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EXPLORING THE EFFECTIVENESS OF EVALUATIVE SYSTEM IN THE CURRICULUM OF TEACHING ARABIC LANGUAGE FOR NON-ARABIC SPEAKERS IN ARABIC SECONDARY SCHOOLS OF BRUNEI DARUSSALAM: GRADE ELEVEN AS A CASE STUDY

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ABSTRACT: This research work aims to identify the extent of the effectiveness in the Evaluative System of the curriculum of Teaching Arabic Language in the class eleventh of Brunei Arabic Secondary Schools. This research is an Evaluative Quantitative Research as the researchers distributed questionnaires to all the teachers who teach Arabic Language grade eleven of the Arabic Schools of Brunei. They were four in number. After getting the data required by the research, the researchers analyzed the data using evaluative quantitative analytical method in order to get the required outcomes. The result of the research shows that the evaluative system of the curriculum available for the Arabic Education in grade eleven of Arabic Secondary Schools in Brunei comprises of both positive and negative aspects. The positive aspects are apparently and mostly manifested in the presence of evaluation [examination] on some specific Arabic Language Skills. Although it is still imperfect, it is a positive side, instead of lack of evaluation, because the teaching procedure will not be so perfect until there is a specific Evaluative System. Likewise, the evaluative system in Grade Eleven in those specific schools has been mostly perfected ceaselessly; that is a result of the regularity of the accurate curriculum through which those schools can identify the extent of the developmental promotion of the students after passing through certain academic term, in addition to the fact that the evaluative system in it is appropriate with the objectives of the curriculum. This is a positive aspect as good evaluative system relies on realization of objectives of the curriculum. At this juncture, the researchers observed that all the teachers who teach Arabic Language Courses in the Grade Eleven of those particular schools have agreed that the adopted system of evaluation is appropriate with the objectives of the curriculum. Also, the positive sides manifest in the finding that the evaluative system is credibly veridical and stable. Surely, this is a positive side for those schools as well as it is a general condition that accurate evaluative system of curriculum must be veridical and stable. In addition to the accuracy of the evaluative system in Grade Eleven of the examined schools, the system of the evaluation is capable to discover the strength and weakness of students, because it is a part of the conditions of good evaluative system to be able to discover both positive and negative sides in students, to the extent of distinguish between various levels of students; whether weak, average and excellent. But the negative aspect of them is apparently noted in unavailability of the evaluation (examination) on some particular language skills. This implies that the evaluation is restricted to some language skills only excluding others. That is a negative side because accurate evaluative system must inevitably be attentive to all skills, knowingly that negligent to some other skills may lead to deficiency in the teaching procedure. For instance, if the evaluation is limited to the reading and writing skills only, then students would focus on both of them to the detriment of other two; listening and speaking skills, because they would be struggling mostly for success in the results of examinations. But the students will not pay much attention to the language skill on which they do not expect any examination results. For this reason, it is imperatively necessary for those schools to review the evaluative system therein, so that the evaluation (examination) will be applied to all four language skills, for the purpose of the serious attention of the students to all language skills together. Otherwise, students would focus on some language skills excluding others, as they would master those skills at the detriment of other language skills at the end. So also, the negative sides are clearly noticed in small percentage of the system of evaluation which has not been done continuously. That is a defective side as well, and it requires contemplation as soon as possible too, because discontinuity in the application of evaluative system may lead to deficiency in the teaching procedure. Therefore, it is incumbent on those schools to review the system of evaluation therein so as to carry it out continuously and comprehensively in all aspects. The schools should also pay attention to the small percentage of the aspects of the evaluative system which cannot discover the strength and weakness of students, because it

is generally known that good system of evaluation is the one system that can locate the strength and weakness of the students for the purpose of taking proper resolution for future step to develop and improve the curriculum of Arabic Language Teaching therein.

Keywords: *Evaluation*, *Curriculum*, *Teaching*, *Language*, *Arabic*.

I.   INTRODUCTION

Teaching Arabic Language in Brunei Darussalam

According to Shamsuddin and Sara (2017), the establishment of Brunei as a state was in the second half of the fourth century AD / (1368 AH) or the early fifteenth century AD / (1315 AH) was the emergence of a new center for the dissemination of Islamic teachings in this region. The new Islamic Center in Brunei did not find who can do his job, but one of the first preachers who were some loyal preachers had answered the wholeheartedly appeal of this center and had to learn Bruneian Malay language to use it in the teaching of Islamic religion to Bruneian citizens who did not know Arabic. Hence the mixing of Arabic and Malay language began during the study of Islamic religion. Teaching Arabic language in Brunei Darussalam soon had a significant amount of development in the sixties of the previous century, when regular Arabic schools for boys and girls were set up, when His Majesty Sultan (Haji Omar Ali SaifuddienSa'adulKhairiWaddien) laid the first foundation stone of Arab schools in the country on the day Thursday 17 of May in 1384 AH, corresponding to 24 September 1964, and then "Institute of Religious Teachers of Sri Begawan" (KUPUSB) opened in 1972 to produce the teachers of Arabic language and religious materials in religious primary schools. The establishment of these Arabian schools in Brunei Darussalam is counted one of the important scientific, religious and educational achievements, according to the results given as the great religious and educational goals achieved by these schools in Arab-Islamic aspects, as these schools play an important role in the formation of an educated Muslim society. These Arabic schools have become a basic important center for Islamic teaching.

Arabic and Religious Schools in Brunei Darussalam

The development of services in the field of religion is a factor that has influenced the history of Brunei Darussalam from time to time with various important achievements through its administrative journey, especially in spreading and instilling a love for the Islamic religion in the Sultanate. In these aspects, Arabic and religious schools in Brunei are under the leadership of the Ministry of Religious Affairs, in collaboration with the Ministry of Education to develop a suitable curriculum to properly educate the Muslim students of Brunei on Islamic teachings. In 2012, the Compulsory Religious Education Order was implemented, emphasizing the importance of Islamic knowledge for young students. Under this order, it is compulsory for Muslim children aged seven to 15 to attend religious schools. With about 150 religious schools in Brunei Darussalam from pre-school to primary level, religious education is also provided at three private schools: International School Brunei, Jerudong International School and Yayasan Sultan Haji HassanalBolkiah School. The Islamic Religious Knowledge curriculum is divided into three levels, where the components of the Islamic Religious Knowledge subjects sees subjects such as Al-Quran, AmaliUgama, Tawheed, Adab, Ibadat and History for primary level students; Al-Quran, Tafsir Al-Quran, Hadith, Tawheed, Fiqh and Islamic History for the secondary level students; and Muamalat&Faraidh, Munakahat, Islamic Law History, UsulFiqh, Tawheed, 'Ulum Al-Quran &Mustalah al-Hadith, and Tafsir Al-Quran and Hadith for students in the Pre-University level. Meanwhile, Arabic schools in Brunei offer two core curriculums: the national curriculum for general subjects and the Ma'hadBuhuth al-Islamiah curriculum from Egypt for religious subjects and Arabic language. These curriculums are based on the National Education System for the 21st Century (SPN21) to produce students equipped with skills in line with the 21st Century. After 50 years since the first Arabic school – HassanalBolkiah Boys Arabic Secondary School (SMALHB) was built in 1964, there are now seven Arabic schools in Brunei: four in Brunei-Muara and one each in Belait, Tutong and Temburong. These Arabic schools are the Temburong Arabic Preparatory School, the Belait Arabic School, the Bandar Seri Begawan Arabic Preparatory School, the Rimba Arabic School, Mahad Islam Brunei in Tutong, the Raja IsteriPengiranAnakHajahSaleha Girls Arabic Religious Secondary School, and the SMALHB. Religious schools start from pre-school. Education in Arabic schools begins in Year Five and is offered until pre-university level for male students and Year 11 for female students. The recently built Rimba Arabic School can accommodate 2,000 students with classrooms, science and language laboratories, lecture halls, multi-purpose hall, teachers' room, library, hostel, surau, canteen and a field, to accommodate the growing number of students enrolling in religious studies. Meanwhile, the Ministry of Religious Affairs also offers religious classes for adults with the implementation of the General Rules of the Religious Adult Class 1980 number:31 JUB108/1980, and the Al-Quran Adult Class established separately and has been combined into what is now known as the Religious Adult class teaching subjects such as Tawheed, Fiqh, Tasawuf and Al-Quran. Religious lessons currently taught are based on the religious syllabus in primary level religious schooling, where the syllabus for Religious Adult Classes at the primary level is according to the syllabus in Year I to Year III, while the syllabus for the advanced classes follow that of those in Year IV to Year VI. The ministry also offers further education in special

institutions which are divided into four categories such as Uniformed Training Centers, Treatment Centers, Rehabilitation & Guidance Centers and Special Needs Centers (https://borneobulletinyearbook.com.bn/arabic-religious-schools-2/).

These Arabic schools (including the eleventh grade of Arabic secondary schools) in Brunei Darussalam suffer from the weakness of some of their students in the four language skills. The reasons for this weakness may be attributed to the teachers, or to the students, or to the environment, or to the curriculum (including the system of evaluation). This research attempts to identify the effectiveness of the system of evaluation used in teaching Arabic in the eleventh grade of Arabic secondary schools in Brunei Darussalam, because the system of evaluation has an effective role in developing the quality of the educational and learning process.

II.   LITERATURE REVIEW

Doff (1988) writes that evaluation refers to procedures for gathering data on the dynamics, effectiveness, acceptability, and efficiency of a language program for the purposes of decision making. Basically, evaluation addresses whether the goals and objectives of a language program are being attained, that is, whether the program is effective. Evaluation is concerned with how teachers, learners, and materials interact in classrooms, and how teachers and learners perceive the program's goals, and learning experiences.

Evaluation may be defined as a systematic process of determine the extent to which instructional objectives are achieved by pupils. There are two important aspects of this definition. First, evaluation implies a systematic process, which omits casual, uncontrolled observation of pupils. Second, evaluation assumes that instructional objectives have been previously identified. (Gronlund, 1981: 5-6)

Evaluation is a part of a decision-making process through which the teacher collects information systematically and analyzes this information and relates the results of each student or of the class to objectives in the course. Assessment is obviously an important part of any course because it determines what the students must do in order to gain the qualifications (Malcová: 2006).

Hedge (2000) claims that assessment "refers to the general process of monitoring or keeping track of the learners' progress" (Hedge, 2000:376). According to her, assessment is a broader concept; it is a part of the whole educational process of teaching and learning. "It is the means by which students' language learning development and achievements are monitored over time" (Hedge, 2000:376).

Wallace (1991) suggests that assessment is helping the underlying aims and objectives of the course as a whole. The assessment should be diagnostic and formative, providing feedback to teachers and learners.

Nunan (1992) suggests that evaluation is something broader in concept than assessment. He clearly distinguishes evaluation and assessment. Assessment refers to the processes and procedures whereby we determine what learners are able to do in the target language. Evaluation, on the other hand, refers to a wider range of processes which may or may not include assessment data (Nunan, 1992:185)

Many authors have different opinions on both terms. Evaluation in the classroom is inescapable. As a professional person, the teacher is charged with the responsibility of promoting the intellectual, social, and emotional growth of his pupils. Such a task requires that he should plan the work and activities of the classroom in the light of his knowledge of the progress and attainment of each of the pupils in his care. Such knowledge necessarily requires continuous acts of evaluation on the part of the teacher (Malcová: 2006).

Process of Evaluation

Evaluation is an integral part of teaching and should be carried out with sensitive involvement of the teacher (Malcová: 2006). Ten Brink (1974) proposed that the process of evaluation could be conceived as consisting of three major stages. In stage 1 the teacher must describe the information that he will need to make particular judgements and decide when and how to obtain the information. An essential part forms selection the information–gathering instruments that he will need. In stage 2 the teacher obtains and analyses the required information. In stage 3 the teacher makes judgements and communicates those decisions to relevant sources.

Functions of Evaluation

Evaluation not only motivates a learner but it also gives important information to parents about their children. Doff (1988) can see the value of evaluation in testing because tests tell the teacher what students can or cannot do and therefore how successful teachers have been. Tests show what areas need to be taught in the future. Tests also tell the students how well they are performing and where they have some drawbacks. Regular tests also encourage learners to take their learning seriously.

Šimoník (2003) is more detailed and provides following three important functions of evaluation:

a.   **Evaluation is important for a learner:**

Evaluation tries to inform a learner how he has mastered prerequisites of curricula, i.e. to give him information about what he knows and where he still makes mistakes. It also helps him what he can improve or where his behavior was unsuitable. It informs a learner about his further work and how to

eliminate drawbacks. To perform his further work well the evaluation should motivate or encourage him to extend his knowledge which he still has. Evaluation shows his good results, appreciates his effort and builds his self-confidence. It should not reflect pedagogical pessimism and 'to discourage' a learner from his further work. Evaluation should reflect pedagogical optimism, which means trust in the pupil's fortitude and ability.

b. **Evaluation is important for a teacher:**
   Evaluation gives important feedback about the effectiveness of selected methods for a teacher. It should help him to get more information about the learner or provide him a detailed analysis of the learner's drawbacks and thus encourage a teacher to the analysis of his own work. The teacher should be able to use the other methods and search for different approaches to motivate learners.

c. **Evaluation is important for parents:**
   The pupil's evaluation also gives important information to parents. It is difficult to solve problems without any cooperation between a teacher and parents which should be based on mutual cooperation. The teacher should not inform parents only about the learner's results but he should also advise them how to help their child. It is necessary to discuss any problem with parents individually and tactfully.

d. **Evaluation is important for the society:**
   This importance is given by the subject of evaluation. We should evaluate aspects that are important not only for an individual but also for our society. Definitely, there is not only traditional knowledge, competences and habits but also the ability to learn independently, discover, create and think promptly and creatively. The learner should be able to communicate and cooperate, act independently, honestly and morally in his future life.

Slavík (1999) sums up functions of evaluation in three main points: motivative, cognitive and conative. All of them should be in mutual relationship. Motivative function is in accordance with the emotional aspects of evaluation which also involves the personal aspects. Cognitive function facilitates a man to understand the sense and importance which is around him in the world. Conative function effects and changes the reality, towards positive values which a man prefers. Evaluation is a process where not only learners are involved but the main purpose should be to provide efficient feedback for them. Both authors state that it helps them to develop their competences and above all to develop their personal qualities so as to be successful in their future life.

Assessing Competence in Language Teaching

   Competence is the ability and skill to do what is needed (Longman: 1995). Our education is based on key competences which involve competences in the field of learning, problem solving, and communication, social, interpersonal and civic competences. Adopting these competences is essential for learners 'development and should help them to be active in the society and to use the knowledge in their personal as well as professional life. Learners can adopt these competences provided they are in accordance with the educational content.

   Sesnan (1997) suggests that formal examinations have a strong influence on what is taught at schools. This leads teachers into 'teaching for the examination' forgetting why learners need to learn English. The teachers usually pay very little attention to oral English because it is not examined externally.

   The learner's ability to develop his language competence and apply it in practice, to a great extent, depends on physical conditions of communication. Notice, distortion, disturbing elements aggravate speech receptivity. People speaking in a foreign language must pronounce clearly and repeat key words. It is essential that teachers should be aware of this influence of social conditions, time demands on the teaching process or interaction in the class and its effect on the student's ability to show higher performance at the moment (Malcová : 2006).

Common European Framework (2002) identifies and describes following competences a language learner should attempt to acquire:

1.   General competence

Student's general competence means his language knowledge as well as his ability to learn. He is aware of culture in the target language and he knows something about everyday life in public or private sphere of language usage (e.g. daily programme, food, means of transport, social and political situation in the target country).

Common European Framework (2002) involves socio-cultural and intercultural competence:

a.   Sociocultural Competence

This competence means knowledge of target society and culture which speaks the target language. This competence involves these elements:

• Attitudes: Curiosity and readiness to suspend disbelief about other cultures and belief about one's own.
• Knowledge: knowledge of social groups and their products and practices in one's own and in one's interlocutor's country.

- Skills of interpreting and relating: Ability to interpret a document or event from another culture, to explain from one's own.
- Skills of discovery and interaction: Ability to acquire new knowledge of a culture and the ability to operate knowledge.
- Critical cultural awareness: An ability to evaluate critically and on the basis of explicit criteria, perspectives and products in one's own and other cultures.

According to Byram (1997), students can learn facts but the real problem comes in deciding which facts are important. The question is whether the teacher should teach them facts, for example, about politeness in a particular country or historical facts. He suggests that rather than testing historical facts the teacher should assess their historical understanding in essay where they discuss events. A similar approach is familiar to many language teachers of literature, where assessment can be concentrated on insight and sensitivity to literary texts.

b.   Intercultural Competence

This competence is in close connection with socio-linguistic competence but this competence forms knowledge and understanding of relationship between 'my society' and 'society of the target country.' It is necessary to mention that intercultural competence involves regional and social heterogeneity of both societies.

2.   Communicative Competence

Communicative competence involves linguistic, pragmatic and sociolinguistic competences.

a. Linguistic competence

Linguistic competence is concerned with the knowledge of language itself, its form and meaning. Language systems are very complex and the language of a developed society can never be mastered perfectly by its members because the language is in permanent development within its usage. For this reason it is not easy to device a descriptive model of linguistic competence.

Stern (1983) includes these two aspects in his characterization of what it means to know a language:

- The language user knows the rules governing his native language and he can apply them without paying attention to them
- The native speaker has an intuitive grasp of the linguistic, cognitive, affective and sociocultural meanings expressed by language forms.

Common European Framework (2002) identifies linguistic competence as follows:

- Lexical competence
- Grammatical competence
- Semantic competence
- Phonological competence
- Orthographic competence
- Orthopedically competence

Both definitions of these linguistic competences involve knowledge of spelling, pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics. An important point for the teacher to note is that linguistic competence is an integral part of communicative competence.

b. Pragmatic Competence

Common European Framework (2002) identifies pragmatic competence as discourse competence. Pragmatic competence is generally considered to involve two kinds of abilities:

- Firstly, it means knowing how to use the language in order to achieve certain communicative goals or intentions. This has also been called illocutionary competence. Learners are encouraged to think about the conditions under which each phrase might occur. Through such activities learners build awareness of the relationship between language and the context of its use. This is particularly important in cross-cultural encounters since the same form can vary in its illocutionary force depending on the context in which it is made. In cross-cultural encounters a speaker's intention may not be understood by the listener.
- Secondly, pragmatic competence also involves the ability to know which form for expressing a particular meaning is most appropriate for a particular context. Selecting a form that is not appropriate to the context can lead to cross-cultural misunderstandings.

  McKay (2002) identifies two areas of pragmatics: cross-cultural pragmatics and interlanguage pragmatics. Cross-cultural pragmatics investigates cultural differences in expectations regarding how particular speech acts should be enacted. Interlanguage pragmatics, on the other hand, deals specifically with the behavior of non-native speakers attempting to communicate in their second language.

c. Sociolinguistic Competence

Sociolinguistic competence means that the learner can communicate in different social roles and in everyday situations. It can relate as much to non-verbal as to verbal communication. It can also relate to knowing when to speak and when to be silent, or what to say in certain circumstances.

According to Common European Framework (2002), sociolinguistic competence deals with the knowledge and competence necessary for language mastery in social situations. This competence involves linguistic markers of social relations, speech forms of politeness, dialects and accents.

Jacobs – Chase (1992) suggests that a portfolio is not a specific test but rather a cumulative collection of a student's work. Students decide what examples to include that characterize their growth and accomplishment over the term. While most common in composition classes, portfolio are beginning to be used in other disciplines to provide a fuller picture of students achievements. A student's portfolio might include sample papers (first drafts and revisions), journal entries, essay exams, and other work representative of the student's progress. You can assign portfolio a letter grade or a pass/not pass. If you do grade portfolio, you will need to establish clear criteria.

Krejčová (2001) points out that portfolio concentrates on the learner's products, the process of teaching, the learner's competence to evaluate his own work and to set the goals of education. Learners complete their portfolio gradually and assess their results in their knowledge. Portfolio reflects learner's everyday activity including the learner's collection of assignments, written and other products, records of their learning, favorite short stories, drawings, extracts from projects, learner's reflection on his own products and knowledge and last but not least the teacher's assessment. Portfolio enables a learner to evaluate his own ideas.

According to Hedge (2000) these samples of the language can be kept in a variety of forms, for example notebooks, scrapbooks, box files. Students can have one portfolio for their best work and one for work in progress. The best work portfolio might be used to show parents and visitors and for grading purposes, whereas the working-progress portfolio might be used by teachers and students themselves to monitor their progress and set learning goals. Each piece of work in the portfolio should be dated clearly and, often annotated with a short description of why it is included, what the student likes about it or other important comments. Portfolios that are constantly expanding and never cleaned out become difficult to store. Students may choose to keep a portfolio of current work and one of completed work. In this case, decisions need to be made concerning the range to keep and criteria for inclusion and exclusion. These decisions should be shared by teachers and students. Portfolios should be kept in a common, accessible area to which students have easy accesses. Sharing the contents of portfolios with parents and other teachers enhances their beneficial effects. Student's portfolio may be shared with teachers in the subsequent level or grade so that they can know the qualifications and skills of their incoming students in advance and plan appropriate instructions.

Portfolios can help students to:
- Make a collection of meaningful work
- Reflect on their strengths and needs
- Set personal goals
- See their progress over time
- Think about ideas presented in their work
- Look at variety of work
- Have a clear understanding of their versatility as a leader and a writer
- Feel that their work has personal reference

According to Hedge (2000), making the best use of portfolio requires careful management on the part of the teacher. Students, too, need to be introduced to this mode of assessment and cooperate with their teacher. In other words, keeping a personal portfolio may not only lead to the development of a critical perspective in the teacher, but it may also provide insights into their use which can then be shared with learners. Portfolio assessment has become more and more popular in educational circles in recent years because of its strengths in taking into account various types of experiences and reflective thinking in the learning process.

III.   RESEARCH METHODOLOGY

This research is an Evaluative Quantitative Research as the researchers distributed questionnaires to all the teachers who teach Arabic Language grade eleven of the Arabic Schools of Brunei. They were four in number. After getting the data required by the research, the researchers analyzed the data using evaluative quantitative analytical method in order to get the expected result.

Evaluation is a set of research methods and associated methodologies with a distinctive purpose. They provide a means to judge actions and activities in terms of values, criteria and standards. At the same time evaluation is also a practice that seeks to enhance effectiveness in the public sphere and policy making. In order to improve as well as judge, there is a need to explain what happens and would have to be done differently for different outcomes to be achieved. It is in this explanatory mode that evaluation overlaps most directly with mainstream social science (Stern, Elliot: 2004).

Quantitative research methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion (Babbie, Earl R.: 2010).

IV.   RESULTS AND DISCUSSION

Effectiveness in the Evaluative System of the Curriculum of Teaching Arabic Language in the Class Eleventh of Brunei Arabic Secondary Schools.

First: Availability of Evaluative System in the Teaching of Arabic Language Skills in Grade Eleven of the Arabic Secondary Schools of Brunei.

Graph 1:
**Final Test is comprehensive and it covers all four language skills:**
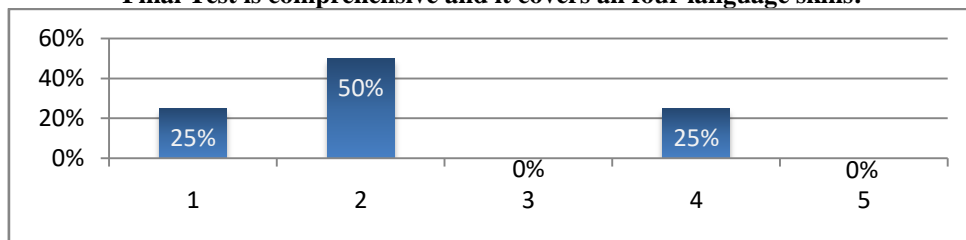
It is apparently viewed in the above graph that 25% of the specimen of the respondents affirmed their agreement on the availability of evaluation for the four language skills in Grade Eleven of those treated Arabic Secondary Schools in Brunei, whereas 75% among them viewed it contrarily. This implies that the evaluative system in those schools is not comprehensive and not encompassing for the four language skills.

Thus, the positive phase of this matter is shown in the availability of evaluation (examination) for some language skills, this (despite the fact that it is defective) is still a positive side, instead of lack of any trace of evaluation, because the teaching procedure will never be perfect until when it includes the evaluative system.

However, the negative side of this matter is clearly felt in unavailability of evaluation (examination) for some language skills. That is an indication that evaluation is restricted to some language skills excluding some others, this side is definitely negative because the system of good evaluation necessitates its focusing on all the language skills together without exception. Likewise, any inattention to some of the language skills will jeopardize success in language learning and lead to deficiency in the teaching process. For instance, if the evaluation is designed for the two skills of reading and writing only, students will pay attention to both of them to the detriment of other two skills of listening and speaking. That is because the students will be mostly after the results in examinations. Meanwhile, the skill that does not require yearning for any result rarely gets the attention of students. Therefore, it is imperative on those schools to review the evaluative system in the schools for the purpose of engendering evaluation (examination) into all four language skills so that students could attach importance all language skills without exception, if not, students will pay attentions to some skills on the expense of other skills. And at the end, they will master some skills at the detriment of other skills.

Second: Continuity of evaluating system in the curriculum of Arabic Language Teaching in Grade Eleven of Arabic Secondary Schools in Brunei.

Graph 2:
Continuous Adopted Evaluation (Daily, Weekly and Term)
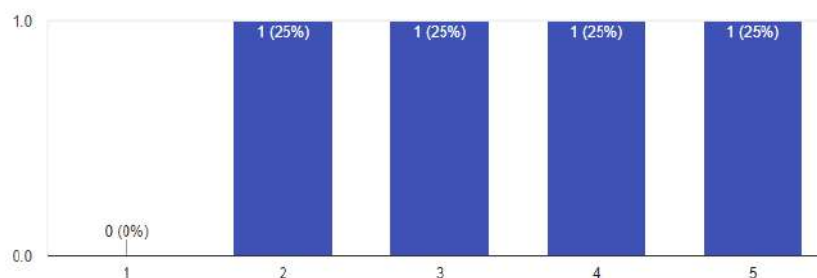
The above graph has distinctly made it clear that 50% of the specimen of the respondents indicated their agreement to the fact that the evaluative system in the curriculum of Teaching Arabic in the Arabic Secondary Schools in Brunei for Grade Eleven Students is being executed persistently. But 25% among viewed

it contrarily which means it is not carried out continually, whereas another 25% showed their hesitations on that issue. Conclusively, the implication of that is that the evaluative system in those schools is perfected ceaselessly in most cases.

Thus, the positive side for this matter shows that the system of evaluation in the particular schools is mostly executed persistently, because good evaluation is the regular evaluation that is being accomplished incessantly. Through it, schools will be able to identify on the extent of the development of students after their learning in every academic term.

But the negative side on this matter has explicitly exhibited the presence of small percentage of the evaluative system which is not done continuously. This is a defective side which needs contemplation as soon as possible, because any discontinuity in the system of evaluation may lead to defection in the teaching procedure. Therefore, it is imperative on those schools to review the evaluating system therein so that there will be perfection in the execution of the evaluation in all aspects.

Third: Suitability of the Adopted Evaluative System for the Objectives of Arabic Language Teaching in Brunei Arabic Secondary Schools in Grade Eleven:

Graph 3:
The Adopted Evaluative System is Suitable for the Objectives of Arabic Language Teaching in the Grade Eleven of Brunei Arabic Secondary Schools
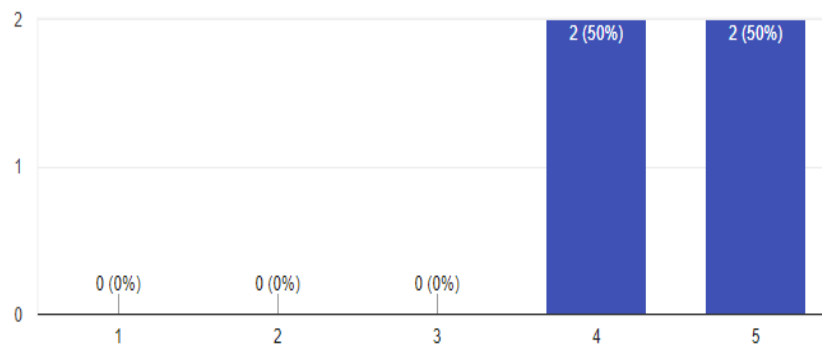

It is evidently visible in the above graph that 100% of the specimens among the respondents have indicated their agreement on the suitability of the evaluative system in the curriculum of Arabic Language Teaching in Grade Eleven of the Brunei Arabic Secondary Schools with the objectives of the curriculum. That is a positive side since the accurate evaluative system is the one capable in realization of the objectives of curriculum. At this juncture, the researchers have found out that all the teachers of Arabic Language in Grade Eleven of these particular schools have agreed that the system of evaluation which is currently adopted is suitable with the objectives of the curriculum. In addition, there is no negative side in the finding.

Fourth: Credibility of Evaluation in Arabic Language Teaching in Grade Eleven of the Arabic Secondary Schools of Brunei:
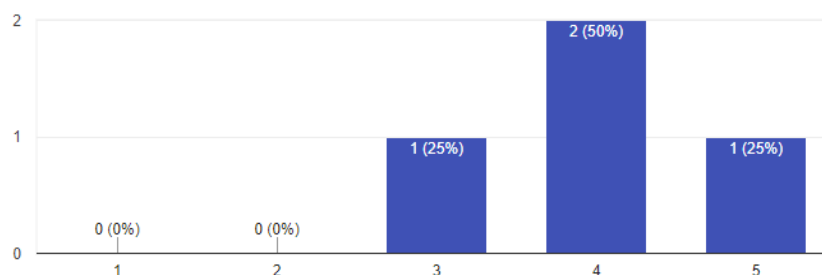
Graph 4:
Evaluative System is Credibly Veridical and Stable.
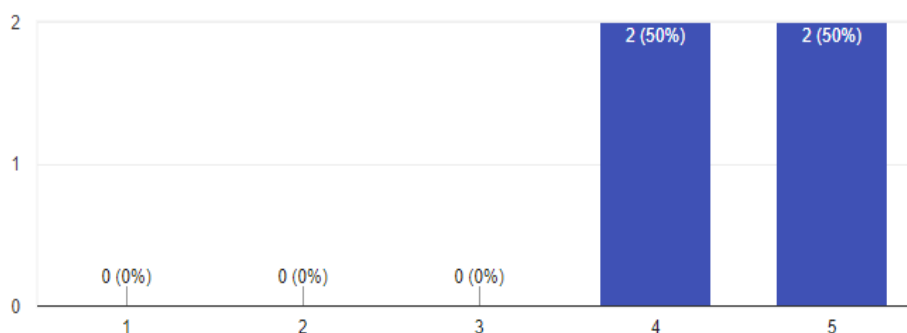
The above 4th graph apparently proves that 100% of specimens from respondents have agreed unanimously that the evaluative system in the Teaching Arabic Language in Grade Eleven of the cited Brunei Arabic Secondary Schools is credibly veridical and stable. Even there is no negative side in the research finding on the subject matter as shown in the graph.

Fifth: The extent of the discovery of evaluative system on the strength and weakness of students:

Graph 5:
Adopted Evaluative System Discovers the Strength and Weakness of the Students:

According to the above graph 5, it is conspicuously demonstrated that 75% of specimens from the respondents displayed their agreement that the evaluative system in the curriculum of Arabic Language Teaching of Grade eleven in the Brunei Arabic Secondary Schools is capable to discover the strengths and weaknesses of the students, whereas only 25% of them were hesitating in that regard. That implies that the evaluative system in those schools is mostly capable in detective operation on both positive and negative sides of the students as well as it can distinguish between weak, average and excellent levels of the students.

However, the negative side of the matter is patently noticed in the availability of a small percentage of the system of evaluation which cannot detect the strengths and weaknesses of the students. Surely, this is a negative side which should be inevitably contemplated on, as soon as possible, because good system of examination is the system that is capable of spotting the strengths and weaknesses of students so as to enhance the efforts of the schools to enforce the appropriate future step for the purpose of development, amelioration and improvement of the curriculum of Arabic Language Teaching therein.

V.   CONCLUSION

The result of the research shows that the evaluative system of the curriculum available for the Arabic Education in grade eleven of Arabic Secondary Schools in Brunei comprises of both positive and negative aspects. The positive aspects are apparently and mostly manifested in the presence of evaluation [examination] on some specific Arabic Language Skills. Although it is still imperfect, it is a positive side, instead of lack of evaluation, because the teaching procedure will not be so perfect until there is a specific Evaluative System. Likewise, the evaluative system in Grade Eleven in those specific schools has been mostly perfected ceaselessly; that is a result of the regularity of the accurate curriculum through which those schools can identify the extent of the developmental promotion of the students after passing through certain academic term, in addition to the fact that the evaluative system in it is appropriate with the objectives of the curriculum. This is a positive aspect as good evaluative system relies on realization of objectives of the curriculum. At this juncture, the researchers observed that all the teachers who teach Arabic Language Courses in the Grade Eleven of those particular schools have agreed that the adopted system of evaluation is appropriate with the objectives of the curriculum. Also, the positive sides manifest in the finding that the evaluative system is credibly veridical and stable. Surely, this is a positive side for those schools as well as it is a general condition that accurate evaluative system of curriculum must be veridical and stable. In addition to the accuracy of the evaluative system in Grade Eleven of the examined schools, the system of the evaluation is capable to discover the strength and weakness of students, because it is a part of the conditions of good evaluative system to be able to discover both positive and negative sides in students, to the extent of distinguish between various levels of students; whether weak, average and excellent. But the negative aspect of them is apparently noted in unavailability of the evaluation (examination) on some particular language skills. This implies that the evaluation is restricted to some language skills only excluding others. That is a negative side because accurate evaluative system must inevitably be attentive to all skills, knowingly that negligent to some other skills may lead to deficiency in the teaching procedure. For instance, if the evaluation is limited to the reading and writing skills only, then students would focus on both of them to the detriment of other two; listening and speaking skills, because they would be struggling mostly for success in the results of examinations. But the students will not pay much attention to the language skill on which they do not expect any examination results. For this reason, it is imperatively necessary for those schools to review the evaluative system therein, so that the evaluation (examination) will be applied to all four language skills, for the purpose of the serious attention of the students to all language skills together. Otherwise, students would focus on some language skills excluding others, as they would master those skills at the detriment of other language skills at the end. So also, the negative sides are clearly noticed in small percentage of the system of evaluation which has not been done continuously. That is a defective side as well, and it requires contemplation as soon as possible too, because discontinuity in the application of evaluative

system may lead to deficiency in the teaching procedure. Therefore, it is incumbent on those schools to review the system of evaluation therein so as to carry it out continuously and comprehensively in all aspects. The schools should also pay attention to the small percentage of the aspects of the evaluative system which cannot discover the strength and weakness of students, because it is generally known that good system of evaluation is the one system that can locate the strength and weakness of the students for the purpose of taking proper resolution for future step to develop and improve the curriculum of Arabic Language Teaching therein.

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