

Thesis Title	Using Mathematics Problem Solving Process Through Metacognition Strategies
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ABSTRACT

The purpose of this research was to study the effects of using mathematics problem solving process through metacognition strategies. The subjects were 37 students of Ban Therd Thai school of the academic year 2004, Mea Fah Loung District, Chiang Rai Province. The instruments used in this research were 1) mathematics problem solving process through metacognition strategies lesson plans 2) metacognition strategies assessment 3) mathematics problem solving ability test . The data were analyzed using percentage.

The result were as follows:

1. Students performed the use of mathematics problem solving process through metacognition strategies. That is, while solving the first mathematics problem solving ability test, most students used the understanding the problem strategies at the medium level, used the devising a plan and the carry out a plan strategies at the low level, and did not use the looking back strategies. The level of using all strategies increased more and more while working on mathematics problem solving ability test 2, 3, 4, and 5.
2. Most students showed the development of mathematics problem solving abilities. Some students were able to solve all mathematics problems in the mathematics problem solving ability test 4 and 5.