

ABSTRACT

The main purpose of the study in this research geared towards the Enriching & Enhancing Mathematic Learning styles and Student's performance: A case study of primary 2 room 1 and room 2 in mathematics class. This study aimed to achieve five main objectives including 1) To determine the current situation of mathematics in terms of learning style and student performance in primary 2 room 1 and 2, 2) To determine the Impact of Instructional Development Intervention on Learning Style and Student's performance in Primary Two room 1 and 2, 3) To determine the initial impact of Instructional Development Intervention on Learning Style and Student's performance in Primary Two Mathematics class on learning style and student's performance in 2 classes of mathematic classrooms (primary 2 room 1 and 2, 4) To determine the difference between the pre IDI and post IDI of the 2 classes (primary 2 room 1 and 2) in terms of learning style, student's performance in 2 classes of mathematics 5) To determine the difference between the post IDI of 2 classes with interventions and the other without intervention in terms learning style, student's performance in primary 2 rooms 1 and 2.

The respondents of this research are 123 students from primary two room 1 and room 2 in mathematics classes of academic year 2011 who were taught by using K-W-D-L method and Cooperative learning in solving word problem.

For the research methodology, the researcher focused on performance test, questionnaire, observation checklist and interview guide which were applied to collect data. Researcher used the statistical package software program (SPSS), T-test, Frequency, mean (\bar{x}) and percentile to analyze the data.

The findings indicate that:

1. The mathematics learning style of primary two on solving math problem with IDI taught by using the K-W-D-L method and cooperative learning was higher than that of the conventional approach, with a statistic significance of 0.003.
2. The mathematics students' performance of primary two on solving math problem with IDI taught by using the K-W-D-L method and cooperative learning was higher than that of the conventional approach, with a statistic significance of 0.002.

