

EXAMINATION OF THE FIFTH GRADE STUDENTS' INTERPRETATION REMAINDER IN THE DIVISION OPERATION

Prof. Dr. Kürřat Yenilmez
Eskiřehir Osmangazi Üniversitesi
kyenilmez@ogu.edu.tr

Öğrt. Dudu Dere
Milli Eđitim Bakanlığı
dudu_derenisant@hotmail.com

Abstract

The aim of this study is to reveal the mistakes made by the fifth graders on how to interpret the remainder in the situations where the division is necessary and to propose a solution for this problem. Mixed model was used in this study. The quantitative research methods used the survey model and the qualitative research methods used case studies. Convenience sampling was used as sampling method. The data were collected by the achievement test developed by the researchers. Clinical interviews were conducted to thoroughly examine students' answers while using a rubric developed by researchers for analysis of data. In general, it has been seen that the students are slogged on interpretation of remainder. It was determined that they did not consider the remainder in the division operation and accepted the quotient as the answer.

Key Words: Remainder division operation, remainder interpretation, fifth grade students.