

**INTERACTIVE MOBILE MATHEMATICS APPLICATION
FOR PRE-SCHOOL CHILDREN (MyMatematik)**

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UNIVERSITI TEKNIKAL MALAYSIA MELAKA

**INTERACTIVE MOBILE MATHEMATICS APPLICATION
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This report is submitted in partial fulfillment of the requirements for the Bachelor of
Computer Science (Interactive Media)

FACULTY OF INFORMATION AND COMMUNICATION TECHNOLOGY


UNIVERSITI TEKNIKAL MALAYSIA MELAKA


2015

DECLARATION

I hereby declare that this project entitled
**INTERACTIVE MOBILE MATHEMATICS APPLICATION
FOR PRE-SCHOOL CHILDREN (MyMatematik)**

is written by me and is my own effort and that no part has been plagiarized without
citations

STUDENT:  DATE: 4 September 2015
(FOCK SOON YEE)

SUPERVISOR:  DATE: 4 September 2015
(EN. MUHAMMAD HAZIQ LIM BIN ABDULLAH)

DEDICATION

To my beloved parents, friends and supervisor

ACKNOWLEDGEMENT

First and foremost, I would like to take this opportunity to express my very great and deepest appreciation to my dearest supervisor, En. Muhammad Haziq Lim Bin Abdullah for his constructive suggestion during the planning and development of this project. Thank you for truly inspired me with countless of valuable guidance and advices throughout the whole process of this final year project.

Next, I would like to thank my evaluator, Prof. Madya Dr. Faaizah Binti Shahbodin, for the criticism towards the positive improvement in my project. I appreciate for your opinions and guidance for me to improve my project. Furthermore, I would also like to thank teacher from one of the kindergarten at Malacca District for helping me lots on the application trial. Next, I am also particularly grateful for the assistance given by the lecturers from the Department of Interactive Media.

Last but not least, to all my beloved friends in BITM and family members, million thanks for all of your countless support and understanding during the completion of this project. You all have been giving me support and motivation throughout my project. Without all of the helps mentioned above, I would definitely not able to complete my final year project in time.

ABSTRACT

Interactive Mobile Mathematics Application (*MyMatematik*) is a support learning tool for Pre-School Children. The target users of the project are four to six years old children. The main problem in this project is the children are lack of interest when facing the same teaching method: whiteboard teaching method and practice using traditional exercise book. Therefore, *MyMatematik application* is potential to support children to lead their interest to learn Mathematics because the application provides a fun learning environment. This project using Agile Methodology as a development methodology. *My Matematik* are tested with two teacher and five children in a kindergarten at Melaka Tengah District. *MyMatematik* consists of four modules include learn number, count object, addition and subtraction calculation. We found that *MyMatematik* application can promote engagement in children learning through a reward. The simple design of *MyMatematik* are easy to be used for children so that they more engage in the learning session. As a conclusion, *MyMatematik* can help in support learning of Mathematics for pre-school children.

ABSTRAK

Mobile Aplikasi Interaktif Matematik merupakan alat pembelajaran sokongan untuk Kanak-Kanak di Pra-Sekolah (MyMatematik). Pengguna sasaran bagi projek ini adalah kanak-kanak yang berumur empat hingga enam tahun. Pernyataan masalah di dalam projek ini adalah kanak-kanak kurang berminat dalam kaedah pengajaran yang sama iaitu melalui kaedah pengajaran di papan putih dan amalan dengan menggunakan buku latihan. Oleh itu, aplikasi MyMatematik berpotensi untuk kanak-kanak bagi mendorong mereka berminat belajar Matematik kerana aplikasi ini membawa persekitaran pembelajaran yang seronok. Projek ini mengguna metodologi Agile untuk pembangunan aplikasi dan aplikasi ini telah diuji oleh dua guru dan lima kanak-kanak di sebuah tadika di Daerah Melaka Tengah. Aplikasi MyMatematik mengandungi empat modul iaitu “belajar nombor”, “objek kiraan”, “penjumlahan” dan “penolakan”. Hasil projek ini adalah MyMatematik boleh menggalakkan penglibatan diri di kalangan kanak-kanak melalui pemberian ganjaran. Seterusnya, reka bentuk MyMatematik yang mudah untuk digunakan oleh kanak-kanak membantu di dalam penglibatan mereka semasa sesi pembelajaran. Kesimpulannya, MyMatematik boleh membantu dalam pembelajaran sokongan Matematik untuk kanak-kanak pra-sekolah.

TABLE OF CONTENTS

CHAPTER	PAGE
DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENT	iii
ABSTRACT	iv
ABSTRAK	v
TABLE OF CONTENTS	vi
LIST OF TABLES	xi
LIST OF FIGURES	xiii
LIST OF ABBREVIATION	xv
CHAPTER I INTRODUCTION	
1.1 Introduction	1
1.2 Problem Statement	2
1.3 Objective	3
1.4 Scope	4
1.5 Project Significant	5

	1.6 Conclusion	6
CHAPTER II	LITERATURE REVIEW	
	2.1 Introduction	7
	2.2 Domain	8
	2.2.1 Learning Environment and Activities Are Main Factors That Potentially Enhanced Children's in how they interact With Mathematic	9
	2.2.2 An Interactive Content is Potentially Enhance Students' Respond and Interest in their Learning Process	11
	2.2.3 Technology Based Learning Intervention (mobile, tablet or courseware) is Potential to Enhance Students Compare to Conventional Learning Intervention	11
	2.2.4 Interaction Design Principle	12
	2.2.5 User Experience	13
	2.3 Existing System	13
	2.3.1 Comparison of Existing System	23
	2.4 Project Methodology	24
	2.5 Project Requirement	26
	2.5.1 Software Requirement	26
	2.5.2 Hardware Requirement	27
	2.6 Conclusion	27
CHAPTER III	ANALYSIS	
	3.1 Introduction	29
	3.2 Current Scenario Analysis	30
	3.2.1 Flow chart existing system	30
	3.3 Requirement Analysis	35
	3.3.1 Project requirement	35
	3.3.1.1 Need Analysis	35
	3.3.1.2 User Analysis	36

3.3.1.3	Technical Analysis	36
3.3.1.4	Resources Analysis	36
3.3.1.5	Requirement Gathering	38
3.3.2	Software requirement	39
3.3.3	Hardware requirement	41
3.4	Project Schedule and Milestone	41
3.5	Conclusion	44
CHAPTER IV	DESIGN	
4.1	Introduction	45
4.2	System Architecture	46
4.2.1	Application of the Courseware	47
4.3	Preliminary Design	48
4.3.1	Storyboard Design	48
4.3.2	Audio Script	52
4.4	User Interface Design	52
4.4.1	Navigation Design	52
4.4.2	Input Design	55
4.4.2.1	Input Specification for Home Menu	55
4.4.2.2	Input Specification for Main Menu	56
4.4.2.3	Input Specification for “ <i>Mari Belajar</i> ”	57
4.4.2.4	Input Specification for “ <i>Mengira Objek</i> ”	58
4.4.2.5	Input Specification for “answer correctly menu”	59
4.4.2.6	Input Specification for “answer incorrectly menu”	60
4.4.2.7	Input Specification for “ <i>Penjumlahan</i> ”	61
4.4.2.8	Input Specification for “ <i>Penolakan</i> ”	62
4.4.2.9	Input Specification for “ <i>Bantuan</i> ”	63
4.4.3	Metaphors	63

	4.4.3.1 Background	64
	4.4.3.2 Color	64
	4.4.3.3 Graphics	64
	4.4.3.4 Template Design	64
	4.5 Conclusion	65
CHAPTER V	IMPLEMENTATION	
	5.1 Introduction	66
	5.2 Media Creation	67
	5.2.1 Production of Text	67
	5.2.2 Production of Graphic	70
	5.2.3 Production of Audio	70
	5.2.3.1 Concept of Digital Audio	71
	5.2.3.2 Compression of Audio File	72
	5.2.3.3 Creating an Audio	72
	5.2.4 Production of Animation	72
	5.2.5 Graphic Animation	73
	5.3 Media Integration	73
	5.4 Product Configuration Management	73
	5.4.1 Configuration Environment Setup	74
	5.4.2 Version Control Procedure	74
	5.4.2.1 Alpha Version	74
	5.5 Implementation Status	77
	5.6 Conclusion	78
CHAPTER VI	TESTING	
	6.1 Introduction	79
	6.2 Test Plan	79
	6.2.1 Test User	80
	6.2.2 Test Environment	81
	6.2.3 Test Schedule	82
	6.3 Test Strategy	83
	6.4 Test Implementation	84

6.4.1 Test Description	84
6.4.1.1 Smiley Rating Scale Test	84
6.4.1.2 Interview	86
6.4.1.3 Usability Testing	87
6.4.1.4 Functionality Testing	89
6.4.1.5 User Acceptance Testing	90
6.4.2 Test Data	92
6.4.2.1 Smiley Rating Scale Test	92
6.4.2.2 Interview	93
6.4.2.3 Usability Testing	95
6.4.2.4 Functionality Testing	96
6.4.2.5 User Acceptance Testing	97
6.5 Test Result and Analysis	99
6.6 Analysis Testing	102
6.7 Conclusion	106

CHAPTER VII PROJECT CONCLUSION

7.1 Observation on Strengths and Weaknesses	108
7.1.1 Strengths of the project	109
7.1.2 Weaknesses of the project	109
7.2 Propositions for Improvement	109
7.3 Contribution	110
7.4 Conclusion	110
References	111
Appendix A	116
Appendix B	119

LIST OF TABLES

Table	Title	Page
2.1	Comparison of Existing System	23
3.1	Syllabus Mathematics for Preschool Children	37
3.2	Description for PSM Activities	41
4.1	Storyboard Design (pilot phase)	49
4.2	Storyboard Design (final phase)	51
4.3	Navigation Design	54
4.4	Input and Output for Home Menu	55
4.5	Input and Output for Main Menu	56
4.6	Input and Output for “ <i>Mari Belajar</i> ”	57
4.7	Input and Output for “ <i>Mengira Objek</i> ”	58
4.8	Input and Output for Win Menu	59
4.9	Input and Output for answer incorrectly menu	60
4.10	Input and Output for “ <i>Penjumlahan</i> ”	61
4.11	Input and Output for “ <i>Penolakan</i> ”	62
4.12	Input and Output for “ <i>Bantuan</i> ”	63
5.1	Production of Text	67
5.2	Configuration Environment Setup	74
5.3	Version Control Procedure	75
5.4	Implementation Status	77
6.1	Test Plan	80
6.2	Test Schedule	82
6.3	Level of Usability Testing	87

6.4	Question for Usability Testing for teacher	87
6.5	Level of Functionality Testing	89
6.6	Question for Functionality Testing for teacher	89
6.7	Level of User Acceptance Testing	90
6.8	Question for User Acceptance Testing for teacher	90
6.9	Data for Usability Testing	95
6.10	Data for Functionality Testing	96
6.11	Data for User Acceptance Testing	97
6.12	Result for Smile Rating Scale Test	99
6.13	Mean, Median and Mode for Smile Rating Scale Test	99
6.14	Result for Usability Test	100
6.15	Result for Functionality Test	100
6.16	Result for User Acceptance Test	101

LIST OF FIGURES

Figure	Title	Page
2.1	NGPM Assets System	9
2.2	NGPM Logic Model	10
2.3	Typical situation with two sets of objects in Fingu	14
2.4	Players placing fingers on the screen to answer	14
2.5	Counting elements of sets	16
2.6	Counting and Grouping	17
2.7	Design Prototypes for Student Functionalities	18
2.8	Design Prototypes for Teacher Functionalities	18
2.9	Scorecard and Reward Medals	19
2.10	Critter Corral Home Screen	20
2.11	Count the customers	21
2.12	Fix answer by adding or take away	21
2.13	Theatre Game	22
2.14	Agile Development Model	24
3.1	Flow Chart of The Fingu Game	31
3.2	Flow Chart of Math4Kids	32
3.3	Flow Chart of Math Tutor	33
3.4	Flow Chart of Critter Coral	34
4.1	Hierarchy Diagram of MyMatematik Application	46

4.2	Navigation Flow	53
4.3	Interface Design for Home Menu	55
4.4	Interface Design for Main Menu	56
4.5	Interface Design for “ <i>Mari Belajar</i> ”	57
4.6	Interface Design for “ <i>Mengira Objek</i> ”	58
4.7	Interface Design for answer correctly menu	59
4.8	Interface Design for answer incorrectly menu	60
4.9	Interface Design for “ <i>Penjumlahan</i> ”	61
4.10	Interface Design for “ <i>Penolakan</i> ”	62
4.11	Interface Design for “ <i>Bantuan</i> ” screen	63
4.15	Template Design	65
5.1	Process Production of Text	67
5.2	Drawing Object Properties Used in This Product	70
5.3	Production of Audio	70
5.4	Production of Audio Process	71
5.5	Process Production of Animation	72
6.1	Smiley Rating Scale Test	85
6.2	Mean Graph for Smile Rating Scale Test	102
6.3	Four years old children	104
6.4	Five years old children	104
6.5	Five years old children happy when he get reward	104
6.6	Six years old children happy when he get reward	104
6.7	Children get attract with <i>MyMatematik</i>	106
6.8	<i>MyMatematik</i> promote engagement among children	106

LIST OF ABBREVIATION

NGPM – Next Generation Preschool Math

PBS – Public Broadcasting Service

STEM – Science, Technology, Engineering, Mathematics

IWB – Interactive White Board

3D – Three Dimensional

CHAPTER I

INTRODUCTION

1.1 Introduction

Designing a mobile application for children is highly potential to support pre-school children in learning Mathematics. According to Ahmad et al., (2014), a new learners may need take some time to learn Mathematics such as numbers and basic operations like subtraction and addition. Even though they already know and understand but they also find it difficult to memorize numbers and mathematical concepts. The sophisticated technology such as computer and mobile phone able to integrate with education curriculum as a support teaching tool for children (Attewell, 2005).

Based on Shi et al., (2012) stated that by having the evolution of technology, learning Mathematics for pre-school children can be improved with the help of interactive tools or interactive graphic image in order to attract their attention and interest. Touch based mobile devices is potential to support children learning (McNally et al., 2014). In addition, most of the children are already exposed to mobile phone at an early stage. Moreover, touch-based intuitive gadgets, for example, cellular telephone, iPad, and tablet are simple and helpful to use by kids. The instructors also found in their studies that it is

essential and convenient instruments for showing concepts, for example, arithmetic in right on time stage learning (McNally et al., 2014).

On the other hand, children may need involve an interactive way in the learning process as they will find interest with Mathematics. This project is an Interactive Mathematics Mobile Application Intervention for pre-school children. An interactive interface design is composed of many elements that are important to deliver attractive prototype for children's learning. Furthermore, Multimedia is main elements to produce an interactive environment with the combination of texts, pictures, sounds and animation. This can perfect helping new maths learners practice and learn their math skills in fun and creative ways. Thus, teachers can teach more efficiently and consistently by using this Interactive Mathematics Mobile Application as an additional teaching tool. Animations, graphics and sounds major used to illustrate the ideas and concepts in this Interactive Mathematics Mobile Application.

1.2 Problem Statement

The main problem statement investigated by this project is based on current existing system or method and research. There are two issues which are:

i. Conventional teaching tool

Ordinarily teacher use text-book as a teaching tool in the classroom. Children are lack of interest when facing the traditional teaching method which is whiteboard teaching method and where the exercise book is used as the only source in learning Mathematics. This will results in a boring environment and also can cause the children lose their focus when learning (Nixon et al., 2014). Therefore, Interactive Mathematics Mobile Application may get the children attraction and interest to learn. When they need to use mental representations or fingers in order to do basic operation exercises, Interactive

Mathematics Mobile Application can help children to build cognitive thinking. Cognitive skills in youngsters can be sharpened through communication and interaction with interactive tool. Children are able to obtain the skills about people, events and objects, and use the symbols to imagine and represent real life such as the symbols of words, images and numbers. Children's cognitive and mental processes are the processes of recognizing, learning and understanding something new. The development of innovation must be parallel to the improvement of kids' intellectual deduction and ability to affirm that they find themselves able to impart to this present reality in future.

ii. Less interactive with current approach

There have been variety of effective traditional ways currently in which kids are taught numeracy in classrooms, however research recommends that youngsters are more connected and handle ideas immediately when they enjoy the topic being taught (Masood and Hoda, 2014). At the same time, kids are more attracted to colorful and interactive applications. With the support of multimedia elements, children's imagination of the mathematical concepts can be handle at more high levels. Children can learn better when words and animations are in conversational style rather than formal style teaching method (Mayer and Moreno, 2002). This will be improves their performance and allows them to be more excited, fun and active by using the Interactive Mathematics Mobile Application during learning sessions.

1.3 Objectives

This project embarks on the following objectives:

- To investigate the interaction design principle: engagement, functional minimalism and cognitive load in the Interactive Mobile Mathematics Application to support and engage interaction among pre-school children.

- To develop an Interactive Mobile Mathematics Application for pre-school children.
- To evaluate the user experience of using Interactive Mobile Mathematics Application with teacher and pre-school children.

1.4 Scope

This Interactive Mathematics Mobile Application is developing for four to six years old pre-school children. Interactive Mathematics Mobile Application is an application that can display highly efficient technique to users who are at early stage of learning Mathematics especially for preschoolers. The name of this application is *MyMatematik*. All the activities in *MyMatematik* application used Bahasa Melayu language. This application consists of four activities which are *Mari Belajar*, *Mengira Objek*, *Penjumlahan* and *Penolakan*.

In the first activity (*Mari Belajar*), it will help children learn whole number from one to ten with image. In this application will use animal, vegetable and fruits as a main object. In the next activity (*Mengira Objek*), children need to answer by tapping the number match with the object given. All the number will indicate by pictures to make the application look attractive and children will be more interest to continue play and enhance their cognitive skills.

The next activity (*Penjumlahan*), children will learn addition calculation. In this part, children can learn the addition lesson and practice their addition calculation. Children need to match the answer by drag the correct answer in below. Children need redo until answer correctly to proceed the next question.

For the last activity (*Penolakan*), children will learn subtraction technique. This module is the same as addition activity. Children need to match the answer by drag the correct answer in below. Children need redo until answer correctly to proceed the next question.

This application integrates multimedia elements in an interactive and supportive way that is suitable for pre-school children level. Furthermore, it can be used as supporting tool since it is interesting, user friendly and enjoyable learning platform.

1.5 Project Significance

This Interactive Mathematics Mobile Application is able to increase excitement and interest of children during the learning session. The target user of this project is for pre-school children age range from four to six years old. The children's understanding is believed can be increase as they could visualize the techniques in a better way, which is using the animation element better than text alone. This learning mobile application can be a helpful tool in improving children performance and promote motivation in children learning.

By using this Interactive Mathematics Mobile Application in the classroom, it can help teacher to attract student attention. This is because Interactive Mathematics Mobile Application was apply interactive multimedia element by using 2D graphic and audio. In this application, it involve more graphics compare with text.

Hence, these Interactive Mathematics Mobile Application able to support learning activity in the classroom. This application can make children learn Mathematics in fun and enjoy environment.

1.6 Conclusion

As a conclusion, the expected results or benefit of this Interactive Mathematics Mobile Application is as a supporting learning tool for children to learn Mathematics in the pre-school classroom. *MyMatematik* is different from the conventional teaching tool. It bring a fun and interesting learning environment for children. By having this interactive application, children may can promote motivation in learning Mathematics.

Next , the coming activities is to study the literature review and identify the project methodology.