

ABSTRACT

The main purpose of the study in this research is to find out the initial impact of IDI on Student Learning style and Teaching Style: A Case Study of Primary 3 Basic Mathematics classes. This study aimed to achieve three main objectives including (1) To describe and analyze the current status of the Primary 3 room 1 and 2 in terms of the teaching style and student learning style, (2) To identify propose, and implement appropriate Instructional Development Intervention's in Primary 3 room 1 on the teaching style and student learning style (3) To determine the initial impact of Instructional Development Intervention in Primary 3 room 1 on the teaching style and student learning style.

The respondents of this research are the 30 students from Primary 3 Room 1 in Basic Mathematics classes of academic year 2009 was taught by the using academic game, competition, and quick answer.

For the research methodology, the researcher focused on paper test, observation checklist, and questionnaire which were applied for gathering primary data. The research instruments that were developed for the study are the Pre-test and Post-test of the knowledge of Basic Mathematics, having 30 questions. The questionnaire identified the Learning Style of the respondents by using the VAK learning style model that related to Visual style , Auditory Style and Kinesthetic style. Then, research design used questionnaire about the students' opinion on Teaching Style analysis which referred to any approach that attempts to describe the data. The appropriate tools applied to conduct this study were questionnaires and observations checklist, the statistical package software program, T-test and percentile were used to analyze the data.

From the findings, the researcher could conclude that most of the respondents were Kinesthetic Style that percentile is 44. For IDI, the researcher created the Teaching Style by using game, competition and quick answer to motivate students from Room 1 to learn and they got the higher score in paper test when compared with Room 2. After intervention, the researcher collected the data to check the impact of ID Intervention on Student Learning Style and Teaching Style. The results showed students from Room 1 agree in Teaching Style by using game or activities more than the old teaching style.

Therefore, based on the research hypothesis, there is a significant difference between Pre and Post IDI. And ID interventions bring impact on Student Learning Style and Teaching Style.

