



The Exploring LET'S Read Book

Level 0 (My First Book)

Kisyani Laksono¹, Endah Budi Rahaju¹(✉), Zulaikhah Abdullah¹,
Ahmad Bayu Prastyo¹, and Raras Tyasnurita²

¹ Universitas Negeri Surabaya, Surabaya, Indonesia
endahrahajui@unesa.ac.id

² Institut Teknologi Sepuluh Nopember Surabaya, Surabaya, Indonesia

Abstract. This study aims to identify gender equality and numeracy in Let's Read (my first book); identify the conformity of the book with the guidelines. The method used is descriptive qualitative. The data sources come from five books in the Indonesian language Let's Read level 0 (my first book). The analysis uses gender equality instruments, numeracy instruments, and level 0 guidelines content. The results show that gender equality is reflected in two books (Goma and Rumahku "My House"), while numeracy is reflected in two other books (Hitung dan Katakan 'Calculate and Say' and Sembilan Semut Hitam 'Nine Black Ants'). In terms of content suitability and the role of illustration, the book A House for Mouse, My House, Nine Black Ants needs to be reviewed for level 0 (my first book).

Keywords: gender equality · numeracy · let's read

1 Introduction

Gender equality is a problem that surfaced in the world. Gender has been mentioned/inscribed in Permendikbud 2016 number 008 which among other things states that "the presentation of material in books must be arranged in an attractive, easy-to-understand way, has a high level of legibility, and fulfills positive values/norms that apply in society, including not containing elements of pornography, extremism, radicalism, violence, SARA, gender bias, and do not contain other deviation values". However, problems related to numeration have not been the main ones to be presented. Starting in 1998, the term numeracy began to emerge along with literacy and is one form of basic literacy proposed by the World Economic Forum. In 2016, the term numeracy as part of basic literacy became popular.

On the other hand, the Let's Read application from The Asia Foundation is a leveled book application that is popular in Indonesia, especially for literacy development. There are six levels (level 0, 1, 2, 3, 4, 5), with various languages in Let's Read, one of which is Indonesian. The Ministry of Education and Culture has issued guidelines on the leveled book in Indonesia [1]. In addition, there are also other levels [2]. However, Let's Read has its level criteria. Related to this, this research aims to produce an identification of gender equality and numeracy in the book Let's Read (my first book); and

identification of the book's conformity with the guide. It is important to do this because so far, mainstreaming of gender and numeracy in writing should also have started to be introduced and developed so that from an early age children have good gender insight and numeracy concepts. In this case, the documentation method is used for the leveled book Let's Read, level 0 (my first book). Data analysis using gender and numeration indicators for all posts.

In this regard, this research aims to produce (1) identification of gender equality and numeracy in Let's Read (my first book); (2) identification of the conformity of the book with the guidelines.

1.1 Gender Equality

Education is the key to realizing gender justice in society because education is a tool to transfer societal norms, knowledge, and abilities. In other words, educational institutions are formal means for socializing as well as transferring values and norms prevailing in society, including gender values and norms. For this reason, it is necessary to strive for gender justice from the start in educational institutions and other aspects of social life.

Concerning gender, there are still superficial stereotypes to respond to it. For example, boys tend to be motivated to be strong, aggressive, brave, assertive, and directed to be leaders, while girls tend to be motivated to be obedient, polite, not many challenging activities, and focus more on household activities or activities. Domestic.

The existence of an understanding that distinguishes the position of women and men has resulted in the division of tasks. Among them are in the domestic sector, namely in household life, and the public sector, namely outside household life [3, 4, 5]. This situation still occurs in society in Indonesia, so sometimes it is difficult for women to find their identity and develop their potential.

Women are more represented as traditional figures. Women are described as individuals who carry out household tasks, such as cooking, washing, taking care of children and husbands, cleaning the house, and other domestic activities. Men are depicted, on the contrary, they are represented as strong figures, leaders, heads of families, appearing in public spaces, powerful, assertive, and so on. This view appears unnoticed by society, especially women because they consider it a nature that must be lived [6].

Based on this description, the concept of gender can be interpreted as all things that can be exchanged between the nature of women and men, which can change from time to time and differ from one place to another, or differ from one class to another [5].

Research on gender equality is carried out by many experts. Even in the international context, gender issues are represented in learning materials [7]. In elementary school textbooks for English in Hong Kong, gender issues are also represented there [8]. The research revealed the frequency of the number of words indicating the presence of gender (female and male) in textbooks, words containing gender markers, personal adjectives, etc. In German mathematics books, gender is also represented. In the field of Education, Indonesia has issued Regulation of the Minister of National Education Number 84 of 2008 concerning Guidelines for the Implementation of Gender Mainstreaming in the Education Sector.

A book is suitable to be a language in gender equality if there are characters that refer to (describe) gender, whether it is in the form of explicit words, implicit or pictures.

If there is no character in a book that refers to (describes) gender, it means that it cannot be discussed in terms of gender equality [9].

1.2 Numeracy

Numeracy is the ability to access, use, interpret, and communicate information and mathematical ideas presented in various forms, to solve problems in everyday life [10].

Numeracy is the ability to use numbers and symbols related to basic mathematics to solve practical problems in various contexts of everyday life, as well as the skills to analyze and interpret information presented in various forms (graphs, tables, charts, etc.) to predict and make decisions [9]. In numeracy, various numbers and symbols related to basic mathematics are used to solve practical problems in various contexts of everyday life. In addition, an analysis of the information presented in various forms (graphs, tables, charts, etc.) is carried out [11]. The interpretation of the results of the analysis is used to predict and make decisions [12].

A book is suitable for discussion in numeracy if there are numbers/number symbols that refer to (describe) numbers, tables, diagrams, graphs explicitly, implicitly, or pictures. If a book does not have numbers/number symbols that refer to (describe) numbers, tables, diagrams, graphs, etc. means that it cannot be discussed from a numerical point of view.

If literacy is more accurately said to understand and respond to text appropriately, numeracy is defined as the ability to apply numerical concepts in everyday life. Both are important to be mastered because they are both a provision to live life outside the classroom.

1.3 Let's Read

In Let's Read There are 51 languages used and 8,087 books are available in six levels (levels 0, 1, 2, 3, 4, 5). Some books are provided with audio. For the territory of Indonesia there are Indonesian and five regional languages, namely: Minangkabau, Javanese, Sundanese, Balinese, and Toba Batak. Of the 8,087 books in Indonesian, there are 538 books which are divided into six levels as follows [13] (Table 1).

Table 1. Number of Books

Level	Number of Books
0	5
1	55
2	202
3	154
4	92
5	30

Table 2. Title, Gender Equality, and Numeracy

No	Title	Gender Equality	Numeracy
1	Goma	√	×
2	Count and Say	×	√
3	A House for Mouse	×	×
4	My House	√	×
5	Nine Black Ants	×	√

Table 3. Book Leveling Guidelines (Content and Role of Illustration)

Indicators	
Content	<ol style="list-style-type: none"> 1. Commonly used phares and words 2. Stories generally involves experiences that are easily relatable (e.g. losing a tooth, moving, a birthday, etc.) 3. Text should be extremely predictable for the reader
Role of illustration	<ol style="list-style-type: none"> 1. Illustration directly shows what is described in the text 2. Nothing or very little is not visually represented

In this study, only level 0 was used. Level 0 (my first book) is used because it is the most basic in the acquisition and learning of language or knowledge. Level 0 (my first book) consists of five books as follows with markers of gender equality (showing gender characters explicitly, implicitly, or in pictures) and numeracy (there are numbers/number symbols that refer to numbers, tables, diagrams, graphs explicitly, implicitly or in pictures). The Title, Gender Equality, and Numeracy can see in Table 2 (The indicators found are marked v, and those not found are marked X).

Based on the table, it appears that gender equality can be discussed in two books: Goma and *Rumahku* 'My House'. The numeracy can be discussed in two books: *Hitung dan Katakan* 'Count and Say' and *Sembilan Semut Hitam* 'Nine Black Ants'.

The Asia foundation book leveling guidelines for level 0 (my first book or pre-grade 1) in terms of content is as follows.

2 Method

The method used is descriptive qualitative [14], counting numbers only becomes a supporting element in determining the description. The data collection was carried out by the documentation method by downloading the file and printing the Let's Read level 0 (five books): (1) Goma, (2) *Hitung dan Katakan* 'Count and Say', (3) *Rumah Untuk Tikus* "A House for Mouse", (4) *Rumahku* 'My House', (5) *Sembilan Semut Hitam* 'Nine Black Ants'.

For tabulation and data analysis, gender instruments (8 indicators), numeracy (4 indicators), and book content (5 indicators) were used. Then the data is grouped based on gender equality, numeracy, and content suitability. The analysis ends with an interpretation according to the research objectives.

3 Discussion

3.1 Gender Equality

Eight indicators for gender equality and the tabulation shows in Table 3.

Table 4 shows that book 1 (Goma) has no indicators that refer to gender inequality. This shows that book 1 is gender-friendly. As for book 4 (My House), there is one indicator that refers to gender inequality because there are pictures of girls at the end (only pictures of girls). Indeed, there are photos of school children in the interior of the house, but they are not very clear because they are not the focus. It would be great if there was a picture of the boy accompanying the girl in the last picture.

3.2 Numeracy

Four indicators for numeracy and tabulation shows in Table 5 below.

Table 4. Gender Equality in Book

No	Indikator	Book 1	Book 4
1	Only female characters (pictures and/or words/phrases)	X	V
2	Only male characters (pictures and/or words/phrases)	X	X
3	Found male and female characters (pictures) which are presented unequally	X	X
4	Found that the mention of male and female characters (words/phrases) is not balanced	X	X
5	Found pictures that only showed the role of women (without comparison with the role of men) in domestic areas/safe games/fear or subordination	X	X
6	Found words/phrases/sentences that mention women's roles (without comparison with men's roles) in domestic areas/safe games/fear or subordination.	X	X
7	Found pictures that only show the role of men (without comparison with women's roles) in the work/game area with challenges/courage (as an ordinance):	X	X
8	Found words/phrases/sentences that only mention the role of men (without any comparison with the role of women) in the work/game area with challenges/courage (as an ordinance):	X	X

Table 5. Numeracy in Book

No	Indicator	Book 2	Book 5
1	Found words/phrases or pictures that mention numbers or mathematical symbols	✓	✓
2	There is information in the form of tables, diagrams, or charts	×	×
3	There are contexts in everyday life that involve numbers	✓	✓
4	The suitability of numbers (in the form of numbers or words/phrases) or mathematical symbols used in the chosen context	✓	✓

Table 6. Conformity of content and the role of the illustration

No	Indicator	Book				
		1	2	3	4	5
1	Phrases and words are often used.	✓	✓	✓	×	×
2	Stories involve relatable experiences	✓	✓	×	×	×
3	The text should be very predictable for the reader.	✓	✓	×	✓	×
4	Illustrations directly show what is described in the text	✓	✓	✓	✓	✓
5	Nothing or very little is not represented visually	✓	✓	✓	✓	✓

Table 5 shows that books 2 entitled “Count and Say” and Book 5, “Nine Black Ants” meet three indicators. That mean book 2 and 5 are included in books that support numeracy (numeracy friendly).

The book entitled *Rumah Untuk Tikus* ‘A House for Mouse’ is a neutral book (does not show gender), and does not provide numeracy support.

3.3 Conformity of Content and the Role of the Illustration

In general, “Let’s Read’s guidelines are not designed for strict adherence but as a loose guide that can, and should be, adapted to meet the needs of any given language”. Furthermore, by the indicators set by Let’s Read, Level 0, my first book uses content and the role of the illustration indicators: (1) Phrases and words are often used. (2) Stories involve relatable experiences (eg losing a tooth, moving to a new house, birthday, etc.). (3) The text should be very predictable for the reader. (4) Illustrations directly show what is described in the text. (5) Nothing or very little is not represented visually.

In the following table, the descriptions of the book numbers in the columns refer to the titles: (1) Goma, (2) Count and Say, (3) A House for Mouse, (4) My House, (5) Nine Black Ants. Five indicators for conformity of content and the role of the illustration shows in Table 6.

Based on the table, it appears that book (3), entitled “A House for Mouse”, does not meet the requirements of a “Stories generally involve experiences that are easily

relatable” and “The text should be very predictable for the reader”. This can be seen in the sentence “ That night, Mouse’s dreams were bouncy and muddy (in the Puppy’s house), and That night, Mouse’s dreams were noisy and wild (in the Parrot’s house).

Book (4) “My house” contains words that are not often used in everyday life, for example: “Honai, tiang ‘poles’, papan ‘boards’, adat Betang. Besides that, the indicator “Stories involve relatable experience” is not met.

Book (5) “Nine Black Ants” also uses words that are not often used in everyday life: Kota Dalian ‘Dalian City’, dedaunan ‘leaves’. In addition, it does not meet the items “Stories generally involve easily relatable experiences” and “ The text should be extremely predictable for the reader.” Example: “(1) Nine black ants want to join the party. But they are not invited; (2) The nine black ants were eager to collect the leaves. Then, they walked home.” The child’s prediction after sentence 1 is that someone will invite them to join the party.

So, overall three books are less fulfilling in terms of content. However, it does mention that Let’s Read’s guidelines are not designed for strict adherence but as a loose guide that can, and should be, adapted to meet the needs of any given language. Books 3 and 4 still seem unable to fulfill this because of the five indicators presented there are only three indicators that do. Book no 5 only fulfills 2 indicators. Therefore, it is necessary to review whether books 3, 4, and 5 are suitable for level 0?

4 Conclusion

Based on the goals that have been set and the results of the analysis carried out, it can be seen from the five books of Let’s Read level 0 (my first book) which are in the Indonesian language, gender equality is reflected in two books (Goma and Rumahku ‘My House’), while numeracy is reflected in the other two books (Hitung dan Katakan ‘Calculate and Say’ and ‘Sembilan Semut Hitam’ Nine Black Ants). In terms of content suitability, the book *A House for Mouse*, *My House*, and *Nine Black Ants* need to be reviewed for level 0 (my first book).

Acknowledgments. Universitas Negeri Surabaya (Unesa) funded this research under the PNPB research grant scheme. The authors thank Unesa for the inception of ideas for writing this article.

Authors’ Contributions. The authors conceived the original idea. All authors discussed and agreed with the main focus and ideas of this paper. KL and EBR contribute to writing. ZA and ABP collecting data.

References

1. P. Kurikulum and P. K. Perbukuan, “Panduan perjenjangan buku nonteks pelajaran bagi pelaku perbukuan.” Pusat Kurikulum dan Perbukuan, Badan Penelitian dan Pengembangan ..., 2018.
2. S. D. N. S. Gresik and S. Gresik, “Best Practice Klasifikasi Penjenjangan Buku oleh Room To Read di,” 2017.

3. J. Coates, *Women, men, and language: A sociolinguistic account of gender differences in language*. Routledge, 2015.
4. P. Eckert and S. MCCONNELL-GINET, "Language and Gender. New York: Cambridge." 2003.
5. S. J. Correll, *Social Psychology of Gender*. USA: Elsevier, 2007.
6. M. Fakhri, "Analisis Gender dan Transformasi Sosial (; Toto Rahardjo, Ed.)," *Yogyakarta: Pustaka Pelajar Offset*, 2013.
7. A. S. Mustapha and S. Mills, "Gender representation in learning materials in an international context," in *Gender Representation in Learning Materials*, Routledge, 2015, pp. 15–24.
8. J. Lee and P. Collins, "Gender representation in Hong Kong primary English-language textbooks: a corpus study," in *Gender representation in learning materials*, Routledge, 2015, pp. 43–57.
9. K. dkk Laksono, "Gesi dan Numerasi dalam Tulisan Siswa SD," Surabaya, 2021.
10. P. Wiedarti, K. Laksono, and P. Retnaningsih, *Desain induk gerakan literasi sekolah*. Direktorat Jenderal Pendidikan Dasar dan Menengah, 2018.
11. W. Han *et al.*, "Materi pendukung literasi numerasi." Direktorat Jenderal Pendidikan Dasar dan Menengah, 2017.
12. F. S. Siskawati, F. E. Chandra, and T. N. Irawati, "Profil kemampuan literasi numerasi di masa pandemi cov-19," *KoPeN Konf. Pendidik. Nas.*, vol. 3, no. 1, pp. 253–261, 2021.
13. A. B. Ermerawati, "The Application of Let's Read! in Extensive Reading Class: Integrating MALL and Task-Based Learning.," in *Elementary School Forum (Mimbar Sekolah Dasar)*, 2019, vol. 6, no. 3, pp. 317–329.
14. Sudaryanto, *Metode dan Aneka Teknik Analisis Bahasa*. Yogyakarta: Duta Wacana, 2015.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

