

**LIBYAN EFL LEARNERS' MOTIVATION AND ACHIEVEMENT IN
ENGLISH SPEAKING COURSE IN HIGHER LEARNING INSTITUTIONS
USING A HYBRID PROBLEM-BASED LEARNING (HPBL) MODEL**

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AUTHOR DECLARATION

I, Eman Fathi Baresh hereby declare that this research is original and was conducted by me. Any information used from other sources is duly acknowledged in the reference list.

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ABSTRACT

Proficiency in English speaking is one of the essential requirements for EFL learners to succeed academically and professionally. However, many Libyan undergraduate EFL learners commit various mistakes in their English speaking which display their poor proficiency. The problems are attributed to various factors which include poor teaching method adopted by their teachers and the students' lack of motivation. Therefore, this research explored the Hybrid Problem-Based Learning Model, (HPBL) a branch of Problem-Based Learning (PBL) approach, in motivating Libyan EFL learners in a speaking course. The research employed the case study research design in which several qualitative and quantitative data (i.e. observation, interview questionnaire, and audio-visual materials) were collected and analysed. The participants involved in the study are 30 first-year undergraduate students in one of the Libyan public universities. The study was conducted for a period of 9 weeks. Using the HPBL model the course was conducted alternately with traditional and PBL lessons. The first week was an introductory week (i.e. course overview, PBL introduction, Library orientation, and group formation). In the second week, the lesson was taught using traditional approach followed by the third week of PBL lesson and the rest of the weeks followed with the same alternation. Each of the PBL lesson plans were divided into 7 stages of in-classroom and out classroom activities based on Schmidt and Moust's (1989) model of PBL "The Seven Jump". At the end of each PBL lesson, students presented their possible solutions for the problem in a form of oral presentation (OP). The findings revealed that both the lecturer and the student participants had positive perceptions and experiences of the HPBL model such as the materials and process, the lecturers and students' roles. The majority of the students have indicated moderate level of motivation to speak English after going through the HPBL model. Furthermore, the findings of the research revealed various factors that motivated the students to speak English language in the HPBL model. This includes familiarity with the given PBL cases, peer collaboration, tutor support, and class presentation. These are the major findings which show that the HPBL model could be adopted to improve Libyan EFL learners' speaking performance. Specifically, it is revealed that the HPBL improved the speaking ability of the students by enhancing fluency, grammar, comprehension, vocabulary, confidence level, intonation skills and pronunciation. Thus, the researcher recommends that HPBL model is a worthwhile model to be adopted in motivating and improving EFL students' speaking ability in Libya.

ABSTRAK

Kemahiran berbahasa Inggeris adalah salah satu keperluan penting bagi pelajar EFL untuk berjaya dalam akademik dan profesional. Namun demikian, kebanyakan pelajar sarjana muda EFL Libya melakukan pelbagai kesilapan dalam bahasa Inggeris lisan mereka yang menunjukkan kurang kemahiran berbahasa. Masalah ini disebabkan oleh pelbagai faktor, termasuk kaedah mengajar yang kurang baik yang digunakan oleh guru mereka serta kurangnya motivasi pelajar. Oleh itu, kajian ini meneroka Model Pembelajaran Berasaskan Masalah Hibrid, (HPBL) suatu cabang pendekatan Pembelajaran Berasaskan Masalah (PBL), dalam memotivasikan pelajar EFL Libya dalam kursus bertutur. Kajian ini menggunakan reka bentuk penyelidikan kajian kes dengan beberapa data kualitatif dan kuantitatif (iaitu pemerhatian, soal selidik, dan bahan audio-visual) dikumpul dan dianalisis. Peserta yang terlibat dalam kajian ialah 30 orang pelajar sarjana muda di salah sebuah universiti awam Libya. Kajian ini dijalankan selama 9 minggu. Dengan menggunakan model HPBL, pengajaran secara tradisional dan PBL dijalankan secara bergilir-gilir. Minggu pertama adalah minggu pengenalan (iaitu gambaran keseluruhan kursus, pengenalan PBL, orientasi Perpustakaan, dan pembentukan kumpulan). Pada minggu kedua, pelajaran diajar menggunakan pendekatan tradisional diikuti minggu ketiga dengan pelajaran PBL dan minggu-minggu seterusnya dengan penggantian yang sama. Setiap pelan pengajaran PBL dibahagikan kepada 7 peringkat aktiviti di dalam bilik darjah dan di luar kelas berdasarkan model PBL "The Seven Jump" Schmidt dan Moust (1989). Pada akhir setiap pengajaran PBL, pelajar membentangkan penyelesaian yang mungkin bagi masalah dalam bentuk pembentangan lisan (OP). Dapatan kajian menunjukkan bahawa kedua-dua pensyarah dan peserta pelajar mempunyai persepsi positif dan pengalaman model HPBL seperti bahan dan proses, peranan pensyarah dan peranan pelajar. Dapatan menunjukkan majoriti pelajar telah menunjukkan tahap motivasi sederhana untuk berbahasa Inggeris selepas melalui model HPBL. Selain itu, dapatan kajian mendedahkan pelbagai faktor yang memotivasi pelajar untuk bercakap bahasa Inggeris dalam model HPBL. Ini termasuk pemahaman terhadap 'kes PBL, kolaborasi rakan sebaya, sokongan tutor dan persembahan kelas. Ini adalah penemuan penting yang menunjukkan bahawa model HPBL boleh diguna pakai untuk meningkatkan prestasi bertutur pelajar Libya EFL. Secara khusus, ini menunjukkan HPBL dapat meningkatkan keupayaan bertutur para pelajar dengan meningkatkan kelancaran, tatabahasa, kefahaman, perbendaharaan kata, tahap keyakinan, kemahiran intonasi dan sebutan. Oleh itu, dapat disimpulkan bahawa model HPBL adalah model yang sesuai untuk diguna pakai dalam memotivasi dan meningkatkan kemampuan bertutur bahasa Inggeris EFL di Libya.

الملخص

تعتبر كفاءة التحدث باللغة الإنجليزية إحدى المتطلبات الأساسية للنجاح أكاديمياً ومهنياً لمتعلمي اللغة الإنجليزية كلغة أجنبية. ومع ذلك، اللغة الإنجليزية كلغة أجنبية أخطأً متنوعة في حديثهم باللغة الإنجليزية مما يدل على كفاءة يرتكب العديد من الليبيين بالجامعة من متعلمي لذلك، تناقش هذه. ضعيفة، تعزى إلى عوامل مختلفة تشمل سوء أسلوب التدريس الذي يعتمد المعلمون، وقلة التحفيز لدى الطلاب ؛ في تحفيز (PBL)، وهو فرع من التعلم القائم على حل المشكلات (HPBL) الدراسة نموذج التعلم المبني على المشكلات الهجينة استخدم البحث منهج دراسة الحالة التي تم فيها جمع وتحليل العديد من المتعلمين الليبيين للغة الإنجليزية كلغة أجنبية في درس المحادثة البيانات النوعية والكمية (مثل الملاحظة والمقابلات والمواد السمعية والبصرية والاستبيان). بلغت عينة الدراسة 30 طالباً في السنة الأولى حيث تم إجراء الدورة بالتناوب مع الدروس HPBL أجريت الدراسة لمدة 9 أسابيع، باستخدام نموذج بإحدى الجامعات الليبية. ، دورة مكتبية، PBL التقليدية والتعلم القائم على حل المشكلات. كان الأسبوع الأول تمهيدياً (شمل نظرة عامة على الدورة، مقدمة وهكذا بقية PBL وتكوين المجموعات). في الأسبوع الثاني تم التدريس باستخدام الطريقة التقليدية، متبوعة بالأسبوع الثالث بدرس من 7 مراحل من الفصول والأنشطة اللاصفية، وفق نموذج "الوثبات السبعة" ل شمت وموست PBL الأسابيع. تكونت خطة كل درس (1989). وفي نهاية كل درس يقدم الطلاب حلولهم الممكنة للمشكلة بعرض شفهي. كشفت النتائج أن المحاضرين والطلاب لديهم عبّر معظم الطلاب عن مستوى معتدل. مثل المواد والإجراءات، وأدوار المحاضرين والطلاب HPBL تصورات إيجابية وخبرات حول نموذج . علاوة على ذلك، كشفت النتائج العوامل التي حفزت الطلاب على HPBL من الحافز للتحدث باللغة الإنجليزية بعد تجربة نموذج المعطاة، والتعاون بين الأقران، ودعم المعلم، وعروض PBL . وهذا يشمل الإمام بحالات HPBL التحدث باللغة الإنجليزية في نموذج HPBL يمكن اعتماده لتحسين أداء محادثة المتعلمين الليبيين. خصوصاً أن HPBL هذه النتائج الرئيسية أظهرت أن نموذج الفصل وبالتالي، يمكن. حسن قدرة محادثة الطلاب؛ من خلال تحسين الطلاقة والنحو والفهم والمفردات، ومستوى الثقة، ومهارات الترتيم والنطق جدير بالاهتمام، لتبنيه في تحفيز وتحسين قدرة الطلاب الليبيين على التحدث باللغة الإنجليزية. HPBL التوصية بأن نموذج

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
FL	Foreign Language
HPBL	Hybrid Problem-based Learning
PBL	Problem-based Learning
ZPD	Zone of Proximal Development