

**UNIVERSITI TEKNOLOGI MARA**

**PRIMARY SCHOOL PUPILS MULTIPLICATION  
ATTITUDES AND MASTERY LEVEL**

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## **ABSTRACT**

Many Mathematics teachers face difficulties in carrying out the teaching and learning process in classrooms successfully. Many of their efforts have met a disappointing end, especially for those who are teaching in the rural areas, for example those who are teaching in the Tanjong Bako Primary School, Padawan. Many pupils seem not very interested in learning Mathematic, compared to the other subjects. They assume that Mathematics is a very difficult subject and it is very challenging for them to master the computation. So, it is teacher's job to create a positive attitude for the pupils towards the learning of Mathematics. Actually, Mathematics could be made interesting as well as lively if the teacher could inject some creativity with a little bit of extra effort in their teaching. Thus, Primary School Pupils Multiplication Attitudes And Mastery Level are recommended for the teachers. The message is extremely important, especially to the Math teachers in reminding them that Math teaching could be enjoyable, meaningful and effective methodology could be created in their teaching in the classrooms. The methods used were pre and post test to check their levels in multiplication and, questionnaires to identify the pupils' attitudes towards multiplication operation and to check their understanding. Therefore, with the right method, multiplication can be taught successfully and it could make everybody, especially Math teachers realize that there are ways to overcome such problems in teaching Maths.

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## **CHAPTER 1**

### **BACKGROUND OF STUDY**

#### **1.0 INTRODUCTION**

This report is about developing, implementing, and evaluating prototypical instructional materials for teaching multiplication of multi-digit numbers in primary schools. An alternative strategy to improve the mathematics education in primary schools, is a deep annoyance nowadays (Haji, 1994; Jailani, 1990; and TIMSS Report,1997). Particular sets of the instructional materials will provide teachers with opportunities to practice their teaching approach, to enlighten their knowledge, and to improve their competencies (Van den Akker, 1995; Louck-Horsley 1996). The instructional materials are developed based on the RME approach. RME (Realistic Mathematics Education) is a theory that has been evolving about five decades in the developmental research on teaching and learning mathematics. It is rooted in Freudenthal's interpretation of mathematics as a human activity (De Lange, 1994; Freudenthal, 1973; and Gravemeijer, 1994). Mathematics ought not to be associated with a well-organized deductive system, but to an activity of doing mathematics: an activity the greater part of which consists of organizing or mathematizing subject matter. The subject matter can be taken from reality and must be organized in relation with to mathematical patterns when solving problems from reality.