

CHAPTER V

CLOSURE

A. Conclusion

This part was the conclusion that related to objective of the study to answer the research questions based on the results of data analysis and discussions presented in previous chapter, the conclusions of this study are as follows:

1. The Level of Students' Competences

This study investigated the level of digital literacy, critical thinking skill, and research competence among EFL students. The findings revealed that most students demonstrated moderate to high levels of competence across all three areas. Specifically, the High category was 30.30% (20 students), and the Moderate category was 36.36% (24 students) in digital literacy. The High category in critical thinking was 34.85% (23 students), and the Moderate category 37.88% (25 students) in critical thinking; and in research competence, 22 students (33.33%) were in the High category, and 26 students (39.39%) were in the Moderate category. This suggests that, while EFL students generally possess a foundational ability in digital navigation, analytical reasoning, and research engagement, there remains potential for further development, particularly in mastering higher-order thinking and advanced research strategies.

2. The Correlation Between Digital Literacy and Critical Thinking Skill to Research Competence

The results of the regression analysis indicated a very strong and statistically significant correlation between digital literacy and critical thinking skill with research competence described by the output, the R value is 0.897. These two competencies were shown to be strong predictors of students' ability to conduct academic research. The model explained the variance in research competence, reflecting the substantial role of these skills in academic inquiry.

3. The Contribution of Digital Literacy and Critical Thinking Skill

The study reveals that both digital literacy and critical thinking skill were found to contribute significantly, both simultaneously and individually, to students' research competence. The result shown 80.4% of research competence variance can be attributed to students' digital literacy and critical thinking skills, with 19.6% attributed to other factors. Notably, critical thinking skill exhibited a slightly greater contribution than digital literacy. The unstandardized coefficients show that digital literacy increases research competence by 0.463 units, while critical thinking skill increases it by 0.521 units. These findings affirm the interconnected nature of digital and cognitive literacies in shaping students' readiness to participate in scholarly research, particularly in EFL contexts where academic performance is closely linked to both language proficiency and academic skill sets.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are offered for relevant stakeholders, including educators, students, and future researchers.

1. For educators and curriculum designers, it is recommended to integrate digital literacy and critical thinking skill development more explicitly into English education curricula. This can be achieved through the incorporation of digital research tools, critical reading and writing exercises, and instructional activities that promote analytical thinking and problem solving. Strengthening these competencies is essential not only for enhancing students' research competence but also for preparing them to meet the demands of academic communication in a digital era.
2. For EFL students, it is important to actively cultivate digital and cognitive academic skills beyond classroom requirements. Engaging with digital platforms for scholarly research, utilizing academic reference tools, and practicing self-directed learning strategies can significantly improve their research capabilities. Students are encouraged to view research not merely as a final task in their studies, but as a long-term academic process that requires sustained effort in critical inquiry and digital engagement.
3. For future researchers, this study opens pathways for more comprehensive exploration of the interplay between digital literacy, critical thinking, and research competence. Further studies may involve a broader sample size across

institutions, employ mixed-method designs to capture qualitative insights, or focus on additional variables such as academic self-efficacy, language proficiency, or collaborative learning. Future work may also examine the impact of digital and cognitive training interventions on research outcomes.