Examining the reinforcement of digital literacies in English as Foreign Language (EFL) textbook: A content analysis approach

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A B S T R A C T

This study aimed to examine the prevalence of digital literacy reinforcement in the textbook called "English for Change" for senior high school grade XI produced by Puskurbuk, Kemendikbud. The investigation consisted of analysis of prevailing reinforcement of digital literacy dimensions using Hogue and Payton's (2010) framework and how the dimensions were reinforced through the analysis of learning tasks using Nunan's (2004) theories. This study used a Content Analysis approach. The steps of this study were to collect parts of the learning tasks that reinforced digital literacy dimensions, identify types of the learning tasks/procedures, identify the collected parts of the learning tasks into digital literacy dimensions' framework, count each finding of the dimensions, and analyze the findings for discussion. The findings showed the appearance of the digital literacy dimension in all chapters of the textbooks. There were 163 appearances of digital literacy dimension in the textbooks which consisted of Functionality and beyond (63), Creativity (17), Collaboration (8), Communication (12), Ability to find reliable information (22), Critical thinking (34), and Social and Cultural Understanding (7). These dimensions were found mainly to be reinforced by cognitive- note-taking, affective-personalizing tasks, and creative-brainstorming tasks. Majority of the sub-dimensions reinforced were related to technical skill but not important issues, mainly e-safety and ethical issues, such as copyright and digital permanence, etc. Consequently, this suggested a need for curriculum developers and textbook writers to more explicitly and comprehensively integrate a wider range of digital literacy dimensions, particularly those concerning online safety and ethical digital citizenship, into English language learning materials for senior high school students.

1. INTRODUCTION

Indonesia is projected to experience a demographic dividend between 2015 and 2035, characterized by a significant proportion of its population being within the productive age group. This demographic structure presents a substantial potential for human capital development, capable of significantly contributing to national progress. However, without adequate preparation and cultivation of necessary skills, this demographic bonus risks transforming into a socio-economic challenge. Consequently, it is imperative that Indonesian society proactively equips

itself with the requisite competencies for effective participation in 21st-century life to capitalize on this demographic opportunity.

Unlike the previous century, the 21st century is marked with the rapid advance of digital technology which provides various information that can easily and quickly be reached anywhere and anytime. Consequently, some skills are needed so the rapid development of technology and knowledge can be used properly and positively to enhance productivity and innovation. On the other hand, education has a significant role in preparing students to face many challenges in 21st century life. Students do not need only conceptual knowledge but also the skills needed to face the challenges of the 21st century called 21st Century skills. According to Partnership for 21st Century Learning, the types of skills needed in 21st century are, 1) Survival skills in the workplace and career, 2) learning and innovation skills (4Cs), and 3) skills in terms of information, media and technology(Agusprayuningtyas et al., 2022). One of the skills needed in terms of information, media and technology is called digital literacy.

Lankshear & Knobel (2015) define digital literacy with something that has to do with the capacity to comprehend technology, media, and information as well as communication skills, the ability to create and distribute meaning, and the capacity to assess the knowledge found in networked digital resources. The massive increase in internet users is another factor contributing to the importance of digital literacy. According to a survey, 77,2% of Indonesia's population has been online in 2022, and these users will be more active than in prior years(Liu et al., 2020). However, to speed up Indonesia's digital transition, the government has prioritized improving digital literacy(Rahmah et al., 2024).

In the education context, digital literacy teaching can be included in learning materials and activities in the classroom in a variety of ways, such as by encouraging students to display their work utilizing online platforms like Ms. Apps and Youtube(Riel et al., 2012). It means digital literacy can also be reinforced in English learning materials. Learning English aims to maximize students' skills in communication which includes the four skills namely listening, speaking, reading and writing. English is also taught to develop students' language proficiency by implementing ideas critically and creatively. In order to achieve the learning objective, English learning must be assisted through learning media, one of which is textbooks (Ruiz-Cecilia et al., 2020; Tyas et al., 2020).

Textbooks are educational media that serve as a learning resource and are the most widely used among other learning resources(Ayu & Inderawati, 2019; Fuyudloturromaniyyah, 2017). Textbook, as a key teaching resource must incorporate cultural content to foster cross cultural understanding as well(Hakim & Wahyuni, 2025). Textbooks are curriculum components which become most real and close to students as well as being the main reference in learning. Textbooks are part of educational resources that also need to be adapted to the demands of the 21st century. The availability of quality textbooks and developing students' 21st century skills, specifically digital literacy will support students' success in facing life in the future.

Some previous studies focusing on digital literacy have been conducted in English language teaching context such as; the study conducted by Agusprayuningtyas (2022) which focused on investigating the incorporation of digital literacy in EFL learning materials for Senior High School students. The study analyzed 36 learning materials to find out the incorporation of digital literacy and the study revealed that digital literacy was not yet maximally incorporated into the learning materials. It revealed that only 16 English learning materials from 36 materials incorporated digital literacy into the materials, while some others didn't. Meanwhile, Budianto et

al. (2022) investigated digital literacy practices and challenges from the perspectives of ESP teachers, learners, and policymakers.

Another study was conducted by Iskandar et al. (2022) investigated the infusion of digital literacy in the scope of teaching languages at universities. The materials investigated were digital practices which were academically authentic. The study revealed the characteristics of the academic digital products used, namely; essays, papers, the answers to open-/closed-ended questions, presentations, and reports. Trending modes were also used, such as videos and podcasts. Only English was used in these products, and they are employed merely as aids for learning. Furthermore, Zheng et al. (2025) in their study about undergraduate digital literacy revealed digital literacy has an impact on online learning power through perceived teacher support, thus suggesting the importance of reinforcing teacher support, especially to enhance teachers' technology acceptance and beliefs.

Even though some studies have been conducted regarding digital literacy integration in ELT, the study is considered insufficient, especially in the term of analyzing digital literacy reinforcement in EFL textbooks. Therefore, the study is conducted to fill the gap. The study aims to examine the reinforcement of digital literacy in the Indonesian EFL textbook published by the government through the Ministry of Education and Culture of Republic Indonesia. The textbook to be analyzed is "English for Change" which is equipped for students of senior high school grade XI. The textbook consists of two kinds of books, the students' book and the teachers' book. The study generally will focus more on students' books, but to reveal comprehension data, the teachers' books will also be considered as supporting data to reveal.

2. METHOD

This study employed a qualitative approach since the research findings would be presented in words, pictures, and numbers rather than by means of statistical analysis (Denim, 2002). In addition, content analysis was used as the research method to examine how digital literacy was reinforced in EFL textbooks. According to Ary et al. (2009), content analysis, also known as document analysis, was a technique used to detect specific characteristics of written or visual information. In the content analysis, moreover, the data were not considered as physical events; rather, they were seen as texts, images, and expressions that are created to be seen, read, interpreted, and used for their meanings, and must therefore be analyzed with such uses in mind(Munfaati et al., 2022). In this study, the EFL textbook "English for change" grade XI published by the Ministry of Education and Culture became the document that was analyzed to reveal the appearance of the digital literacy dimensions and how the textbook reinforced digital literacy in its material content and activities. To answer the first research question, the data were analyzed by using an indicator checklist of digital literacy based on The Hague & Payton's theories of digital literacy dimensions (2011) to reveal the appearance of the digital literacy dimensions reinforced by the textbook.

Table 1. Digital Literacy Dimension and Indicators

No	Dimension	Indicators
1	Functional skill beyond	• ICT skills (ability to use and operate ICT)
2	Creativity	• Able to create product or internal output in various formats and models with the advantage of digital technology. • Able to think creatively and imaginative in planning and content. • Able to explore ideas.

No	Dimension	Indicators
3	Collaboration	• Able to participate in digital space. • Able to explain and negotiating people's ideas other.
4	Communication	• Able to communicate via digital technology media • Able to understand and understand Audience.
5	Ability to find and select information	• Able to search and investigate information.
6	Critical thinking and evaluation	• Able to contribute, analyze, sharpen critical thinking skills dealing with information.
7	Cultural and social understanding	• In line with the context of understanding socio-cultural.
8	e-safety	• Guarantee the current safety of users exploring, creating, collaborating, with digital technology.

Moreover, to answer second research questions, the data which consisted of digital literacy were then classified based on Nunan's framework on textbook material development (2004) to see how the textbook reinforced digital literacy in its task components (input and procedure). Input referred to the material contents of the textbook which consisted of 1) authentic material, 2) non-authentic material, 3) picture input, and 4) online output. Whereas, Procedure referred to the activities in the textbook which were classified based on strategies promoted by Nunan (2011), namely; 1) cognitive (classifying, predicting, inducing, taking notes, concept-mapping, inference, discriminating, diagramming, 2) interpersonal (co-operating and role-playing), linguistic (conversational patterns, practicing, using context), 3) Linguistic (Conversational Patterns, Practicing, Using Context, Summarizing, Selective Listening, Skimming), 4) Affective (Personalizing, Self-Evaluating, Reflecting), And 5) Creative (Brainstorming).

3. RESULTS AND DISCUSSION

3.1. Results

3.1.1. Digital Literacy Dimensions Found in The EFL Textbook

The digital literacy dimensions in the textbook were revealed using the framework underpinned by The Hague & Payton's theories of digital literacy dimensions (2011). The framework was employed to reveal the appearance of the digital literacy dimensions reinforced by the textbook. The framework guided the process of classifying, codifying, and interpreting the data until the values were revealed from the textbook. The finding showed some dimensions appeared as elaborated below.

Table 2. The Appearance of Digital Literacy Dimension in All Chapters of the Textbook

No	Digital Literacy Dimension	Number of Findings (All Chapters)	Percentage (%)
1	Functionality and beyond	63	38.65
2	Creativity	17	10.43
3	Collaboration	8	4.91
4	Communication	12	7.36
5	Ability to find reliable information	22	13.50
6	Critical Thinking	34	20.86
7	Social and Cultural understanding	7	4.29
8	E-safety	0	0.00

According to the table above, the findings showed the appearance of the digital literacy dimension in all chapters of the textbooks. There were 163 appearances of digital literacy dimension in the textbooks which consisted of Functionality and beyond (63), Creativity (17), Collaboration (8), Communication (12), Ability to find reliable information (22), Critical thinking (34), and Social and Cultural Understanding (7). According to the total number of appearance, the most frequently dimension which appeared in the textbook was Functionality and beyond (38.65 %) followed by critical thinking (20.86%), Ability to find reliable information (13.50%), Creativity (10.43%), Communication (7.36%), Collaboration (4.91%), and Social and cultural understanding (4.29 %). Whereas, E-safety is a dimension that didn't appear in the textbook (0 %).

3.1.2. How the Textbook Reinforces Digital Literacy in Tasks (Material Content and Activities)

Task based instruction, as applied in the textbook, relied heavily on task components to convey the learning, both subject and digital literacy objectives. The task components that mainly reinforced digital literacy were procedures and input. Procedures were activities that referred to task types that consisted of five types based on five strategies underpinning them. Meanwhile, the other main component containing digital literacy was input or contain materials. Thus, the tasks in the textbook containing digital literacy were classified into the type of tasks/procedures and types of input based on Nunan's typology (2009). The findings of the task types were presented in the following table (the percentage was based on the total number of task/activities containing digital literacy found, that is 76 tasks/activities. One task might contain more than one task type).

Table 3. Digital Literacy Reinforced in Task Component (Procedures/Activities)

Aspect of Strategies	Task Type	Number of Findings	Percentage
Cognitive	Predicting	7	9,2%
	Inducing	6	7,8%
	Note-Taking	49	64%
	Concept Mapping	1	1,32%
Interpersonal	Co-Operating	16	21%
	Role Playing	1	1,32%
Linguistic	Conversational Patterns	1	1,32%
Affective	Personalizing	32	42%
Creative	Brainstorming	22	28%

Meanwhile the findings of input types (material content) were revealed and presented as follows.

Table 4. Digital Literacy Reinforced in Task Component (Materials Content)

Input Type	Number of Findings
Authentic materials	38
Non-authentic materials	7
Picture input	6
Online output	5

a) Digital Literacy Dimensions Reinforced in Cognitive - Note-Taking Task

The most frequent procedure/task type found was using cognitive strategy, note-taking tasks, reaching 49 out of 76 tasks containing digital literacy (64%). The cognitive strategy, note-taking tasks, involved writing down the important information in a text in your own words. The tasks found were in the forms of listening to dialogues (non-authentic materials) that could be only accessed online, watching YouTube videos, and reading online articles (authentic materials) and subsequently writing information obtained from what had been heard, watched, or read. Since all the listening/reading sources could be only accessed online and they had to be valid and reliable, the digital literacy dimension reinforced in the note-taking task were 1) Functionality and Beyond, code 1B: technical skills using digital devices (for example, scanning the QR code) and 2) ability to find reliable information.

b) Digital Literacy Dimensions Reinforced in Affective - Personalizing Task

The second most frequent procedure/task type found was using effective strategy, personalizing tasks, reaching 42 out of 76 tasks containing digital literacy (42%). This task enabled learners to share their own opinions, feelings and ideas about a subject that was mostly posted online (authentic materials). The tasks found were learners sharing their opinion about public figures' posts in digital platforms that learners like, purpose of contents in digital platforms, and giving advice about online activities. Therefore, the digital literacy dimensions reinforced in the personalizing task were: 1) Creativity, code 2A (producing digital content that was quite personal, such as opinion, and sharing it with others online), 2) Critical Thinking, code 6A (There was an order for students to provide evaluations, comments, or opinions on data obtained online), 3) Critical Thinking, code 6C (There were suggestions for teachers to direct students to understand what the meaning behind a text/information was, who created it, and with what purpose), and 4) Social and cultural understanding code 7B (There were suggestions for teachers to explain that digital content was influenced by the socio-cultural background of its producers).

c) Digital Literacy Dimensions Reinforced in Creative - Brainstorming Task

The third frequent procedure/task type found was using creative strategy, brainstorming tasks, reaching 22 out of 76 tasks containing digital literacy (26%). This task involved thinking of as many new words and ideas as one could to produce spoken/written texts. The tasks found were in the forms of creating conversations to be recorded and social media posts/captions to be posted. Since creative strategy involved producing online content, the digital literacy dimension reinforced in the brainstorming tasks were 1) Creativity, code 2A (There is an order for students to produce digital content) and 2) Communication code 4A (There was an order for students to share their work publicly on digital platforms).

d) Digital Literacy Dimensions Reinforced in Interpersonal - Cooperating Task

The next frequent procedure/task type found was using interpersonal strategy- cooperating tasks, reaching 16 out of 76 tasks containing digital literacy (21%). This task involved sharing ideas and learning with other students. The tasks found were various, but they were all undertaken in pairs or groups. Therefore, the digital literacy dimension reinforced in the cooperating tasks was Collaboration, code 3A (There were instructions for students to collaborate and produce digital content).

e) Digital Literacy Dimensions Reinforced in Cognitive - Predicting Task

The less frequent procedure/task type found was using cognitive strategy-predicting tasks, reaching 7 out of 76 tasks containing digital literacy (9,2%). This task involved predicting what was to come in the learning. The tasks found were looking at the unit title, objectives and pictures,

and predict what would be learned. Therefore, the digital literacy dimension reinforced in the predicting tasks was Functionality and Beyond, code 1A (There was data (visual or vocabulary) related to certain digital devices/digital activities).

f) Digital Literacy Dimensions Reinforced in Cognitive - Inducing Task

The other less frequent procedure/task type found was using cognitive strategy- inducing tasks, reaching 6 out of 76 tasks containing digital literacy (7,8%). This task involved Looking for patterns and regularities. The tasks found were identifying expressions in a conversation, mainly on online videos. Since accessing the videos needed technical skills, the digital literacy dimension reinforced in the inducing tasks was Functionality and Beyond, code 1B (There were learning activities that required technical skills using digital devices).

g) Digital Literacy Dimensions Reinforced in Interpersonal - Role-playing Task, Linguistic - Conversational Pattern Task, and Cognitive - Concept Mapping Task

The least frequent procedure/task types found were Role-playing Task, Linguistic - Conversational Pattern Task, and Cognitive - Concept Mapping Task. Each task reached 1 out of 76 tasks containing digital literacy (1,32%). The digital literacy dimension reinforced in the Role-playing tasks was Collaboration and Communication. Whereas, the digital literacy dimension reinforced in the Conversational Pattern tasks was Critical thinking and the digital literacy dimension reinforced in the Concept Mapping tasks was Functionality and Beyond, code 1B (There were learning activities that required technical skills using digital devices).

3.2. Discussion

In alignment with established literacy frameworks such as financial and media literacy, digital literacy encompasses the dual capacities of comprehending and articulating ideas, often through written modalities, to achieve specific objectives. A salient differentiating factor, however, resides in the intrinsic complexity prevalent within digital environments, thereby necessitating that digital literacy engage with intricate issues. Predominant among these issues in the digital era are the dualities of advantages and disadvantages inherent in the integration of digital technology into individuals' lives. Consequently, digital literacy serves as a crucial framework for mitigating the potential drawbacks of digital engagement while simultaneously optimizing its benefits.

Digital literacy is one's ability to also find, communicate, and evaluate information by utilizing digital platforms in ethical ways(Hobbs & Coiro, 2019). If something is described as ethical, it means that it is morally right or morally acceptable. Lordache et al., (2017) said, being ethical is what is meant by "correct use" of various digital platforms, as remarked by Hague, (2010) as the main aim of digital literacy. Digital technology initially has noble purposes such as to make people stay connected, pass new information, sell and buy goods and services using digital platforms (Buckingham, 2010). The widely-used digital platforms are social media (Instagram, X, Tiktok), e-commerce (Shoppee, Tokopedia), education (Zenius, Ruangguru), and audio-visual for entertainment purposes (Youtube, Spotify).

As Milenkova & Lendzhova (2021)asserts that digital literacy is taught and reinforced, not only to master the skills to use gadgets, but also to understand ethical issues regarding digital contents (copyright, plagiarism) and to prevent people from misuse of digital technology: being taken advantage, such as photo manipulation, phishing, identity theft, cyberbullying, and other criminal digital actions. Young people actively manipulating digital media are potential to be the victims of these criminal actions because even though they are technically skillful using the digital platforms, their skill to critically evaluate the content(Reddy et al., 2022). Thus, critical thinking

and e-safety as two of the digital literacy dimensions should be taught and reinforced in teaching and learning.

In the context of English language learning, it is suggested that the learning activities reinforcing digital literacy in the classroom ideally should meet these criteria: (1) resembling students' social and cultural digital activities outside of school and (2) reinforcing all digital literacy dimensions, more importantly e-safety(Hague & Payton, 2011). Hence, the discussion in this study leads to two issues that are related to the ideal criteria of digital literacy reinforced in the textbook: Firstly, how do these findings compare with those of existing research concerning the representation of digital literacy within textbook materials? Secondly, to what extent does the textbook align with the established criteria for ideal digital literacy reinforcement?

In comparison with the existing research, particularly within the Indonesian context, studies by Agusprayuningtyas et al. (2022) suggest a prevalent insufficiency of digital learning input and materials within textbooks. Similarly, Iskandar et al. (2022) indicate a tendency to employ technology primarily as a supplementary instructional aid. Research conducted in other national contexts, such as that by Yoo (2017) often concentrates on the efficacy of specific pedagogical approaches, including narrative-based learning and project-based learning, in cultivating digital literacy. However, no previous research has specifically examined the different aspects of digital literacy within textbooks in the way this study does. Therefore, direct comparisons are difficult because this study looks at a new angle. Nevertheless, this research aims to expand our understanding of digital literacy in language learning, and it has successfully done so.

In the extent to which the textbook meets the criteria of ideal digital literacy reinforcement, it is found in the textbook that most of the procedures/task types used tend to resemble students' social and cultural digital activities outside of school. They are note-taking tasks, personalizing tasks, and brainstorming tasks. Note-taking tasks mainly involve assessing reading/listening materials online and subsequently writing information obtained from what has been heard/watched/read. The tasks resemble digital activities that students usually do outside of school, such as accessing digital platforms to listen to music, watch videos, and read social media posts. Personalizing tasks is effective, so they deal with activities that enable students to share their own opinions, feelings and ideas about a subject that is mostly posted online (authentic materials). Brainstorming tasks involve creativity, such as creating conversations to be recorded and social media posts/captions to be posted. The tasks resemble students' usual activities in producing content in social media or any other digital platforms. Most of the activities use authentic materials/input that resembles online materials that are usually accessed by students outside of school. In short, the tasks in the textbook meet the first criteria of ideal digital literacy reinforcement.

The most frequently appeared digital literacy dimension is functional skill that is related to technical skills, such as scanning barcodes or finding videos in YouTube (51 out 0f 163 data). It is followed by a dimension that is again heavily related to technical skill, that is the ability to find the right information (22 data). Next is critical thinking in the forms of the need for students to provide evaluation/opinion about online data (21 data). Other dimensions found are requirement for students to produce digital contents (14 data), encouragement from the teacher to find meaning/purpose of online texts (13 data), needs to collaborate in producing digital content (8 data), needs to publicly post their digital content online (7 data), teachers explain how to deliver digital content that is right on target, about digital permanence, and applications that can be used

(5 data), and teachers explain that each content must have goals and objectives that suit the needs of the audience (3 data).

The dimension findings make up 10 sub-dimensions of digital literacy. Meanwhile, according to Hague (2011), there are 8 digital literacy dimensions which are divided into 19 sub-dimensions. In short, the textbook only reinforces 9 out 0f 19 digital literacy sub-dimensions. Majority of the sub dimensions reinforced are related to technical skill in using digital technology such as accessing online information, commenting online data, and producing and publicizing digital contents. Some issues beyond the technical skills are also found, but very few, such as how teachers give two suggested applications for students to use in their schoolwork, direct students to understand what the meaning behind a text/information is and explain that digital content is influenced by the socio-cultural background of its producers. Actually, Jin et al. (2020) remark that there are more issues to cover in the classroom, as they belong to the sub-dimensions that do not appear in the findings.

Some of the issues that do not appear in the textbook and should be prioritized is e-safety and other issues, such as copyright, content quality, many applications that can be used for enhancing learning, digital permanence, and also teachers' assessment criteria to determine quality of digital literacy that the students do. However, the most important of all, the e-safety, does not appear at all in the textbook. E-safety includes use of zip, block, flag on inappropriate content. This is to avoid them being exposed to inappropriate content, predatory adults, cyberbullying, plagiarism, etc. Moreover, in the textbook, students are encouraged to access digital platforms without warning, whereas there are potential inappropriate ads in the platform. Students are encouraged to publicize their work in their personal social media which are not really safe from cyberbullying. It is suggested that teachers also give awareness about many potential dangerous things in digital platforms and suggest students to publicize their work in certain digital platforms with safety features.

In summary, the analysis reveals that the textbook exhibits a relative inadequacy in comprehensively reinforcing the ideal spectrum of digital literacy dimensions. Nonetheless, the authors' attempts to integrate these dimensions are noteworthy, given that the identified sub-dimensions constitute approximately fifty percent of the theoretically established range.

4. CONCLUSION

This study examined the extent to which a textbook reinforced digital literacy dimensions based on Hague and Payton's framework (2011). The analysis of learning activities across all chapters revealed the presence of seven out of eight digital literacy dimensions, with a total of 163 instances identified. The most frequently appearing dimension was "Functionality and beyond" (38.65%), emphasizing technical skills, followed by "Critical thinking" (20.86%) and "Ability to find reliable information" (13.50%). Other dimensions, including "Creativity," "Communication," "Collaboration," and "Social and cultural understanding," appeared less frequently. Notably, "E-safety," a crucial dimension for ethical and secure digital engagement, was entirely absent from the textbook.

The analysis of task types, categorized using Nunan's typology (2009) revealed that the most common procedures encouraged cognitive strategies (note-taking), affective strategies (personalizing), and creative strategies (brainstorming), which often mirrored students' online activities outside of school. These tasks primarily reinforced technical skills, information evaluation, creative content production, and basic online communication and collaboration. However, while the textbook incorporated approximately half of the ideal digital literacy sub-

dimensions (9 out of 19), critical aspects such as e-safety, copyright awareness, content quality assessment, and understanding digital permanence were not addressed. Consequently, the textbook demonstrates a partial but ultimately insufficient reinforcement of ideal digital literacy, particularly concerning crucial safety and ethical considerations despite some alignment with students' digital practices. The implication of this finding is that English language learners using this textbook may not be adequately equipped with the comprehensive digital literacy skills necessary to navigate the complexities and potential risks of the digital environment. This lack of emphasis on e-safety and related ethical considerations could leave students vulnerable to online threats and without a full understanding of responsible digital citizenship. Furthermore, the uneven distribution of reinforced dimensions suggests a need for a more holistic integration of digital literacy across learning activities to ensure learners develop a well-rounded skillset.

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