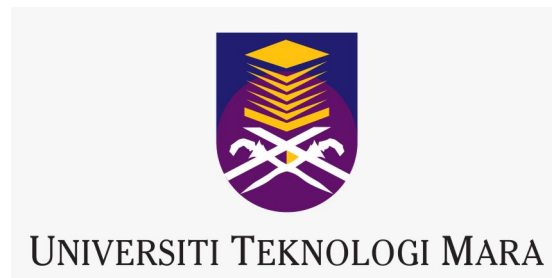


**UNIVERSITI TEKNOLOGI MARA**



**The Implication On Use Of The “Easy  
Multiply Mind Method” In Improving The Level  
Acquisition Among Year 5 Pupils**

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## Abstract

Multiplication is one of the operations involve in the Mathematics syllabus in primary schools. However, the pupils' main weakness is the difficulty in memorizing multiplication tables especially 6 to 8. The pupils have high tendency to forget the multiplication tables when they do not practise, memorise or apply it frequently. Most pupils memorize multiplication tables by mentalist way. Therefore, the "Easy Multiply Mind Method" is introduced. Besides that, this method can also be used to solve mathematical problems in multiplication operation when they have already mastered the method. The purpose of this research is to identify the effectiveness in improving the level of acquisition among Year 5 Pupils in Sekolah Kebangsaan Lumba Kuda Kuching, Sarawak to memorize multiplication tables in order to answer mathematical questions that consist of multiplications facts. This study is carried out in Sekolah Kebangsaan Lumba Kuda Kuching, Sarawak where all 38 selected respondents are from Year 5. The experiment begins by giving the pupils a pre-test before introducing the "Easy Multiply Mind Method" which consists of 15 multiplication questions involving tables 6 to 8 basic facts to review of mastery in basic multiplication facts and the pupils need to answer the questions in 10 minutes. To identify the effectiveness of the new method, the post-test is then distributed after teaching and exposing pupils to the "Easy Multiply Mind Method". The result shows that the marks for post - test were much better than the pre-test. After the post - test, a set of questionnaires was administered to the same respondents to identify the effectiveness of this "Easy Multiply Mind Method" in solving mathematical problems. The research findings show pupils take a shorter time after using "Easy Multiply Mind method" in solving mathematical problems. They also find it easier to memorise multiplication tables 6 to 8 as compared to the conventional way. In conclusion, "Easy Multiply Mind Method" increases pupil's achievement in mathematic under the topic of multiplication facts. Furthermore, using the "Easy Multiply Mind Method" can be one of the effective learning techniques for teaching and learning in the classroom.

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## **CHAPTER ONE**

### **INTRODUCTION**

Mathematics is defined as learning or study of quantity, structure, pattern, change and space, or in other words, the study of numbers and diagrams. Mathematics is also axiomatic investigation describing abstract structures using logic and mathematical symbols. Mathematics is seen as a simple extension to the language of conversation and writing, and vocabulary and grammar are very clear, to explain and explore the physical and conceptual relationship. (Carl Boyer, 2007). Mathematics syllabus in primary schools emphasizes pupils' master skills that involve operations of addition, subtraction, multiplication and division. These operations are fundamental to mastering other skills in Mathematics. Mathematics is a compulsory core subject to be studied by every pupil. This is because Mathematics is an important subject in providing pupils with scientific counting skills for the country's development towards science and technology in the future.

Curriculum Development Centre has provided guidelines for Primary School Mathematics Curriculum to emphasize that the establishment of basic Mathematics must be able to generate knowledge, interest, attitude and aesthetic success spawned a generation of cultured mathematics. In addition to thinking and learning skills appropriate technique and methodology are embedded into the teaching and learning that emphasized mastery of concepts, processes and mathematical language. It also aims to develop pupils' understanding of the concept of numbers and basic numeracy skills.