a sense of belonging for underrepresented individuals while enlightening those from more privileged backgrounds about the struggles and triumphs of others (McGill et al., 2021).

The world of literature, especially young adult fiction, is a vibrant and powerful field that has the ability to profoundly influence readers' attitudes, convictions, and perceptions (Keen, 2006). A prominent motif that has surfaced in young adult literature is the complex relationship between language and race, which plays a crucial role in reflecting and shaping is fundamental to this issue. Raciolinguistic ideologies examine the complex relationship between language and race (Flores & Rosa, 2015), emphasizing the ways in which linguistic decisions can be used to create, uphold, or subvert social hierarchies and disparities in addition to representing them.

In today's world, concerns pertaining to racism and language have grown in significance and urgency. A complex web of attitudes, prejudices, and beliefs permeates almost every aspect of human interaction as a result of the connection between race and language (Barrett, Cramer, & McGowan, 2022). Raciolinguistic ideologies have a pervasive influence on social dynamics, inclusion, and equity, making them important to study and manage. Disparities in language and racial treatment persist, sustaining inequality and frequently overshadowing an individual's genuine skills in today's interconnected world where variety is embraced as a hallmark of progress (Leonardo, 2013). This emphasizes how important it is to understand how race and language interact and how it affects our perceptions and decisions. We can promote a more welcoming, just, and equal society by investigating and understanding raciolinguistic beliefs (Cushing & Carter, 2022). We can promote a more diverse, equal, and compassionate society that values linguistic variety and understands that language should never be a barrier to opportunity and fair treatment by investigating and understanding raciolinguistic ideas.

In the context of young adult fiction, it is especially important to address raciolinguistic ideas. The literature that teenagers and young adults read and interact with greatly influences how they comprehend complicated societal topics like language and race as they develop their identities and worldviews (Bean & Moni, 2003). Inaccurate or

prejudiced depictions in literature have the potential to both reinforce negative stereotypes and cause readers to absorb false ideas. Therefore, it is crucial to discuss and comprehend these beliefs in young adult fiction. We may enable the upcoming generation of readers to confront preconceptions, question established norms, and make a positive impact on a more equitable and inclusive society by critically analysing the ways in which these ideals are portrayed in the stories (McNair, n.d., 2020). In the end, the importance of tackling racial linguistic concerns. In the end, raciolinguistic concerns are important because they have the power to change our culture and make diversity and equality accepted and celebrated in everything from the books, we read to the way we communicate with each other (Umami, 2020).

Existing research has explored the multifaceted dynamics of language, identity, and power, but there is a notable research gap when it comes to a comprehensive analysis of how these elements interplay in contemporary young adult fiction. This study seeks to address this gap by examining how language constructs and reflects racial and linguistic prejudices in literature, with a specific focus on a young adult novel that engages with themes of immigration, multiculturalism, identity, and discrimination. Prior research has made significant strides in the analysis of language, identity, and power in various contexts. Studies have explored issues of representation, racism, and inclusive storytelling in literature (Dei, 2005). However, the intersection of these themes in contemporary young adult fiction, particularly through the lens of text analysis, remains relatively underexplored.

Through the application of text analysis to the novel, this study aims to uncover the subtleties of language use and demonstrate how language acts as a mirror, amplifying the dominant raciolinguistic ideologies in our society. By conducting a thorough linguistic analysis, we hope to provide answers to important questions about how race and language are portrayed in young adult literature. Some of the questions we hope to address are how the text's linguistic choices reflect the experiences and identities of the characters in relation to language and race, and how these choices influence the development of raciolinguistic ideologies within the story. This research will elaborate how are raciolinguistic ideologies represented in the novel "Front Desk", and how do these ideologies shape the characters' experiences and interactions.

The novel "Front Desk" by Kelly Yang is a semi-autobiographical story about a 10-year-old Chinese-American immigrant girl named Mia Tang. The book is divided into several chapters, each focusing on different aspects of Mia's life as an immigrant in the United States. The book begins with Mia and her family moving to America in search of a better life. They initially live in their car before Mia's father gets a job at a Chinese restaurant, and they move into a small apartment. Mia's mother also finds work as a waitress but loses her job when Mia accidentally drops all the dishes. Eventually, Mia's mother finds a job as a motel manager, and they move into the motel. Mia is excited about the motel's pool and hopes to help out at the front desk. As the story progresses, Mia starts working at the motel's front desk and meets a regular customer named Hank. Hank warns Mia about the motel owner, Mr. Yao. Mia's parents sign an employment contract with Mr. Yao, who gives them the keys to the motel. Mia's parents celebrate with jasmine tea. Mia brings Hank some tea and meets the other weekly customers. Throughout the book, Mia faces various challenges, including giving a wake-up call to the wrong guest, causing them

to miss an important meeting, and discovering that Mr. Yao has changed the terms of their agreement, resulting in them making less money

LITERATURE REVIEW

This literature review provides the theoretical and methodological framework for the upcoming text analysis of the novel, the literature review places this research within the larger academic discourse on language and race in literature.

Raciolinguistic ideology

Jonathon Rosa and Nelson Flores coined the phrase "raciolinguistic ideology" in 2015 (Subtirelu, N. C.2020). Raciolinguistic ideologies, as defined by their concept, associate the white speaking and listening subject with monoglossic language ideologies that set idealized monolingualism in a standardized national language as the goal to which other national subjects should strive (Flores & Rosa, 2015). The employment of so-called standard languages and the marginalization of persons of colour in relation to Whiteness are both criticized by racist linguistic theory. Understanding the nuanced consequences and interpretations of speech originating from a racialized subject is a fundamental goal of raciolinguistic ideology (Bauler, 2023). The study of language and race's effects on fields like politics and education is another aspect of the topic.

Studying the relationship between language and race is fascinating because it sheds light on important socioeconomic spheres like politics and education (Lynn&Parker, 2006). This complex subject explores the complex relationships between language and race and how these relationships affect power, representation, and opportunity. Racial and linguistic issues influence policymaking, electoral results, and political discourse in politics. These characteristics also affect how varied populations are represented and how resources are distributed fairly (Reingold et al, 2020). These intersections play a crucial role in influencing curricula, policies, and classroom dynamics in education, which causes differences in opportunity, accomplishment, and access for children from different ethnic and linguistic origins. Examining how language and race interact in these areas offers important insights into the complexity of modern society.

According to (Flores & Rosa, 2017) in their book "*Unsettling race and language: Toward a raciolinguistic perspective*" there are some elements of raciolinguistic ideology.

- Historical and present colonial co-naturalizations of race and language: This component discusses how language and race co-naturalized in colonial settings. It seeks to understand the relationship between language and race, as well as how those relationships have been used to construct and maintain power hierarchies.
- Perceptions of racial and linguistic difference: This component discusses how language and ethnic differences are understood and developed. It seeks to comprehend how power systems are established and maintained through the use of these perspectives.
- Regimentation of racial and linguistic categories: this component examines how language and racial classifications are regulated and employed to construct and

maintain power hierarchies. It seeks to understand how these categories are used to establish and sustain hierarchies and inequities.

- Racial and linguistic intersections and assemblage: This component discusses how language and race interact and are combined. It seeks to comprehend how power structures are established and maintained through these intersections and assemblages.
- Contestations of racial and linguistic power formations: this component speaks to the manner in which linguistic and racial power structures are challenged. It looks to explore how these disputes can result in the denaturalization of preexisting categories and the development of more equitable societies.

Young Adult Fiction "Front Desk"

Young adult fiction is a subgenre of literature that is geared for readers between the ages of 12 and 18. In order to assist teenagers in making the transition from children to adult reading, librarians in the United States first began to use the term "young adult" on a regular basis in the 1960s, the genre covers the majority of adult fiction's categories and feature's themes including coming-of-age, romance, and adventure (Knickerbocker, 2017). A wider range of voices and experiences are now represented in young adult fiction, reflecting the more diverse and multicultural cultures in which these works are read. Both authors and academics agree that it is crucial to confront racial and linguistic stereotypes in this genre. The necessity for young adult literature to address these topics head-on, contending that such works have the power to influence the viewpoints and attitudes of the following generation (Ma, K. L. N, 2018). Their research highlights the value of authenticity and representation in young adult fiction as well as the contribution that literature makes to the development of social conscience and empathy.

One of Kelly Yang's books, "*Front Desk*", was released in the year 2018. The author's own experiences are depicted in this fictional book. This novel depicts how a young girl overcomes language obstacles, discrimination, and a lack of confidence to find her voice and utilize it to make a difference. It is based on the real experience of author Kelly Yang, who emigrated to America from China and owned a motel with her parents. The novel illustrates how language affects racial identity, how accent-based discrimination plays an important role, and how multilingual individuals must navigate the world with multiple languages (Cushing & Carter, 2022). Language interactions in multicultural societies also take center stage, reflecting the concept of raciolinguistics which incorporates issues of language and race in the analysis of cross-cultural communication (Rosa & Flores, 2023).

The study of the complex interactions between race, language, and society is the focus of the important and interdisciplinary topic known as raciolinguistic studies (Sun & Wang, 2023). This literature review offers an overview of major topics and advancements in raciolinguistic study as researchers work to illuminate the complex aspects of racialized language use. Raciolinguistics can be employed in literature to challenge racialized assumptions taught in classrooms. The construction of race through language and how racial concepts affect language. This can aid readers in comprehending the nuanced

implications and complicated meanings of language used by colored people (Ramjattan, 2023). The goal of raciolinguistics is to eliminate the perceived gap between race and language. It aims to highlight how race and ethnicity are constructed linguistically and discursively while also highlighting how persistent they are as a social reality for oppressed racial and ethnic minorities (Cushing, 2023). The study of race and language also looks at how it affects areas like politics and education.

Text Analysis

Textual analysis is a type of study used by researchers to investigate communications as they appear through various channels. Textual analysis data can be generated from documents, films, newspapers, paintings, web pages, and other sources (Yoshimi, 2016). These data types serve as the "texts" under investigation, and they are utilized to examine the meanings, values, and messages sent through them. Although textual analysis is widely employed in the field of communications, it is also a transdisciplinary method found in a variety of social sciences and humanities disciplines, including sociology, psychology, political science, health, history, and media studies, to mention a few. According to Alan McKee (2003), qualitative textual analysis is interested in acquiring information about how individuals in certain circumstances make sense of their surroundings. This approach recognizes the various ways in which a book can be interpreted and used by individuals who read it. The emphasis is on how meaning is revealed and experienced, with a concentration on sense-making, description, and detail, invoking interpretive research.

In conclusion, the use of text analysis to dissect the portrayal of raciolinguistic ideology inside the novel emerges as a significant methodological technique, as seen in works such as Kelly Yang's "Front Desk." This analytical strategy entails identifying linguistic patterns buried in the narrative, assessing language use, and investigating how characters express themselves linguistically. Researchers can identify racial signifiers in the text using this lens, such as coded language, preconceptions, and occasions where race affects communication dynamics. Text analysis's thematic coding categorizes and organizes textual extracts, identifying repeating motifs and providing a formal examination of how raciolinguistic ideas.

RESEARCH METHOD

The study applies text analysis methodology to uncover raciolinguistic ideology inside the novel. This technique is founded on an assessment of Kelly Yang's "Front Desk" setting, context, and characters. By delving into the complexities of these narrative elements, the analysis aims to provide full insights into the novel's production and preservation of raciolinguistic ideologies. The primary focus is on determining how these ideologies impact the characters' experiences and contribute to their identity construction. This study intends to provide a comprehensive understanding of the interplay between race and language by using a text-centered method to illuminate the ways in which raciolinguistic ideologies manifest and influence the larger dynamics of the story.

Advanced research methods are developed in steps such as preparation, data collection, data analysis, and presenting of data analysis results. Researchers prepare material and formal objects linked to selected study subjects during the preliminary stage. A book reading will be explored at this stage. The second stage is data collection, which is a set of methods for gathering empirical facts from novels about the topic of racism. This study's data is qualitative data, which is data in the form of discourse (words, sentences, paragraphs, expressions, or speeches) about racial issues. Data is collected by attentively reading the novel, and whenever a raciolinguistic expression is encountered in the form of deeds, appearance, thoughts, prejudices, fashion, or anything else done by the characters in the novel, it is recorded as data. The third stage is data analysis, which is used to discover links between data and categorize data. This stage is completed by organizing and categorizing raciolinguistic material from Rosa's point of view. We are looking for contestation form and ideological raciolinguistic representation in the novel "front desk" at this point.

FINDING AND DISCUSSION

The findings and discussion are based on the objectives of the research, namely, to find the representation of the raciolinguistic ideology in the novel. Raciolinguistics as a field examines the complex ways in which language contributes to the formation and perception of racial identities, studying how linguistic practices, policies, and ideologies either perpetuate or challenge racial inequities. The plot of Kelly Yang's novel "Front Desk" emerges as a beautiful tapestry depicting the dynamic interplay between language and racial identities. The novel's scrutiny of language norms inside its fictional universe sheds lighter on how systemic linguistic patterns might contribute to racial discrimination. Simultaneously, "Front Desk" offers room for development, implying that careful study of language might be used to challenge prevalent racial norms and prejudices within the narrative.

The school environment is a key setting for the manifestation of raciolinguistic characteristics. Mia's interactions in this environment highlight the subtle yet significant ways in which language and race overlap, contributing to discriminatory dynamics. Furthermore, the hotel location emphasizes the subtle relationship between language and race, demonstrating how these aspects interact in the larger socioeconomic context. Examining the key characters' internal dialogues provides vital insights into the psychological components of racial experiences. These internal monologues provide insight into the characters' thoughts and views on their own ethnic and linguistic identities, adding complexity to the narrative's investigation of discrimination. It is worth emphasizing that, while the novel's overt instances of racial speech are few, they are skillfully placed in critical times, assuring a dramatic influence on the reader's understanding of the characters' hardships. The author creates an engaging and academically interesting tale by integrating these aspects into specific settings and events. Here are some evidences of raciolinguistic ideology in the novel,

"Your son's English is so good." She turned to me. "Hear that, Mia? No accent." My cheeks burned. I felt my tongue in my mouth, like a limp lizard. "Of course, he speaks good English. He was born here," Mr. Yao said. "He speaks native English." Native. I mouthed the word. I wondered if I worked really hard, would

I also be able to speak native English one day? Or was that something completely off-limits for me. (Yang.11)

In this excerpt, Mia's parents praise Jason, a Chinese-American adolescents, for his English abilities, noting that he speaks English fluently. This reflects the priority put in many nations, especially the United States, on native-like English fluency, as well as the belief that speaking English without an accent is desirable or superior. Mia's reaction to her parents' compliment ("My cheeks burned," she said. I felt my tongue in my mouth, like a limp lizard.") indicating that she is self-conscious or inadequate in compared to Jason's English skills. This indicates the internalization of raciolinguistic ideas, which can make people feel inferior or inadequate because of their language skills or accent. Furthermore, Mia's parents ask Jason in Chinese what grade he is, and Jason responds in English.

This indicates the internalization of raciolinguistic ideas, which can make people feel inferior or inadequate because of their language skills or accent. Furthermore, Mia's parents ask Jason in Chinese what grade he is, and Jason responds in English, highlighting the bilingual realities of many immigrant families and communities. This encounter shows the complexities of language, race, and identity in various circumstances. Furthermore, Mia's parents ask Jason in Chinese what grade he is, and Jason responds in English, highlighting the bilingual realities of many immigrant families and communities. This encounter shows the complexities of language, race, and identity in various circumstances., the next evidence can be seen in the following conversation.

"Ah, English is more important anyway," he said, batting away her concern. My mother sighed. "That's the thing about moving kids from one country to another. They're not good at either language." Her words sat on my shoulders, heavy as rocks. I looked down at my feet and nearly jumped when my mother touched my hand. "But she does all the math at the front desk, don't you, honey?" she said, smiling at me" (Yang, 65)

Mia's parents argue about her language skills, with her father claiming that "English is more important anyway" and her mother bemoaning that children who migrate from one nation to another are "not good at either language." These statements highlight the importance put on English competence in many societies, including the United States, as well as the difficulties faced by bilingual or multilingual individuals in navigating multiple linguistic situations.

Mia's mother's remark that Mia "does all the math at the front desk" fits the stereotype that equates Chinese people with arithmetic aptitude. This stereotype is a type of raciolinguistic ideology in that it associates racial identity (being Chinese) with a specific skill or ability (math proficiency). Mia's emotional reaction to her mother's comments ("Her words sat on my shoulders, heavy as rocks.") shows that these racial and linguistic ideals burden or confine her. This reflects the emotional influence of these ideas, which can create distress and shape people's opinions of themselves and their identities. In other context of the novel, the researcher also finds the raciolinguistic ideology depicted in this conversation.

. "Just because we're poorer than them," I finished the sentence. Lupe looked at the floor "And because we're brown," she said quietly. I looked down at our two arms, mine golden like the desert sand, and hers warm like cinnamon. "Well, when we're rich, we're not going to be that way," I said. "We're going to have to get off the roller coaster first," Lupe said. I furrowed my eyebrows. "What roller coaster?" I asked. Lupe explained. According to her dad, there were two roller coasters in America—one for rich people and one for poor people. On the rich roller coaster, people have money, so their kids get to go to great schools. Then they grow up and make a lot of money, so their kids get to go to great schools. (Yang,73)

The protagonist, Mia, and the other character, Lupe have a talk about their shared experiences as children of immigrants in the United States. While not expressly mentioned, the environment is most likely a relaxed, private setting in which they feel comfortable expressing their experiences and thoughts on race and socioeconomic class. The figurative "roller coaster" reflects the structural and cyclical nature of socioeconomic disparity in America, which is inextricably linked to race. Lupe's explanation of the two roller coasters—one for rich people and one for poor people—emphasizes the structural hurdles that limit access to opportunities and resources for people of color and those from lower socioeconomic origins.

The phrase "And because we're brown" speaks directly to the connection of race and class, recognizing the racialized nature of poverty and riches in America. This discussion reflects racial and ethnic ideas that link certain racial and ethnic groupings to poverty and others to affluence. The protagonists' conversation about their future—"Well, when we're rich, we're not going to be that way"—shows their awareness of these systemic difficulties as well as their desire to fight and change them. As the protagonists utilize language to conceive and communicate an alternative, more fair future, this represents the transformative power of raciolinguistic ideologies. Next context is described below.

I looked down at the floor. I heard my dad offer, "It's okay" To which my mother snapped, "No, it's not okay!" She walked over, put her cold hands on my hot cheeks, and yelled, "Math's all you've got!" That did it. "I don't even like math!" I screamed back at her. "I like English!" My mother's eyes widened. "English?" she exclaimed. I nodded. My heart thudded in my chest. One second passed. And then another. And then, softly, my mother breathed out a tornado. "You know what you are in English? You're a bicycle, and the other kids are cars." That night, I sat at the stairwell in the back thinking of something my uncle once said. He said that if you break a bowl, you can put all the pieces back together, but it will never be the same. Water will seep through the cracks. That's what it felt like when my mom called me a bike—like our bowl shattered and we'd never be whole again. (Yang,124)

Mia's mother's statement, "Math's all you've got!", reflects the racial stereotype that associates Chinese people with proficiency in math. This stereotype is a form of raciolinguistic ideology, as it links racial identity (being Chinese) with a particular skill or

ability (math proficiency). When Mia expresses her preference for English over math, her mother responds with a metaphor that reflects her belief about Mia's position in the English-speaking world: "You know what you are in English? You're a bicycle, and the other kids are cars." This metaphor suggests that Mia, as a non-native English speaker, is at a disadvantage compared to her native English-speaking peers. This reflects the raciolinguistic ideology that associates native English speakers with superiority and non-native speakers with deficiency. This conversation also highlights the emotional impact of raciolinguistic ideologies. Mia's mother's harsh words cause Mia distress, demonstrating how these ideologies can cause harm and perpetuate inequality.

Mia's thought of her uncle's statements regarding a shattered bowl emphasizes the emotional impact of this racialized ideology. Her reaction to her mother's remark that their "bowl shattered and we'd never be whole again" demonstrates that these ideals can inflict suffering and perpetuate inequity.

Interaction in the school become a place the utterance that refer to raciolinguistic is always happen, just like the following situation.

Whereas Mrs. Douglas was chatty and loud, Ms. Morgan was soft-spoken and cautious. "It's only my second time teaching," she explained to us. Some of the other kids, when they heard this, immediately started chatting, talking right over Ms. Morgan even when she clapped her hands two short times and then three long times, which was our class sign to pay attention.

"Really, guys, I must insist you pay attention," Ms. Morgan said quietly, which prompted Jason to cup his ear and ask, "What did you say?"

The other kids thought this was really funny and burst out laughing. Jason was delighted. For the next half an hour, whenever Ms. Morgan said anything, Jason would blurt out, "Huh? What did you say?" I kicked Jason repeatedly under my seat to knock it off, but he ignored me. By lunchtime, Ms. Morgan had lost all control of the class. Now kids were openly raising their hands and saying, "Ms. Mousy, I mean, Ms. Morgan, I have a question," then covering their mouths as they disintegrated into nonstop giggling. (Yang,192)

In this excerpt, Ms. Morgan, a substitute teacher, is battling to keep her class under control. Her soft-spoken and cautious personality contrasts with the students' loud and chatty conduct, notably Jason's. Jason continually mocks Ms. Morgan by pretending not to hear her, which causes the other students to giggle. This situation exemplifies the power dynamics that can arise in language interactions. Ms. Morgan's influence as a teacher is weakened by her students' disrespectful behavior, which is facilitated and magnified by their use of language. This is a type of racial linguistic ideology in that it involves the use of language to express power and supremacy. Furthermore, depending on Ms. Morgan's racial or ethnic origin, the students' moniker "Ms. Mousy" may represent racial or ethnic stereotypes. If Ms. Morgan is of color, this nickname could be interpreted as a racial microaggression, a subtle kind of racism that can be perpetuated through words.

In summary, while the novel does perpetuate certain raciolinguistic ideologies through its narrative, it simultaneously challenges these ideologies by illustrating the transformative capacity of language as a tool for empowerment and positive societal change.

Nelson Flores and Jonathon Rosa, two academic scientists, coined and popularized the term "raciolinguistics" in 2015. They presented the term as a "perspective" as well as a

"ideology," theorizing the historical and contemporary co-naturalization of language and race. Raciolinguistics seeks to transcend the supposed divide between race and language by examining language and race as a whole rather than as isolated and disconnected social processes (Pino, 2022). To date, research on raciolinguistics has been rather restricted, with some linguists attempting to address the subject in various circumstances. However, the topic has primarily been prevalent in the area of education. The novel "Front Desk" has already been explored in a piece that uses young adult literature to push for racial linguistics in the school setting. The researchers show how students used "Front Desk" and related workshops as a platform to accomplish several goals, including (a) articulating the surveillance, stigmatization, and erasure of their own language practices by tracing raciolinguistic nuances between the fictional and real worlds; (b) scrutinizing the raciolinguistic ideologies and punitive listening practices of authoritative white figures; and (c) conceptualizing language discrimination (Cushing & Carter, 2022).

Given the early emergence of raciolinguistic theory, which began in the United States as a kind of resistance to racial discrimination in language use encountered by Black communities, the discourse has acquired substantial momentum there. Several linguists in European countries are attempting intensively to broaden this discussion, identifying it as a humanitarian issue inextricably tied to language use (Naji Meidani & Pishghadam, 2012). The debate about racial linguistics is gaining traction in Asian countries, particularly in Indonesia. Given Indonesia's multiethnic makeup, the need of resolving raciolinguistic concerns remains a source of discussion and debate. A viewpoint contending that the urgent development of raciolinguistics in Indonesia is required to address concerns of language racism, marginalization, and systematic racism, particularly in the preservation and nurturing of indigenous languages (Azhar, 2022). The dominance of English and the marginalization of local languages in educational institutions are manifestations of language racism that must be addressed. Despite potential obstacles relating to sensitive issues, national security, political ramifications, and societal transformation, the establishment of a Center for Race, Ethnic, and Language Studies in Indonesia could act as a catalyst for the advancement of raciolinguistics in the country. The essay emphasizes the importance of combining racial and linguistic education in Indonesia in order to promote national unity and equality across races, nationalities, and languages.

CONCLUSION

Finally, this study delves into the nuanced representation of raciolinguistic ideology in Young Adult Fiction. The novel offers as a lens through which to analyze the complicated relationship of race and language. The study used textual analysis to uncover unique linguistic approaches used in "Front Desk" that shed light on how characters negotiate language in relation to their ethnic identities. The novel's narrative depictions discreetly develop and sustain racial hierarchies, providing nuanced insights into the role of language in these social constructions. The research improves our understanding of raciolinguistic ideologies in narrative form by examining character development, providing a full exploration of the progression of individuals' language practices in relation to their racial identities.

"Front Desk" is a strong literary structure to the multiple nature of discrimination, expertly traversing the tricky terrain where language and race cross. The novel not only provides readers with a thought-provoking and academically enriching experience, but it

also contributes considerably to the ongoing conversation on raciolinguistics through carefully planned places, events, and character interactions. The deliberate use of overt raciolinguistic speech in critical moments ensures a tremendous influence on the reader's understanding of the characters' challenges, emphasizing the importance of literature in addressing and challenging societal concerns related to language and race.

ACKNOWLEDGEMENT

I would like to thank the distinguished faculty members of the Linguistics Department at Universitas Pendidikan Indonesia for their helpful guidance during the article's writing process. It is my honest wish that this essay helps to a better knowledge of raciolinguistics in Indonesia among the larger community. May the insights offered here help to further scholarly debate and societal awareness by developing a more nuanced understanding of the complex processes surrounding language, race, and their interaction in the Indonesian setting.

REFERENCES

- Arnold. Rosa, J. & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective. *Language in Society*, 46(5), 621-647. Thompson, G. (2014). *Introducing functional grammar*. Routledge
- Azhar, I. N. (2022). US Raciolinguistics Heated Discourses: Can They be Brought to Indonesia? *Prosodi*, 16(1), 1–16. <https://doi.org/10.21107/prosodi.v16i1.13410>
- Barrett, R., Cramer, J., & McGowan, K. B. (2022). English with an Accent. *English with an Accent*. <https://doi.org/10.4324/9781003332886>
- Bauler, C. (2023). *Have We Learned Anything? Raciolinguistic Ideologies in Remote Learning Public Discourses*. 1(1).
- Bean, T. W., & Moni, K. (2003). Developing students' critical literacy: Exploring identity construction in young adult fiction. *Journal of Adolescent and Adult Literacy*, 46(8), 638–648.
- Cushing, I. (2023). Raciolinguistic policy assemblages and white supremacy in teacher education. *Curriculum Journal*, 34(1), 43–61. <https://doi.org/10.1002/curj.173>
- Cushing, I., & Carter, A. (2022). Using young adult fiction to interrogate raciolinguistic ideologies in schools. *Literacy*, 56(2), 106–119. <https://doi.org/10.1111/lit.12277>
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. *Harvard Educational Review*, 85(2), 149–171. <https://doi.org/10.17763/0017-8055.85.2.149>
- McGill, B. M., Foster, M. J., Pruitt, A. N., Thomas, S. G., Arsenault, E. R., Hanschu, J., ... Burgin, A. J. (2021). You are welcome here: A practical guide to diversity, equity, and inclusion for undergraduates embarking on an ecological research experience. *Ecology and Evolution*, 11(8), 3636–3645. <https://doi.org/10.1002/ece3.7321>
- McNair, T. I. A. B. (n.d.). *Equity Talk to Equity Walk - Tia McNair PowerPoint*.
- Naji Meidani, E., & Pishghadam, R. (2012). Analysis of English language textbooks in the light of English as an International Language (EIL): A comparative study. *International Journal of Research Studies in Language Learning*, 2(2). <https://doi.org/10.5861/ijrsl.2012.163>
- Pino, J. Del. (2022). Raciolinguistics Through a Historical, Global, and Intersectionality Lens. *CATESOL Journal*, 33(1), 1–14. Retrieved from <https://search.ebscohost.com/login.aspx?direct=true&db=eax&AN=161381702&site>

=ehost-live

- Ramjattan, V. A. (2023). International students and their raciolinguistic sensemaking of aural employability in Canadian universities. *International Journal of the Sociology of Language*, 2023(282), 159–180. <https://doi.org/10.1515/ijsl-2022-0067>
- Rosa, J., & Flores, N. (2023). Rethinking Language Barriers & Social Justice from a Raciolinguistic Perspective. *Daedalus*, 152(3), 99–114. https://doi.org/10.1162/daed_a_02020
- Sun, W., & Wang, X. (2023). A raciolinguistic analysis of the neoliberal promotion of dual language education in a new Latinx South state. *Discourse*, 44(1), 61–75. <https://doi.org/10.1080/01596306.2021.1955242>
- Umami, T. K. (2020). *RACIAL DISCRIMINATION AS THE CONSEQUENCE OF RACIAL PREJUDICE PORTRAYED IN JODI PICOULT'S SMALL GREAT THINGS A Final Project submitted in partial fulfilment of the requirements for the degree of SarjanaSastra in English Department.*
- Yoshimi, J. (2016). Textual Analysis. *SpringerBriefs in Philosophy*, 35–37. https://doi.org/10.1007/978-3-319-26698-5_4