The Acquisition of Knowledge in Chinese Traditional Literature among the Secondary Schools Students

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Abstract
This study was designed to determine the acquisition of knowledge in Chinese traditional literature, the difference in the level of acquisition between male and female, and the relationship between the acquisition of knowledge in Chinese traditional literature and academic achievement among the secondary students. This study was done in two national-type schools (SMJK) in the city of Klang, Selangor. The instrument consisted of a set of acquisition test and questionnaire draft based on the Language Acquisition Theory. The respondents were 104 form four students, consisting of 52 students randomly chosen from two schools. The findings showed that the mean score of form four students’ level of acquisition of Chinese traditional literary knowledge was only at 39.56. There was no significant difference in the acquisition of Chinese traditional literary knowledge between male students (M = 37.69, SD = 10.48) and female students (M = 41.42, SD = 12.55), t (102) = -1.65, p > .05, but there was a significant positive correlation between the acquisition test scores of Chinese traditional literary knowledge (M = 39.56, SD = 11.66) and the grades obtained by the students in the Chinese subject in the Lower Secondary Assessment Examination (M = 3.77, SD = 1.27), r = .686, p < .01. The results show that actions should be taken to raise students’ interest in traditional literature and to improve students’ acquisition of Chinese traditional literary knowledge as well as to ensure that the Chinese syllabus is implemented effectively.

Keywords: acquisition, Chinese traditional literature, national-type secondary school, Chinese language