

The purpose of this study was to compare the creative writing ability and the achievement motive of Mathayom Suksa III students through the instruction based on writing exercises and the activities in the teacher's manual.

Seventy Mathayom Suksa III students of the University Laboratory School Faculty of Education : Kasetsart University, Jatujak, Bangkok, during the first semester of 1992 academic year were randomly selected into the experimental and control groups with 35 students in each. The randomized control group pretest - posttest design was used in the experiment. The experimental group was taught through the instruction based on the writing exercises whereas the control group was taught through the activities in the teacher's manual. Each group was (50 minutes each) taught with the same content for fourteen periods.

The creative writing ability test (reliability = 0.7887) and the achievement motive questionnaire (reliability = 0.9124) were used. The statistic used for analyzing data was the t - test.

The result of the study indicated that.

1. The students who were taught through the writing exercises have their creative writing ability significantly higher than the students who were taught through the activities in the teacher's manual at .01 level.

2. The students who were taught through the writing exercises have their achievement motive significantly higher than the students who were taught through the activities in the teacher's manual at the .01 level.

3. The students who were taught through the writing exercises have their creative writing ability significantly higher than these before the experiment at .01 level.

4. The students who were taught through the writing exercise have their achievement motive significantly higher than these before the experiment at .01 level.