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Abstract

The purpose of this research was to compare the Thai essay writing achievement of the Low - Thai achieving students in Prathom Suksa VI between using the writing pattern drills and conventional method

The Randomized Control Group Pretest - Posttest Design was used. The sampling group included 23 students in Prathom Saksu VI of Sokrangnonsawang School and 22 students in Prathom Saksu VI of Ban Posrisamran School, Nonsa - at District Primary Education office, Udonthani Province, in the first semester of the academic year 1999. These students derived from the purposive sampling, then, through the random assignment, arose two group the experimental group and the control group. Twenty - three students in the experimental group were given the writing pattern Drills as supplements to teaching essay writing while the twenty - two students in the control group were given the conventional method

The instruments were composed of ten writing pattern drills as supplements, used specifically by the experimental group whereas the composition achievement tests were used by both group. These composition achievement tests were administered both pretest and posttest. The t - test methods were used to analyze the student's score.

The results showed that the writing pattern drills had efficient standard 80/80 and the writing achievement of the students in the experimental group was significantly higher than the control group at .05 level.