

UNIVERSITI TEKNOLOGI MARA

**FACTORS THAT CONTRIBUTE TO THE DIFFICULT IN
SOLVING MATHEMATICAL WORD PROBLEM BASE ON
NEWMAN ERROR ANALYSIS AMONG YEAR 3 PUPILS
IN SK SERUYUK, SIMUNJAN**

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ABSTRACT

Objectives of this research are to find the factor that contribute to the difficulties in solving Mathematical word problems base on Newman Error Analysis among year 3 SK Seruyuk, Simunjan. This research will analyze cause and factor mistake which always done by pupil while solve problem story based on Newman Error Analysis. Research respondents are 10 students from year 3 at SK Seruyuk, Simunjan. Respondents will tested at classroom in written test form which consisting of 10 questions. The results also show that most respondents exactly have a problem mathematical word problem. A researcher find the problem faced by cause an error weather a causes from reading, comprehension, transformation, application process skill or ability to encoding. In addition, many respondents are facing mistakes in terms of carelessness, incorrect computation or calculation, misconception numeral method, wrong place value, not showing a calculation, and weak I basic fact involve addition, subtraction, multiplication and division. While based on questionnaires regarding respondents' views of mathematics subject, almost a respondent given positive feedback and as one of the preferred subjects. However they admit that mathematical word problem is very difficult to learn.

CHAPTER 1

INTRODUCTON

1.0 Introduction

As our known, mathematics are discipline knowledge have always continuously experiencing paradigm shift while new element added to the syllabus for fulfill challenges pupil in the future. Teaching and learning mathematics in Integrated Curriculum for Primary Schools (KBSR) and the latest Standard Curriculum for Primary Schools (KSSR) must be planned effectively for create a meaningful experience and challenging for pupil. Mathematics is the study of structured and hierarchical, and thus each individual student must understand and mastered the basic concepts of mathematics. Purpose of this research is to find the factor that contribute to the difficulties in solving Mathematical word problems base on Newman Error Analysis among year two SK Seruyuk, Simunjan.

All pupils have difference in term of their achievement, abilities, learning and cognitive style must know and give attention. The objective of mathematics education primary school is for contribute and develop pupil understanding inside number concept and basic operation skills (Ministry of Education, 2000).Hence, Mathematics program in primary school must focus basic operation skill i.e. addition, subtraction, multiplication, and division for solving daily problem in effective and more responsibilities. Many educationalists agree a problem solving is very important goal in Mathematics Education. There a many types of problem solving model are often use in Mathematics education. The types of problem solving model is Lester's Model (1975), Polya's Model (1973), and Shoenfeld's Model (1985).Usually Polya's Model using in Mathematics curriculum for the Standard Curriculum for Primary Schools (KBSR) and the latest is Standard Curriculum for Primary Schools (KSSR) which already began in year 2011.Furthermore In KSSR, Kemahiran Berfikir Aras Tinggi (KBAT) had been introduce among

CHAPTER 2

LITERATURE REVIEW

2.0 Introduction

This chapter will discuss about literature survey regarding the causes of mistakes, difficulties, and problems that founded during the pupils or solving mathematical word problem. This research is a case study to identify causes of error and types of error pupil year 3, Sekolah Kebangsaan Seruyuk, Simunjan to solve mathematical word problem.

2.1 Literature review

Mathematical word problem is an important component in mathematics curriculum. According to Ministry of education (2001), it clearly illustrate in component of math questions at Ujian Pencapaian Sekolah Rendah (UPSR) In accordance with Shamsudin Drahman and Fatimah Saleh (2006), mathematical word problem not just find the final answer but involved understand and mastery a complex strategies such as known meaning of question, connected between information and operation, carry out the identify operation and get the solution as wanted.

According to Cheah Bee Lean and Ong Saw Lan (2006), in his study that the abilities of mathematical problem solving refer to the ability of pupils solve math problems that include routine problems and non-routine problems. Base on Aziz (2002) statement, if problem solving just applies algorithms had been studied only; it will called as routine problem. Whereas if someone pupil thing in deep application basic mathematics fact for making solution as given, is rename as non-routine problem. On routine problem usually consist of problem story which connected with daily life. Some (Lester & Kehle, 2003) suggest that reasoning and or higher