

The Difference between Male and Female Students' Attitude toward Cooperative Learning in English Subject of MAN 1 Kampar

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Abstract

The aim of this research was to find out the difference between male and female students' attitude toward cooperative learning in English subject of MAN 1 Kampar. There were 30 samples of this research; 15 male and 15 female students. The researchers used quota sampling for the sample technique. The instrument used was the affective, cognitive and behavior aspect of attitude which has 15 statements. The research finding was showed that male students have negative attitude and female students showed positive attitude. In affective category, male students perceived that cooperative learning does not help them to socialize more, contrast with female students. In cognitive aspect, most of male students disagree that cooperative learning environment develop trust toward classmates, individual studying is more enjoyable than working in groups and individual study offers better result but a few female students think individual study is more enjoyable than working in groups and female students show neutral attitude which individual study offers better result. In behavior aspect a few male students agree while studying in cooperation students' guide each other besides female students have positive attitude toward statement while studying in cooperation, students guide each other. The statistical data analysis finding by using SPSS 28.0 independent sample test revealed that there was a significant different between male and female in learning attitude by calculation that significant two tailed test sig 0.049 $p < 0.05$.

Keywords: attitude, cooperative learning, male, female

Introduction

Methods, techniques, strategies, and/or approaches were used in English teaching and learning environments. Among these, one of them is cooperative learning. It refers to working in the soul of a team, and in that team, the members help, motivate, and trust each other. Alghamdi (2019) stated that when students work together in small groups to achieve shared goals, it is called cooperative learning. Cooperative learning is the way in which learners have a common aim. In order to achieve this aim, they work in small groups, knowing that they will share the reward together.

In cooperative learning, there are five principles that need to be considered, namely: positive interdependence, face-to-face promotive interaction, individual accountability and personal responsibility, interpersonal and small group skills, and group processing (Johnson and Johnson, 2008). These five principles become guidance regarding the ideal of cooperative learning. However, implementing these five principles is not easy; for example, students ignore the responsibility that has been assigned to them and contribute less to teamwork. This is also influenced by students' assuming regard to cooperative learning. When teachers implement cooperative learning, sometimes a number of students are reluctant to join group work, mostly by male students but occasionally also by female students.

Harmer (2007) stated it is likely to be noisy when the teacher loses control, and not all the students join in and enjoy the activity. Cooperative learning is not simply collaborative or

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group work as students help other students within groups of four or five people in an effort to achieve goals. As Alghamdi (2019) mentions, although cooperative learning is beneficial for most students, the method does not work for all students. For example, some students do not like to work in groups with their colleagues; some students think the teacher is responsible for clarifying and explaining the lesson; and some students prefer to work individually rather than in a group.

Based on the researchers' experiences, students who were engaged to do cooperative learning highlighted a variety of negative and positive attitudes. Some students would enthusiastically participate in group work and accept their roles within the groups. Some others, avoid working in groups and would like to complete the activity individually. Furthermore, teachers believe that cooperative learning is appropriate for their students, based on the researcher's observations and experience.

The teacher points out that students' can improve their performance in learning processes and attain better outcomes by working in groups. However, not all students are engaged in cooperative learning activities and not all students can improve their academic performance and attain higher results after engaging in group work. Therefore, it is crucial to study students' attitudes towards cooperative learning in English, especially male and female differences about it.

Methodology

This research was a quantitative descriptive, describing the current state of the subject or object of research based on facts that appear or as they are. Quantitative descriptive research aims to create an objective description of a situation through number, start from data collection, interpretation of the data as well as the appearance and result (Arikunto, 2006). This research was conducted in July 2022 and the location of this research at MAN 1 Kampar.

Table 1. The Total Number of Sample

Class	Male	Female
XII IIA 1	7	8
XII IIA 2	8	7
Total	15	15

Questionnaire was used as the main data to find out the difference between male and female attitudes towards cooperative learning in English subject of MAN 1 Kampar. Five point Likert Scale questionnaire that allow the participants to state their degree preferences. The Likert Scale questionnaire was adapted from Er and Atac (2014) and Farzaneh and Nejadansari (2014). The questionnaires consist of 15 items which represent three components of attitudes (behavior, affective and cognitive to be elicited).

To analyze the data, the researchers were distributed the gather data into SPSS 28.0 for windows. The analytical method used in this research was Descriptive Analysis Percentage. After calculating descriptive statistic, the Independent T Test was used to determine whether there was a difference in the average data of two unpaired samples. The method to know the critic value is by using the degree freedom = $n-2$ ($df = n-2$) formula with a significant level of 5 % or equal to 0.05. Alternative Hypothesis (H_a): There was a significant difference

between male and female attitudes in cooperative learning at MAN 1 Kampar or if p-value < sig $\alpha = (5\%)$. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected.

Null Hypothesis (Ho): There was no significant difference between male and female attitudes in cooperative learning at MAN 1 Kampar or if p-value > sig $\alpha = 0.05 (5\%)$. It means that the alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted.

Result and Discussion

Result

1. The Male Students' Attitude toward Cooperative Learning in English Subject of MAN 1 Kampar

The male students' attitude of MAN 1 Kampar analysis is presented as follows:

Table 2. *Male Students Attitude*

No	Cooperative Learning Attitude	Statements	Frequency	Percentage
1	Affective	Cooperative learning helps me to socialize more	6	40.0%
		Cooperative learning environment develop positive relationship in class (negative attitude)	6	40.0%
2	Cognitive	Individual studying is more enjoyable than working in groups (negative attitude)	7	46.7%
		Individual study offers better result (negative attitude)	7	46.7%
3	Behavior	While studying in cooperation students guide each other (negative	6	40.0%

The table showed that the male students of the twelfth grade tend to have the negative attitude toward cooperative learning. The result indicates that the male students have the negative affection of cooperative learning that cooperative learning helps do not them to socialize more. In category of cognitive, most of the male students disagree that cooperative learning environment develop trust towards classmates. The male students agree that individual studying is more enjoyable than working in groups and individual study offers better result. Furthermore in aspect of behavior only 6 students agree that while studying in cooperation students guide each other.

2. The Female Students' Attitude toward Cooperative Learning in English Subject of MAN 1 Kampar

The female students' cooperative learning attitude of MAN 1 Kampar analysis is

presented as below:

Table 3. *Female Students Attitude*

No	Cooperative Learning Attitude	Statements	Frequency	Percentage
1	Affective	Cooperative learning helps me to socialize more	9	40.0%
		Cooperative learning environment develop positive relationship in class	7	46.7%
2	Cognitive	Individual studying is more enjoyable than working in groups	6	40.0%
		Individual study offers better result (neutral attitude)	8	53.3%
3	Behavior	While studying in cooperation students guide each other (positive)	9	60.0%

The table showed that the female students of the twelfth grade of MAN 1 Kampar tend to have positive attitude toward cooperative learning. Statement that cooperative learning helps them to socialize more indicates that female students have the positive affection towards cooperative learning. In the cognitive aspect only 6 of female students agree that individual studying is more enjoyable than working in groups and female students show neutral attitude that individual study offers better result. The last category is behavior that indicates female students have positive attitude from the statement while studying in cooperation, students guide each other.

3. Cooperative Learning Attitude for Male and Female at MAN 1 Kampar

The researchers obtained the further analysis description about male and female attitude by using SPSS 28.0 program. The description of questionnaires obtained can be seen by the following tables:

Table 4. *Descriptive statistic of the Questionnaire of Male Students*

	Frequency	Percent	Valid Percent	Cumulative Percent
	24	1	6.7	6.7
	37	1	6.7	13.3
	39	1	6.7	20.0
	41	1	6.7	26.7
Valid	42	2	13.3	40.0
	51	1	6.7	46.7
	56	4	26.7	73.3
	57	2	13.3	86.7
	59	1	6.7	93.3
	60	1	6.7	100.0
Total	15	100.0	100.0	

Table 5. *Descriptive statistic of the Questionnaire of Female Students*

	Frequency	Percent	Valid Percent	Cumulative Percent
	37	1	6.7	6.7
	42	1	6.7	13.3
	50	1	6.7	20.0
	51	3	20.0	40.0
Valid	54	1	6.7	46.7
	57	3	20.0	66.7
	59	1	6.7	73.3
	61	1	6.7	80.7
	62	1	6.7	86.7
	64	1	6.7	93.3
	70	1	6.7	100.0
Total	15	100.0	100.0	

Table 4 and table 5 showed that there are 30 respondents of this research which consisted of 15 males and females. The researcher gave 5 point for strongly agree, 4 point for answer agree, 3 point for neutral, 2 point for answer disagree, and 1 point for answer strongly disagree. The highest score was 75 point and the lowest score was 15 point. From the statistic result, the highest score got by the male was 60 with frequency 1 and the lowest score was 24 with frequency. Meanwhile female students got 70 as highest score with 1 frequency and 37 as the lowest score with 1 frequency. From the score of the male and female attitude, the researcher obtained the further analysis description about male and female attitude using SPSS 28.0 program.

To find out whether there is significant difference between male and female attitude in cooperative learning can be seen from table below after analyzing by using independent sample test which presented as follow:

Table 6. *Independent Sample Test of Male and Female Attitude*

		Levene's Test for Equality of Variances		t-test for Equality of Means						
Score	d	F	Sig.	T	Df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.134	.155	1.717	28	.049	-6.000	3.4952	13.1596	1.1596
	Equal variances not assumed			1.717	26.575	.049	-6.000	3.4952	13.1769	1.1769

Table IV.12 shows the statistical data of this research was homogeneity because the Levene's Test for Equality of Variances significant at .155 which $p > 0.05$. In order to find out whether there is significant different of gender learning attitude can be seen at the significant (2-tailed). H_0 is accepted if " $p > 0.05$ " there was a significant different. From the table, we see that $p = .049$, it means, H_0 is accepted and there was a significant different of male and female attitude toward cooperative learning in English subject.

Discussion

The researchers investigated the difference between male and female students attitude toward cooperative learning in English subject of MAN 1 Kampar. In the discussion, according to it the questionnaire was designed. The first part of the questionnaire was about to examine the attitude of male and female students. Male students showed negative attitude and female students showed positive attitude towards the statement.

Male students have negative attitude toward affective, cognitive and behavior category. Female students have positive attitude toward affective, cognitive and behavior category. Male students perceived that cooperative learning does not help them to socialize more. Meanwhile female students recognized that cooperative learning help them to socialize more.

In cognitive aspect, most of male students disagree that cooperative learning environment develop trust toward classmates, male students also agree that individual studying is more enjoyable than working in groups and individual study offers better result. Furthermore only a few female students agree that individual study is more enjoyable than working in groups and female students show neutral attitude which individual study offers better result. In behavior aspect only a few male students agree while studying in cooperation students' guide each other besides female students have positive attitude toward statement while studying in cooperation, students guide each other.

Conclusion

Based on the discussion of research question, it can be concluded that male students showed negative attitude toward cooperative learning, female students showed positive attitude toward cooperative learning. The findings answer of general research question that there was a significant difference between male and female students' attitude toward cooperative learning in English subject of MAN 1 Kampar. $p = .049$ it means that H_0 is accepted and there was a significant different of gender attitude on cooperative learning in English subject.

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