

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

A DISSERTATION

Submitted in Postgraduate English Applied Linguistics Study Program in Partial
Fulfilment of the Requirements for the Degree of Doctoral

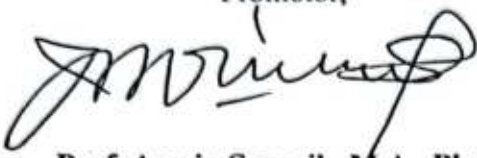

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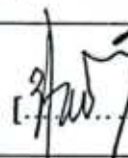
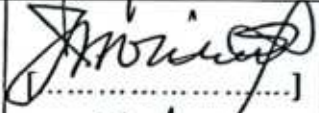

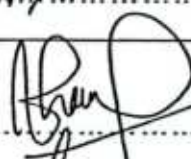
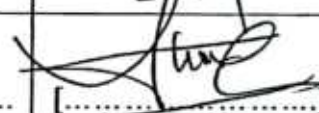
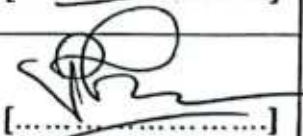

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ABSTRACT

DUMARIS E. SILALAH. TOLERANCE OF AMBIGUITY IN ENGLISH PROFICIENCY OF EFL LEARNERS AT ENGLISH DEPARTMENT OF FKIP UNIVERSITAS HKBP NOMMENSEN

The objective of this study is to investigate the tolerance of ambiguity (TOA) in English proficiency of 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 collected by using questionnaires of ISLTAS (Instrument Second Language Tolerance of Ambiguity Scale), English proficiency test by using TOEFL, and interview. Those data were analyzed by applying qualitative research approach. The subjects' TOA is elaborated through four findings of this research, they are: (1) the level of TOA of the research subjects which is high, (2) the coefficient of correlation between subjects' TOA and English proficiency is poor which indicating TOA has a little or weak impact into English proficiency, (3) the ways of TOA in English proficiency is done through discussion and googling. They discuss with friend or lecturer in case of loss of information in classroom and googling which is done to search for variety of information to help them to understand the English ambiguity. They get clear meaning through google translation, they use google voice dictionary to have correct pronunciation, they check grammar use from google, and (4) the reasons of TOA in English proficiency as ambiguity make them to be curios, stimulated, encouraged, challenged, and realized.

Keywords: Tolerance of ambiguity, English proficiency, EFL learners

ABSTRAK

DUMARIS E. SILALAH. TOLERANSI AMBIGUITAS DALAM PEMAHAMAN BAHASA INGGRIS BAGI PELAJAR BAHASA INGGRIS SEBAGAI BAHASA ASING DI FKIP UNIVERSITAS HKBP NOMMENSEN

Tujuan penelitian ini untuk menyelidiki toleransi ambiguitas (TA) dalam pemahaman bahasa Inggris terhadap pelajar bahasa Inggris sebagai bahasa asing di Prodi Pendidikan Bahasa Inggris FKIP Universitas HKBP Nommensen. Subjek penelitian ini terdiri dari 166 pelajar pada semester enam (6) tahun akademik 2021/2022. Data diperoleh melalui questioner ISLTAS (Instrument Second Language Tolerance of Ambiguity Scale). Kemudian pemahaman bahasa Inggris subjek penelitian ini diperoleh melalui test bahasa Inggris yakni TOEFL (Test of English as Foreign Language). Data penelitian ini dianalisa dengan menerapkan pendekatan penelitian qualitative. Toleransi ambiguitas subjek diuraikan melalui empat (4) temuan penelitian yaitu (1) level toleransi ambiguitas subjek adalah tinggi (high), (2) keefisien korelasi antara toleransi ambiguitas dan pemahaman bahasa Inggris adalah rendah yang berarti toleransi ambiguitas memiliki pengaruh sedikit atau lemah terhadap pemahaman bahasa Inggris subjek) (3) cara subjek menerapkan TA dalam memahami bahasa Inggris dengan berdiskusi dan ngegoogle. Mereka berdiskusi ketika ada momen kehilangan informasi saat belajar bahasa Inggris dalam kelas. Ngegoogle dilakukan untuk mencari informasi yang relevan, menerjemah bahasa Inggris kebahasa mereka sendiri, mengecek grammar dan pengucapan bahasa Inggris yang baik dan benar melalui kamus google, dan (4) alasan mereka menerapkan toleransi ambiguitas karena mereka menyukai hal demikian yang membuat mereka memiliki rasa penasaran, termotivasi, rasa ingin tahu, tertantang, dan sadar untuk belajar lebih.

Kata kunci: Toleransi Ambiguitas, Pemahaman Bahasa Inggris, Pelajar Bahasa Inggris Sebagai Bahasa Asing

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The Researcher

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