

TOLERANCE OF AMBIGUITY IN ENGLISH PROFICIENCY OF EFL LEARNERS AT ENGLISH DEPARTMENT OF FKIP UNIVERSITAS HKBP NOMMENSEN

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Abstract

The objective of this study is to investigate the tolerance of ambiguity in English proficiency of the EFL learners at English department of FKIP Universitas HKBP Nommensen. The subjects of this research are 166 learners at the sixth semester at academic year 2021/2022. Data was gained by using questionnaires of ISLTAS (Instrument Second Language Tolerance of Ambiguity Scale) and English proficiency test by using TOEFL. Those data was analyzed by applying qualitative research approach. The result of analyzing data elaborates findings; they are (1) the level of TOA of the research subjects which is high. The subjects with high of TOA are able integrate new information with existing schemata, restricting the latter. With TOA they try to adapt themselves according to new situation of English to have good proficiency and (2) the correlation between TOA and the subjects' English proficiency is moderate. The moderate correlation indicates weak relation of the subjects' TOA and their English Proficiency. Even though the correlation is weak (moderate) but it is relevant into the theory of TOA which indicates those learners who have high level of TOA are those who succeed in English. It is proved based on the number of subjects who are at high level of TOA is 115 (69.88%) and the number of subjects at very high level of TOEFL is 108 (65.06%).
Keywords: tolerance of ambiguity, English proficiency, EFL learners.

Introduction

English is an international language. It is communicated in most areas in both spoken and written. It is used as the tool of communication in many areas. It is used in politic, economy, education and so on. Beside

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that most of information sources are written in English. It can be found in various books, newspaper, magazine, and electronic media. These conditions make English become important to be considered. It means that all the people in the world have to be able to communicate in English. At least those people can understand the meaning of information when they read or listen in English (van Thao et al., 2021). Understanding of English make people can communicate globally (Silalahi, et al., 2022: 41). In improving knowledge of English, the Indonesia government decides to make it becomes a compulsory subject at school. It is learnt at any level of school beside Indonesia language. It has been released at 1994 curriculum. It means that English has essential role in Indonesia at the school subjects. It is learnt as foreign language in Indonesia (Rao, 2019: 10 and Silalahi, 2018: 992). In learning foreign language, the students face new linguistic system. It makes the learners learn new and complex component of English as the source of ambiguity situations.

Ambiguity situations in English as foreign language (EFL) are happened based on multiple meaning, vagueness, incompleteness, probability, unstructured, lack of information, uncertainty, inconsistencies, and unclear. These ambiguity situations are not able to be avoided when learning English. It is because they are commonly happened in EFL as the presence of new linguistic cues. In English proficiency these ambiguity situations must be tackled by using innovative and creative possibility. Ambiguity situation can be tackled by interpretation of information in patience and comfort (Vahid, Kashani, and Haddadi, 2011: 151).

Referring to these ambiguity situations, the research on EFL is necessary to be done. It is in order of introduce kinds of ambiguity situations in EFL learning. The spread information of EFL ambiguity will help the learners to know them. By knowing kinds of ambiguity, it will not be strange for EFL learners. When the learners often find kinds information of EFL ambiguity it will make them to be accustom to those ambiguities and then they will not be startled anymore. More than that learners have to be able to tolerate those ambiguity situations in EFL. Tolerance of ambiguity is one of the learning succeed techniques. It is said by the reason that tolerance ambiguity is one of characteristic of good language learners (Nguyen and Terry, 2017: 5). The way of tolerating is enjoying those ambiguities which mean that they are patience and feel comfort. The EFL learners have to be able to create learning in full of joy situations. It will help EFL them thinking well without under pressure.

The ambiguity situations in EFL learning are indicated by some difficulties in constructing meaning as well. It means that multi meaning of interpretation due to the inadequacy of linguistic cues. To

get success in EFL learning, the learner are suggested to be persistent or patience of doing some innovative and creative possibility with the ambiguity situations. The learners with patience in EFL ambiguity situations means that those who tolerate the ambiguity. It is the essential way or the strategy to make them feel comfort to tolerate the EFL ambiguity. In another words tolerance of ambiguity (further the term is used as TOA) can hinder or facilitate language learning. Learning EFL is akin to explore an unknown land as ambiguous situation are prevalent in language learning. So it is needed the degree to which you are cognitively willing to tolerate ideas and propositions that run counter to your own belief system or structure of knowledge (Basoz, 2015: 52-53).

EFL ambiguity situations make exciting for some learners whereas for others it makes them frustrating in learning. The learners with TOA presume EFL ambiguity situations are exciting. They tolerate ambiguity situations through comprehending novel lexical item or even situations. It also refers to language ambiguity elements which can be differentiated based on its types. It concerns to phonetic, grammatical, meaning and lexical types which make two or more meaning in different perspective (Jowkar and Khajehie, 2017:15).

Meanwhile if EFL ambiguity situations are not tolerated in a reasonable manner, they may cause a high level of stress in learners and negatively affect language learning (Basoz, 2015: 54). Based on these situations TOA is essential role in EFL learning. It purposes to create relax or full of joy in learning of EFL. This way helps them to improve proficiency. In another word, students who have high level of TOA are those who have the ability to deal with uncertainty in a more comfortable way rather than the students having low tolerant (Genc, 2016: 137). Additionally, EFL learners who have low of TOA might be anxiety. In EFL learning, facing too much new information and contradiction, the learners sometimes might be led to strong negative affective reactions such as anxiety.

Ambiguity situations of EFL potentially occur with respect to kinds of different situation that have been mention previously. Then EFL ambiguity situations may be understood simply based on the terms of novelty, complexity, insolubility, and lack of structure (Hakki, Ismail, Erten and Topkaya 2009: 30). When these conditions are supposed as the problem, the learners have to seek the ways to overcome those situations. They have to find their learning strategy in comprehending English. It is because the role of English very essential as has been stated in previous paragraph. In learning EFL the learners have to feel comfort. The way of making learning comfort is come from learners themselves. In another word in can be understood as cognitive strategy where the learners manipulate directly about learning

material and situation. The learner will be persistent to learn when they realize that they need it. It is one of the principles to get succeed in English mastery (Brown, 2016: 124-125). This way or strategy makes them comfort with various situation in learning EFL. EFL learners with TOA feel comfort with the kinds of ambiguity whether are caused by new linguistic system. More than that TOA integrates the learners' basic quality of creativity and humour to keep balance between resistance and adaptation. It means that TOA is essential in learning because it control the tendency to jump directly to easy, simple, and unambiguous solutions upon encountering unfamiliar and difficult task (Genc, 2016: 137).

TOA is concerned to improve EFL proficiency for Indonesian learners as it facilitates learning. TOA facilitates learning to make important decisions since decision-making process requires generating, evaluating, selecting and implementing solutions (Genc, 2016: 137-138). With these facilitations, EFL learners with TOA are indicated optimistic and innovative in tackling ambiguity situations. For those EFL learners with low level of TOA tend to interpret an ambiguous situation as a threat or a source of discomfort. Learners with high of TOA do not mind taking risk. Individual's TOA is an important capacity of being creative in learning (McLain, Kefallonitis & Armani 2015:2). It means that in learning EFL the learners are needed to have TOA to tackle the anxiety and uncertainty which is supposed as the source of learning failures. With having TOA the learners feel comfort and calm in learning EFL. Feeling comfort and calm as the product of TOA make the learners being confidence. It is because TOA facilitates the learners to open to various alternatives and avoid insisting on a single option (Genc, 2016: 138). By doing various alternatives to understand the information which must be considered well by learners will help them to achieve the success in learning EFL (Jong & Ozcan, 2016: 27).

EFL learning ambiguity can be in the classroom with a group of learners or individually when learner engages in self-instructed language study (Herman et al., 2022). In improving English proficiency, a good learner must have a good degree of tolerance towards the ambiguity. It is supported by Shak (2015: 48) who state that "TOA is a person's ability to function rationally and calmly in a situation in which interpretation of all stimuli is not clear". Otherwise individuals who have low of tolerance will get simple way in learning English. Technically they will take black and white way or jump into the conclusion without taking any time to consider all of the essential elements of unclear situation. It means that low of TOA will impede English learning. Referring to this explanation, TOA can be understood as English learning strategy (Grenier & Ladouceur, 2005: 594).

Relevance into the essential of TOA in EFL learning, dimension of this research attempts to find out TOA in English proficiency of EFL learners at English Department of FKIP Universitas HKBP Nommensen. It is based on English proficiency of the learners at of the FKIP tends to be low when it is compared into other department at this faculty. The data were observed based on the TOEFL score document which is use as the requirement for graduation in this faculty. This condition is seen when the researcher teach TOEFL subjects at this faculty. They tend to have scores under 50 % of the objective learning material in each test. During teaching the material, the researcher observed that the cause of the obstacle is the new things they faced. The new thing means they are faced in to new vocabulary, new set of rules of sentence structure, new culture in any kind of text. This condition still at a glance is observed while teaching. It is needed to be observed deeply to gain information to see the causes of the problem. It will be gained through this research. This research will gain the information of TOA and the EFL learners' proficiency with the formulation of research problem as (1) What are the levels of TOA of EFL learners showing English proficiency?, and (2) Does TOA significantly correlate with English Proficiency?

METHOD

Research Design

This research used qualitative research approach since the data in form or words which is described in data analysis. Qualitative research approach is used in social sciences included in education filed. Qualitative data consists of rich descriptions and explanation identifiable based on the context and situation (Miles and Huberman, 1994; Herman et al., 2020). Qualitative intends to perform the data in the form of words or picture. It explores and understands the meaning individuals or groups ascribe to a social or human problem (Bogdan and Biklen, 2007: 5; Creswell (2007: 36, 2009: 47). The data in this research refers to the group of learners who is investigated focus on TOA and English proficiency. It means this research has the criteria of qualitative research. Meanwhile this research is conducted by applying qualitative approach of which data are both words and numbers. The data in form of number is described with words based on interpretation of the context referring in to subjects responds. It is explore to show the level of TOA having by the subjects which is gain based on ISLTAS subjects' responds. Then data in form of number is used to explore the correlation between subjects' TOA and their English proficiency. It intends to find out the extent coefficient correlation both of them. The data in form of number is supported the

description of level of TOA and coefficient correlation between subject TOA and their English proficiency. It is non-parametric analysis.

Source of Data

The contribution of data to this research in a number of ways, such as through questionnaires, interviews, experiments, personal health records, narratives, focus groups, and direct observation will be gained from research subject. The subject of this research is the learners who contribute information in form of data which is needed to answer the research questions (Given 2008: 598; Purba et al., 2022).

The subjects of this research are EFL learners at English Department of FKIP Universitas HKBP Nommensen. There are 168 learners who are active at the sixth semester of academic year 2021/2022. The subjects who are active in doing questioners consisted 166. Two of them were absent at the time for collecting data.

Instrument of Research

The instrument is the questionnaires of TOA proposed by Ely (1995). It is called as ISLTAS (Instrument of Second Language Tolerance of Ambiguity Scale). It consist of twelve items with four Likert-scale, they are "strongly agree-agree-disagree-strongly disagree" or it can be easy to understand in number, it is SA-1, A-2, D-3, and SD-4. In this research, this ISLTAS is completed by the translation of each item into Indonesia language. It is done to help the subjects to understand well the meaning and purpose of each item. It intends to encourage the learner may give answer based on their understanding of each message in each item. It is used by the reason that this instrument is valid and appropriate in measuring EFL TOA.

The instrument to measured English proficiency is TOEFL. It is TOEFL ITP which is valid to be used to measure research subjects English proficiency as it is one English proficiency test which modified from several information of TOEFL books. It is valid and accurate because those items in TOEFL ITP involving the English proficiency test. It consists of listening comprehension, structures and written expression, and reading comprehension. It has 140 items which consisted of 50 items of listening comprehension, 40 of structure and written expression, and 50 items of reading comprehension. This instrument is accurate used as the identification of subjects' English proficiency because it covers all English skills and aspect of language.

Technique of Data Collection

Collecting data is the essential one to be done in providing the information refers to the research needs based on research questions. The data is gained based on the activities done such as:

- (1) Sharing the questionnaires of ISLTAS through Google form
- (2) Tabulating the subjects' score of TOA
- (3) Determining the level of TOA based on the range scale of Elly (1995)
- (4) Sharing TOEFL through Google form
- (5) Scoring the subjects TOEFL
- (6) Tabulating the subjects TOEFL score with the rank order
- (7) Probing the coefficient of correlation between the TOA levels and language proficiency including mastery aspects of English.

Technique of Data Analysis

Techniques of data analysis will be done in accordance to the nature of the data. Numerical data will be analysed by using non-parametric statistics. To answer research question number one and two is used non-parametric statistic. In number one data analysis will be done to find the level of TOA reflected by the research subjects. The data is displayed into the table. It is displayed in percentage based on the subjects responds in doing ISLTAS. Then it will be continued to figure out in chart. It is done to show the frequency of the subjects respond based on ISLTAS. From this frequency then it will be converted into the types of level of TOA, they are intake, proper of ambiguity, and accommodation.

In answering research question number two, non-parametric statistics will be conducted to find coefficient correlation between TOA of EFL learners and English proficiency. Coefficient correlation will be measured by Spearman correlation rank order. Before doing the calculation through the formula it is found the rank order between TOA and English proficiency which done by the research subject based on ISLTAS and TEOFL. Then the result of rank order will done by the formula of rank order coefficient correlation. It is proposed by Junaidi (2010) and Kadir (2010); Spearman coefficient correlation as follows:

$$\rho_s = 1 - \frac{6 \sum d^2}{n(n^2 - 1)}$$

Note:

ρ_s : Coefficient correlation Spearman

$\sum d^2$: Total squared of the difference between variable X and Y

N : Number of subjects

Finding the result of p (rho) is not sill enough. It will be continued to find the coefficient test. It is done to the large number of research

number. The subjects of this research consisted of large number. It is consisted 166 EFL learners as the subject. So to find out the coefficient correlation between subjects' TOA and EP it is not only at the finding of ρ (rho). The result of rho cannot be found in the table of ptable because in the table the subjects consist of ≤ 30 (less than or equal of 30 subjects). Then to find out the coefficient correlation it must be done by finding coefficient test (Z-test). Coefficient test is determined by the formula as following:

$$Z_{test} = \frac{\rho_s}{\frac{1}{\sqrt{n-1}}}$$

Note:

Z_{test} = Coefficient test

ρ_s = rho

N = Subjects

In finding the rank correlation between the research subjects' TOA and English Proficiency (EP) this research used coefficient correlation Spearman with the formula which is stated above. The correlation is not only limited by the result of calculation of ρ (rho). Then it has to suite into the table of coefficient correlation of Spearman based on the strength of linear relationship after finding the Z-test result. The result of pcount is compared with ptable.

FINDINGS

1. Levels of TOA of the Students

Levels of TOA of the students at English department learners at FKIP Universitas HKBP Nommensen are elaborated from their responds when doing questionnaires of ISLTAS (instrument second language tolerance ambiguity scale). The data were taken from 166 (one hundred sixty six) learners who registered at 2019. Each item of the questionnaires is identified referred to the subjects' answer. Its range consists of 4 (four) scales, they are Strongly Agree (SS), Agree (A), Disagree (D), and Strongly Disagree (SD). They are designed into the number to make it easy to be scored such as SS: 1, A: 2, A: 3, and SD: 4 (1, 2, 3, 4). The level of TOA is explored through the subjects' answering of ISLTAS questionnaires among twelve items. This instrument consists of statement covering English skills, structure and written expression including vocabulary (the 12 statements of ISLTAS are in the appendix 1).

The levels of TOA of this research subjects are explained through the number of subjects which gave response at each item of questionnaires. It is determined based on the number of subjects who responds based on each scale at each item of the questionnaires. The level of TOA will be described based on the range scale suggested by Ely (1995). The overall score of ISLTAS score is 48 (forty eight) so this score is classified in to the level of TOA based on four range, they are very high level of TOA with the range of 0-12, high level of TOA at the range of 13-24, moderate level of TOA at the range of 25-36, and low level of TOA at the range 37-48 score. Specifically it is tabulated as following:

Table 1 Scores and Levels of TOA

No	Range of Score	Level of TOA
1	0-12	Very High
2	13-24	High
3	25-36	Moderate
4	37-48	Low

The level of TOA is determined based on the subjects' scores in doing ISLTAS. The scores indicate high level of TOA of this research subject. It is in the scale of 0 to 48 which is gained 22. It is at the high level refers to reference of scales developed by Ely (1995) as the range score in table 4.1. There are 51 learners who strongly agree into item 1. They are on the position of strongly agree with the situation of impatient when they found something not clear in reading activity. Then there are 94 learners found on the position of agree into item 1. At the position of disagree are found 19 learners and the other is 2 learners for strongly disagree in item 1. Its total is 166 subjects. The multiplication of the total number of students choosing the four scales of SA, A, D, and, SD with respective 1, 2, 3, and 4 scores gives the total scores of 675, 2110, 660, and 168 (which come from 675×1 , 1055×2 , 220×3 , and 42×4). The overall total of the obtained score is 3613 ($675 + 2110 + 660 + 168$). The ideal score is 7968 which gained from the number of subjects who possibility answer the twelve item of ISLTAS with the highest score (4). It is potential score of all the 166 subjects responding to 12 items of ISLTAS deals with score of $166 \times 12 \times 4$ (7968). So mean score comes from $3613 / 7968 \times 48$ which gives 21.77 (rounded 22). The scores can be seen based on the data in table 4.2

Table 2 Scale of TOA

No. of Statement	Number of Students Choosing the Scale				Total
	Strongly Agree	Agree	Disagree	Strongly Disagree	
1	51	94	19	2	166
2	71	68	22	5	166
3	65	83	15	3	166
4	73	85	8	0	166
5	70	85	9	2	166
6	44	92	25	5	166
7	69	84	11	2	166
8	60	90	15	1	166
9	34	81	36	15	166
10	53	103	10	0	166
11	36	101	27	2	166
12	49	89	23	5	166
Total	675	1055	220	42	1992
Σ (scale x score)	675	2110	660	168	7968
Σ overall score					3613

This result describes the condition level of TOA belongs to EFL at English department of Universitas HKBP Nommensen is high. The overall high level of TOA with 22 of subjects means that the whole subjects agree with 12 items of ISLTAS questionnaires. When the subjects choose agree to the item it implies that the subjects accepted the statement. For example the item 1 of ISLTAS “when I’m reading something in English, I feel impatient when I don’t totally understand the meaning” when the subjects agree (A) it means they agree with this statement. Based on this it can be implied that the subjects are impatient when they have difficulty in mastery reading. They have mental burden when they do not totally understand the meaning of the text.

Then the high level of TOA gained by the subjects is supported by the research subjects’ response based on each item of ISLTAS. The scores are gained based on the total response at each scale of SA, A, D, SD. The counting is at the score in item 1 which is 51 (SA), 94 (A), 19 (D), and 2 (SD). The multiplication of the four scale with the scores are 51×1 , 94×2 , 19×3 , 2×4 gives 51, 188, 57, 8 so the total is 304. The ideal score is 664 (166×4). The obtained score was compared with the ideal one with reference to the ideal scale of 48, which is $304 / 664 \times 48$, gives

21.97 (rounded 22). This score indicates the high level of TOA. Level of TOA for each item is counted by the same way. It can be seen each level in the table 4.3.

Table 3 Score and Level of TOA

No. of Statement	Number of Subjects Choosing the Scales				Total Scale x Score	Ideal Score	Overall Score	Level of TOA
	SA	A	D	SD				
1	51	94	19	2	304	664	22	High
2	71	68	22	5	293	664	21	High
3	65	83	15	3	288	664	21	High
4	73	85	8	0	267	664	19	High
5	70	85	9	2	275	664	20	High
6	44	92	25	5	323	664	23	High
7	69	84	11	2	278	664	20	High
8	60	90	15	1	289	664	21	High
9	34	81	36	15	364	664	26	Moderate
10	53	103	10	0	289	664	21	High
11	36	101	27	2	327	664	24	High
12	49	89	23	5	316	664	23	High

The levels of TOA of this research subjects can be categorized into the cluster of TOA levels based on the number of subjects who response based on the ISLTAS. The data describe the number of subjects at the position of level of TOA at very high, high, and moderate and low refer to Ely (1995). It can be seen in table 4.4

Table 4 Levels of TOA of Students

No	Ranges of Score	Level of TOA	N	N (%)
1	0 – 12	Very High	5	3.01
2	13 – 24	High	115	69.88
3	25 – 36	Moderate	45	27.11
4	37 – 48	Low	0	
Total			166	

2. Correlation of TOA with English Proficiency

Correlation of TOA with English proficiency of EFL at English Department at FKIP Universitas HKBP Nommensen is described based on the result of EFL TOA which is gained through research subjects' responds by doing ISLTAS questionnaires and the research subjects' responds in doing TOEFL as English proficiency test. It is done in order

to prove the theory said that the EFL learners who have high of TOA are they who have good English proficiency or vice versa. To describe this correlation, this research will explain the EFL condition of TOA based the result of TOA measurement through ISLTAS questionnaires from each subject and continue to describe the research subjects' responds at TOEFL test (it can be seen in appendix 2).

The data based on the table 4 describes that most of the subjects have high level of TOA. There are 5 subjects at the very high level of TOA (3.01%). and ate the high level of TOA is occupied by 116 subjects (69.88%). Then at the moderate there are 45 subjects (27.11%) meanwhile no subjects at the level of low.

Then it is continued into the subjects' scores of English proficiency test through TOEFL. The research subjects' responds of doing TOEFL indicates their English proficiency. Their English is measured based on the result of doing TOEFL. The TOEFL consists of listening comprehension, reading comprehension, structure and written expression, including vocabulary mastery. It is the test which is used to measure the research subjects' English proficiency. This TOEFL is valid as it has been validated before documented and used at Universitas HKBP Nommensen to measure the students' English proficiency as the requirement for graduation. It is modified from some sources of published TOEFL books. It is consisted of 140 items of multiple choices. The research subjects' result test is served in the form of score based on their comprehension in doing the test.

The highest subjects' TOEFL score is 97. It is gained from the highest correct answer divided by the total of item times with the ideal high score ($136/140 \times 100$). It means the subject has 136 items which is correct from 140 total number of TOEFL items. Then when all the items are correct answered so the subject's score become 100. Meanwhile the lowest score is found 29 ($41/140 \times 100$). Then the level score of TOEFL is determined by interval of the very high, high, moderate, and low which suggested by Hanafi (2019) based on the range score of TOEFL ITP test. The score is converted based on the right answer done by the subjects based on the number of the TOEFL test items (0-140). So it is categorized in low (0-34), moderate (35-69), high (70-104), Very high (105-140). The range of TOEFL test is elaborated in table 4.5 below:

Table 5 TOEFL Scores

No.	Range of Score	TOEFL Score	Total of Subject (%)	
1	105-140	Very High	108	65.06
2	70-104	High	50	30.12
3	35-69	Moderate	8	4.82

4	0-34	Low	0	0
			166	

Correlation between research subjects' TOA and English Proficiency (EP) is explained based on data of TOA questionnaires and TOEFL test. It is seen by using Spearman Rank formula. It is done to describe the extent of both students' TOA and EP. Before doing the calculation based on Spearman formula the subjects score is ranked firstly. Correlation by using Spearman order-rank formula is described based on the ranks of subjects' TOA and EP (It can be seen detailed in appendix 3).

The research subjects' TOA and EP were ranked. It purposes to find out the correlation between both of TOA and EP. Then it will be calculated by using the formula of Spearman correlation Rank-Order. Total squared of the difference between TOA and EP is 444820.1.

The rho (coefficient correlation Spearman) has been found 0,410 based on rank-order Spearman formula. Then the significant coefficient correlation is determined. It is determined by searching significant test (Z-test). Z-test is determined by formula which is proposed by Kadir (2010).

The correlation between research subjects' TOA and EP is found 0,490 based on Spearman Rank-Order formulation. Then it is continued into coefficient correlation test (Z-test). It done based on the number of research subjects which in large. It is because the number subject in the ptable limited as less than or equal of 30 subjects. It is based on the criteria of rank-order coefficient correlation Spearman which is has been stated in the part of data analysing technique (chapter III). If the research subjects consists more than 30, so coefficient correlation is determined by coefficient correlation test.

The coefficient correlation between subjects' TOA and EP is found at value 0.49 (0.490). This value indicates that correlation between subjects' TOA and EP is positive. Positive correlation means that when subjects' TOA is high so their EP is also follow up. It describes that there is correlation between research subjects' TOA and their EP. When it is confirmed into the table of Strength of Linear Relationship, the correlation between subjects' TOA and EP is moderate. This value is between values of 0.400-0.599. This condition is interpreted that correlation of subjects' TOA and EP belonged to the EFL learners at English Department of FKIP Universitas HKBP Nommensen is moderate. This rank-order correlation coefficient Spearman result describe that research subjects' TOA and EP have parallel correlation. It means that when the subjects have high TOA they are also have good English proficiency meanwhile the correlation in this research is moderate or the correlation is not strength.

DISCUSSION

In this discussion point, the research findings are discussed into the theory of TOA in chapter two. TOA is one of the individual difference variable in EFL learning and use. This means that one's success in learning and use of EFL depends on the individual TOA.

The finding of this research describes that the level of TOA of the subjects is high. When it is converted into the level of TOA suggested by Ehrman 1999, they are intake, tolerance of ambiguity proper, and accommodation, this research subjects have been at accommodation level. It means the subjects are patients in facing English ambiguity. They are able to enjoy the ambiguity in English proficiency. Ambiguity encourages them to get ways or strategy to have good English proficiency. They do several efforts. They can get information from discussing with lecturer and friend. They also get information from many sources to master the English with its ambiguity. They tackle the ambiguity by trying to infer unknown of vocabulary based on the context to get the meaning. Then they begin to integrate new information with existing schemata, restricting the latter. They try to adapt their selves according to new material and try to understand it. They have efforts to get the solution of English proficiency by handling its ambiguity. It is relevant into the definition of TOA as the individual different of tendency to perceive or interpret information rationally and calmly in a situation of all stimuli is not clear (Chiang 2016 and Addessalami, 2022).

Related to the research finding at the coefficient correlation between subjects' TOA and English proficiency in this research is moderate at the positive parallel which means TOA associate English proficiency. The positive correlation between TOA and English proficiency in this research in line with the theory of TOA which indicate learners who have high TOA will have minimum failure in expressing adequate their ideas in English proficiency" (Vahid, at. al., 2011). This sense, TOA is essential to be considered by the learners themselves to be maintained. With TOA the learners may perceive and interpret complexity in a realistic way without denying or distorting. In this research the subject realize their TOA into the use of digital to overcome English learning ambiguity which is called as creative digital literacy learning.

Then the relevance of this research finding into the previous research is at the correlation between TOA and English proficiency. It is has the same finding with previous research done by by Mohamad Syafiq Bin Ya Shak in 2015 entitles *Tolerance of Ambiguity And The Use of Language Learning Strategies Among ESL Learners At The Tertiary Level*. The previous research one found the correlation between TOA and ESL learning strategies. Its result showed that the correlation is

moderate. In this research the ways or efforts to tackle EFL ambiguity is also known as English learning strategy.

In line with this there is found the correlation of TOA and English proficiency which conducted by Yin-An Hou. This previous research is done at 2016 entitles The Impact of Multiple Intelligences on Tolerance of Ambiguity and English Proficiency-A case Study of Taiwaness EFL College Students. In this research TOA could help the participants be familiar with their multiple intelligences and be aware of the existence of uncertainty in EFL learning situation. Participants may make the best use of their intelligence strengths, use more language learning strategies, become more tolerant of ambiguity, interpret unclear information more properly and become less anxious in EFL learning. It means TOA has contribution in to English proficiency.

CONCLUSIONS

The conclusions of this research are elaborated based on the research questions. After analyzing the data, conclusion are drawn as the following:

(1) It is found that the level of TOA of the EFL learners at FKIP Universitas HKBP Nommensen is high. The subjects are able to hold contradictory or incomplete information without their rejecting one of the contradictory elements or coming to premature closure on an incomplete schema. The subjects do not give up when they found ambiguity in English proficiency. They try to infer unknown of vocabulary based on the context to get the meaning. Sometimes they get the meaning by guessing. The subjects deal with some contradictory elements and incomplete information in English proficiency. The subjects are at the level of accommodation of TOA. At this level the subjects begin to integrate new information with existing schemata, restricting the latter. They try to adapt themselves according to new material and try to understand it.

(2) Coefficient correlation value between subjects' TOA and English proficiency is regarded to 0.490. It is positive correlation which means when subjects' TOA is high it is followed by their EP is also high. It describes that the subjects' TOA influence EP. When it is confirmed into the table of Strength of Linear Relationship, the correlation between subjects' TOA and EP is moderate. This value is between values of 0.400-0.599. This condition is interpreted that correlation of subjects' TOA and EP belonged to the EFL learners at English Department of FKIP Universitas HKBP Nommensen is moderate. This rank-order correlation coefficient Spearman result describe that research subjects' TOA and EP have parallel correlation. It means that

when the subjects have high TOA they are also have good English proficiency meanwhile the correlation is moderate.

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