

MATHEMATICS WORD PROBLEM SOLVING USING  
'WORLD'S NEW FAMOUS HOUSE' TECHNIQUE WITH MIRACLE COMIC  
AMONG PRIMARY SCHOOL STUDENTS

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## **DEDICATION**

This project report is dedicated to my father, who taught me that the best kind of knowledge to have is that which is learned for its own sake. It is also dedicated to my mother, who taught me that even the largest task can be accomplished if it is done one step at a time.

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## **ABSTRACT**

Problem solving in Mathematics is one of the key elements in Mathematics to enhance students' ability to face the real-life situation. It is not solely about solving problem but it is combination of few mathematics concepts and skills. However, students face difficulty in Mathematics word problem solving and finds it as boring task. Therefore, this study is to investigate the achievement level of Mathematics problem solving among level 2 primary school students and relates the achievement level with the 'World's New Famous House' technique and Miracle Comic through quantitative research with 45 students level 2 primary students. Instruments used in this study were two questionnaire that consists of questions to evaluate the achievement level of problem solving using likert scales (1 as strongly disagree to 5 strongly agree) and evaluate relation of achievement level with the technique used in comic to answer problem solving question using open-ended questions. The data were analysed with descriptive analysis. The photography analysis used to analyse the efficacy of the technique in comic in Mathematics problem solving. The data collected through photovoice. The result showed the achievement level of students in Mathematics relates with the efficacy of the technique used with the comic. The findings of this study emphasis on Mathematics problem solving.

## ABSTRAK

Penyelesaian masalah dalam Matematik merupakan antara elemen penting dalam Matematik untuk meningkatkan kemampuan murid untuk menghadapi situasi kehidupan sebenar. Ini bukan semata-mata untuk menguasai penyelesaian masalah, malah ia merupakan gabungan beberapa konsep dan kemahiran matematik. Walau bagaimanapun, murid menghadapi kesukaran dalam penyelesaian masalah Matematik dan menganggap penyelesaian masalah ini membosankan. Oleh itu, kajian ini bertujuan untuk mengkaji tahap pencapaian penyelesaian masalah Matematik di kalangan murid tahap 2 sekolah rendah dan mengaitkan perkaian antara tahap pencapaian dengan teknik 'World's New Famous House' dalam Miracle Comic. Kajian ini menggunakan penyelidikan kuantitatif, yang melibatkan 45 orang murid. Instrument yang digunakan dalam kajian ini ialah dua boring soal selidik yang terdiri daripada soalan yang digunakan untuk menilai tahap pencapaian murid dalam penyelesaian masalah menggunakan skala likert (1 sangat tidak setuju hingga 5 sangat setuju) dan menilai perkaitan tahap pencapaian dengan teknik yang digunakan dalam komik untuk menjawab soalan penyelesaian masalah menggunakan soalan terbuka. Data dianalisis menggunakan analisis deskripsif. Analisis fotografi digunakan untuk menganalisis keberkesanan teknik dan komik dalam penyelesaian masalah Matematik. Data ini dikumpulkan melalui teknik photovoice. Hasil kajian menunjukkan tahap pencapaian murid dalam Matematik berkaitan dengan keberkesanan teknik yang digunakan dalam komik. Dapatan kajian ini memberi penekanan terhadap penyelesaian masalah Matematik.

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## CHAPTER 1

### INTRODUCTION

#### 1.1 Introduction

Mathematics education has always been treated as an important section of general education. It plays an important role in influencing real life. Hence, to achieve worldwide, mathematical knowledge, concept and skills should be developed in students to be able to apply in a real-life situation.

Problem solving in Mathematics is vital in current education to enhance students' ability to face real-life situations. According to English Dictionary for Advanced Learners (2001), a problem can be defined as difficulties in a situation that causes people, and it also means a puzzle in which that needs logical thought and mathematical solving. On the other hand, solving can be defined as getting the answer to a question or any problem thru solutions. Generally, problem solving is stated as difficulties or puzzles which require the most suitable solution using the skill. National Council of Teachers of Mathematics (2000) stated that problem solving defines as students are able to engage in a task and approach to solving without even discovering not only the method but also the solution beforehand. Problem solving in Mathematics is being implemented in teaching and learning as it has an essential component since it is the pillar of Mathematics teaching and learning which assist in higher-order thinking skills, creative thinking skills and also innovative thinking skills for students. Therefore, low ability students are facing hardship to be able to shine as good as high achievers in Mathematics problem solving.

The main goal of the Mathematics curriculum in Malaysia is to develop mathematical knowledge, solving problems and making a decision (Ministry of Education, 2017). The revised Mathematics curriculum for primary school education is to foster the students to engage themselves so that they are capable to think mathematically and apply mathematical knowledge essentially and responsibly in problem solving. (TIMSS, 2015).

Problem solving in Mathematics is being highlighted by creating stories. In another hand, this helps the students to enhance their understanding of the mathematical solutions. Not only mathematical skills but also mathematical concepts and making the decision needs to be applied and integrated into problem solving (Tarmizah, Thamby Subahan, 2010, p. 142-151).

Besides that, the lesson on Mathematics emphasises problem solving in a structured manner to incorporate the learners with dispositions in critical thinking. This has been given major success as it results in better performance in TIMSS and PISA. Malaysia has been looking through the curriculum to involve structured problem solving to enhance the learners understanding and instil higher-order thinking skills.

The aim of the Mathematics in primary school education is to develop students' abilities in understanding the concept of numbers, basic calculation skills, simple mathematical ideas and competency in applying mathematical knowledge and skills responsibly and effectively. Furthermore, the curriculum hopes through various learning activities that students will be able to appreciate the importance and beauty of Mathematics. Moreover, it is also aimed to be able the students to solve the problems and make decisions in compliance with attitudes and values in order to overcome challenges that they face in real life.

Specific objectives of the primary school curriculum are to use mathematical skills and knowledge in problem solving and make adjustments to various strategies when solving a problem. Besides that, develop higher-order thinking, critical thinking, creative thinking, innovative thinking, reasoning and explore daily life mathematically.

There are six levels in the revised Bloom's Taxonomy in which each of the levels helps to show the cognitive level of students. Higher-order thinking skills are emphasised in order to enhance students creative and critical thinking. This is because students are prepared to be able to compete in international level competitions (Ministry of education of Malaysia, 2012). According to Dorothy D.W, Norlidah and Saedah Siraj, higher-order thinking is one of the important keys to problem solving which is its cognitive level is the highest. Problem solving skills can be developed by debates involving argumentation and reasoning. (Zare, P. & Othman, M., 2015). Ministry of Education Malaysia (2003) recommended

strategies to be used in problem solving such as trying a simple case, drawing diagrams, trial and error, drawing a table, identifying its pattern, drawing a chart, simulation, logical reasoning, algebra and also working backwards.

## **1.2 Problem Background**

A Mathematics problem that can be extended to lead to mathematical explorations and generalizations is stated as a good problem by Schoenfeld (Taplin. M, 2006). It is being an important skill for everyone to use in everyday life. Therefore, problem solving in Mathematics is vital to be mastered by every student. In order with that, word problem solving in Mathematics would be good to be implemented. Wilson, J. W., Fernandez, M. L. & Hadaway, N (1993) stated that the primary goal of teaching and learning Mathematics is to develop Mathematics problem solving ability among the students.

In current scenario, primary school students face difficulty in solving word Mathematics problem than direct Mathematics questions. Students are weak in solving high order problems or non-routine (Stacey, 2010). This is due to lack of understanding in the word problem solving. Moreover, students face hard time in identifying Mathematics sentences and the use of words where the word problem solving is too long to read and understand the intend or need of the question. Hence, students find word problem solving too complicated for them to solve due to lack oof understanding on the words given.

Students loss interest in Mathematics word problem solving as they have lack of ability to solve the problem. Thus, they loss their motivation to solve the problem where they fail to identify the critical features, relationship in the situation and justifying the problem. According to Novita, R., Zulkardi & Hartono, Y. (2012) (in Ohnemus, 2010), there are many students who are lack of ability, interest and motivation in solving involved problems.

Word problem solving in Mathematics confuses students with the solving method of mathematical operation. Therefore, students started to grumble once receive the question. In addition, they are too negligence when solving mathematical problem. This is because they are



too confidence with the one keyword they could identify from the problem where they miss to justify, evaluate and reason the problem before solving it.

Mixed ability students' classroom being one of the main problems when word problem solving being given where the strategies of problem solving of each student vary by their ability. Problem solving in mixed ability students' classroom is too complicated and difficult for the students to understand the problem. Besides that, it fails to cater students' attention.

### **1.2.1 Lack of understanding of the problem and find the keyword**

Students face difficulties in Mathematics problem solving due to lack of comprehension. Students finds difficult to understand the problem especially word problem. Furthermore, students' difficulties in problem solving in Mathematics due to unable to understand the problem. This is because students experienced difficulties in reading the problem. Hence, student unable to start to solve the problem. Reading difficulties affects the student's achievement (Walker et al., 2008). Students unable to understands the keywords of the problems and it fails to interpret into a mathematical sentence.

In which students have the difficulty in transferring the information and interpret the important data or information from the word problem solving. Therefore, students identify and interpret the data or information wrongly where there occurs misconception when solving the Mathematics problem.

Moreover, when there's a familiar word, students assume the information based on it even though they are not sure with the other meaning of the remaining problem.

### **1.2.2 Lack in mathematical skills and concept**

The main reason of difficulties in problem solving in Mathematics due to lacking in basic Mathematics knowledge and calculating skills (Apsit and Montri, 2018). Furthermore, calculating skills are not the only base of Mathematics education but also basic Mathematics

knowledge is also the foundation of Mathematics. So, it is necessary to be mastered since young to avoid problems in the future especially in Mathematics problem solving.

Students unable to do problem solving in Mathematics due to lack of basic skills (Mohd Nizam and Rosaznisham, 2004). Basic skills in Mathematics are the core of Mathematics where students should be specialized in order to develop Mathematics skills and context. It should be emphasized since the early stage of education so that it will not be a major problem in the future.

Zahrah (2003) says that students facing difficulties in mathematical problem solving as they have difficulty in understanding and retrieving concepts, formulas, facts and also procedure. Mathematical concepts should be delivered clearly to the students to make sure they understand the concepts and able to apply in the problem solving. Moreover, students could understand the formula and use it appropriate to solve the problem.

Students could not be able to translate the problem in mathematical form in problem solving in Mathematics. This is because lack of Mathematics concept and methods. The knowledge on formula important to get a correct solution of the problem.

Students have lack of visualizing ability in Mathematics problem and concepts (Tarzimah, 2005). Visualization is a powerful ability in daily life to solve simple problems and complex problems. It is playing an important role to understand the problem. Lacking visualization skill might ends up fail at solving problems, especially word problem. It is because students unable to imagine the situation to choose a possible strategy to solve it. Moreover, students feel that the question is too tricky and hard to understand since it is full of text.

### **1.2.3 Difficulty in identifying strategy and method of solving**

The failure in emphasizing methods according to steps and explaining the process clearly is the reason of difficulties in solving problems in Mathematics. Better understanding of methods and process will help the students to understand the concept and logical reasoning of a specific solution.

Apart from that, lack of strategy knowledge of problem solving in Mathematics being emphasize among students. Even though there are various strategies in solving problems, but students fail to remember strategy knowledge. This results inability to use appropriate strategy to solve a mathematical problem. Students need to know the appropriate strategy to be used for the problem to get the efficient solution. The various strategies should be emphasizing to encourage students to choose the correct strategy. Choosing a correct strategy able to solve the problem efficiently.

Besides that, there will be errors in mathematical problem solving due to the weakness in understanding concepts, logic thinking and also lacking in strategic knowledge (Tay Lay Heong, 2005). Strategy used in solving problems is vital in finding solution of the problem in order to solve the problem in efficient way besides choosing suitable strategy to get the solution. On top of that, to get a correct answer, students should understand not only mathematical concepts but also mathematical skills and thinks logically to be able to do reasoning.

Students had difficulties to plan and find the appropriate strategies and approaches in Mathematics problem solving (Mohd Johan, 2002). Although students know the process of solving problems but if fails to identify the correct strategy for the problems, it will result to wrong answer. Students need to apply prior knowledge of Mathematics to solve. Moreover, students are being too confident that their solution is correct. In this situation they fail to interpret and translate small but important information. Tambychik. T and Meerah, T. S. M. (2010) stated that difficulties in mathematical problem solving occurs because of major Mathematics skills and cognitive abilities in learning.

#### **1.2.4 Boring and lack of interest in word problem solving in Mathematics**

Students find the word problem solving in Mathematics are boring as the question is being solved using traditional method. Therefore, it fails to cater students' interest in solving it. In current scenario, students tent to have a fun learning teaching and learning approach than the traditional approach.

Moreover, lack of interest among students in mixed ability classroom shows passive learning due to lack of curiosity and motivation to participate in teaching and learning in order to gain knowledge. Lack of fun learning approach fails to grab students' focus not only excites them but nurture interest to do word problem solving. Thus, students do not engage in the teaching and learning as well as create an active learning that does not create any curiosity. This is because students do not feel the enjoyment and love in the learning.

### **1.2.5 Time constraint during teaching and learning session**

Time has been perennial concern of every teacher, but in current education era it is being even more concern. Time constraint during teaching and learning is one of the most important factors that affect implementation of Mathematics problem solving effectively and efficiently. This is due to Mathematics lesson in primary school has limited time. Teachers had to use the stipulated time to deliver their teaching and learning. Moreover, the syllabus includes a wide range of topic with limited time.

Therefore, teachers are tended to rush the time to finish the syllabus. Although, teachers give all the knowledge required, but it is being a hard time for students to understand all the information and grab the knowledge in a short period of time. This is because teachers do not give ample of time for the students to experience and understand the lesson. Whereas, students are feed by the teachers without giving opportunities to the students to learn and experience it by themselves since there's lack of time.

Students had to grab as much as knowledge given in a short period of time. As a result, students will memorize the mathematical formulas and the information without understanding the content. This is because students want to score their examination or test.

## **1.3 Problem Statement**

Mathematics word problem solving is crucial for students to face real life situations but students face difficulty to solve the problem due to lack of understanding the words, problem

in applying mathematical knowledge and identify mathematical context in the word problem solving. The basic skills and calculating skills in Mathematics are not the only skills needed by the students to solve Mathematics word problem solving but students need to deepen their mathematical skills. Moreover, problem solving cultivates critical and higher order thinking skills. PISA and TIMSS assessment have been encourages to look at Mathematics problem solving skills in Malaysia education since Malaysian students' performance level in Mathematics problem solving assessment are low.

However, the current education system that emphasizes mixed ability students' classroom giving a hard time for the teachers to apply suitable strategy for the students. It is being more common among mixed ability students' classroom as the current strategies that being applied are not effective where teachers need to introduce different strategies according to the student's ability despite of the time constraint. Teaching and learning aids are important catalysts in Mathematics (Alshatri,S.H., Wakil, K., Jamal, K., & Bakhtyar, R., 2019). It has better understanding, where it could cultivate students interest in Mathematics problem solving. Completing the syllabus were in concern in deeper than the aim of necessary thinking skills. Teachers use chalk and talk which is teacher-centered learning in order to complete the syllabus rather than emphasizing problem solving questions and the suitable technique to solve it.

Therefore, this study aims to relates students' achievement level of Mathematics problem solving and the efficacy of 'World's New Famous House' technique in Miracle Comic. The implication of technique in comic increases students' involvement and enhance mathematical thinking skills that boosts up students confidence level. As a result, students achievement will be higher.

## **1.4 Research Goal**

### **1.4.1 Research Objectives**

The objectives of the research are:

- (a) To investigate the achievement level of Mathematics problem solving among level 2 primary school students.
- (b) To analyse the efficacy of 'World's New Famous House' technique in Miracle Comic.
- (c) To identify the relation between students' Mathematics problem solving achievement level with the efficacy of 'World's New Famous House' technique in Miracle Comic.

#### **1.4.2 Research Questions**

The questions of the research are:

- a) What is the Mathematics problem solving achievement level among level 2 primary school students?
- b) What is the use of 'World's New Famous House' technique in Miracle Comic in Mathematics word problem solving?
- c) How does students' achievement level in Mathematics problem solving relates with the efficacy of 'World's New Famous House' technique in Miracle Comic?

#### **1.5 Framework**

The theory is implemented using the meaningful learning model by Liron Levi and Shachar Oz. where the model is consists of 6 components. The learning cycle starts with curiosity as it is the main key to engage students in teaching and learning that trigger them and foster their interest to get to know the concept. In conjunction with that, young students will have higher curiosity level where when it happens for them to explore, they use all their senses and observation to get the answer which gives satisfactory (Arnone, M. P., 2003). Then, exploration and play are where the teacher remain as a facilitator while students explore

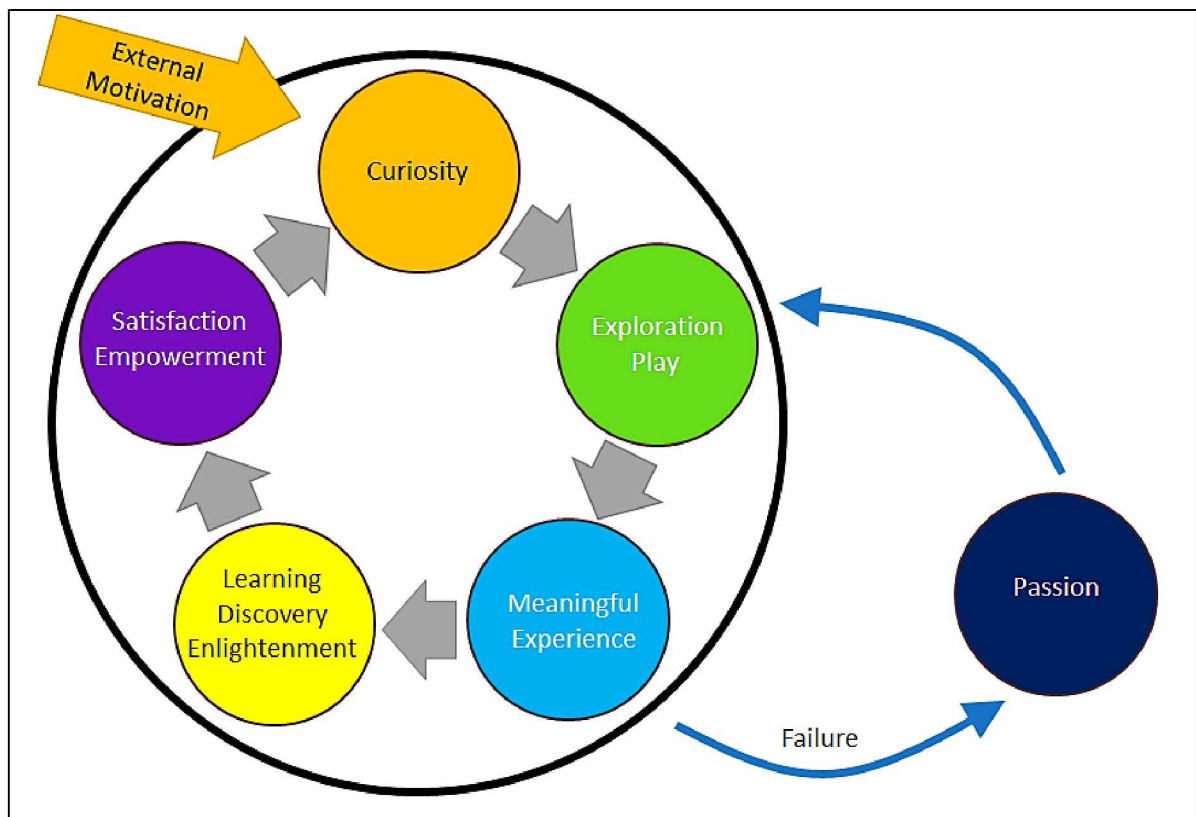
themselves and reach information or concept to achieve their goal whereby students explore it creatively. In this stage, multiple intelligence model could be applied. The next component is meaningful experience. In this part, students learn a new concept, knowledge and skills of Mathematics where they face the challenge to gain experiences. Hence, it makes them think, confront issues and at the end come up with the solutions. Followed by learning discovery enlightenment which means students get to grab new concept, knowledge or skills that might lead to an enlightenment. The next component is satisfaction empowerment where in this stage students feel smarter and stronger as they have gained a meaningful experience. Indirectly, it motivates students to engage themselves to discover more. The last stage is passion and failure. We could achieve the passion if the experience is a success which each time students complete the learning cycle; they gain more interest and passion to continue their experiment. It's a key to influence students. Despite that, this learning cycle pulls up the students when they could not achieve or fail a challenge from their previous passion. It motivates students to try again to overcome their failure by achieving their passion.

This study is based on constructivist theory. Constructivist theory is a theory which contains concept that describes the learning experience and how students build their knowledge based on their learning (Kyere, 2017). Sanders (2009) stated that the real application of knowledge can benefit students in learning Mathematics and Science. Currently, this theory is found to be more relevant and ideal to be applied in the teaching and learning process. This is to help students to understand more easily on the lesson in line with the Integrated Primary School Curriculum (KSSR) which emphasizes on four principals, integrated approach, holistic individual development, lifelong education and equal education for all the students. It's important to understand how teachers can apply constructivism inside their classroom to create a unique learning environment for students.

Constructivist classrooms are often very different from normal classrooms in many ways. Constructivist classrooms focus on student questions and interest they build on what students already know, they focus on interactive learning and are student centered, teachers have a dialogue with students to help them construct their own knowledge and students work primarily in groups. Constructivist classrooms often have teachers who do small group work, collaborative and interactive activities and open dialogues about what students need in order to find success.

Albert Einstein who was a well-known mathematician and also physician had difficulties in memorizing (Neffe, 2007). He achieves in life when he discovers in Mathematics by his playful learning experiences in young age. Therefore, problem solving in Mathematics should be in a fun based learning approach that promote interest and mathematical thinking in students.

Thus, based on this theoretical framework, the researcher believes that word problem solving in Mathematics education could attract students' interest by implementing fun based learning approach in teaching and learning. Figure 1.1 shows the theoretical framework using



meaning learning model by Liron Levi and Shachar Oz for this study.

Figure 1.1 Theoretical Framework using Meaningful Learning Cycle by Liron Levi and Shachar Oz



## **1.6 Significance of the Research**

The result of TIMSS and PISA shows that Malaysian students have low achievement. This is because students could not solve a problem involving Mathematics word problem solving due to a lack of understanding and mathematical knowledge. Therefore, students need to be guided into the path they are capable of solving Mathematics problem solving.

Teacher as an educator able to attract students' attention and foster their interest in Mathematics problems solving. Comics comes in various type whether in cartoon, character or illustration of their own character and bubble talk. The tools are colourful which could attract students and engage them during teaching and learning. The use of narrative in comics can nurture students' interest and help them not only to understand but also to remember what they have learnt. Moreover, the comic is an efficient teaching tool as it conveys a large amount of information in a short time thru illustration and short text. The use of comics in Mathematics problem solving is effective since the combination of text and images leads to better recall and transfer of learning. It could process in different areas of the brain which is known as the Dual-Coding Theory of Cognition is also proven by neurological experiments which explain that both the use of text and images in comics could increase memory retention. Hence, students are able to solve Mathematics problem solving faster and also learn to solve them better.

## **1.7 Scope and Limitation**

There are a few limitations that have been found. It is consuming the time for teachers to finish up the syllabus. The use of Miracle comic is time consuming for the students to get used to and for teachers to apply initially. It may give an effect for teachers to cope up with the syllabus to be complete by the desired or targeted dateline. However, there are solutions either it can be minimalized or to be managed. First, it is easier to be applied at the beginning of the syllabus. The first topic of a subject is usually uncomplicated and very much easy which less time is needed for the students to learn and for the teacher to teach the student to use Miracle Comic. It will give the student time to get used to eventually and become fluent with this invention objective which to solve more Mathematics problem solving questions. As it is practised on a

daily basis, students will be able to solve mathematics questions involving problem solving by using it where it takes lesser time than before this.

As this is not only for face-to-face but also online learning mode, students need guidance and well explanation to use it during online learning mode. Students could not rely on teachers when face problem. Therefore, guidance should be given during teaching and learning to ensure students understand it well. In addition, user manual along with video simulation should be given to overcome students' problems when using it. Application development may overcome its physical nature.

Suitability to cater for a large number of students is one of the concerns of this invention. It is inefficient when it comes to student numbers in a class. Teachers may need to have an abundance set of this product if they have a large number of students in a class. It may lead this innovation to be undesired learning aid due to the cost that may be needed to acquire this innovation and to upkeep it. To counter a large class size, this invention may be applied to small groups. A large number of students in a class may be divided into small groups. Teachers may divide the student into the same ability or different into small groups when it comes to using this innovation. Teachers could change this approach base on student behaviour and time consumption hence fewer sets of this learning aid are needed.

Other than that, copyright issue of the cartoon character. Eventually, the cartoon character may and shall have an issue of copyright from the organization that owns it if the character is registered as intellectual property. It may lead to legal actions been taken or may involve a certain amount of fees or royalties to make it legal and feasible. To manage the issue of copyright and the probability of legal action, character alteration could be done to avoid it. Minor alteration to the character details could be done in terms to avoid copyright issues but in a way, that student still can recognize the character even it is altered. The alteration may be in terms of logo, colour, shape, design or gender of the character.

## **1.8 Operational Definition**

### **1.8.1 Mathematics Problem Solving**

Problem is being common for everyone in daily life. In order to overcome the problem, there should be a solution to be able to solve the problem. Hence, higher order thinking skills are crucial to solve a problem. Polya (1945 & 1962) described mathematical problem solving as finding a way around a difficulty, around an obstacle, and finding a solution to a problem that is unknown.

Problem solving in Mathematics is being one of the nightmares faces by students nowadays. Problem solving in Mathematics comes in different ways where it includes daily life problems in words. The word problem solving in Mathematics then interpret and convert into a mathematical sentence in order to solve the problem using a suitable method. Therefore, students need to choose an appropriate strategy to solve the problem. The ability of word problem solving in Mathematics help students to solve real life problems.

### **1.8.2 Achievement Level**

The achievement level of students in Mathematics problem solving is consisting of high achievers (level 6), medium achievers (level 3, level 4 and level 5) and also low achievers (level 1 and level 2) where teaching and learning approaches should be vary based on the students' ability. Therefore, the strategy applied and emphasized in solving word Mathematics problems should be suitable for mixed ability students. The fun based learning approach will be most suitable for mixed ability students to nurture their interest and motivates them to involves in active learning. Moreover, fun learning could be the fuel of learning that creates curiosity, develop creativity and encourage students to become a lifelong learner. This is because as students start to enjoy and love the learning, it will become natural, organic and spontaneous. A fun learning approach could foster students' interest and give efficacy in Mathematics problem solving. It promotes students to find a solution by applying prior knowledge of Mathematics.

### 1.8.3 ‘World’s New Famous House’ Technique with Miracle Comic

The comic is a narrative description or ideas using various images that come along with texts. In another word, a comic can be defined as a form of visual art. It is well known as a humorous way of expressing or delivering a piece of information. Miracle Comic is a comic that uses cartoon characters and texts that contains important information extract from Mathematics word problem. This includes the answer to the question and the way the solution is carried out. It includes comic characters, comic bubbles and a background that portrait the comic.

The Miracle Comic is used in Mathematical word problem solving by converting the important information of the question in the form of a comic by using the ‘World’s New Famous House’ technique. The technique is mainly to assist students to get only the necessary information to solve the problem and does not get distracted or confuses with the additional information given in the problem that does not affect the question. The alphabet in each word represents what do the students need to extract the information and find the answer. Table 1.1 shows the meaning of each word in the technique and its use when solving the problem.

Table 1.1 Representation of the word in the technique

<b>Word used in the technique</b>	<b>Represent of the word</b>	<b>What needs to do</b>
World’s	What or who	What or who does the question about
New	Numbers	Numbers in numeral or word that relates to the person or object given in the question
Famous	Find	What is the question asks to find at the end
House	How	What needed to do to get the answer and what is the suitable strategy to do the solution

## **1.9 Chapter Summary**

This chapter has explained the mathematics word problem solving, the difficulties faced by students to achieve in word problem solving. Besides that, the chapter covers the background of this study conducted, research questions that direct the analysis and the limitations of the study carried out. The researcher carried out a study of Mathematics word problem solving among level 2 primary students and the efficacy of the technique used.

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