

Universiti Teknologi MARA

**Chemistry Form Four Mobile Application
(MOLEKULAR)**

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ABSTRACT

As we know that, there are many scientific name and method that student and teacher need to know if they teach and learn chemistry. This mobile application can ease the teacher and student to gain knowledge and teach about chemistry time by time without need to do a physical class. Nowadays, people tend to use smart phones especially teenagers. They are more like use smart phones to study, to do homework rather than student back in 90's.

This chemistry form four mobile application will help student to know in detailed content in chemistry study in short time due to the development of technology. This proposal was designed to make a research for making a prototype that will helps teacher and students to learn chemistry.

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CHAPTER 1

INTRODUCTION

This chapter lays out the context and reasoning for the analysis. It also gives details on the significance of chemistry study, the issues and problems that led to this research.

1.0 PROJECT BACKGROUND

Osborne and Collins, (2000) stated that pupil interest and achievement in chemistry have diminished in the last decades. There are so many subjects nowadays for a student to study. For example science student needs to study chemistry, biology and physics at one time. It is difficult for student to understand all the subjects and pass the exam with flying colors. Today, the nature of chemistry has consequences for the teaching of chemistry. The fact that chemistry is a very complex subject is evidenced by the literature on problem solving and myths that has dominated the field over the last 15 years. New programs, especially those funded by NSF funds, which are based on making chemistry meaningful through problem-solving and collaborative learning, aim to improve chemistry education. The access control is needed to control access of specific resources (Ramar, 2013).

Consequently, the fostering of positive attitudes towards technology, science and science literacy, which has long been a part of science education, is increasingly a matter of concern. The definition of an attitude towards science, though, remains rather nebulous, sometimes poorly expressed and not fully understood. Attitude questions about science are not new. Nearly 30 years earlier, Ormerod and Duckworth (1975) launched a study of student attitudes to science in the United Kingdom.