

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusions

TOA is one of personality variable which tendency to perceive or interpret unclear information. In other words TOA is individual's social function and cognitive competence as the problem solving behavior. The tendency to perceive or interpret other probabilities as problem solving of ambiguity situation is desirable. TOA is also defined as various aspects of emotional and cognitive functioning of the individual, characterizing cognitive style, belief and attitude system, interpersonal and social functioning and problem solving behaviour.

The learners with TOA feel comfort with EFL ambiguity situations because they have some probabilities as problem solving. They are patience to take time to interpret unclear information. They feel challenged with ambiguity situations and do alternatives solution.

The learners with TOA use alternative actions to overcome uncertain, unfamiliar, and complex situation in English proficiency. It means that TOA facilitates learners to be creative and innovative to enhance proficiency in EFL. Then the conclusions of this research are elaborated based on the research questions. After analyzing the data, conclusion are drawn as the following:

1. The level of TOA of the EFL learners at FKIP Universitas HKBP Nommensen is high. The high level subjects' TOA in this research is determined based on the mean scores of ISLTAS supposed by Ely (1995) cited in (Chiang, 2016: 94, Hou, 2016: 256, Hoesseini and Seifoori, 2018:85). The mean score is 21.77 (rounded 22) as high level.

The high level of subjects' TOA indicates they have ability to overcome the English ambiguities. They use their cognitive capability to make clear ambiguity situations. TOA is a feature which helps learners to overcome uncertainty inherent in language learning. It hinders or facilitates language learning. It is also language cognitive flexibility to be persisted in language learning with ambiguities. In other words TOA enable learners to be persisted in language learning with ambiguities. The learners with high of TOA feel comfort and patience with uncertainty of language cues

The learners with high level of TOA integrate new information with existing knowledge. They try to adapt their selves according to new situation and try to understand it. They have efforts to get the solution of English proficiency by handling its ambiguity. Ambiguity situations make them to be challenged so they think to some probabilities as problem solving.

2. Correlation between TOA and English proficiency at EFL learners at English department of FKIP Universitas HKBP Nommensen is poor. The coefficient correlation is at the point of 0.49. This point indicates poor or low coefficient

correlation between TOA and English proficiency based on strength of linear relationship supposed by Junaidi (2010), Kadir (2010), and Deshpande, Uttara, and Isha (2018:7).

The poor coefficient correlations means TOA has a little impact into English proficiency. TOA facilitates EFL learning ambiguity but only a little or weak. The poor correlation in this research interprets that TOA inconstant individual variable which impacts good English proficiency. Success in English is possible impacted by others variables.

3. The ways of TOA in English proficiency in this research is done through discussing and googling. Discussing is done with lecturer and friends to get the lost information in teaching and learning process. After discussing they are able interpret ambiguity of English to have comprehension.

Googling facilitates them to find variety information based on their needs. They get the English words meaning through google translation. They express ideas in writing and speaking clearly after getting information from google. They practice correct English pronunciation by using google voice dictionary. Then they drill English grammar through google. They do some grammar exercises provided by google. The accurate grammars are checked in google. They find synonym or antonym English vocabulary from google. It means they use google to fulfil their need to overcome English ambiguities.

The ways of TOA are mostly done by googling rather than discussing. Most of English ambiguities are solved by googling. They are seriously to solve English

ambiguities which facilitated by googling individually. In another words they are calmly and patience with googling because they can get variety of information to solve the English ambiguities. This learning context characterized the subjects as independence language learners who optimize their individual ability (information and technology competence) rather than the presence by others (lecturer or friends).

4. The reasons of TOA in English proficiency in this research are curios, stimulated, encouraged, challenged, and realized. Ambiguity makes them to have curiosity. They think what to be done in order to get clear meaning to tackle the ambiguity.

Ambiguity stimulates them to have more information in getting understanding. With the ambiguity they investigate the accurate information from internet sources. They prepare and practice English grammar based the ambiguity. They translate English into their own language to make it easy to be understood.

Ambiguity encourages them to learn new things. They find some information from sources provided by internet and find new things such as new vocabulary. Ambiguity is challenging which makes them to think more and do alternative ways to get the understanding.

Ambiguity provides learners' awareness for having better achievement than before. When facing ambiguity they realize that they have not known many things in English. They realize many things in English have to be learnt more. It means ambiguity has benefit for EFL learners to improve knowledge.

## 5.2 Implications

The result of this research is expected to be valuable for the readers and further researchers who have relevant issue into TOA in English proficiency. The valuable is described based on the aspects of finding and discussion. With reference to previously various research findings this research offers both theoretical and practical implication.

### 5.2.1 Theoretical Implication

The result of this research is expected to be valuable for the readers and further research theoretically. It is hoped to be useful for society especially for the lecturers, teachers, boards, curriculum designers, and learners. The role of TOA is essential in teaching and learning process as problem solving ambiguity situations. It is based on the definition of TOA as one of the individual difference variable in EFL learning and use. It influences one's success in learning and use of EFL. TOA is individual variable which tendency to perceive or interpret information rationally and calmly in a situation of all stimuli is not clear (Chiang 2016 and Addessalami, 2022).

With patience and comfortable feeling EFL mastery is indicated by using manners or ways of problem solving ambiguity in grasp meaning. The EFL learners with high of TOA are able to reflect those alternative actions as the problem solving of uncertain and unfamiliar of English cues (Kurniasari and Lili, 2021: 11). It means that EFL learners feel comfort with the ambiguity situations because they have creativity to find the solutions in overcoming the ambiguity.

They do efforts to understand the ambiguity towards proficiency. It is relevant into Kimura (2016: 198) who said that successful learners are the learners who have tolerant in to ambiguity situations. So TOA facilitates learners in English proficiency.

TOA helps EFL learners to feel enjoyable in learning because they use a number of innovative and creative probabilities to overcome the ambiguity and uncertainty. They are not disturbed by the ambiguity situation cognitively or affectively. The learners who have high TOA will have minimum failure in expressing adequately their ideas in writing and speaking (Vahid, at. al., 2011: 150). In 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. Furthermore the lecturers, teachers, boards, curriculum designers also have to consider TOA as the learning ambiguity problem solving. The learners with TOA are able to do some probabilities to make clear understanding of ambiguities which marked by new, uncertain, or even complex situation. The successful EFL learners are energized by TOA because the presence of TOA as the core in EFL learning context (Wei, Yifan, and Shijie, 2022:1). It is interpreted that TOA facilitates language learning as the level of TOA provides the level with challenging arena. In other words, TOA is a means of exercising the EFL learners' potentials before meeting with the realities in the use of language.

### 5.2.2 Practical Implication

The findings of this research are expected to be useful practically for those, lecturer, teacher, and learners. TOA is one of individual variable to be considered to get succeed in teaching and learning process. It refers to the role of TOA which facilitate EFL learning. TOA facilitates EFL learners to construct meaningful interpretation due to inadequacy linguistic cues (Basoz, 2015: 54). TOA is the key to have meaningful and further achievement.

The EFL learners with high level of TOA are able to reflect actions to overcome ambiguity situations. They use their manners or styles to get the solution. They tend to perceive the novelty and unfamiliar information. The learners with high level of TOA do some probabilities action as problem solving in patience. They conceptualize meaning; learn a task, or solving the ambiguity (Setiyadi, 2019: 6).

They use a number of innovative and creative possibilities to overcome the ambiguity or uncertainty. To be successful language learning, a learner should be responsive to new situations through many different angles. The reasons to be responsive into ambiguity situations are flexible and different individually. It can be affected by many aspects of personal background such as learning strategy, learning style, learning objective, including cultural factors of the country or region where the individual is located, including TOA (Daqing. 2021: 252).

TOA as the individual ability manage learning experience stress become comfort and patient with ambiguity situations (Kurniasari and Lili, 2021: 12). So TOA is essential for both teachers and learners to gain objective in teaching and learning process. The teachers may prefer teaching material containing frequency of ambiguity in order to enhance TOA of the learners.

### 5.3 Suggestions

The suggestions of this research are elaborated based on the findings of this research. They are as followings:

- (1) This research subjects' level of TOA is high. The learners with high level of TOA are able to do probabilities to make clear understanding of English ambiguities. They have power to decrease anxiety in language learning. They are able to apply cognitive capability to integrate new information with existing schemata. It means TOA is one of personality variable to get succeed in English. So it is suggested to the educators to realize TOA in EFL learning. TOA can be realized through some probabilities activities to get the learning objective.

- (2) The coefficient correlation between TOA and English proficiency in this research is poor. The poor coefficient correlation indicates that the impact of



TOA into English proficiency is a little or weak. The high level of TOA is associated by English proficiency but a little. It is relevant into the theory stated that the learners with high level of TOA are those who succeed in English proficiency. So it is suggested to further research to investigate deeply the significant correlation between TOA and English proficiency. It is in order to prove the theory of TOA which stated that the learners with high level of TOA are those learners who succeed in EFL learning.

The poor coefficient correlation between subjects' TOA and English proficiency is not as description of the theory. It means the theory is not applied in this research. So the very high level of English proficiency in this research still is in doubt. It is needed to do a research to investigate deeply the individual factors which impact English proficiency.

It should be done deep investigation whether English proficiency is totally impacted by TOA or other individual factors. It is possible impacted by others individual factors such as personality type, motivation, learning style, learning strategy, cultural context background (Wei, Yifan, and Shijie, 2022).

- (3) The ways of TOA of the subjects in this research is done through discussing and googling. They discuss with friends or lecturer when they lost of information of what the lecturer says while teaching. And googling is done the search variety of information in order to understand the ambiguity situations. They get the clear meaning through google translation, they practice

pronunciation by using google voice dictionary, they check grammar use by using google.

The tendency to perceive or interpret as problem solving of English ambiguities in this research is not found. As the theory of TOA which is supposed by Norton (1975) cited in Chiang (2016: 61) that TOA individual variable which tendency to perceive or interpret information marked by vague, incomplete, fragmented, multiple, probable, unstructured, uncertain, inconsistent, contrary, contradictory, or unclear meaning as actual or potential sources of psychological discomfort or threat. So it is suggested to further research to investigate more the ways of TOA in EFL learning.

- (4) TOA in English proficiency is done by the reasons that ambiguity makes them to be curios, stimulated, encouraged, challenged, and realized. These reasons make this research subjects to be persistence with ambiguity situations in learning English.

To be successful EFL learning, a learner should be responsive to new situations through many different angles. The reasons to be responsive into ambiguity situations are flexible and different individually. The successful EFL possible affects by other reasons as TOA impacts feelings, attitudes, interpersonal and social functioning, cognition, and problem-solving style as well as perception (Frenkel-Brunswik (1949) cited in (Vries, 2021:3).

The reasons of TOA in this research are realized based on the learners' feeling, attitude and problem solving style. They like English ambiguities

which make them to be stimulated, encouraged, challenged, and realized. Then they have curious attitude so they do some probabilities (discussing and googling) as problem solving of English ambiguities. The last reason is they have problem solving style which is affected by learning setting system. The EFL learning system at the time of this research conducting is at digital literacy. The learning is on online learning system. So it is suggested to further researcher to investigate deeply to cover all reasons of TOA which impact into English proficiency.

