

**EXPLORING AMBIGUITY TOLERANCE AND PERCEPTUAL
LEARNING STYLES OF EFL STUDENTS**

THESIS

Submitted by

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**FAKULTAS TARBIYAH DAN KEGURUAN
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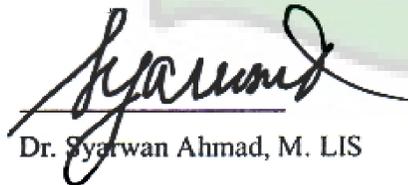
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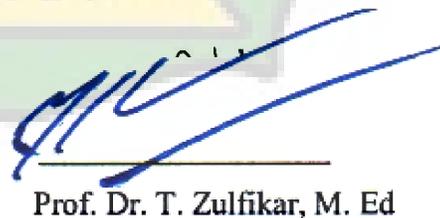
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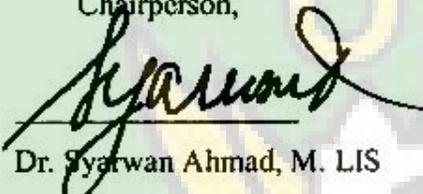
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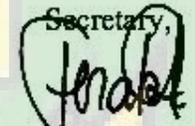
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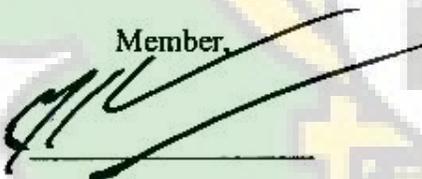
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Exploring Ambiguity Tolerance and Perceptual Learning Styles of PBI Students

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 7 February 2021

Saya yang membuat pernyataan,



Tasya Rahmayanti

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Banda Aceh, February 7th 2021
The Writer,

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LIST OF CONTENTS

DECLARATION OF ORIGINALITY	i
ACKNOWLEDGMENT	ii
LIST OF CONTENTS	iv
LIST OF TABLES	v
LIST OF APPENDICES	vi
ABSTRACT	vii
CHAPTER I INTRODUCTION	1
A. Background	1
B. Research Questions	4
C. The Objective of the Research	5
E. Significance of the Study	5
F. Terminology	5
CHAPTER II LITERATURE REVIEW	8
A. Ambiguity Tolerance	8
B. Ambiguity Tolerance and Language Learning	9
C. Perceptual Learning	12
1. Visual	14
2. Aural	14
3. Tactile	15
4. Kinesthetic	16
D. Significance of Ambiguity Tolerance and Perceptual Learning Styles	16
CHAPTER III METHODOLOGY	20
A. Research Design	20
B. Respondents	21
C. Instrument	21
D. Data Analysis	23
CHAPTER IV RESEARCH FINDINGS	28
A. Data Description	28
1. Result of Ambiguity tolerance	28
2. Result of Perceptual Learning Styles	32
3. Multinomial Data Distribution Test	34
B. Data Interpretations	36
1. The Correlation Result	36
C. Discussion	39

CHAPTER V CONCLUSION AND SUGGESTION	43
A. Conclusion	43
B. Suggestion.....	44
REFERENCES.....	45
APPENDICES	



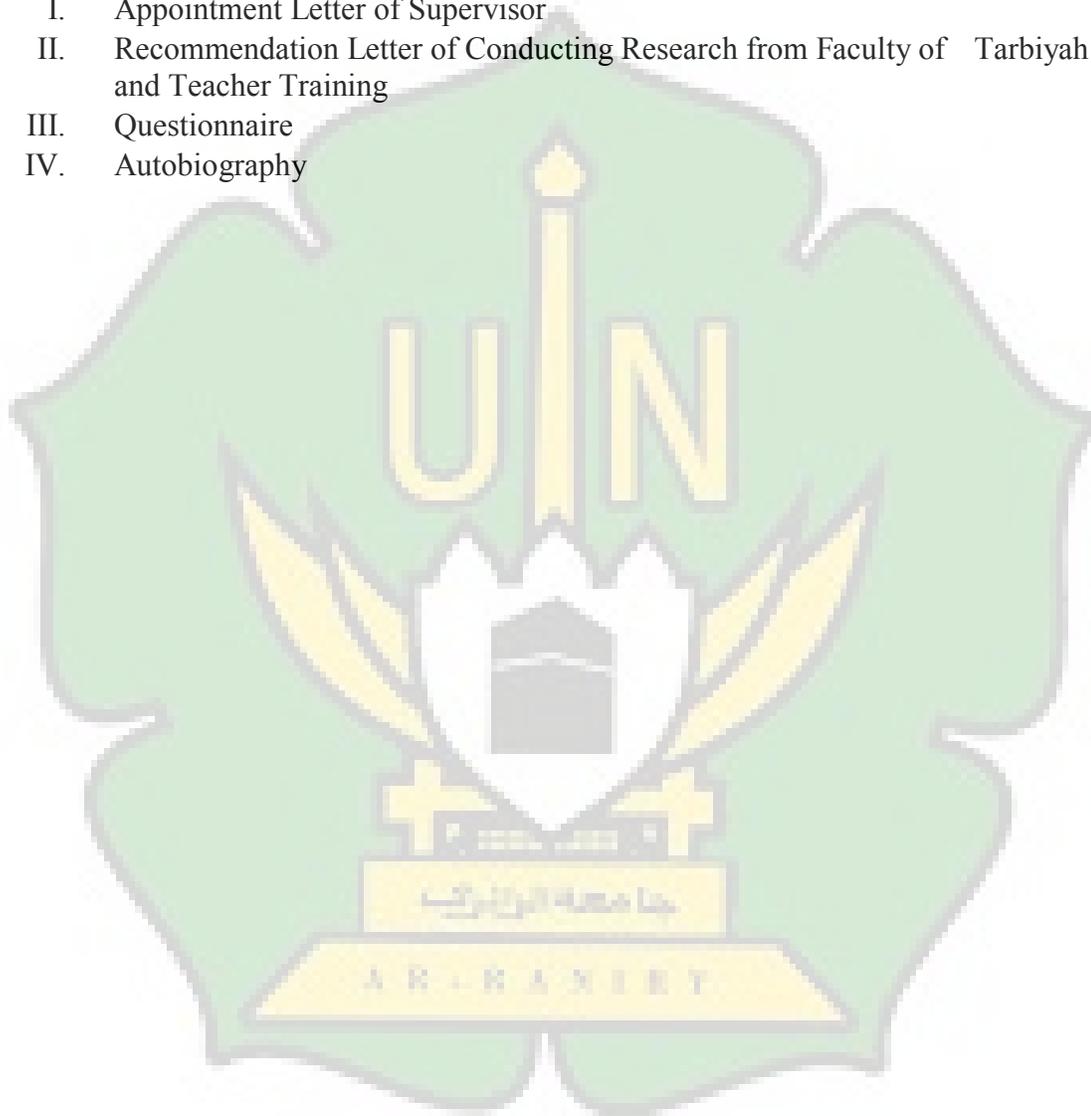
LIST OF TABLES

Table 3.1	Categories of ambiguity tolerance level.....	22
Table 3.2	The interpretation of correlation by Arikunto	25
Table 4.1	Response distribution of each statement	28
Table 4.2	Gender distribution of ambiguity tolerance	30
Table 4.3	Descriptive statistics of distribution of ambiguity tolerance.....	31
Table 4.4	Descriptive statistics of visual, auditory, tactile and kinesthetic learning styles.....	32
Table 4.5	Gender distribution of perceptual learning styles	33
Table 4.6	The most preferred learning style.....	34
Table 4.7	Multinomial Data Distribution Test.....	35
Table 4.8	Correlation test on relationship between ambiguity tolerance and perceptual learning styles	36
Table 4.9	Independent sample test on gender difference in ambiguity tolerance	37
Table 4.10	Independent sample test on gender difference in perceptual learning styles.....	38

LIST OF APPENDICES

Number

- I. Appointment Letter of Supervisor
- II. Recommendation Letter of Conducting Research from Faculty of Tarbiyah and Teacher Training
- III. Questionnaire
- IV. Autobiography



ABSTRACT

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Learning a new language means learners deal with new lexical and grammatical structure. Encounter various ambiguous situations during learning process is common thing for second language learners. There are many factors can influence in EFL learning. Ambiguity tolerance and perceptual learning styles are factors that influence second language learners in learning process. Ambiguity tolerance linked with how an individual encounters difficulties in a new situation frequently, it relates how individual's cognitive work when it finds an ambiguous situation. Furthermore, ambiguity tolerance can be barrier in language learning. On the contrary it is also useful in learning foreign language. Learning styles can be used as a strategy in learning process. Learning styles do not only give benefit for learners, but also give benefit for teachers. Additionally, teachers can use the information about students' learning styles to facilitate learning process. In this regard, this research aims to explore whether there is a relationship between ambiguity tolerance and perceptual learning styles of the third semester students of UIN Ar-Raniry. The respondents of this study were 180 students from third semester in academic year 2019-2020. Within a correlational research model, second language tolerance of ambiguity tolerance scale (SLTAS) and perceptual learning style preference (PLSP) questionnaires was applied to the respondents. The collected quantitative data were analyzed by Statistical Package for the Social Sciences (SPSS) 22.0 program. The Pearson product-moment correlation coefficient was used to analyze the data. The findings show (1) the four perceptual learning styles are significantly correlated with ambiguity tolerance but the correlation is weak, (2) significant gender difference does not exist in ambiguity tolerance and perceptual learning style preferences.

CHAPTER I

INTRODUCTION

A. Background

Learning a foreign language is a process to explore “new written and oral form” committed by English Foreign Language (EFL) learners (Kocaman & Pamukoglu, 2018). It means learners deal with new lexical and grammatical structure. Encounter various ambiguous situations during learning process is common thing for them. As Basoz (2015) emphasizes, it is prevalent to encounter ambiguous situations, learning a new language is like exploring a new unfamiliar place. New language learning process acquires various ambiguous situations. Every learner has different English proficiencies level, this is caused by various factors. Yahaya et al. (2011) mention teaching and learning styles in school have impact on students’ English proficiency. Li and He (2016) emphasize that language proficiency, learning strategies and learners’ class participation were influenced by ambiguity tolerance. Brown (as cited in Basoz 2015: p.55) ambiguity tolerance is defined as “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”. The level of ambiguity tolerance is a barrier for learners occasionally. On the contrary it is also useful in learning foreign language. Sometimes not only as factor that make EFL learners’ interest in studying foreign languages, but also ambiguity considered as something that cause some of them to be frustrated (Bazos, 2015).

Ambiguity tolerance linked with how an individual encounters difficulties in a new situation frequently, it relates how individual's cognitive work when it finds an ambiguous situation. It is the extent to which an individual's cognitive is able to rectify an ambiguous situation with prior knowledge. An individual with high level of ambiguity tolerance is more likely to be multilingualism (Dewaele & Li, 2013). In addition the authors conclude that multilingualism tends to have ambiguity tolerance in higher levels'. The different levels of ambiguity tolerance that learners have influence their vary abilities. Ely and Arquero (as cited in Li and He 2016) learners who have high tolerance are more daring to take risks and more independent.

It is common for EFL learners to face an ambiguous situation in the process of learning foreign languages. Li and He (2016) mention that ambiguity tolerance is related to second language learning or foreign language learning. Ely (as cited in Basoz 2015: 55) emphasizes that "language learning is full of uncertainty and there is a considerable amount of ambiguity in learning a foreign language". In the EFL context, learners tend to have difficulties in understanding new structure and meaning intended in a foreign language. They often hesitate in understanding the meaning and using of an appropriate word. Although ambiguity situation that learners encounter during learning process, it can be as a positive factor for them in learning language. Learners with high ambiguity tolerance are easier to learn new language. Chu (as cited in Kochaman and Pamukoglu 2018) emphasizes learners with low ambiguity tolerance more dependent on their first language. In contrast, learners who have high ambiguity tolerance do not rely on their first language.

In addition, ambiguity tolerance is also known as one of the learning styles which have positive or negative impact on language learning (Basoz, 2015). Individual characteristics and learning styles become an important factor to consider in the success of the language learning (Nawir, 2016). Kafadar and Tay (2014) state that learning strategies that are used by learners in acquire knowledge are closely related to their learning styles. Learning styles can be used as a strategy in learning process. Learners who tend to use learning strategies are more success (Moenikia & Babelan, 2010). Learning styles do not only give benefit for learners, but also give benefit for teachers. Additionally, teachers can use the information about student' learning styles to facilitate learning process. Furthermore, there are researchers who suggest teachers to pay attention on students' ambiguity tolerance (e.g. Ehrman, 1993; Chu et al., 2015). As Li and He (2016) stated that there are some researchers (see Chang, 2012; Chu et al., 2015) connect ambiguity tolerance and language learning strategies. Ambiguity tolerance is one of the most focused learning styles (Basoz 2015). However, ambiguity tolerance is an important variable which affect language learning.

Learning styles is the characteristic of each learner and it seems in every learning habit. Vasegehi (as cited in Li and He 2016) mentions, it means they “learn by seeing, listening, touching and total physical involvement in learning environments” (2012: p.213). Every learner has different preferred learning style. In addition, Saeed, Yang and Sinnapan (2009) emphasize that important for teachers to

study their students' preferred learning style to assist them facilitate the learning process.

There are previous studies about ambiguity tolerance related to learning English, such as “Exploring the Relationship between Tolerance of Ambiguity of EFL Learners and their Vocabulary Knowledge” (Basoz, 2015). In another research Ezzati (2016) related ambiguity tolerance and grammar achievement of advanced EFL learners. Furthermore, there are researcher related learning styles and language learning, as an example “A Study on the Importance of Learning Styles in Foreign Language Teaching” (Unsal, 2018). In EFL context, both of ambiguity tolerance and one's dominant learning style are two important variables in language learning process (Li and He 2016). Based on the description above, the researcher is interested in investigating whether there is any significant relationship between ambiguity tolerance and perceptual learning styles under the title: “Exploring Ambiguity Tolerance and Perceptual Learning Styles of EFL Students”.

B. Research Questions

Based on the background, this research will answer this question: “What is the relationship between the third semester PBI students' ambiguity tolerance and perceptual learning styles? And is there any significant gender difference in ambiguity tolerance and perceptual learning styles?”

C. The Objective of the Research

In line with the statement of the problem, the researcher would like to explore the relationship between the third semester PBI students' ambiguity tolerance and their perceptual learning styles. Whether ambiguity tolerance and perceptual learning styles are significantly correlated and whether any significant gender difference in ambiguity tolerance and perceptual learning styles.

D. Significance of the Study

The results of this research are expected to give benefit for education world theoretically and practically.

Theoretically, the finding of this research will enrich the theory of ambiguity tolerance and perceptual learning styles. For the readers, the study will give awareness that ambiguity tolerance is an important factor that can influence the students in study English.

Practically, the research paper will be useful to facilitate the reader who is interested in analyzing ambiguity tolerance and perceptual learning styles.

E. Terminology

The researcher defines some words to avoid misunderstanding.

1. Ambiguity tolerance

Brown defines ambiguity tolerance as “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” (as cited in Basoz 2015: 55). Ambiguity tolerance linked with how an individual encounters difficulties in a new situation frequently, it relates how individual’s cognitive work when it finds an ambiguous situation.

This research focused on the third semester PBI students’ ambiguity tolerance levels’; whether they have high or low of ambiguity tolerance levels’.

2. *Perceptual learning styles*

Learning styles is the characteristic of each learner and it seems in every learning habit. Learning style will be showed during an individual acquire knowledge. Furthermore, learning styles are individual’s behavior in obtaining knowledge. According to Rhouma (2016) everyone has one or two dominant preferred learning style.

In this particular study, perceptual learning styles focused on the third semester PBI students’: what the preferred learning styles they are; visual, aural, tactile and kinesthetic.

CHAPTER II

LITERATURE REVIEW

A. Ambiguity Tolerance

The concept of ambiguity tolerance has been defined in various terms by many researchers nowadays. Ambiguity tolerance defined as “psychological construct that defines an individual’s relationship with ambiguous stimuli or event” (Ismaeel&Mulhim 2019). In addition, a number of researchers have stated that ambiguity tolerance can be the key and nature of characterized individual’s personality (Li & He 2016). Ambiguity tolerance is when an individual faces complex new situations and accepts it without frustration. An ambiguity situation occurs when an individual not having sufficient information about a situation. Ambiguity tolerance is defined as an ability to perceive ambiguity in information and behavior in a neutral and open way. Furthermore, the tendency to consider ambiguous situation as a barrier is called ambiguity intolerance.

An individual with high ambiguity tolerance is able to accept uncertain circumstances. Ely and Arquero (as cited in Li & He 2016) stated that learners with high tolerance are independent to face a risk situation, also they recognize and respect of the other’s opinion. According to Liu (2015) an individual with high ambiguity tolerance is getting more comfortable in choosing be an artist, volunteer and language teacher. Otherwise, individual with low ambiguity tolerance, they prefer in

engineering, certain branches of medicine, law enforcement and business as career choice.

On the other hand, learners with low ambiguity tolerance tend frustration when they face ambiguous situation. Ambiguous situation cause them “more likely to avoid, reject, and delay” to get achievement (Ismaeel & Mulhim 2019, p. 61). Ezzati (2016) pointed an individual who has low ambiguity tolerance generally there are separate nature such as “need for certainty, rejection of the unusual or different, authoritarian, dogmatic, rigid, uncreative, anxious, closed minded and aggressive” (p.2). Individual who intolerant is more convenient to be in the safe zone. In addition, individual with low ambiguity tolerance is reluctant to do something risky. In the classroom, learners with low ambiguity tolerance prefer to avoid classroom participation. Learners who avoid the ambiguous situations have lower achievement in the academic terms.

B. Ambiguity Tolerance and Language Learning

Ambiguity tolerance is inherent variable in learning foreign language. Learning foreign language as a new language means learning a new structure as well. It means learners deal with new lexical and grammatical structure. Thus, make it possible for learners to deal with ambiguous situation. Learning a foreign language is filled with uncertain situations; in terms of meaning, language structure and pronunciation. In addition, EFL learners' are likely face new lexical and grammatical

structures, they often face shortage or even lack of information, and multiple meanings. Linguistic input and cultural knowledge is very likely to constitute one of the ambiguous situations. Ely (as cited in Bazos 2015) stated that ambiguity is uncertainty that is found in language learning.

Those are some researchers compare students' ambiguity tolerance in terms of their language learning (Ismaeel & Mulhim 2019). According to Basoz (2015) found that there is no significant relationship between ambiguity tolerance and vocabulary knowledge of Turkey EFL learners. He also identified a significant relationship between ambiguity tolerance and self-perceived achievement in foreign language vocabulary learning. Ezzati (2016) compared tolerance of ambiguity and grammar achievement of advanced EFL learners. She found that there is a significant relationship between tolerance of ambiguity and grammar achievement of Iranian EFL learners.

In another literature, Li and He (2016) mentioned ambiguity tolerance has impact on learners' listening comprehension (Zhou, 2000) and has uses on speaking skill improvement (Atamanova & Bogomaz, 2014). Additionally, ambiguity tolerance also has the positive relationship with reading comprehension (Kamran & Maftoon, 2012). According to Ashouri and Fotovatnia (2010), who are link ambiguity tolerance and translation belief, found that ambiguity tolerance is likely has positive correlation and impact on improvement of psychological and pedagogical.

Many researchers (e.g. Dewaele & Li, 2013; Marzban, 2012) claimed that learners with high ambiguity tolerance are easier in learning foreign language. If learners with high ambiguity tolerance face a problem, it will be resolved and tried by them (Ezzati, 2016). In addition, EFL learners tend to encounter ambiguous situations in foreign language learning. Furthermore, when learners acquire foreign language structure, it is different with their native language. Even multiple meanings and ambiguous meanings also influence them in understanding a text. Marzban (2012) pointed that the use of language learning strategies can be influenced by the level of learners' ambiguity tolerance. Dewaele and Li (2013) emphasized, being a person who has the ability to use several languages, is more likely to be done by learner with high ambiguity tolerance.

In contrast, learners who have lower ambiguity tolerance difficult to succeed in learning a foreign language. Based on Mori's research result shown that learners with lower ambiguity tolerance are them who avoid ambiguous and unpredictable situations, they are likely have low achievement in language learning (1999). Study that is conducted by Atef-Vahed (2011) which was exploring relationship between ambiguity tolerance and cloze test performance found EFL learners with low ambiguity tolerance get lower scores than learners with high ambiguity tolerance. With low ambiguity tolerance, learners prefer not to do class participation.

Saeed (2009) pointed that "there is a need to understand the relationship between students' learning styles and their preferences for instructional strategies,

including the use of emerging web technologies” (p.8). However, teacher should realize students’ ambiguity tolerance levels’ to adjust teaching strategies.

C. Perceptual Learning

Preferred learning styles are an individual’s characteristic that distinguishes each personality. Learning style will be showed during an individual acquire knowledge. Furthermore, learning styles are individual’s behavior in obtaining knowledge. Everyone has one or two dominant preferred learning style (Rhouma, 2016). Sometimes, dominant learning style can change according to learning environment. In simply words, learning styles are learners’ way to absorb new information. Commonly, learners can learn through things that are heard, seen, felt and done. Naserieh (2019) stated that “learning style is a more or less consistent way in which an individual processes information” (p.11).

According to Matthews (as cited in Li & He, 2016) learning styles have impact on some aspects, “e.g. self-ratings and learners’ academic achievements” (p.214). Thus, some researchers related learning style with language learning. Obralic and Akbarov (2012) who are investigated the learning styles which held in Sarajevo International University. They examined variables that affect students’ learning second language; problems and challenges. Based on the result of study is found that learn the students’ learning style is necessary. Others researchers who concern on learning styles and language learning are Kurt and Bilginer (2016). The study

investigated the perceptual learning style of EFL learners in Turkey. In another literature, Unsal (2018) which used Dunn and Dunn's learning styles model to investigate learning styles in foreign language learning and decide what methods, techniques, and activities suitable based on individual differences.

There are many models and theories about learning styles. Chen (2009) arranged perceptual learning styles in four styles, auditory, visual, tactile and kinesthetic. Othman and Amiruddin (2010) are researchers that used one of perceptual learning styles models which is known as VARK; visual, aural, reading/writing and kinesthetic. This models focus on learning by sensory preferences. Furthermore, Unsal (2019) is one of the researchers conducted study with VARK learning styles. VARK is evaluable learning style so many researchers used it in their study.

Winebrenner (as cited in Nasarieh, 2009) mentioned auditory learners are different from the others learning styles. Auditory learners are known for their ability to think logically, analytically and sequentially. So learners with auditory style tend to be more success in class with traditional teaching method. It is caused by their preferred learning style which is support them in traditional classroom. While the others style, visual and tactile/kinesthetic, they are logical, analytical and sequential poor thinkers. So they have tendency think globally and get into trouble if do not see the 'big picture'.

1. Visual

Visual learners are those who rely on their visions to capture information. They will be easier to understand if provided picture based on the content of a lesson. Individual with visual as preferences is greater in terms of understanding map, chart, diagram, flow, graph and all of symbols. In the classroom, they obtain more information through written on whiteboard or textbook. It does not mean their preferences get information through reading, but they highlight some important points on that. Nasarieh (2016) mentioned learners with visual style like to highlight important point on the textbook using colorful. Also, visual learners often change written into symbols as reminder.

Additionally in the class with lectures method, they have tendency to take note to assist them extract the information. However, it will ease them if teacher combine or change lectures into graph, diagram or picture. Visual media such as films and videos is the best media for them while learning process. According to Drago and Wagner (as cited in Othman and Amiruddin, 2010) possible for them loss of concentration is caused by movement or action, meanwhile noisy do not bother them.

2. Aural

Learners with aural/auditory style will learn greatly through verbal lessons, discussions, talking things through, and listening to what others have to say. The best

media learning for these learners is audio tape and lectures. Nasarieh (2009) stated that auditory learners use reading aloud and moving their lips while reading as a strategy to remember information. In addition they prefer to learn in group discussion by listening and talking. They have habits such as review assignments and text reading, read notes or texts out loud and recite important information.

Rhouma (2016) classified auditory learners into two types, auditory/nonverbal and auditory/verbal. Auditory/nonverbal is auditory learners who obtain information by listening others' speech so also known as 'listener'. Meanwhile auditory/verbal is auditory learners who read out loud to get best information. As conclude, auditory/nonverbal have to listen to others' whereas auditory/verbal listen themselves.

3. Tactile

Learners with tactile styles learn best through hands-on approach and touching learning approach. Nasarieh (2009) explained that tactile learners prefer to create posters and collages. In addition this style favors to do an experiment, a touch and a work with new invention. Also they will great in remember if they write notes or instruction.

As Daud (2014) pointed that tactile learners have tendency to do other activity while learning process, Scarcella added it such take notes or underline the

important information while they read. Look the same as kinesthetic, in fact tactile only use their hand or feet, whereas kinesthetic use their whole body. In simply words, tactile is learners who will recall information with hands-on approach.

4. *Kinesthetic*

Kinesthetic is a style that is owned by learners who obtain information through body movement. Kinesthetic learners will be easier to understand a lesson by practice directly or simulation. In addition learners with kinesthetic preference learning style learn through ‘experience of doing something’ (Summer Institute, 2013). The experience is reality simulation that they have done in the past. For instance, it is possible for them by holding, tasting or feeling. The only thing can disturb them when they cannot move or activity. Amstrong (2004) mentioned that kinesthetic learners are easier to learn physical skill, get ideas while doing other activities, do good performance in some athletics, memorize while doing movements, easier to be in relax condition. Kinesthetic learners are not has good performance in class with teacher centered as learning method (Rhouma, 2016).

D. Significance of Ambiguity Tolerance and Perceptual Learning Styles

The concept of ambiguity tolerance, which was introduced by Frenkel-Brunswik (1948), has attracted a number of researchers to make it a variable in study.

An early concept of ambiguity tolerance which focused on sociology has been increasingly extended to be associated with psychology field. Many old researchers linked ambiguity tolerance to individuals' reactions to other people and cultures, and their perceived differences. Now day new fields related to ambiguity tolerance such as neuroscience (e.g., Smith et al., 2002; Rustichini et al., 2005), measurement (e.g., Hsu et al., 2005), perception (e.g., Hazen et al., 2012), problem solving and areas of interest to receive attention continually (Mc. Lain, Kefallonitis & Armani, 2015).

Some researchers (Atamanova & Bogomaz, 2011, p. 347; Bogomaz & Karakulova, 2010; Bogomaz & Matsuta, 2010; Leont'ev et al., 2007) considered that ambiguity tolerance “as a parameter of one’s personal potential”. It may contribute to our understanding of its role in the personal and professional growth of university students (Atamanova & Bogomaz, 2014). Ambiguity tolerance will encourage the individual to face the undefined nature of creative issues (Runco, 2014). It can also encourage them to take into account the range of choices. As a consequence, ambiguity tolerance may be allowed considered as a factor impeding or promoting the acquisition of foreign languages (Kamran, 2011). Low ambiguity tolerance, therefore, students need more help from their teachers in order to deal with their foreign language learning challenges.

According to Atamanova (2009) foreign language communication ability is seen as a dynamic from the psychological side. Integrative personal function that provides successful foreign language exchanges with others. The core of this

understanding is the ambiguity and diversity of in its cognitive behavioral, mental, and foreign languages, the build-up of communication skills is inseparable.

Marzban (2012) stated that although ambiguity tolerance remains an unavoidable human trait which many psychological and pedagogical decisions are likely to affect and which according to previous reviews, questions are raised about language learning. This is concerning because high levels of tolerance can have the opposite impact on the language learning process.

Unsal (2018) stated that the most critical aspects of the learning process are learning styles. While they are not the only implications of studying at different stage, they were addressed from different point of view, as they were a multi-dimensional term. These methods emphasize and illustrate the various facets of individual learning. He added the recent studies have shown that when students are taught in their own styles, they are substantially improvement in teaching conduct and academic achievement.

The result of Lee and Kim (2014) research show that students who know their preferred learning styles have capability to achieve better academic results. Thus, according the statement that style evaluation actually makes learning easier for students. Othman and Amiruddin (2010) stated that a proper and successful style of learning will actually help students achieve their learning achievement. One of the reasons why students are unable to learn effectively with their learning style it is caused by teachers who are not explore more about learning style theory. This occurs

when teachers have a few expertise and do not understand the learning styles of students.

Based on all of the statements above, ambiguity tolerance and perceptual learning style are factors that have impact in language learning process. Both of teachers and students should aware towards those factors to create an effective learning.



CHAPTER III

METHODOLOGY

A. Research Design

Research design is overall strategy to produce valid data in a research through logical and coherent way based on the research problem. According to Creswell (2014) research approaches or research design are “plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation” (p.20). In this research, the research design is correlation study, which attempts to measure between two variables of ambiguity tolerance and perceptual learning styles.

Correlation research designed to examine whether two related variables influence each other. Creswell define correlation research design as statistical test to determine the consistency of a relationship between two or more variables (2012). This research design is useful to explain the relationship between two or more variables without controlling or manipulating them. In correlation research design enables a score or relationship among variables is predictable and explainable. Furthermore, correlation research design aims to see the relationship between one variable and another. The degree of relationship determined how closely the variables are related.

B. Respondents

The respondents in this research are the third semester students' of Ar-Raniry State Islamic University (UIN Ar-Raniry), Banda Aceh, Department of English. The researcher interested in choosing them as respondents because as people who study English intensively and overall as EFL learners. Additionally, their daily activities' classroom use English generally. They listen lecturers' explanation and respond it with English. As people who study English they have experiences in classroom during learning process. However, they also encounter difficulties and factors that affect their English during learning process. Therefore, the researcher chose the third semester students of Department of English of Ar-Raniry State Islamic University.

The data was collect in the third semester of the 2019-2020 academic year. According to Fraenkel (2012) a minimum of 50 samples are needed to verify relationships among variables in a correlation study. Based on previous observation there were 180 students consisting of 38 male students and 142 female students.

C. Instrument

The Second Language Tolerance of Ambiguity Scale (SLTAS) by Ely (1995) was used for examine ambiguity tolerance level on language learning. This questionnaire has 12 statements that link with the problems in foreign language learning and 4 point Likert scale to rate the statements based on agree or disagree. The interpretation will as follow:

1. To indicate strongly agree with 4;
2. To indicate agree with 3;
3. To indicate disagree with 2;
4. To indicate strongly disagree with 1.

To determine the level of students' ambiguity tolerance, the means score computed through descriptive statistic. The researcher divided the level of students' ambiguity tolerance into four interval levels, the level were high, middle-high, middle-low and low result would be describe into values, as follow:

Table 3.1

Categories of ambiguity tolerance level

Score Interval	Categories
12-24	High
25-30	Middle-high
31-36	Middle-low
37-48	Low

Source: Li and He (2016)

Meanwhile to examine students' learning preferences was used the Reid's (1984) modified Perceptual Learning Style Preferences Questionnaire (PLSPQ). This questionnaire consist 30 statements to identify which the visual, auditory, tactile, kinesthetic, group and individual. Otherwise, according to background and literature review researcher will not use 10 statements which indicate group and individual

styles. So, this questionnaire consisted 20 statements and 5 point Likert scale to rate the statements. According to Likert scale, 5 will indicate strongly agree and 1 will indicate strongly disagree, the interpretation will follow as:

1. To indicate strongly agree with 5;
2. To indicate agree with 4;
3. To indicate undecided with 3;
4. To indicate disagree with 2;
5. To indicate strongly disagree with 1.

The two questionnaires was used in this research are available online, links also was shared to respondents. Thus the data was submitted through online form.

D. Data Analysis

The purpose of this research was to measure the correlation between ambiguity tolerance levels' and perceptual learning styles. The data of the study were analyzed by using statistical analysis.

In analyzing the data, the researcher used correlation product moment which was developed by Carl Pearson. (Sudijono, 2006, p.209 in Rosalina, 2014, p.24). The formula is as follows:

$$r_{xy} = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

N = Number of Respondents

X = Students' Ambiguity Tolerance Scores

Y = Students' Perceptual Learning Styles

ΣX = The Sum Scores Ambiguity Tolerance

ΣY = The Sum Scores of Perceptual Learning Styles

ΣX^2 = The Sum of the Squared Scores of Ambiguity Tolerance

ΣY^2 = The Sum of the Squared Scores of Perceptual Learning Styles

ΣXY = The Sum of Multiplied Score between X and Y

This formula is used in finding index correlation "r" product moment between X variable and Y variable (r_{xy}).

To know the significance between two variables, the formula of the significance test is (Ridwan & Sunarto, 2011, p.81 in Septiani, 2014, p.32):

$$t_{\text{count}} = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

t_{count} = t value

r = value of correlation coefficient

n = number of respondents

However, to make it easy and effective in calculating the data, the writer used SPSS 20 in processing the data to get the correlation between the two variables. The writer determined the interpretation table of product moment scale that will describe

the correlation between both variables as follow (Hasan, 2009, p.44 in Rosalina, p.28):

Table 3.1

The interpretation of correlation by Arikunto

Correlation value(r)	Interpretation
0,000-0,200	Very low correlation
0,200-0,400	Low
0,400-0,600	Moderate
0,600-0,800	High
0,800-1,000	High Correlation

CHAPTER IV

RESEARCH FINDINGS

A. Data Description

Based on the previous chapter, the researcher conducted the research by using questionnaire in batch 19 of PBI. This research aims to see the students' ambiguity tolerance level and their perceptual learning styles. This batch consists of 180 students.

Finally, the researcher analyzed the data to know the correlation between students' ambiguity tolerance and their perceptual learning styles by using the formula of Pearson Product Moment in SPSS 20 Program.

1) *Result of Ambiguity tolerance*

Table 4.1

Response distribution of each statement

Statement	Strong disagree	Disagree	Agree	Strong agree
1	20	58	70	32
2	15	56	77	32
3	10	70	68	32
4	17	45	84	34

5	6	76	62	36
6	15	73	53	39
7	20	51	56	53
8	16	52	78	34
9	5	68	65	42
10	8	68	66	38
11	13	43	81	38
12	7	51	85	37
Average	12.67	59.25	70.41	37.25

It can be seen that the response *Agree* counts is the most response in all the statements. In other words, it reaches 39.12% of the respondents is intolerant ambiguities in second or foreign language context. *Strongly disagree* is the least popular response with an average of 7.03% which is lower than *Strongly agree* response in percentage 34.51%. It indicates that the number of the least tolerant learners is much higher than the most tolerant learners.

The above distribution also shows the individual differences in second or foreign language learning. The descriptive statistic verifies that the mean score

(32.87) is higher than midpoint (30), indicating that the respondents on average have low ambiguity tolerance in learning English. In the conclusion, the third semester students of PBI who have weak ambiguity tolerance is higher.

Table 4.2

Gender distribution of ambiguity tolerance

Descriptive Statistics				
	N	Mean	Std. Deviation	
	Statistic	Statistic	Std. Error	Statistic
Male	38	31.34	1.071	6.602
Female	142	33.28	.577	6.872
Valid N (listwise)	38			

The gender distribution of ambiguity tolerance table shows that there is a small disparity between the mean of male (31.34) and female (33.28) ambiguity tolerances, and also a small difference between their standard deviation. According the result, it indicates that female respondents are more intolerant in ambiguity than male respondents. Moreover both of mean is higher than the midpoint (30) indicating that there is no differences gender in ambiguity tolerance.

The results of SLTAS are discussed based on the four levels of second language or foreign language ambiguity tolerance. Then the researcher looked at the previous chapter to examine the categories of ambiguity tolerance (see table 3.2) to ranging from high level to low level.

Table 4.3

Descriptive statistics of distribution of ambiguity tolerance

Categories	N	Min	Max	Mean
High	33	12	24	24.48
Middle-high	41	25	30	26.17
Middle-low	52	31	36	32.11
Low	54	37	48	41.79

The table descriptive above shows that the number of the respondents with high ambiguity tolerance only takes up less than 18%, and the respondents with low ambiguity tolerance accounts for 30%. The great majority of the respondents are at the low level of ambiguity tolerance. The mean ambiguity tolerance score (32.87) shown in Table 4.1 is at the middle-low level of ambiguity tolerance, and it is nearly equivalent to the mean of the middle-low level of ambiguity tolerance (32.11). So the average respondents fall in the middle-low level of ambiguity tolerance. This

suggests that the third semester students of PBI respondents on average are much less tolerant of ambiguity when they learn English.

2) Result of Perceptual Learning Styles

Table 4.4

Descriptive statistics of visual, auditory, tactile and kinesthetic learning styles

		Auditory	Visual	Kinesthetic	Tactile
N	Valid	180	180	180	180
	Missing	0	0	0	0
Mean		19.40	19.94	19.07	19.74
Std. Deviation		2.588	2.766	2.877	2.641
Variance		6.699	7.651	8.275	6.973

It can be seen that the mean scores of visual style is higher than auditory, tactile and kinesthetic styles. It indicates that respondents prefer visual style in learning process. So the third semester students of PBI are learners who obtain information on seeing when learning English. Furthermore they catch more information from text book and written on whiteboard. They more understanding

map, chart, diagram, flow, graph and all of symbols. As visual learners, they often to change written into symbols as reminder.

Table 4.5

Gender distribution of perceptual learning styles

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Visual	Male	38	19.47	2.607	6.797
	Female	142	20.07	2.802	7.853
Auditory	Male	38	19.63	2.607	6.797
	Female	142	19.37	2.695	7.261
Tactile	Male	38	19.13	3.223	10.388
	Female	142	19.05	2.789	7.778
Kinesthetic	Male	38	19.66	2.812	7.907
	Female	142	19.77	2.603	6.775

Table 4.5 shows that are small differences between the means of male and female groups as to the perceptual learning styles. For the auditory and tactile styles, the means of the male group (respectively 19.63 and 19.13) are greater than of the female groups (respectively 19.37 and 19.05), but the difference is quite small. It indicates that male respondents prefer auditory and tactile styles, which more tend to

learn from verbal lessons, discussions, do an experiment, a touch and a work with new invention. Meanwhile in visual and kinesthetic show the reverse result, the means score of male groups are smaller than of the female groups (20.07 and 19.77). It verifies female respondents are students who are more comfortable with visual and kinesthetic. They are more likely to learn by seeing and physical movement.

Table 4.6

The most preferred learning style

Preference	Visual	Auditory	Tactile	Kinesthetic
Respondents (N)	60	40	43	37
Percentage	33.3	22.2	23.8	20.5

The table above shows that respondents are more preferred on the visual. They will be easier to understand if provided picture based on the content of a lesson. Individual with visual as preferences is greater in terms of understanding map, chart, diagram, flow, graph and all of symbols. In the classroom, they obtain more information through written on whiteboard or textbook.

3) *Multinomial Data Distribution Test*

The data is categorical (nominal) data with more than 2 categories, we do not have to look for whether the data is normally distributed or not. However, what we

have to prove is whether the data is multinomial distributed or not, using the Chi Square test. The basis for the decision is that the data is said to be multinomial distributed if the calculated chi square value is less than ($<$) from the chi square table value or the significance is greater than the probability value, namely 0.05.

Table 4.7
Multinomial Data Distribution Test

Test Statistics		
	Ambiguity Tolerance	Perceptual Learning Styles
Chi-Square	5.289 ^a	7.067 ^a
df	3	3
Asymp. Sig.	.152	.070

a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 45.0.

Based on the table above, the calculated chi square value for the variable ambiguity tolerance and perceptual learning styles is 5.289 and 7.067, respectively. Both values are smaller than the chi square table (for probability = 0.05 and df = 3), namely 7.815. In addition, the significance values for the two variables were 0.152 and 0.07 which were greater than the probability value of 0.05. Thus, it is concluded that the data of this study have met the assumption of multinomial distribution.

B. Data Interpretations

1) *The Correlation Result*

Table 4.8

Correlation test on relationship between ambiguity tolerance and perceptual learning styles

		Visual	Auditory	Tactile	Kinesthetic
	Pearson Correlation	.153*	.185*	.159*	.172*
Score	Sig. (2-tailed)	.040	.013	.033	.021
	N	180	180	180	180

*correlation is significant at the 0.05 level (two-tailed).

The table above shows the correlation coefficient (R) of visual, auditory, tactile and kinesthetic (respectively .153, .185, .159 and .172) which indicates that there is a positive correlation between the two variables. The result also shows that the more intolerant of ambiguity a learner is, the more preferred they are to auditory learning styles. However, visual and tactile learners are more tolerant of ambiguity in language learning. Then the writer looked at correlation interpretation table by Arikunto (see table 3.4 in the previous chapter) to describe the strength of the correlation. From the table, it can be stated that the correlation between ambiguity tolerance and the four perceptual learning styles is weak.

In conclusion, the Pearson correlation analysis reveals that ambiguity tolerance is positively correlated with the four perceptual learning styles and all of them have same level on the strength correlation.

Table 4.9

Independent sample test on gender difference in ambiguity tolerance

		Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	Df	Sig.(2-tailed)
AT	Equal variances assumed	.088	.767	-1.558	178	.121
	Equal Variances not assumed			-1.595	60.240	.116

Levene's Test shows that the assumption of equal variances of the samples of the male and female ambiguity tolerance is not accepted ($P = .767 > 0.05$). T-test shows a negatively significant difference between the means of the male and female ambiguity tolerance ($t = -1.558, P < 0.05$). Furthermore, the significance values of T-test based on equal variances is larger than 0.05, which indicates that there is no significant difference between the means group of the two gender. Therefore, there are no gender differences with ambiguity tolerance. Furthermore, gender difference does not guarantee male or female have lower or higher ambiguity tolerance.

Table 4.10

Independent sample test on gender difference in perceptual learning styles

		Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	t	df	Sig.(2-tailed)
Visual		.213	.645	-1.183	178	.239
Auditory	Equal	.513	.475	620	178	.536
	variances					
Tactile	assumed	.135	.714	-227	178	.821
Kinesthetic		2.485	.117	.156	178	.876

According to the table above shows that the significance values of the four perceptual learning styles in the Levene's test are all larger than 0.05, which indicates that the hypothesis of equal variance should be accepted. Then the significance values of T-test based on equal variances are all larger than 0.05, which indicates that there is no significant difference between the means of male and female groups. Therefore, there are no gender differences among the four perceptual learning styles. However, gender difference does no influence their preferred learning styles.

C. Discussion

As the researcher has mentioned in the first chapter, this study purposed to answer the research problem; whether ambiguity tolerance and perceptual learning styles are significantly correlated and whether any significant gender difference in ambiguity tolerance and perceptual learning styles of the third semester PBI students.

In this study, the writer had collected the data needed to prove the hypothesis. The data was collected using questionnaire as instrument. There were two questionnaires, the second language tolerance of ambiguity scale questionnaire and perceptual learning style preferences questionnaire given to all students in the third semester as the respondents in this research. They were asked to fill the items of statement on the questionnaire, which was used to investigate their level of ambiguity tolerance and learning style preferences.

From the analysis, the researcher would like to discuss the result of the test. First, the researcher found that the average level of the students' ambiguity tolerance was 32.87 can be described middle-high. It indicates that the third semester students of PBI are less tolerant of ambiguity in learning English. The explanation to support this finding, the researcher believes that learning foreign language as a new language means learning a new structure as well. It means learners deal with new lexical and grammatical structure. Thus, make it possible for learners to deal with ambiguous situation. Ely (1995) as cited in Bazos (2015) stated that ambiguity is uncertainty that is found in language learning.

Furthermore, from the perceptual learning style preference scale, the researcher found that the most preferred learning of the third semester students of PBI is visual method. Otherwise, they may have one or more major learning style preferences. According to Rhouma (2016) everyone has one or two dominant preferred learning style. Sometimes, dominant learning style can change according to learning environment.

Moreover, the researcher also got the correlation result between ambiguity tolerance and the four perceptual learning styles which was $R_{\text{visual}} = .153$, $R_{\text{auditory}} = .185$, $R_{\text{tactile}} = .159$ and $R_{\text{kinesthetic}} = .172$. Based on Arikunto interpretation, the strength of correlation is very low. In addition, the writer got P_{visual} , P_{auditory} , P_{tactile} and $P_{\text{kinesthetic}}$ respectively are .040, .013, .033 and .021 where the significance $< .05$.

The third semester PBI students have more than one learning styles. Moreover, there are more preferred on visual learning style. They more comfortable to acquire information by seeing picture, reading text on text book and changing written into symbols. The researcher also found male students more tend to auditory and tactile styles in acquire information, while female students are visual and kinesthetic learners. Furthermore, auditory learners more intolerant of ambiguity than others learning styles. In contrast, visual and tactile learners more likely to face new situation without frustration and neutral in ambiguous situations.

According to the results, it can be concluded that there was positive correlation between the two variables. Moreover, Li and He (2016) stated that both ambiguity tolerance and preferred perceptual style play an important role during the second or foreign language learning phase. Individual differences and styles of learning have become particularly relevant because they play a critical role in helping learners improve their language learning output (Basoz, 2015).

The researcher also found significant gender difference does not exist in ambiguity tolerance and perceptual learning styles. Based on Levene's Test on male and female of ambiguity tolerance is not accepted with P value is .767. The significance value is larger than 0.05. The same result also showed on gender difference in perceptual learning styles. Levene's Test on male and female of the four perceptual learning styles is rejected. The significance values of visual, auditory, tactile and kinesthetic are .239, .536, .821, and .876. All of the significance values are larger than 0.05. Therefore, there are no gender differences with ambiguity tolerance and the four perceptual learning styles.

Based on the description above, the writer can conclude that the third semester students of PBI are more intolerant in ambiguity. However, it is common for EFL learners to face an ambiguous situation in the process of learning foreign languages. As Basoz (2015) emphasizes, it is prevalent to encounter ambiguous situations, learning a new language is like exploring a new unfamiliar place. Also, there was significant relationship between students' ambiguity tolerance and their perceptual

learning styles. However there are no difference significant gender in ambiguity tolerance and perceptual learning styles.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the research was conducted at the third semester of English Department of UIN Ar-Raniry Banda Aceh, researcher found that almost 50% of the third semester students at English Department have ambiguity tolerance at middle-low level, it indicates they are quite sensitive to ambiguity tolerance. The result also shows that most of them tend to be a visual and tactile learner in learning process. In addition, over half of them have more than one major learning style preferences. Male learners showed their tendency towards auditory and tactile styles, while female learners more tend to visual and kinesthetic. Otherwise the diversity cannot be concluded that gender difference exist in perceptual learning styles.

It is also found that the four perceptual learning styles are significantly correlated with ambiguity tolerance in the strengthness weak. Furthermore, auditory learners are more intolerant of ambiguity in language learning than visual, tactile and kinesthetic. It means the more intolerant of ambiguity a learner is, the more preferred they are to auditory learning styles. However, visual and tactile learners more tolerant in accepting new uncertain situations. Visual and tactile learners tend to have high

ambiguity tolerance level. More likely for them to face ambiguity situations in open and neutral way.

However, significant difference between male and female in ambiguity tolerance and perceptual learning styles preferences does not exist. Which means gender difference does not influence students' ambiguity tolerance level and their preferred learning styles. Both of male and female can have high level or low level of ambiguity tolerance. Even gender difference does not determine their most preferred learning styles.

B. Suggestion

Based on the result of the study, the researcher would like to suggest, beside teaching material, teacher also should pay more attention on some psychological factors that can influence students' English learning process, such as learning style preferences. Moreover, the two influential elements could be combined by English teacher in their learning process.

In order to improve English ability, it is important for students to be aware with their learning style preferences, and they could set their strategy in learning process. So, they know the best way for them in learning process based on their own conditions.

For researchers in the future, this research can be one of their references to conduct their studies in ambiguity tolerance or perceptual learning styles context, especially in English subject. Students' ambiguity tolerance can also be explored in any language skill, such as writing, listening, reading and also in other subjects outside of English language context.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-5502/UN.08/FTK/KP.07.6/06/2020

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 19 Mei 2020
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Menunjuk Saudara:
- | | |
|------------------------------|----------------------------|
| 1. Dr. Syarwan Ahmad, M. LIS | Sebagai Pembimbing Pertama |
| 2. Dr. T. Zulfikar, M. Ed | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Tasya Rahmayanti**
- NIM : **160203174**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Exploring Ambiguity Tolerance and Perceptual Learning Styles of PBI Students**
- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2019.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2020/2021
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 12 Juni 2020
An. Rektor
Dekan,


Muslim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email pbi.ftk@ar-raniry.ac.id Website http://ar-raniry.ac.id

SURAT KETERANGAN

Nomor: B-03/Un.08/PBI/TL.00/01/2021

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13808/Un.08/FTK.I/TL.00/12/2020 tanggal 10 Desember 2020, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Tasya Rahmayanti
NIM : 160203174
Fak/Prodi : FTK/Pendidikan Bahasa Inggris

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

Exploring Ambiguity Tolerance and Perceptual Learning Styles of EFL Students.

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 04 Januari 2021
Ketua Prodi Pendidikan Bahasa Inggris,


T. Zulfikar

Questionnaires for Exploring Ambiguity Tolerance and Perceptual Learning Styles

Name :

Gender :

Instructions for filling out the questionnaire:

1. Read each statement carefully and carefully.
2. Please answer each statement honestly according to your own opinion.
3. Put a mark (√) on one of the options that you think is appropriate with yourself.

Explanation:

4 = Strongly agree

2 = Disagree

3 = Agree

1 = Strongly Disagree

Second Language Tolerance of Ambiguity Scale (SLTAS)

No.	Statements	4	3	2	1
1	When I'm reading something in English, I feel impatient when I don't totally understand the meaning.				
2	It bothers me that I don't understand everything the teacher says in English.				
3	When I write English compositions, I don't like it when I can't express my ideas exactly.				
4	It is frustrating that sometimes I don't understand completely some English grammar				
5	I don't like the feeling that my English				

	pronunciation is not quite correct.				
6	I don't enjoy reading something in English that takes a while to figure out completely				
7	It bothers me that even though I study English grammar, some of it is hard to use in speaking and writing.				
8	When I'm writing in English, I don't like the fact that I can't say exactly what I want.				
9	It bothers me when teacher uses an English word I don't know				
10	When I'm speaking in English, I feel uncomfortable if I can't communicate my idea clearly				
11	I don't like the fact that sometimes I can't find English words that mean the same as some words in my own language				
12	One thing I don't like about reading in English is having to guess what the meaning is.				

Explanation:

5 = Strongly agree

3 = Undecided

1 = Strongly disagree

4 = Agree

2 = Disagree

Perceptual Learning Style Preferences Questionnaire (PLSQ)

No	Statements	5	4	3	2	1
1	When the teacher tells me the instruction I understand better.					
2	I prefer to learn by doing something in class.					
3	I learn better by reading what the teacher writes on the blackboard.					
4	When someone tells me how to do something in the class, I learn it better.					
5	When I do things in class, I learn better.					
6	I remember things I have heard in class better than I have read.					
7	When I read instructions, I remember them better.					
8	I learn more when I can make a model of something.					
9	I understand better when I read instructions.					
10	I learn more when I make something for a class project.					
11	I enjoy learning in class by doing experiments.					
12	I learn better when I make drawings as I study.					

13	I learn better in class when the teacher gives a lecture.					
14	I understand things better in class when I participate in role playing.					
15	I learn better in class when I listen to someone.					
16	When I build something, I remember what I have learned better.					
17	I learn better by reading than by listening to someone.					
18	I enjoy making something for a class project.					
19	I learn better in class when I can participate in related activities.					
20	I learn more by reading textbooks than by listening to lectures.					

