situation would have improved. Meanwhile, when student 3 was asked about doing the challenging questions on his own, he wished that he had had a partner to tackle the questions with, as it was apparent that he had not been able to finish the work on time.

**Conclusion**

The present study demonstrates the learning preferences and students’ ability using small convenient samples of students at a secondary school located within the Brunei-Muara district, mainly one class of year 7 students of PEKA. Although there are a few limitations to this study, namely differentiating all the content, process and product of the curriculum adopted (Tomlinson, 2000) and differentiating all three tasks to take a lot of time in the process of learning. Based on the analyses of the data collected, there are two main concluding remarks.

In cycle 1, the researchers connected the students’ ability with their learning preferences in terms of grouping. Meanwhile, in cycle 2, the researchers had given the allowance for the students to decide on the grouping as well as on which of the two levels of tasks (easy or challenging) they preferred to do. Hence, through both these cycles the researchers successfully confirmed the criteria of the first research question, which connects the students’ ability with their preferences. However, the above action brought upon conflict responses on whether their perceptions in learning mathematics had changed or not. Coincidentally, these conflicts were split according to their genders.

In addition, the research would give feedback to teachers in benefitting from new knowledge on how to accommodate students who are at risk of failure. However, due to the limited time the researcher had, there is a need for further study to find out if there is any room for revision to help improve students’ performance, especially because the researcher was not able to find out if gender affected students’ performance in a low ability class. Therefore, it is advisable to conduct similar research in several cycles in order to study all students’ needs and attitudes based on gender, especially those of low ability.

**References**


