A STUDY OF THE USE OF METACOGNITIVE STRATEGIES IN ACHIEVEMENT OF ENGLISH LANGUAGE BY SENIOR SECONDARY SCHOOL STUDENTS OF JAIPUR

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Abstract: Metacognition refers to one's knowledge concern one's own cognitive processes and products Academic achievement refers to observable, measurable behaviour; from which learning is inferred

IndexTerms - **Metacognitive Strategies, Achievement**

I Introduction

The term Meta Cognition means the cognition of cognition, thinking about thinking or knowledge of one's knowledge. Meta Cognitive experiences are reactions to an individual's own Meta Cognitive process and can be affective, self-monitoring, or evaluative, and guide strategy selection and use.

Meta Cognition is the monitoring of one's own thinking throughout the learning process. It is thinking before, during and after learning a task.

"Metacognition refers to one's knowledge concern one's own cognitive processes and products." Flavell[1]

Academic achievement refers to observable, measurable behaviour; from which learning is inferred (Vasta and Miller, 1995)[2].The importance of educational achievement among the intellectually superior has been emphasized by great many individuals. Academic achievement refers to the knowledge attained or skills developed in school subjects usually designated by test scores or by marks assigned by teacher or by both.

An achievement test is used to measure nature and extent of students learning in a particular subject. Various factors and conditions affect the achievement of students in a particular field. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students' interest, teachers' methodology, socio-economic conditions and family set up and some other psychological factors also affect students' performance directly or indirectly in language learning.

Statement of problem

A study of the use of metacognitive strategies in achievement of English language by senior secondary school students of Jaipur

Objective

- To study the use of metacognitive strategies in achievement of English of Senior Secondary School Students of Jaipur.

Hypotheses

- There exists no significant association in metacognitive strategies and achievement levels of English of senior secondary school students.

- There exists no significant association in metacognitive strategies and achievement levels in English of boy's of senior secondary school.

- There exists no significant association in metacognitive strategies and achievement levels in English of girls of senior secondary school.

Method

In the present study the descriptive survey method is used.

Sample

The sample is taken by using stratified random sampling technique in which 480 students are selected from 24 cbse schools of Jaipur

Tools

Self constructed achievement test of English is used

AnalysisQuantitative analysis is done in which chi-square test is used to know the association in metacognitive strategies and Achievement of english

Table 1: Association of metacognitive strategies and Academic Achievement in English of Senior Secondary Students.

Achievement Boys and Girls					
Metacognitive strategies	HIGHER ACHIEVER	AVERAGE ACHIEVER	LOW ACHIEVER	TOTAL	X^2
Planning strategies	106	69	12	187	
	94.67	72.46	19.87		
Monitoring strategies	88	55	11	154	45.98** Significant
	77.96	59.68	16.36		
Evaluation Strategies	39	24	12	75	
	37.97	29.06	7.97		
Others	10	38	16	64	
	32.4	24.8	6.8		
TOTAL	243	186	51	480	

The table value of chi- square at 0.01 level is 16.81. The calculated value of chi-square is 45.98 which is greater than the table value and found significant. Hence the null hypothesis is 'there exists no significant association in metacognitive strategies and achievement of English, boys & girls of senior secondary school is rejected.

Table 2:   Association of Metacognitive strategies & Academic Achievement in English of boys of senior Secondary School.

Achievement Boys					
Metacognitive Strategies	**HIGHER ACHIEVER**	**AVERAGE ACHIEVER**	**LOWER ACHIEVER**	**TOTAL**	**X²**
Planning strategies	55	35	5	95	
	51.81	33.82	9.36		
Monitoring Strategies	56	33	5	94	
	51.27	33.47	9.26		30.83** Significant
Evaluation Strategies	28	11	7	46	
	25.09	16.38	4.53		
Others	5	15	9	29	
	15.81	30.32	2.86		
TOTAL	144	94	26	264	

The table value of Chi-square at 0.01 level is 16.81. The calculated value of Chi-square is 30.83 which is greater than the table value and found significant. Hence the null hypothesis" There exists no significant association in metacognitive strategies and achievement levels of English", boys of Senior Secondary School is rejected.

Table 3:   Association of Metacognitive strategies & Academic achievement in English of girls of Senior Secondary   School.

Achievement Girls					
Metacognitive Strategies	**HIGHER ACHIEVER**	**AVERAGE ACHIEVER**	**LOWER ACHIEVER**	**TOTAL**	**X²**
Planning strategies	51	34	7	92	
	42.17	39.19	10.65		
Monitoring strategies	32	22	6	60	
	27.5	25.56	6.94		
Evaluation Strategies	11	13	5	29	
	13.29	12.35	3.36		20.53**Significant
Others	5	23	7	35	

	16.05	14.90	4.05		
TOTAL	99	92	25	216	

The tabel value of Chi-square at 0.01 level is 16.81. The calculated value of Ch-square is 20.53 which is greater than greater value and found significant. Hence the null hypothesis "There exists no significant association in metacognitive strategies and achievement in English "girls of Senior Secondary school is rejected.

Findings

- Significant association is found in metacognitive strategies and achievement in English of Senior Secondary school students.

- Metacognitive strategies are effective in increasing achievement in English of boys of Senior Secondary school.

- Metacognitive strategies are seen effective in increasing achievement in English of girls of Senior Secondary schools.
- Thus a finding indicates that metacognitive strategies and achievement in English have significant association.

Implications

- The result indicates that use of metacognitive strategies are effective in increasing the achievement in English, so effective training programs of metacognitive strategies will prove fruitful to students. School authorities can arrange some workshop by experts to acquaint and aware students for use of metacognitive strategies in learning process.
- Strategy training should be formed as an integral part of regular classroom events.

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