

APPENDICES

Appendix 1: Translation of Qur'an

No.	Name of The Surah	The Verse	Indonesian	English
1.	Al-Hujurat: 6	يَا أَيُّهَا الَّذِينَ آمَنُوا إِن جَاءَكُمْ فَاسِقٌ بِنَبَأٍ فَتَبَيَّنُوا أَن تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْحَبُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ	(6) Wahai orang-orang yang beriman! Jika seorang fasik datang kepadamu membawa suatu berita, maka periksalah dengan teliti agar kamu tidak menimpakan suatu musibah kepada suatu kaum tanpa mengetahui keadaannya yang menyebabkan kamu menyesal atas perbuatanmu itu.	(6) O you who have believed, if there comes to you a disobedient one with information, investigate, lest you harm a people out of ignorance and become, over what you have done, regretful.
2.	Ali Imran: 190 – 191	إِنَّ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافِ اللَّيْلِ	(190) Sesungguhnya dalam penciptaan langit dan bumi, dan pergantian	(190) Indeed, in the creation of the heavens and the earth and the alternation of the

		<p>وَالنَّهَارِ لَا يَتْلُو الْأَلْبَابِ ۚ ۝ ١٩٠ الَّذِينَ يَذْكُرُونَ اللَّهَ قِيَامًا وَقُعُودًا وَعَلَىٰ جُنُوبِهِمْ وَيَتَفَكَّرُونَ فِي خَلْقِ السَّمَوَاتِ وَالْأَرْضِ ۚ رَبَّنَا مَا خَلَقْتَ هَذَا بَاطِلًا سُبْحَانَكَ فَقِنَا عَذَابَ النَّارِ ١٩١</p>	<p>malam dan siang terdapat tanda- tanda (kebesaran Allah) bagi orang- orang yang berakal. (191) (yaitu) orang-orang yang mengingat Allah sambil berdiri, duduk, atau dalam keadaan berbaring dan mereka memikirkan tentang penciptaan langit dan bumi (seraya berkata), "Ya Tuhan kami, tidaklah Engkau menciptakan semua ini sia-sia. Maha Suci Engkau, lindungilah kami dari azab neraka."</p>	<p>night and the day are signs for those of understanding. (191) Who remember Allah while standing or sitting or [lying] on their sides and give thought to the creation of the heavens and the earth, [saying], "Our Lord, You did not create this aimlessly; exalted are You [above such a thing]; then protect us from the punishment of the Fire."</p>
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Appendix 2: Instruments

Components of Digital Literacy	Questions
Information	<p>1. Which of the following actions best demonstrates a student's ability to critically evaluate digital sources for a literature review?</p> <p>A. Using the first article that appears on Google regardless of the source</p> <p>B. Prioritizing peer-reviewed journals and examining the credibility of the author and publication</p> <p>C. Saving multiple articles from blogs to increase references</p> <p>D. Selecting articles based on whether they are easy to read</p> <p>Answer: B (Score item: 8)</p>
	<p>2. A student finds two online articles: one from a peer-reviewed journal and another from a personal blog with no references. What is the most appropriate academic decision?</p> <p>A. Use both sources while noting their different levels of credibility</p> <p>B. Use only the blog because it presents a more casual explanation</p> <p>C. Use the journal article because it is more credible and academically accepted</p> <p>D. Use neither, as the information might be outdated</p> <p>Answer: C (Score item: 13)</p>
Communication	<p>3. A group of EFL students is preparing a collaborative research project. Which of the following digital tools is most appropriate for co-authoring the document in real time?</p> <p>A. Zoom</p> <p>B. Microsoft Word (offline)</p> <p>C. Google Docs</p> <p>D. Google meet</p> <p>answer: C (Score item: 7)</p>

	<p>4. Which of the following statements reflects proper digital communication etiquette during an academic group chat?</p> <ul style="list-style-type: none"> A. Using emojis and informal language occasionally to keep the tone friendly B. Writing in all caps when trying to emphasize urgency C. Providing constructive feedback and maintaining respectful tone D. Sending quick replies without checking for clarity or grammar <p>Answer: C (Score item: 11)</p>
Content production	<p>5. Which digital tool combination is most useful for EFL students writing a thesis to check grammar and manage citations?</p> <ul style="list-style-type: none"> A. Grammarly and Mendeley B. Mendeley and zoom C. Google Translate and Grammarly D. Zoom and Grammarly <p>Answer: A (Score item: 9)</p> <p>6. An EFL student is assigned to present their research findings digitally. Which option best shows their ability to create academic content?</p> <ul style="list-style-type: none"> A. Making a short TikTok summarizing their research in an informal way B. Posting key findings with minimal explanation on social media C. Designing a digital presentation with clear points, visual data, and citations D. Sharing a humorous infographic related to the topic to make it more engaging <p>Answer: C (Score item: 12)</p>
Safety	<p>7. Which situation demonstrates poor digital safety and academic ethics?</p> <ul style="list-style-type: none"> A. Using AI-powered tools to get grammar suggestions B. Uploading your thesis draft to Turnitin before submission C. Submitting a thesis draft that contains content

	<p>from ChatGPT without rephrasing and proper citation</p> <p>D. Paraphrasing information from a scholarly journal as academic sources and citing them properly</p> <p>Answer: C (Score item:10)</p>
Problem solving	<p>8. Why is it important for EFL students to use plagiarism checkers like Turnitin?</p> <p>A. To increase the number of references in a paper</p> <p>B. To reduce the likelihood of making unintentional writing errors</p> <p>C. To ensure the originality and integrity of their academic writing</p> <p>D. To improve the grammar and punctuation accuracy in research drafts.</p> <p>Answer C (Score item: 9)</p> <p>9. Which digital tool is the best option for storing, organizing, and citing research references in an academic paper?</p> <p>A. Grammarly</p> <p>B. Mendeley</p> <p>C. Google Translate</p> <p>D. Zoom</p> <p>Answer B (Score item: 9)</p> <p>10. A student has trouble accessing full-text articles. What is the most effective solution?</p> <p>A. Look for summaries or overviews instead of the full text</p> <p>B. Use AI tools to rewrite another article with similar content and get a simplified explanation</p> <p>C. Search for open-access versions or use institutional login via Google Scholar</p> <p>D. Consider switching to a more general topic with easier sources</p> <p>Answer c (Score item: 10)</p>

Instrument X2

Components of Critical Thinking Skill	Questions
Interpretation	<p>1. You read the following sentence in a journal: "Learner autonomy plays a significant role in language acquisition." What does this most likely mean?</p> <p>A. Students need to memorize more vocabulary B. Teachers should control every learning activity C. Students who take initiative learn languages more effectively D. Grammar should be taught strictly in class</p> <p>Answer C (Score item: 9)</p>
	<p>2. A student reads a passage and identifies the author's main argument about online English classes. What skill is the student using?</p> <p>A. Inference B. Explanation C. Interpretation D. Self-Regulation</p> <p>Answer C (Score item: 13)</p>
Analysis	<p>3. Which of the following best shows a student analyzing a classmate's argument?</p> <p>A. "Your opinion could be improved with clearer reasoning." B. "The structure of your explanation is a bit confusing to follow." C. "You gave several examples, but you didn't explain how they support your main idea." D. "You included examples, but the connection to your main point isn't fully developed."</p> <p>Answer C (Score item: 8)</p>

	<p>4. Which of the following is an example of analyzing bias in a research article?</p> <p>A. "The article appears to favor one side without presenting counterarguments."</p> <p>B. "The researcher only included data that supports their own hypothesis and ignored other perspectives."</p> <p>C. "The participants were mostly from one demographic group."</p> <p>D. "There were some unclear explanations in the discussion section."</p> <p>Answer B (Score item: 11)</p>
Evaluation	<p>5. Which statement demonstrates critical evaluation of a source?</p> <p>A. "This article is very informative and well-written."</p> <p>B. "This article is from a famous website and interesting, so I will include it."</p> <p>C. "This journal is peer-reviewed, written by an expert, and includes recent data."</p> <p>D. "The author uses a lot of technical terms, so it must be good."</p> <p>Answer C (Score item:10)</p>
	<p>6. Two research articles present different findings on the same topic. One includes detailed methods, valid instruments, and clear citations. The other is shorter and easier to read but lacks information about data collection. What is the best academic judgment?</p> <p>A. Prefer the shorter article for convenience</p> <p>B. Use both articles without considering their quality</p> <p>C. Choose the article with more methodological transparency and validity</p> <p>D. Consider using the shorter article if it aligns with your research timeline and seems easier to summarize</p> <p>Answer C (Score item: 7)</p>

Inference	<p>7. A study shows students who practice speaking weekly improve their fluency. What can be inferred?</p> <p>A. Speaking may help, but only in group settings</p> <p>B. Students improve when they are evaluated more strictly</p> <p>C. Regular practice supports fluency development</p> <p>D. Fluency depends only on vocabulary memorization</p> <p>Answer C (Score item: 12)</p> <p>8. Which of the following best shows inference based on data?</p> <p>A. “Many students enjoyed the program, which might indicate some benefits for learning outcomes.”</p> <p>B. “The majority of respondents reported improvement after using peer feedback, so peer feedback likely supports writing development.”</p> <p>C. “Peer feedback is effective because teachers recommend it.”</p> <p>D. “Some students mentioned feeling confident, so this technique must always work.”</p> <p>Answer B (Score item: 9)</p>
Explanation	<p>9. A student presents research findings but struggles to explain how the conclusions were reached. What should they do to improve their explanation?</p> <p>A. “In my opinion, this approach can be good depending on the topic.”</p> <p>B. “Some people say this method works, and I agree because I’ve seen it too.”</p> <p>C. “This method is effective because it allows students to engage in communicative tasks, which promote language use.”</p> <p>D. “This technique looks useful, especially for visual learners, though I haven’t tried it myself.”</p> <p>Answer C (Score item: 11)</p>

Self-regulation	<p>10. A student realizes their assumption about grammar-focused teaching was based on outdated beliefs. What should they do next?</p> <p>A. Postpone making any conclusion until the topic is discussed in class</p> <p>B. Consider new perspectives but keep their belief until they gather more sources</p> <p>C. Reflect and revise their opinion based on the new information</p> <p>D. Ignore the new evidence because it doesn't fit their experience</p> <p>Answer C (Score item: 10)</p>
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Instrument Y

Components of Research Competence	Questions
Proficiency in Assessing Current Research	<p>1. Which of the following research titles best shows an awareness of a research gap in the field of English Language Teaching (ELT)?</p> <p>A. Investigating Traditional Techniques for Teaching Vocabulary to Young Learners</p> <p>B. The Importance of English for International Communication</p> <p>C. Exploring the Impact of Teacher Feedback on Students' Argumentative Writing in Online EFL Classes</p> <p>D. Observing General English Learning Habits in School Settings</p> <p>Correct answer: C (Score item: 8)</p>
	<p>2. A student finds a journal article with strong references but unclear methodology. What should be the best academic judgment?</p> <p>A. Include it in the paper because the topic is still related</p> <p>B. Dismiss the article entirely due to the poor methodology</p>

	<p>C. Trust the study's findings since it's widely cited</p> <p>D. Use it cautiously while acknowledging its methodological weaknesses</p> <p>Correct answer: D (Score item:12)</p>
Methodological Expertise	<p>3. Which method is most appropriate for a study aiming to find out students' perceptions about using AI tools like Grammarly in writing class?</p> <p>A. Experimental</p> <p>B. Quantitative survey</p> <p>C. Qualitative interview</p> <p>D. Mixed-method with document analysis</p> <p>Correct answer: C (Score item: 9)</p>
	<p>4. What is the function of a research question (RQ) in a research paper?</p> <p>A. To support the introduction with theoretical explanations</p> <p>B. To describe the instruments used to collect data</p> <p>C. To guide the study's direction and help focus the analysis</p> <p>D. To provide background information about the study</p> <p>Correct answer: C (Score item: 11)</p>
Critical thinking abilities	<p>5. Which statement below shows a student's ability to analyze research findings?</p> <p>A. "The result seems valid, but the sample size might have influenced the outcome."</p> <p>B. "It's interesting how the result contrasts with similar studies in the same field."</p> <p>C. "The result indicates that time management training significantly improved students' academic performance."</p> <p>D. "The conclusion is okay, but the data presentation needs further clarification."</p> <p>Correct answer: C (Score item: 7)</p>
	<p>6. Which of the following is the most logical conclusion based on a study showing that students</p>

	<p>using podcasts improved their listening scores by 15%?</p> <p>A. Podcasts are now proven to be the ultimate listening tool.</p> <p>B. All listening classes should adopt podcasts exclusively.</p> <p>C. Integrating podcasts can enhance students' listening performance.</p> <p>D. Every learner must listen to podcasts regularly.</p> <p>Correct answer: C (Score item: 13)</p>
Effective Communication	<p>7. Which of the following best describes an effective research abstract?</p> <p>A. Digital tools are important and should be used.</p> <p>B. Language learning is better with collaboration and technology.</p> <p>C. Collaboration and language learning are part of digital education.</p> <p>D. Digital technology supports student interaction in learning English.</p> <p>Correct answer: D (Score item: 10)</p>
	<p>8. When presenting research findings to an academic audience, what is the most important consideration?</p> <p>A. Highlighting your knowledge by including overly complex theoretical explanations throughout the presentation</p> <p>B. Providing an exhaustive explanation of every detail to show thoroughness, even if time is limited</p> <p>C. Structuring the content in a coherent and clear manner, while maintaining audience engagement</p> <p>D. Avoiding visual support to maintain the audience's focus on verbal explanations</p> <p>Correct answer: C (Score item: 8)</p>
Subject-Matter Expertise	<p>9. A researcher is studying language acquisition theories in second-language learning. Which of the following is an example of applying subject-matter expertise?</p>

	<p>A. Critically evaluating and integrating multiple theoretical perspectives</p> <p>B. Relying primarily on textbooks without consulting current research</p> <p>C. Reflecting on teaching experiences to support theoretical insights</p> <p>D. Selecting widely cited articles without analyzing their applicability</p> <p>Correct answer: A (Score item: 11)</p>
	<p>10. Why is subject-matter expertise important in conducting research?</p> <p>A. It minimizes the need to constantly cite sources throughout the study</p> <p>B. It allows researchers to form initial assumptions even before exploring all related literature</p> <p>C. It ensures researchers can contextualize their study within existing theories and concepts</p> <p>D. It helps streamline the research process by focusing only on the practical aspects</p> <p>Correct answer: C (Score item: 11)</p>

Appendix 3: Participant Breakdown

Category	Number of students	Explanation
Total students in the class of 2021	88	Based on department records
Students who graduated in semester 7	11	Graduated early, but still eligible based on criteria
Remaining active students	77	$88 - 11 = 77$
Students who had not taken thesis seminar (not yet eligible)	8	Still preparing proposal (not conducting research yet)
Active students eligible based on criteria	69	$77 - 8 = 69$
Graduated students who participated	11	Voluntarily participated and prioritized for their full research experience
Active students who participated	55	Met inclusion criteria and responded
Eligible students who could not be reached	14	$69 - 55 = 14$
Total final participants	66	11 (graduated) + 55 (active)

This appendix presents the breakdown of participant eligibility and final sample determination for this study. Data were collected between May 24 and June 4, 2025, using a Google Form containing the research instrument.

From the initial 88 students in the class of 2021 of the English Education Department at UIN Antasari, 11 had graduated in their seventh semester but remained eligible and were prioritized due to their completed research experience. Of the remaining 77 active students, 8 had not yet progressed to the research stage and were therefore excluded.

Out of the 69 eligible active students, 55 participated, while 14 were unreachable during the data collection period. Combined with the 11 graduates, this

resulted in a final sample size of 66 participants, meeting both the inclusion criteria and the minimum sample size requirement for multiple regression analysis.

Appendix 4: Students' Initial

NO	Students	Students Initial
1	Student1	TM
2	Student2	IZ
3	Student3	LP
4	Student4	MQ
5	Student5	MFH
6	Student6	AQM
7	Student7	MA
8	Student8	HS
9	Student9	FRA
10	Student10	HH
11	Student11	NJ
12	Student12	SN
13	Student13	HH
14	Student14	FFNA
15	Student15	MFN
16	Student16	MPA
17	Student17	AMR
18	Student18	KRA
19	Student19	NAP
20	Student20	SS
21	Student21	A
22	Student22	AK
23	Student23	SS
24	Student24	MF
25	Student25	PAF
26	Student26	NK
27	Student27	MNAF
28	Student28	NK
29	Student29	HS
30	Student30	ANA
31	Student31	NS
32	Student32	L
33	Student33	SM
34	Student34	TAP
35	Student35	ENA
36	Student36	RJ
37	Student37	NS

38	Student38	M
39	Student39	A
40	Student40	FA
41	Student41	I
42	Student42	NK
43	Student43	MMG
44	Student44	MIR
45	Student45	NAK
46	Student46	MM
47	Student47	TUP
48	Student48	SA
49	Student49	SN
50	Student50	RGP
51	Student51	MAD
52	Student52	NR
53	Student53	MAAN
54	Student54	CFEW
55	Student55	HS
56	Student56	MS
57	Student57	M
58	Student58	KM
59	Student59	AI
60	Student60	SIH
61	Student61	ES
62	Student62	NH
63	Student63	ERP
64	Student64	ND
65	Student65	H
66	Student66	M

Appendix 5: Research Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI ANTASARI BANJARMASIN
FAKULTAS TARBIYAH DAN KEGURUAN**

Jalan Jenderal Ahmad Yani Km. 4.5 Banjarmasin 70235
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E-mail: ftk@uin-antasari.ac.id Website: ftk.uin-antasari.ac.id

Nomor : B- 0804 /Un.14/III.1/PP.00.9/05/2025
Sifat : Penting
Lampiran : 1 (Satu) Berkas
Hal : Mohon Izin Riset

27 Mei 2025

Yth.Ketua Prodi Tadris Bahasa Inggris

Assalamu'alaikum Wr.Wb

Sehubungan rencana penelitian yang akan dilaksanakan oleh mahasiswa (i) dalam rangka penyusunan skripsi, maka dengan ini kami mohon izin serta bantuan Bapak/Ibu agar kiranya berkenan memberikan informasi/data yang diperlukan oleh :

Nama : Firdha Rikhadatul Aisyah
NIM : 210101030545
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan
Alamat : Jl. Melati Indah
No HP : 085787055245

Kami sampaikan pula sebagai Satker berpredikat Zona Integritas Wilayah Bebas dari Korupsi (ZI-WBK) menuju Zona Integritas Wilayah Birokrasi Bersih Melayani (ZI-WBBM) UIN Antasari Banjarmasin berkomitmen terus menjaga integritas serta terus meningkatkan Kualitas kinerja dan Pelayanan.

Demikian surat keterangan ini kami sampaikan, atas perhatian dan perkenan Bapak/Ibu serta kerjasamanya yang baik kami ucapkan terimakasih.

Wassalamu'alaikum Wr.Wb

Banjarmasin, 27 Mei 2025

Wakil Dekan Bidang Akademik dan Kelembagaan,



[Signature]
Prof. Dr. Ahmad Muradi, M. Ag.
NIP 197808082005011006

Tembusan :
Dekan Fakultas Tarbiyah dan Keguruan



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI ANTASARI
FAKULTAS TARBIYAH DAN KEGURUAN
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SURAT KETERANGAN SELESAI RISET

Nomor: B-278/Un.14/III.1/PP.00.9/06/2025

Yang bertanda tangan di bawah ini, Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Antasari Banjarmasin menerangkan bahwa:

N a m a	: Firdha Rikhadatul Aisya
NIM	: 210101030545
Fakultas	: Tarbiyah dan Keguruan
Jurusan	: Tadris Bahasa Inggris

adalah benar yang bersangkutan telah selesai melakukan penelitian/riset penyusunan skripsi pada Jurusan TBI sejak (24 Mei 2025 - 24 Juli 2025) dengan judul:

**“A CORRELATIONAL STUDY OF EFL STUDENTS' RESEARCH COMPETENCE,
DIGITAL LITERACY, AND CRITICAL THINKING SKILL”**

Demikian agar diketahui dan dapat dipergunakan sebagaimana mestinya.

Banjarmasin, 16 Juni 2025
Ketua Prodi,




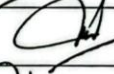






Afifah Linda Sari

Melayani Lebih Baik, Lebih Baik Melayani

Appendix 6: Consultation Notes

CONSULTATION NOTES

Name of Advisor: Dr. Hj. Nida Mufidah, M. Pd

No.	Day/Date	Notes	Signature
1.	Monday, 9 September 2024	Check the writing and revisions from seminar on chapter I - chapter III	
2.	Monday, 24 February 2025	Consultation regarding the formatting of a thesis manuscript	
3.	Thursday, 6 March 2025	Consultation about revision on multiple choices question as instrument	
4.	Tuesday, 15 April 2025	Consultation on the focus of the theoretical framework and its relevance to EFL Students	
5.	Wednesday, 30 April 2025	Consultation on adjusting the instrument (multiple-choice questions) to align with ELT context and the respondent criteria (EFL Students)	
6.	Tuesday, 6 May 2025	Check and review of the revised instrument for appropriateness and request for permission to commence the research	
7.	Wednesday, 11 June 2025	Consultation on chapter IV and Chapter V	
8.	Thursday, 12 June 2025	Check the writing and revision about list of table and conclusion	

Appendix 7: Data collection tools

Item Questions

docs.google.com/forms/d/ +

Digital Literacy C2A < >

Copy link... Download... Embed... view page history

Digital Literacy

Digital Literacy, Critical Thinking Skill, Research Competence (Data Collection Form)

Dear Respondents,

I am Febda Rikhsatul Araya, currently conducting research for my undergraduate thesis. This study aims to examine the correlation between EFL students' research competence, digital literacy and critical thinking skills. This form contains a set of multiple choice questions that aim to measure five main variables: research competence, digital literacy, and critical thinking skill—specifically in the context of EFL students.

Kindly invite you to take part in this study as one of the main respondents. Your honest responses are essential to help me examine the relationships among these variables and draw meaningful academic conclusions.

Respondent's Criteria:

- EFL Students
- Have taken "Research in FLT" or similar course
- Have either conducted or are in the process of conducting their undergraduate thesis
- Willing to participate in this study

Your participation is highly appreciated. All responses will be treated with strict confidentiality and used solely for academic purposes.

If you have any questions or require further information, please feel free to contact me via WhatsApp App at 085787855243.

Thank you for your time and participation!

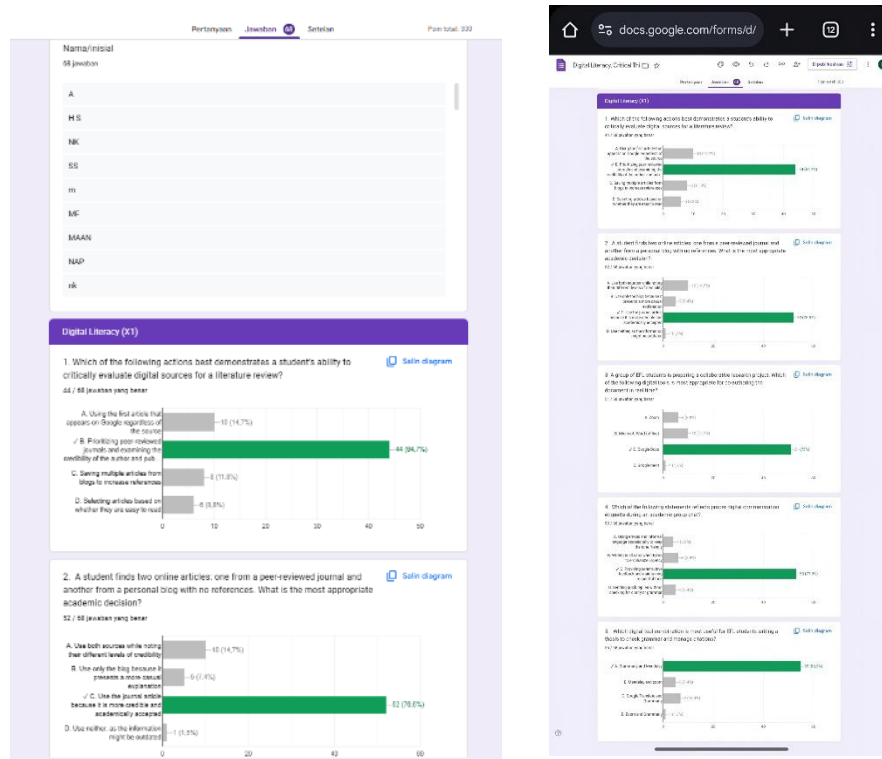
Best regards,
Febda

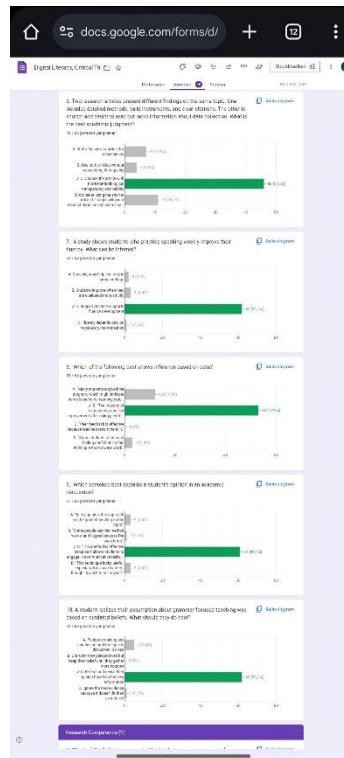
Anonymous?

☐ Yes ☒ No (Name required)

[illegible][illegible][illegible]

Multiple choice distribution





Individual Responses

The image displays three sequential screenshots of a Google Forms quiz titled "Digital Literacy, Critical Thinking Skills, Research Competence (Data Collection Form)". The quiz is designed for a class of 10 students, with a time limit of 10 minutes. The questions cover various aspects of digital literacy, critical thinking, and research competence. The first screenshot shows the initial questions, including a multiple-choice question about identifying reliable information and a question about the importance of digital literacy. The second screenshot shows a question about evaluating sources and a question about understanding the importance of digital literacy. The third screenshot shows a question about identifying reliable information and a question about understanding the importance of digital literacy. The quiz is designed to assess students' understanding of these concepts and their ability to apply them in real-world scenarios.

