CHAPTER V
CONCLUSION

A. Conclusion

The objectives of this study are to identify the Digital Literacy Level of the 8th semester EFL Students of the English Education Department, UIN Sultan Maulana Hasanuddin Banten, to identify the technology-related problems faced by EFL students in writing scientific articles, and to identify the digital platform used by EFL students to support writing a scientific article and how they used it. The researcher obtained questionnaires and interviews to answer the three research questions proposed in this study.

The first research question aimed to assess the self-reported levels of digital literacy among 60 EFL students. The findings showed that the sample group consisted of 28.3% males and 71.7% females within the age range of 20 to 25 years. A survey was conducted, and the results indicated that most participants scored within the "Good" level for digital literacy across different indicators, except for Attitude 7, which reflected a "High" level. Overall, the descriptive results revealed a "Good" level of digital literacy across all aspects, with mean scores ranging from 3.71 to 4.03.

To further explore the relationship between gender and self-reported digital literacy levels, the Kruskal-Wallis H test was utilized. The results showed the mean ranks for males and females across different scale aspects and the asymptotic significance values. Notably, all asymptotic significance values are greater than 0.05, indicating no significant difference based on gender. This finding suggested that gender does not significantly impact self-reported digital literacy levels across the attitude, technical, cognitive, and social-emotional aspects examined in this study.

Second research question, the findings revealed that while the participants had a positive attitude and belief in the usefulness of technology for scientific article writing, they encountered various technology-related challenges. Access problems, training gaps, and reliance on mobile phones affected their confidence in their technological proficiency. The study highlights the importance of addressing these issues and providing adequate support and resources to enhance the writing process for EFL students.

The third research question investigated the positive impact of digital platforms on the writing of scientific articles. Participants reported using various digital tools and platforms to access and cite relevant sources, including reference finders like Google Scholar and PDFdrive

and reference managers like Mendeley. Grammar checkers like Grammarly improved writing quality, while paraphrasing tools like Quillbot helped avoid plagiarism and simplify complex concepts. Social media platforms such as WhatsApp and Instagram were used for communication, knowledge-seeking, and receiving support during writing. Smartphones were preferred for their practicality in accessing and downloading references, while laptops provided a more satisfying experience with a larger display and unrestricted content viewing. Overall, the findings showcased the positive impact of digital platforms, offering convenience, efficiency, and knowledge-sharing, enhancing the participants' experience writing scientific articles.

B. Implication

Based on the findings from the study on the Digital Literacy Level of the 8th semester EFL Students of the English Education Department, UIN Sultan Maulana Hasanuddin Banten, and their use of digital platforms for writing scientific articles, several implications can be drawn:

1. Digital Literacy Enhancement Program: The study indicates that the majority of EFL students demonstrated a "Good" level of digital literacy across various indicators. However, since some aspects scored lower than others, it suggests the need for targeted

interventions to further enhance digital literacy skills. Institutions should consider implementing a structured Digital Literacy Enhancement Program to provide training and support, particularly in areas where students exhibited lower proficiency levels.

2. Equal Gender Opportunities: The research revealed that there was no significant difference in self-reported digital literacy levels between male and female students. This finding suggests that gender does not play a role in determining digital literacy among EFL students in the context of this study. As a result, educational institutions should continue to promote equal opportunities for both genders in accessing and utilizing digital tools and resources for academic purposes.
3. Addressing Technology-related Challenges: The study found that EFL students encountered various technology-related challenges while writing scientific articles. Issues such as access problems, training gaps, and reliance on mobile phones impacted their confidence in technological proficiency. Institutions should address these challenges by providing better access to technology, offering training workshops, and ensuring students have the necessary resources and support to use digital tools effectively in their writing process.
4. Incorporating Digital Tools into Writing Pedagogy: The positive

impact of digital platforms on the writing of scientific articles highlights the importance of integrating digital tools into writing pedagogy. Educators should consider incorporating tools like Grammarly and paraphrasing software into their curriculum to help students improve writing quality, avoid plagiarism, and simplify complex concepts. Furthermore, students can be encouraged to use digital reference finders and managers to access and cite relevant sources effectively.

5. Mobile and Laptop-Friendly Support: The study showed that smartphones and laptops were preferred for different aspects of the writing process. Institutions should ensure that their digital infrastructure and learning platforms are optimized for both mobile and laptop use, as this will cater to the practicality and preferences of students, enhancing their overall experience when writing scientific articles.
6. Promoting Collaborative Learning through Social-Media: Social media platforms were reported to be used for communication, knowledge-seeking, and receiving support during the writing process. Educators can explore ways to leverage social media in a controlled and educational manner to promote collaborative learning and knowledge-sharing among students.

In summary, the study's implications call for educational institutions to prioritize digital literacy enhancement, address technology-related challenges, and incorporate digital tools into writing pedagogy to support EFL students in their scientific article writing endeavors. By doing so, institutions can better equip students with the necessary skills and resources to navigate the digital landscape effectively and succeed in their academic pursuits.

C. Suggestion

Based on the findings of this research, several suggestions are proposed for students, lecturers, and further researchers concerning the use of digital platforms in supporting the writing of scientific articles:

1. Students

   Students should familiarize themselves with digital platforms such as Google Scholar, Mendeley, and Grammarly to optimize your research and writing process. Use reference finder platforms to access various scholarly materials and ensure accurate citations of relevant sources. Explore references managers like Mendeley to efficiently organize and manage your references, footnotes, and citations. Utilize grammar checkers and language translation tools to improve the quality and accuracy of your writing. Engage with social media

platforms to connect with peers, lecturers, and experts in your field, seeking advice, knowledge, and support.

2. Lecturers

Lecturers may introduce students to various digital platforms and guide them on effective research and writing use. Please encourage students to use reference finder platforms and reference managers to enhance the credibility and accuracy of their scientific articles. Recommend reliable grammar checkers and paraphrasing tools to assist students in improving the quality and readability of their written work. Promote using social media platforms as a means of communication, knowledge-sharing, and collaboration among students and experts in the field.

3. Further Researchers

Explore and investigate the effectiveness of other digital platforms and tools in supporting scientific article writing. Conduct comparative studies to evaluate the performance of reference finders, reference managers, grammar checkers, and paraphrasing tools. Investigate the impact of specific social media platforms and online communities on knowledge-sharing, collaboration, and support in the writing process. Consider the potential challenges and limitations

associated with using digital platforms, such as device compatibility issues and the need for manual review of automated outputs.

By following these suggestions, students may enhance their research and writing skills, lecturers can facilitate effective use of digital platforms among their students, and further researchers can contribute to developing and improving digital tools and platforms for scientific article writing.