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**USING OF “BONDSBOARD” TO IMPROVE THE
SUBTRACTION WITH REGROUPING SKILL
AMONG YEAR 1 FATHIMAH IN
SK (A) DATUK HAJI ABDUL KADIR HASSAN,
KUCHING.**

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ABSTRACT

Subtraction with regrouping is one of the aspects of subtraction topic in Mathematics to be learned by every pupil. However, there are some pupils who are often confused and unable to master the subtraction with regrouping correctly. Therefore, the aims of this research is to identify the pattern errors of subtraction with regrouping and to examine the effectiveness of using “Bondsboard” in solving subtraction with regrouping. This research is using a qualitative method. This research is performed by 20 pupils from Year Year 1 pupils of SK (A) Datuk Haji Abdul Kadir Hassan, Kuching. The instruments were used to analyze the findings are the pre-test and post-test. From the analysis findings, the researcher found that there is a significant improvement after the intervention implemented. Majority of the subject scored is 100% in the post-test than pre-test. These findings show that the use of “Bondsboard” is able to increase pupils’ proficiency in subtraction with regrouping.

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CHAPTER 1

INTRODUCTION

1.0 Introduction

In Malaysia, the education system is the foundation for development of human capital and the country's economy. According to Hamdan Said (2000), mastery and excellence in mathematics is important in order to achieve the progress of our education system, particularly in an era of information technology. By referring to the syllabus of mathematics Primary School Standard Curriculum (KSSR) (2011), mathematics is important in providing a quality workforce to become a developed nation in line with changes in the world globalization. This is because mathematics is the actuator behind a wide range of development in science and technology.

Furthermore the syllabus of Primary School Standard Curriculum (KSSR) (2011) stated that in order to meet National Education Philosophy, Mathematics curriculum has been revised and developed to provide the skills and knowledge of Mathematics based on the ability and background of different pupils. Thus, Mathematical skills and knowledge should be appropriate to the capacity and background of different pupils to help them in their careers and enable the community and the nation benefit from it. Hence, the mathematics curriculum has been designed and manipulated so that every pupil stimulated and guided to master a concept that requires an understanding of the foundations of the arithmetic which is in the basic operations of add, subtract, multiply and divide.

With the participation of Malaysia in the PISA assessment in 2009 shows that almost 60% of Malaysian students failed to achieve the minimum benchmarks in mathematics which is needed by the proficiency for the effective participation of students and productive in life. This means that students are not able to use the algorithm, formula,