An Attitudinal Survey on the Efficacy of Study Skills in English Language by Libyan EFL Third Semester University Students, University of Tripoli, Libya

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دراسة اتجاهية حول فاعلية توظيف مهارات الدراسة في اكتساب اللغة الانجليزية لدي طلبة اللغة الانجليزية لغةً اجنبيةُ ُالليبيين المسجلين في الفصل الدراسي الثالث بجامعة طرابلس

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Abstract:

The effective employment of study skills scaffolds EFL students' English language learning. This quantitative survey study taps into Libyan EFL 3rd semester university students' attitudes on the efficacy of the study skills that they use to ease their English language learning throughout their academic journeys. This study is based on the voluntary sampling technique, involving 46 Libyan EFL 3rd semester university students, at the English Language Department, at the Faculty of Arts and Languages, University of Tripoli, Libya. Data are collected via an online survey with close-ended questions, and are analyzed by running descriptive statistics in the form of percentages. Findings indicate that students hold positive attitudes towards the various study skills they apply, which reflects their cognizance of the importance of study skills in language learning. Moreover, findings unveil students' incapability to organize their time efficiently, mirroring their failure to prepare schedules, and to-do lists. Finally, findings point out that students tend to study without any prior planning, a study habit which diminishes their academic performance. The study advocates teachers to educate students on efficient study skills employment, and practical methods on how to circumvent last minute cramming.

Keywords: Academic Performance, EFL University Students, Libyan students, Study Skills.

الملخص :

توضح هذه الدراسة أن تطبيق مهارات الدراسة بشكل فعال يدعم تعلم الطلاب للغة الإنجليزية كلغة أجنبية .تعتمد الدراسة على استبيان كمي يقيّم آراء طلاب السنة الثالثة في الجامعة الليبية في قسم اللغة الإنجليزية بكلية الآداب واللغات بجامعة طرابلس حول فاعلية مهارات الدراسة التي يستخدمونها لتسهيل تعلمهم للغة الإنجليزية على مدار مسيرتهم الأكاديمية . شملت الدراسة عينة تطوعية مكونة من 46 طالبًا وطالبة، وتم جمع البيانات عبر استبيان إلكتروني يتضمن أسئلة مغلقة، وتم تحليل النتائج باستخدام إحصاءات وصفية على شكل نسب مئوية . أظهرت النتائج أن الطلاب يحملون مواقف إيجابية تجاه مختلف مهارات الدراسة التي يطبقونها، مما يعكس وعيهم بأهمية مهارات الدراسة في تعلم اللغة .كما كشفت النتائج عن عدم قدرة الطلاب على تنظيم وقتهم بشكل فعال، وهو ما يظهر من خلال فشلهم في إعداد جداول زمنية وقوائم مهام . وأخيرًا، تشير النتائج إلى أن الطلاب يميلون للدراسة دون تخطيط مسبق، وهو عادة دراسية تضعف أدائهم الأكاديمي . توصي الدراسة بضرورة قيام المعلمين بتعليم الطلاب مهارات الدراسة الفعالة وطرق عملية لتجنب الدراسة تحت ضغط الوقت في اللحظة الأخيرة.

الكلمات المفتاحية: مهارات الدراسة، الاداء الاكاديمي، طلاب الجامعة.

1. Introduction

Majoring in foreign languages is a privilege for many students in EFL contexts. This experience is both challenging and mind-expanding for students who aim at developing an inclination towards mastering foreign languages beside their mother languages (Ethelb et al., 2020). In this academic journey, students have to become accountable of their own learning, and thus are obliged to exploit diverse study skills approaches to facilitate their language learning. To achieve success, students need to exploit several study skills, which greatly assist them in passing

exams and securing good grades (Komarraju et al., 2011). In reality, the use of study skills augments students' language learning experience and makes them develop attitudes towards these skills.

Students' productive employment of study skills is reinforced by a set of elements that facilitate their language learning. For instance, time management, which is considered as the art of arranging one's time to produce more efficient work. It is a complicated process that comprises various steps. It plays a crucial role in a student's scholarly path. Also, it determines the relationship between time management and performance, ability and motivation which act as a barrier between students and their academic performance. In other words, poor time management leads to poor academic performance. On the other hand, procrastination is the deliberate postponement of tasks, despite the awareness of its adverse effects on one's academic performance. Academic procrastination is also defined as leaving academic tasks, such as preparing for exams and doing homework to the last minute, leading to students' discomfort (Çapan, 2010). Evidence shows that approximately 95% of all college students procrastinate (Beswick et al., 1988). Ultimately, this affects students' academic level negatively, causing them to feel guilty and stressed and reduces their self-esteem and grades (Steel et al , 2016).

Also, the set of study skills includes memory, that is found to be one of the most arduous tasks that students struggle with is keeping themselves focused while studying and avoiding distractions. Because academic success requires continuous striving in the face of external stimuli (e.g., paying attention in class, completing homework, assignments, studying, concentrating during a test), there are numerous opportunities for unwanted attention drainers in the classroom to impede academic goal attainment (Gollwitzer et al., 2010). Furthermore, memory is responsible for attending to the diverse information students get from multiple inputs. Additionally, students need to use different effective learning strategies, which assist in transferring information from short-term memory into long-term memory. This involves note-taking, which is looked at as an important skill that university students must have, use and develop. The act of taking notes eases students' comprehension of lectures (Kobayshi, 2005), positively impacting their academic development. Hence, educators should direct their students through the process of note- formation, showing them how to write, organize, prioritize their notes, and utilize them.

Similarly, students' emotions have to be taken into account in the study skills set. This can be done through test strategies and test anxiety. Test anxiety can be defined as an unmanageable intricate fusion of tension, fear of failure and confusion, in response of being evaluated either orally or in writing. Understanding students' emotional experiences during the testing process has been a prime concern of researchers and counselors, as test anxiety has a deleterious effect on performance, academic success and overall well-being (Kobayshi, 2005). In this regard, managing stress is crucial for academic success, since excessive stress can blunt students' memory while a modest amount of stress may increase their ability to focus, sustain attention and acquire information more effectively (Gollwitzer et al., 2010).

Furthermore, information processing is a vital aspect of study skills, affecting students' academic performance. There are two broad characteristics in information processing. The first one is surface-level processing, which includes information processing strategies such as memorizing, repetition, and analyzing (Ford, 1985). The last one is deep-level processing, which comprises information processing strategies such as relating, structuring, and critical thinking (Kobayshi, 2005). Undoubtedly, students' ability to pre-possess information is impacted by factors incorporating home language, age, language of learning and teaching, and class size. Thus, teachers are advised to assist students through this stage in order to enable effective learning. This can be accomplished by caring about students' motivation, which is seen an indispensable element of study skills. Motivation is the reasons underlying behavior, defined as the attribute moving us to do or not to do something (Guay et al., 2010). In addition, it is one of the most significant psychological notions in education, categorized into intrinsic and extrinsic motivation (Tang, 1990).

Lastly, study skills deal with reading and writing skills. Students hold attitudes towards reading comprehension. Reading comprehension is a complex cognitive ability that entails the capacity of receiving information, connecting current intake with previous knowledge and ultimately comprehending and tackling the academic task. Developing beneficial reading comprehension abilities can contribute to good academic results, whereas poor reading comprehension skills can hinder academic development (Minh , 2019). Similarly, most EFL students hate writing, which is arguably a core component of language practice, both in instructive and specialized domains in non-native English speaking countries. Indisputably, it is one of the most universal skills that university students have to master in order to transmit feelings, thoughts and arguments in a convincing way. It aids students to learn, enjoy, and successfully engage in self-reflection (Harb et al., 2022).

In practice, effective study skills employment links to productive study habits and persistence on the part of students so as to boost their academic performance. Only students who are organized and disciplined are most likely to be motivated in learning making use of study skills approaches. Other students do encounter challenges in embracing study skills, due to the lack of organization rather than the absence of intellectual ability. Thus, this study explores the attitudes of Libyan EFL 3rd semester university students towards the perceived efficacy of study skills. It specifically taps into the study skills that these students utilize throughout their academic journey to facilitate their learning and guarantee success in it. In doing so, the study seeks to answer the following question What attitudes do Libyan EFL 3rd semester university students hold towards the efficacy of the study skills they utilize to boost their English language learning experience?

2. Literature Review

Educational attainment demands students' usage of effective study skills. Existing research findings claim that students need to employ a wide array of study strategies to strengthen learning outcomes. Academic success largely depends on an individual's ability to organize their academic work, and use their time effectively in a conscious manner. Not only this, but that fruitful learning can stem from students' talent and enthusiasm, organization ability, rather than intelligence, speed and greed. Additionally, the study of(Hassanbeigi et al, 2011) tackles the close correlation between study skills and academic performance of university students. It stresses that students use study skills extensively in order to support their learning of new material. It also reveals that students with a GPA of 15 and more are inclined to utilize more study skills than students with a GPA less than 15. Similarly, in their study, (Kamel et al. ,2020) conclude that the majority of participants utilize study skills at a moderate level. They add that the highest scores have been in the domains of concentration/ memory and test strategies/ test anxiety, while the least scores have been in reading and writing. Eventually, they recommend that curricula should comprise study skills in addition to preparing educational courses for students.

(Kutlu , 2014) carry out a study examining the study skills students prefer to use through their scholarly paths. The study findings uncover a number of points including 12 students who argue that they use study plans and weekly schedules,14 students who state that they divide their courses into separate study units then they review their course materials, 15 students who report that they demand a quiet environment when studying, 7 students who declare that they listen to music when stressed, 9 students who claim that stress is both essential and healthy for learning, 4 students testify that they enhance their motivation by reviewing their course materials, and 3 students who elucidate that studying efficiently elevate their motivation. The study researchers propose that teachers should support their students' awareness of the effective usage of study skills. (Bulent et al, 2015) explore the relationship between the use of study skills and gender, which denotes that both male and female students employ study skills, particularly time management and preparation for examinations. They mention that females have the highest percentage of use of study skills in language learning.

3. Methodology

This study employs a quantitative approach, adopting an online survey based on Study Skills Assessment Questionnaire obtained from Counselling Services of Houston University (2021). This questionnaire is divided into seven constructs, dealing with statements gauging students' attitudes on time management-procrastination, concentration-memory, study aids-note taking, test strategies-test anxiety, information processing, motivation/ reading, and writing. Every construct of the questionnaire includes 8 items regarding the number of study skills used by the participants. Scoring the questionnaire is done using a four-choice Likert scale of: "always", "usually", "sometimes", and "never". Descriptive statistics in the form of percentages is used to analyze students' responses to the questionnaire statements. 46 Libyan EFL 3rd Semester university students at Tripoli University, consisting of (12) males and (34) females volunteer to participate in the present study. Thus, the study findings cannot be generalized as it is based on voluntary sampling.

4. Results and Discussion

Participants' responses to the survey questions concerning the study skills they employ to ease their learning of English using descriptive statistics in the form of percentages are analyzed and compared with previous study findings.

Table 1: Time Management.

Statements	Always %	Usually %	Sometimes %	Never %
1-I arrive at classes and other meetings on time.	67.74	0%	25.81	6.45
2-I devote sufficient study time for each of my courses.	17.39	21.74	43.48	17.39
3-I schedule definite times and outline specific goals for my study time.	13.04	23.91	43.48	19.57
4-I prepare a to- do list daily.	17.39	13.04	21.74	47.83
5-I avoid activities which tend to interfere with my planned schedule.	17.39	6.52	56.52	19.
6-I use prime time (when I am most active and alert) for study.	36.96	36.96	17.39	8.7
7-At the beginning of the term, I make up daily activity and study schedules.	15.22	23.91	21.74	39.13
8-I begin major study course assignments well in advance.	23.91	23.91	28.29	23.91

As it can be seen, Table 1 illustrates students' responses concerning the first study skill (i.e., Time Management). The table shows eight items, each item is evaluated on a four- point scale, which provides a deeper insight into how students arrange their time when studying. The largest proportion of students (67.74%) report that 'they always arrive at class and other meetings on time.' This demonstrates that students have a great appreciation

for the importance of being punctual, especially in their academic life. These results align with the study findings of (Galaviz et al, 2025), which claim that students who manage their time and meet their deadlines have better academic degrees, as well as elevated academic performance. Interestingly, for the item 'I use prime time (when I am most active and alert) for study the responses "always" and "usually" have been selected by the same number of students (36.96% each). Using prime time signifies choosing the time at which the students' mental abilities, including comprehension and retention, are most vigorous and attentive. Applying this skill optimally can augment students' academic performance, indicating students' mastery of their own learning. In contrast, 47% of the participants respond never for the item 'I prepare a to-do list daily', along with 39% who selected never for the item 'At the beginning of the term, I make up daily activity and study schedules.' This indicates an interesting fact about our students which is their inability to organize their time efficiently. They do not prepare a schedule or to-do list of any type, but they tend to study haphazardly, without any prior planning, which can reduce students' academic performance. These results are consistent with a previous study finding of (Nasrullah et al , 2015), which identifies a correlation between successful students and good time organization. Being disorganized constitutes a substantial obstacle for many students on different levels. Disorganization is a prevalent academic challenge. As directed by literature the absence of formal curricula in the field of organizational skills is one of the causes of disorganization. This problem can be attributed to time management, when students fail to manage their time organizational constraints emerge.

Table 2: Concentration / Memory Strategies

Statements	Always %	Usually %	Sometimes %	Never %
1- I have the "study place habit," that is, merely being at a certain place at a certain time means time to study.	47.83	21.74	17.39	13.04
2- I study in a place free from auditory and visual distractions.	52.17	23.91	8.7	15.22
3- I find that I am able to concentrate - that is, give undivided attention to the task for at least 20 minutes.	28.26	32.61	36.96	2.17
4- I am confident with the level of concentration I am able to maintain.	30.43	26.09	36.96	6.52
5- I have an accurate understanding of the material I wish to remember.	19.57	50	28.26	2.17
6- I learn with the intention of remembering.	47.5	42.5	0	10
7- I practice the materials I am learning by reciting out loud.	50	17.39	21.74	10.87
8- I recall readily those things which I have studied.	20.93	30.23	39.53	9.3

Table 2 presents participants' responses to statements concerning concentration and Memory strategies. Regarding the item, 'I have the study place habit.' that is, merely being at a certain place at a certain time means time to study, 47.83% of the participants endorsed always. A multitude of research has evidenced a tangible correlation between some study habits -study place habit- and academic performance. It has been found that many students favor a designated study space where lighting is optimal, eye strain is minimized, and the environment is conductive to concentration, believing this supports their concentration and understanding. For the item 'I study in a place free from auditory and visual distractions.' half of the respondents 52.17% indicate always. This percentage corroborates the conclusions reported in earlier studies on study habits. (Onchang, et al 2018, p. 73,75) suggests that noise level plays a pivotal role in affecting students' capacity in concentrating, comprehending and performing well academically. This study propositions considering the influence of noise on academic settings and the urgent needs for techniques to minimize noise distractions. With respect to the item 'I practice the materials I am learning by reciting out loud.' half of the participants 50% endorsed the option (always). Some students agree that reciting the task they are tackling out loud helped them memorize it faster than repeating it silently. Moreover, to some students listening to their voices helps them to compensate for the absence of a study partner, who is supposed to listen to them attentively and provide beneficial feedback. (Onchang et al , (2018) claim that reciting out loud can boost memorization skills, but not comprehension skills. In the aforementioned study, they separate the multiple-choice questions into memory-focused questions versus comprehension focused questions. It is observed that there is a consistent production benefit only for memory- focused questions. This implies that information read aloud stands out from information read silently.

Table 3: Study aids/ Note-taking.

Statements	Always %	Usually %	Sometimes %	Never %
1-While I take notes, I think about how I will use them.	39.13	21.74	32.61	6.52
2-I understand the lecture and classroom discussions while I am taking notes.	36.96	30.43	30.43	2.17
3-I organize my notes in some meaningful manner, such as outline format.	21.74	30.43	30.43	17.39
4-I review and edit my notes systematically.	12.91	23.91	32.61	19.57
5-I Take notes on supplementary reading materials.	15.22	21.74	45.65	17.39
6-I have a system for marking textbooks.	23.91	10.87	32.61	32.61
7-When reading, I mark out or underline parts I think are important.	78.26	13.04	8.7	0
8-I write notes in the book while I read.	50	28.39	17.39	4.35

Table 3 demonstrates participants' responses to statements dealing with the using the skill of note-taking. Note-taking is a fundamental skill that must be grasped by university students. Some studies claim that some students are poor in note-taking. In addition, the use of technology makes it quite appealing for students to take pictures of things to remember than to take notes. (Savitri , 2019) accentuate that note- taking is crucial for student learning, promoting comprehension, and facilitating it. Further, 75% of the students involved in the study indicate that they select the appropriate note-taking method according to the task they are tackling, rendering their learning process streamlined and flexible. Supporting the previous research, the present study finds that most students actively engage with their reading while 78.26% report that they always underline or highlight important parts of the text, a smaller proportion 50% state that they always write notes on the book margins while they read.

Table 4: Test strategy/ Test anxiety

Statements	Always %	Usually %	Sometimes %	Never %
1- I try to find out what the exam will cover and how the exam is to be graded.	56.52	17.39	23.92	2.17
2- I feel confident that I am prepared for the exam.	30.43	39.13	23.91	6.52
3- I try to imagine possible questions during my preparation for an exam.	45.65	26.09	23.91	4.35
4- I take time to understand exam questions before starting to answer.	54.35	26.09	17.39	2.17
5- I follow directions carefully when taking an exam.	54.35	21.74	23.91	0
6- I usually get a good night's rest prior to a scheduled exam.	13.04	15.22	34.78	36.96
7- I am calmly able to recall what I know during an exam.	0	56.41	38.46	5.13
8- I understand the structure of different types of tests and I am able to prepare for each exam.	19.57	45.65	26.09	8.7

Table 4 displays students' responses pertaining to test strategy/ test anxiety. More than half of the students 56.52% choose "always" for the item 'I try to find out what the exam will cover and how the exam is to be graded. Anticipating the exam content and the grading criteria could assist students in their study, so that they will focus on the paramount parts instead of scattering their attention on different directions. Furthermore, being aware of the distribution of grades can help alleviate anxiety as it can be used as a tool for coping with it. However, 36.96% of students testify they never have adequate sleep before exams. This discrepancy of high informational preparation with low physiological preparation might diminish the benefits of students' planning, for insufficient rest can undermine concentration and memory, leading to sustaining test anxiety. These results are parallel with the study findings of (Jirjees et al. , 2024), that warn that not getting sufficient sleep the night before the exam is a principal reason for elevated stress and anxiety among students. This study assures the importance of raising awareness among students to maintain enough and quality sleep during the exam period.

Table 5: Information Processing

Statements	Always %	Usually %	Sometimes %	Never %
1- When reading I can distinguish readily between important and unimportant points.	0	50	40	10
2- I break assignments into manageable parts.	20	26.67	42.22	11.11
3-I maintain a critical attitude during my study - thinking before accepting or rejecting.	28.26	21.74	45.65	4.35
4- I relate material learned in one course to materials of other courses.	15.22	30.43	32.61	21.74
5-I try to organize facts in a systematic way.	26.09	30.43	36.96	6.52
6-I use questions to better organize and understand the material I am studying.	0	46.67	43.33	10
7- I try to find the best method to do a given job.	63.89	0	30.56	5.56
8-I solve a problem by focusing on its main point.	45.65	34.78	15.22	4.35

Table 5 shows students' responses to information processing. A multitude of the participants 63.89% consistently select "always" for the item 'I try to find the best method to do a given job.' This refers to the students' ability to think critically and analytically in order to decide which methods- procedures adopted- are suitable for a certain study task.(Fourie et al, 2022) report that the brain is responsible for learning, designed to collect and store a limitless quantity of information and finally prepare it for use. The process by which knowledge is acquired and processed is called cognition. Cognition incorporates many facets of intellectual functions and processes to employ current body of knowledge to create new knowledge. Learning cognition develops long-term alterations in mental representations or associations because of various environmental learning and experiences. These developmental changes can include processes, such as thinking and rational processing. Efficient information processing would result in meaningful learning and understanding by students. The above-mentioned study reveals that some variables, like age, home language, language of learning and teaching and average class size have a far- reaching impact on learners' linguistic processing. Therefore, teachers should develop curricula that augment students' cognition skills and development.

Table 6: Motivation/ Attitude

Statements	Always %	Usually %	Sometimes %	Never %
1- I sit near the front of the class if possible.	28.26	21.74	28.26	21.74
2- I am alert in classes.	0	36.36	60.61	3.03
3- I ask the instructor questions when clarification is needed.	32.61	17.39	32.61	17.39
4- I volunteer answers to questions posed by instructors in the class.	0	28.95	42.11	28.95
5- I participate in meaningful class discussions.	21.74	26.09	32.61	32.61
6- I attend class regularly.	47.83	34.78	10.87	6.52
7- I take the initiative in group activities.	8.7	23.91	36.96	30.43
8- I use a study method which helps me develop an interest in the material to be studied.	36.96	26.09	23.91	13.04

Table 6 exhibits students' responses in reference to Motivation / Attitude. a large population of the sample (47.83%) endorse "always" for the item (I attend classes regularly.) Students' attendance is one of the challenges the higher education institutions encounter. Many colleges make attendance mandatory for the students while others do not. Many educators believe that attendance is highly important for academic performance. The percentage presented above indicates that students are committed to their classes. Comparable findings are noted in the study findings of (Ancheta et al, 2021), viewing that there is a substantial interrelation between the absence of the students and their performance. The students' marks (in the experiment), and the absence of the students have a negative correlation. This infers that as the absence of the students increases, the mark also decreases at least one mark. Moreover, studies discover that students who attend classes on regular basis are more likely to achieve higher grades than those who have poor attendance.

Table 7: Selecting main ideas/self-testing/reading

Statements	Always %	Usually %	Sometimes %	Never %
1- I survey each chapter before I begin reading.	23.91	15.22	39.13	21.74
2- I follow the writer's organization to increase meaning.	36.96	19.57	30.43	13.04
3- I review reading material several times during a semester	21.74	26.09	41.3	10.87
4- When learning a unit of material, I summarize it in my own words.	23.91	28.26	41.3	6.52
5- I am comfortable with my reading rate.	52.71	19.57	17.39	10.87
6- I look up parts I don't understand.	54.35	19.57	19.57	6.52
7- I am satisfied with my reading ability.	45.65	23.91	15.22	15.22
8- I focus on the main point while reading.	56.52	21.74	21.74	0

Table 7 outlines students' responses in reference to selecting main idea/ self-testing/ reading). A clear majority of the participants (56.72%) express a positive response as to the item (I focus on the main point while reading). Students attempt to remain focused and avoid distractions of any type. This reading skill is fundamental for students, directing the students' attention towards the main point in the text enables them to comprehend the whole text without difficulty. Because some students lack this ability their performance in the reading tasks remains insufficient. Accordingly, many educators point out that curricula must encompass some activities that could augment such strategies. Interestingly, a very close proportion (54.35%) also indicate that they make persistent endeavors to look up portions they do not understand. These results are in agreement with the study of(Elashhab , 2013), which investigates the correlation between awareness of reading comprehension strategies and the students' efficient comprehension and recall of reading texts. Students who apply more main idea comprehension strategies recall more idea sections. Furthermore, date suggest that strategies, such as vocabulary identification and translation where useful only when integrated with the exploitation of main idea recognition strategies. Strategies, such as note-taking and underlining keywords generate more beneficial task performances. Students who are able to use the aforementioned strategies are more capable of comprehending and understanding the main idea of the text. The awareness of these strategies or skills must be reinforced by proper application for better results. Teachers are encouraged to enhance students' awareness of these skills, in addition to teaching them the actual and proper usage of these skills.

Table 8: Writing

Statements	Always %	Usually %	Sometimes %	Never %
1-I find that I am able to express my thoughts well in writing.	30.43	30.43	30.43	8.7
2-I write rough drafts quickly and spontaneously from notes.	28.26	23.91	34.78	13.04
3-I put aside a written assignment for a day or so, then rewrite it.	13.04	19.57	32.61	34.78
4-I review my writing for grammatical errors.	72.73	18.18	6.82	2.27
5-I have someone else read my written work and consider their suggestions for improved writing.	0	28.57	37.14	34.29
6-I am comfortable using library resources for research.	18.42	0	47.37	34.21
7-I am able to narrow a topic for an essay, research paper, etc.	23.91	32.61	39.13	4.35
8-I allow sufficient time to collect information, organize material, and write the assignment.	36.96	21.74	32.61	8.7

Table 8 illustrates students' responses to writing. As many as (72.73) of the students confirm that they always (review their writing for academic errors). Writing skill is a complicated skill, entailing proficiency of not only grammatical tools, but also foundational and conceptual components. Self-editing and revision play a crucial role in the process of writing.(Dredi, 2022) stresses that writing is significantly more demanding to develop than the listening, reading, and speaking skills. The process of structuring ideas into words before formulating them into sentences is hard and time-consuming. The results above inform that most of the participants use self-revision and editing defectively when writing. These results are consistent with the study findings of (Winarto ,2018) ensuring that writing is a combination of complicated processes, not a finished product. Students need various steps to write starting from choosing a topic ending by editing and writing a final copy. The previously mentioned steps are social and metacognitive skills that are extremely beneficial for students to make their learning streamlined. It has been proven that utilizing self and peer editing leads to improvements on the students' writing skills. In the previously cited study, the students who are considered successful in writing increased 24% i.e., from 42% to 84% this percentage indicate that the aims of the study are successfully met.

5. Conclusion and Recommendations

This study delves into the attitudes of Libyan EFL 3rd semester university students towards the efficacy of study skills they utilize most frequently throughout their academic journey to facilitate English language learning. The study findings reveal that students employ a vast range of study skills including: time management, concentration/ memory strategies, study aides / note taking, test strategy/ test anxiety, information processing, motivation/ attitude, selecting main ides/ self-testing and reading and writing. Yet, despite adopting these strategies many students confront challenges in organizing their time efficiently. They do not prepare a schedule or to-do list of any type, but they tend to study haphazardly, without any prior planning, which could blunt students' academic performance. Furthermore, the current study revealed that some participants engage in cramming the night before an exam. This definitely impairs their academic performance. In the light of these findings, it is highly recommended that students be instructed on efficient study skills, and practical strategies to avoid last minute cramming.

Acknowledgements

Declaration of AI Use

The author declares that she has used (ChatGPT) solely to search for and identify more academic vocabulary

Compliance with ethical standards
Disclosure of conflict of interest

The author(s) declare that they have no conflict of interest.

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