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Investigating the Effectiveness of the Test System in the Curriculum of Arabic Language Teaching in the Light of the Opinions of Arabic School Students in Brunei Darussalam: The Case of the Grade Seven Students

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ABSTRACT : This research aims at investigating the effectiveness of methods of teaching Arabic language in Grade seven of Arabic schools in the province of Brunei Darussalam. The researchers distributed Questionnaire to students studying Arabic language there-in.Their population is 221 students and after retrieving the Questionnaire required by the research, the researchers analyzed them quantitatively to get the required results the research concluded that the positive aspects of the system of test of the class seven of the Arabic language school of Brunei Darussalam is able to measure the students' competence of listening skills up to (71.7%), their reading skills by (77.7%) their speaking skills up to (74.2), their writing skills by (78.3%) and that the distribution of grades for all the four language skills is equally distributed by (70.9%)and that it contains Arabic grammar questions up to (75.5%); and contains questions of Arabic morphology up to 63.1%and questions on rules of writing up to (74.8%) and that it is commensurate with the lessons and exercises presented to students in class by (78.5%) and reflects the true the linguistic level of the students by (74.3%) but the negative aspects reveals the fact that the test system of the grade seven students of the Arabic schools of Brunei Darussalam does not measure the students listening skills up to (28.3%), their reading skills up to (22.3%), their speaking competence by (25.8%), the writing skills by (21.7%),and distribution of scores for the four language skills unequally by (29.1%), and it does not contain Arabic grammar questions up to (24.5%) the Arabic morphology questions up to (36.9%), questions of rules of writing up to (25.2%) and does not commensurate with lessons and exercises presented to students in classes by (21.5)

I.   INTRODUCTION

Arabic Language is like any other languages of the world. It has characteristics and features that distinguish it from other languages. These features and characteristics make it attractive to many people among scholars and philosophers from Arabs and non-Arabs. This interest has been translated to publications and researches that investigate the basis of the language, it rules and roles in the development of human civilization in various aspects of sciences and Arts. In the presence time, there is major issue that many people among Arabic language Scholars show concern for and that is the relevance of teaching languages for non-speakers

Teaching Arabic to non-Arabic speakers has become an independence Educational practice which has programs, methods and reference books as it presents Arabic language by describing it has foreign to those who are not familiar to Arabic civilization and can neither write or read in Arabic. This is because there is the need of guidelines, curriculum, syllabus and teaching styles different from the one presented to those whose first language is Arabic. The profession of teaching Arabic to non-Arabic speakers is a noticeable activity in many Islamic countries that aims to spread it in difference ways in anaccepted educational ways to service to Arabic language better and in response to increase in the population of those interested in learning it in difference corners of the world and to actualize the Islamic aims, civilizations and economy. Educational foundations, institutes of learning and Islamic and Arabic learning centers have strived to develop learning programs specific educational curriculum and syllabus in this field.

The concept of curriculum (and what it contains in terms of teaching aids) is rated as one of the most importance element required for teaching Arabic to non-Arabic speakers. Despite the increased interest of teaching and learning Arabic by non-Arabs, whether it is described as language of Qur'an and religion or as language of the world and knowledge, interest in this language as studies revealed has begun to diminish in the absence of complete guide and supports that can be relied upon in actualizing requirements of teaching Arabic

to non-speakers of the language in the best form. One of the most importantthings to note is that the curriculum of Arabic language teaching for non-Arabic speakers is devoid of comprehensive syllabus and modern teaching methods. In addition, it is still in the implementation stage and not implemented by qualified teachers technically and professionally[1].

Brief introduction of Brunei Darussalam: It is located in the north Coast in Borneo peninsular in the south-eastern Asia and it was formed from two regions. TheLembang region of the Malaysia that surrounds Brunei with the exception of North Coast extended to the South China Sea.

The eastern part of Malaysia and Indonesia also fall in this region. A bridge of 31 kilometers long is now being constructed across the south-china sea. This open bridge eases land transportation between these two regions of Brunei. Islam emerged in Brunei since the first century. References revealed that Islam reached Brunei in the first century of Christian era, specifically, in the reign of the caliphate of Mu'āwiyahBin AbīSufyān and the reign of Caliph Abdul Malik Bin Marwān.Since then there had been business trips from the Middle East to Brunei[2].

Teaching Arabic Language in the Arabic Secondary schools in Brunei Darussalam

There are two Arabic secondary schools there; they are Islamic institute of Brunei in the region of Totung and region of Raja IsteriPengiranAnakDamit for females in Bandar Seri Begawan, where all subjects are taught in Arabic and English. The Arabic Language subjects include Arabic grammar, conversation, reading, poem, Quran, dictation and Jurisprudence[3].

These Arabic school (including class eleven among the Arabic secondary schools) in Brunei Darussalam face problem of lack of competence of some students in the four language skills.

The cause of the incompetence may be traced to teachers, the environment, the curriculum (because of test system) and this research intends to identify the effectiveness of system of evaluation in teaching of Arabic Language in class eleven in the Arabic secondary school in Brunei Darussalam believing that system of evaluation has effective role in the development of the quality of teaching learning process.

II.   THEORICALLY FRAMEWORK

Evaluation is considered an importance element in the teaching of Arabic language to non-Arabic speakers, and to make sure that teaching process is successful, the learning institutes must evaluate its students to investigate the extent to which the students have acquires knowledge and the targeted skills. The concept of evaluation varies with difference in opinion in teaching processes. The view that restricts educations to the provision of information to students, restrict the concept of evaluation to examinations and the extent of the students acquisition of knowledge. The view that extends the concept of education extends concepts of evaluation to the following. It transcends ordinary examination depending on various forms of change in students' behaviors, knowledge emotional and skill[4].

Concept of Evaluation

A number of definitions has been presented for evaluation, some of them are mentioned as follows[5]:

Bloom defines it in his word as (organize set of guides that brings changes to group of learners when received and caused specific changes in each of the students")

Nedred defines it in his word as an integrated process in which the goals of an aspect of education are defined and the degree to which these goals are achieved is assessed.

Sanders defines it as "the determination of determining the value of something including obtaining information used to judge the value of a particular program goals, method, result or outcome or possible use of alternative method designed to achieve a specific goals"[6].

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[1]Taimah, Rushdi Ahmad (1989) Talim al-lugatul al-Arabiyah li ghayrinatiqinbiha methods and styles publication of the Islamic organization for education, science and culture-ISESCO , Rabat. p.63.

[2]Abdullah, Adil Sheikh (No year) Arabic Language in the province of Brunei identity and construction, a descriptive study retrieve fromhttp://www.alarabiahconference.org/uploads/conference_research-1043424232-1409060792-583.pdf

[3]Armi, Dano Haj Ran Hasan. Arabic and Islam in Brunei Darussalam Journal of Islamic studies Ruwanda Dar Salam   retrieved   fromhttp://www.alarabiahconference.org/uploads/conference_research-1043424232-1409060792-583.pdf.

[4]Taimah, RushidAhamad (1986). Marji Fi Ta'lim al-Lugat al-arabiyyah Li NatiqinbilugatinUkhrah. Makkah; Matba'tUmmul Quran.

[5]*See: saadat, Hawdat and Abdullah Muhammad Ibrahim (2018) Alminhaj al-Dirasi al-Muasir. Dar al-Eikr Li nashirwaTawziwaSarhanwadamardash (1988) Al-manahij al-muasira Dar an-Nahdah al- ArabiyyahwaAbdurMahdah, Muhammad waAkharun (1977). Asasiyat al—minhajwaTanzimatihi Al-Qahirun. Dar al Thaqafah and Khalil FawziyyahTaha Mahdi (2007) TaqwimMarhalatTalim al-AsasifiWilayal AL-Khurtum and HindamYahya Hamid and Jabir Abdul Hamid Jabir (1978) Al-manahijUsusuha, Taktituha Cairo: Dar al-Nahdat al-Arabiyyah 3rd Ed*

Dermirtas defined it as "the determination of the extent to which we have achieved success in achieving the goals that we seek to achieve as it helps us to identify problems, diagnose conditions, and identify obstacles and difficulties with the aim of improving the education process uplifting its level and helping it to attain its goals"

It is defined also as the writing of grades that express the assessment of the students work in relation to his ability or it's the arrangement of the students' relatives to his classmates.

But the definition we considered comprehensive is "it is the sum total of the procedures through which data related to an individual, a project or a phenomenon is collected and this data is studied in a scientific manner to identify the extend which the predetermined goals are achieved in order to make certain decision".

Importance of Evaluation

Evaluation Helps in the field of teaching Arabic Language as a second language to achieve the following[7]:

- Identify students' levels before the program so that it will be easy to place the student in the appropriate language level.
- It assists the students to select the appropriate program and endow them with continuous self-guidance in light of what they know about their language level periodically
- Motivate students and teachers to continue working: there is no doubt that when a person stands on the result of his strength continuously and his area of strength and weakness to get what is known as feedback, it will go a long way to stimulate workers to exert effort
- It assists in decision making: the main aims of evaluation are to improve teaching process and to enable it achieve its aims as a whole so that decision can be taken by it. The decision may be administrative or academic which is related to teaching process as a whole. Therefore, evaluation aids decision making
- Educating the public on the relevance of the program and encouraging them to join it. The public that is opportune to know the result of efforts of the institute that teach Arabic will be more interested and which strongly to participate in rendering service to it and ready to join it.

Qualities of Evaluating

Evaluation in respect to the above concepts has certain features.

The following constitute the characteristics of evaluation in the field of Teaching Arabic to its non-speakers[8]:

- Connection of evaluation with objectives of the curriculum: the evaluation should be connected to objective analysis of the Arabic curriculum whether the general or specific goals in respect of main or subtopics
- Comprehensiveness of the evaluation process: teaching Arabic Language does not only aim to impact the students with set of linguistic facts. It aims are beyond that and include attaining comprehensive integrated growth by students mentally, emotionally and ski fully
- Respect for humanity: A good evaluation is based on respect for the personality of the teacher and students since they are partners in the teaching learning process
- Evaluation is scientific: A good evaluation must adopt a method and instruments in a scientific way and system
- Evaluation is economical: A good evaluation process help to manage stress, time and money while preparing and applying it
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LANGUAGE TEST

Language Test is referred to one of the most important instrument in the field of Teaching Arabic language since it is possible to determine the level of the students in the four language skills and their improvement.

Language Tests has specification to ensure its quality, just as it is of various forms.

Specification of a good language Test[9]

❖ **Validity:** This means that a test must measure what is meant to measure. An Arabic grammar Test that is full of difficult words that student must understand is not considered valid because it requires knowing the vocabularies in addition to the grammatical rules

❖ **Reliability:** This means it should give similar results when administered to another similar group of sample when used at the same time or after a short period.

❖ **Objectivity:** This means that the personality of the one carrying out the test should not interfere for grading the student in the test.

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[6]*Taimah, Rushdi Ahmad (1986), Al-MARJI fi TalimLugato al-arabiyyah Li NatiqinBilugatinUkhra Makkah JamiahUmmulQura*

[7]Ibid.

[8] Ibid.

[9]Ibid.

❖　　**Practicality:** This means that a test does not require much stress from the teacher during formation, application or correction

Discrimination: A test should be able to discriminate between ranks among students

III.　　RESEARCH PROBLEM

The Arabic Schools (including the grade seven of the Arabic Schools) in Brunei Darussalam face challenges of Weakness of students in the four language skills. The cause of this weakness may be traceable to the teachers, environment, and curriculum (including the Test system).

This research struggles to identify the extent of the effectiveness of the curriculum of Teaching Arabic language to the class seven of the Arabic Secondary Schools in Brunei Darussalam. Therefore, the area of strength and weakness is identified until the Authorities of the Schools are ready to improve upon it.

IV.　　RESEARCH METHOD

The research is qualitative analytic research and it aims to identify the extent of the effectiveness of Test system in the curriculum of teaching language in class seven of Arabic Secondary Schools in Brunei Darussalam.
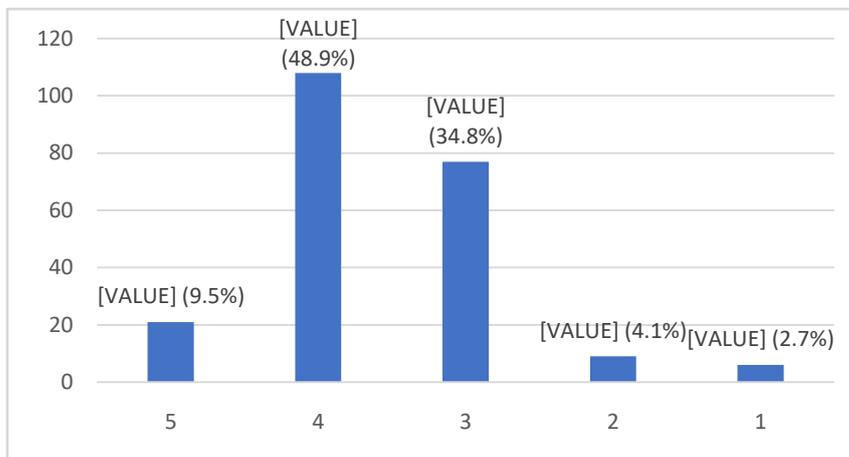
The researchers distributed questionnaire to students that study Arabic in the schools.

There population is 221 students. After retrieving the data required by the research, they analyzed it quantitatively to get the required results.

Field Study: Test system in the curriculum of Teaching Arabic language in class seven of Arabic schools in Brunei Darussalam.

First: Extent to which the test measures the students' achievement in listening skills.

Fig 1
The Extent on which Test measuresstudents' achievement in listening skills.

It is clear from the above figure that (69.5%) of the population

Strongly agree that the Test system of class seven of the Arabic school of Brunei Darussalam measure students achievement in listening skills and (48.9%) among them agree to it, while (34.8%) among them remains neutral while (64.1%) disagree to it and (62.7%) strongly disagree to that. The analysis has been done in a simple percentage in this way:

$$P(percentage) = \frac{\sum fi(freq).xi(no)}{N(Total)} \times 100$$

$$P(\%) = \frac{(21 \times 5) + (108 \times 4) + (77 \times 3) + (9 \times 2) + (6 \times 1)}{221 \times 5 = 1105} \times 100$$

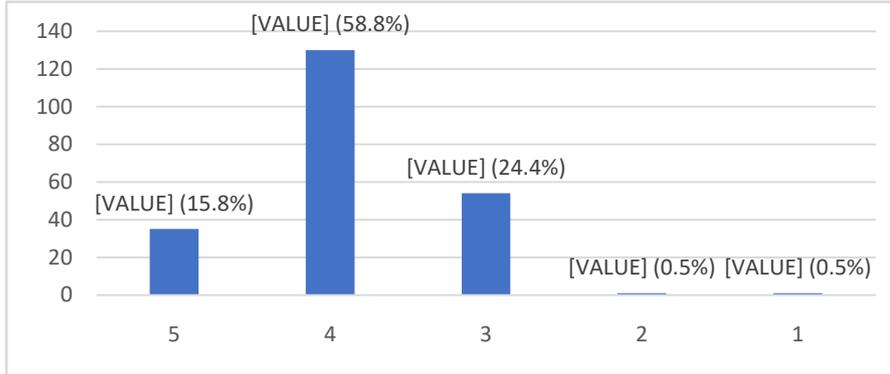$$P(71.7\%) = \frac{105 + 432 + 231 + 18 + 6 = 792}{1105} \times 100$$

This shows that the test system in class seven of the Arabic schools in Brunei Darussalam measure students achievement in listening skills up to (71.7%) and little percentage express the reverse by (28.3%).

The area of strength of this point shows that the test system of the class seven of the Arabic School of Brunei Darussalam measures students' achievement in the listening skills by (71.7%) but the area of weakness points to the fact that there is presence small percentage that reveal the reverse by (28.3%)

Second: The extent to which the test system measures students'- achievement in reading skills

Fig (2)

The extent to which the Test system measure students' achievement in reading skills

It is clear from the above diagram that 15.8% of the population strongly agree that the test system of class seven of the Arabic Schools in Brunei Darussalam measure students achievement in reading skills up to (18.8%) while (58.8%) agree to it, while (24.4%) among them remain neutral, (60.5%) disagree and (0.5%) strongly disagree and the analysis of this simple percentage goes like this

$$P(percentage) = \frac{\sum fi(freq).xi(no)}{N(Total)} \times 100$$

$$P(\%) = \frac{(35 \times 5) + (130 \times 4) + (54 \times 3) + (1 \times 2) + (1 \times 1)}{221 \times 5 = 1105} \times 100$$

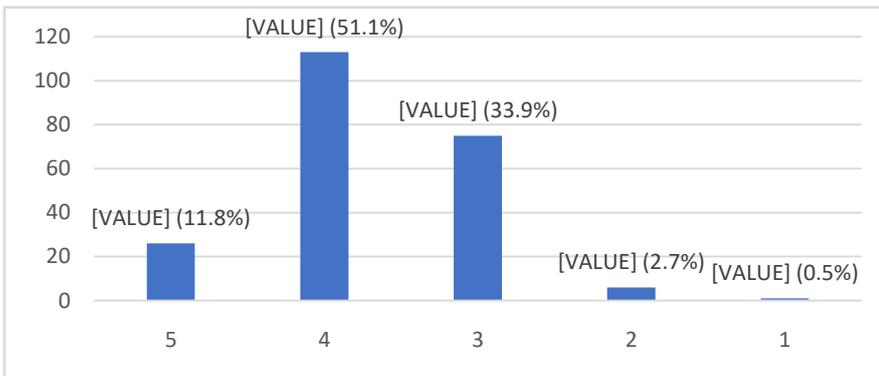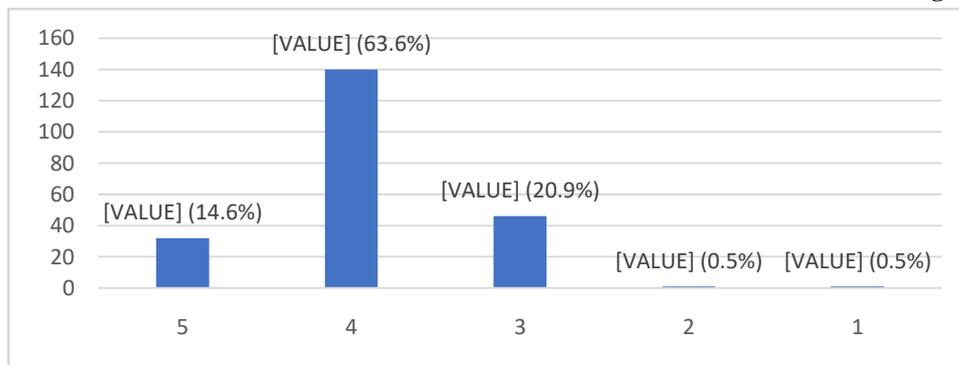$$P(77.7\%) = \frac{175 + 520 + 162 + 1 + 1 = 859}{1105} \times 100$$

This means that the system of Testing of class seven of the Arabic Schools in Brunei Darussalam measure students'- achievement in reading skills by (77.7%) and little percentage reveals the reverse by 22.3%).

The positive side of this fact is that it is clear that the system of evaluation of the class seven of the Arabic Schools of Brunei Darussalam measure students' achievement in the reading skills by (77.7%) while the negative point of this fact is that little percentage reveal the reverse by (22.3%)

Third: The extent to which the Test measure students' achievement in speaking skills

Fig (3)

The extent to which the Test measure students' achievement in speaking skills

It is clear from the figure above that (11.8%) of the population strongly / agree that the system of the class seven of the Arabic School of Brunei Darussalam and (51.1%) among them agree to the fact and while (33.9%) of them remain neutral, (2.7%) of them disagree while (0.5%) of them strongly disagree and the analysis of the simple percentage goes like this

$$P(percentage) = \frac{\sum fi(freq).xi(no)}{N(Total)} \times 100$$

$$P(\%) = \frac{(26 \times 5) + (113 \times 4) + (75 \times 3) + (6 \times 2) + (1 \times 1)}{221 \times 5 = 1105} \times 100$$
$$P(74.2\%) = \frac{130 + 452 + 225 + 12 + 1 = 820}{1105} \times 100$$

This means that system of testing in class seven in Arabic Schools of Brunei Darussalam measure the students' achievement in speaking skills by (74.3%) and there is little percentage that shows the reverse by (25.8%)

The positive aspect of this fact shows that system of Testing in class seven of the Arabic Schools of Brunei Darussalam measure the students' achievement in speaking skills by (74.3%) and the negative sides shows the reverse by (25.8%).

Fourth: Extent to which the system of Testing measures students' achievement in writing

Fig (4)
The extent to which the Tests measure students' achievement in skills of writing

It is clear from the above diagram that (14.6%) of the population strongly agree that the system of Testing of class seven in Arabic Schools of Brunei Darussalam measure students achievements in writing while (63.6%) disagree (20.9%) remains neutral and while (0.5%) disagree (0.5%) strongly disagree. The analysis of this simple percentage is as follows:

$$P(percentage) = \frac{\sum fi(freq).xi(no)}{N(Total)} \times 100$$

$$P(\%) = \frac{(32 \times 5) + (140 \times 4) + (46 \times 3) + (1 \times 2) + (1 \times 1)}{220 \times 5 = 1100} \times 100$$
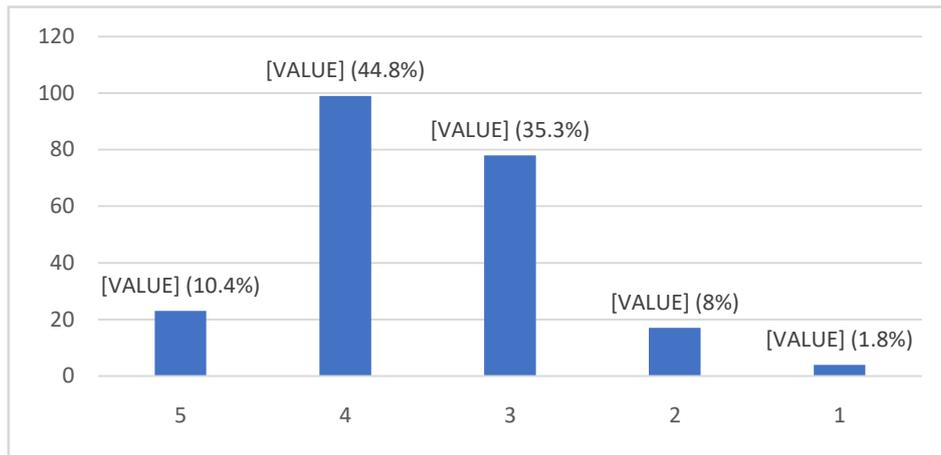$$P(78.3\%) = \frac{160 + 560 + 138 + 2 + 1 = 861}{1100} \times 100$$

This means that the system of Testing of the class seven in Arabic Schools of Brunei Darussalam measures the students achievement in writing up to (78.3%) and it contains little percentage that reveal the reverse by (21.7%).

The positive side of this fact is that it is clear that the system of testing of class seven of the Arabic Schools of Brunei Darussalam measure students' achievement in writing by (78.3%) and the negative sides reveals the presence of little percentage referring to its reverse by (31.7%)

Fifth: The extent to which scores are distributed for each of the four language skills in equal proportion.

Fig (5)
The extent of distribution of scores for the four language skills in equal proportion

It is clear from the figure above that (10.4%) of the population strongly agree that there is equitable distribution of grade for each of the four language skills and 44.8% agree to the fact, while 35.3%, remain neutral and (68%) disagree and 61.8% strongly disagree to the fact. The analysis of the simple percentage is as follows:-

$$P(percentage) = \frac{\sum fi(freq).xi(no)}{N(Total)} \times 100$$

$$P(\%) = \frac{(23 \times 5) + (99 \times 4) + (78 \times 3) + (17 \times 2) + (4 \times 1)}{221 \times 5 = 1105} \times 100$$

$$P(70.9\%) = \frac{115 + 396 + 234 + 34 + 4 = 783}{1105} \times 100$$
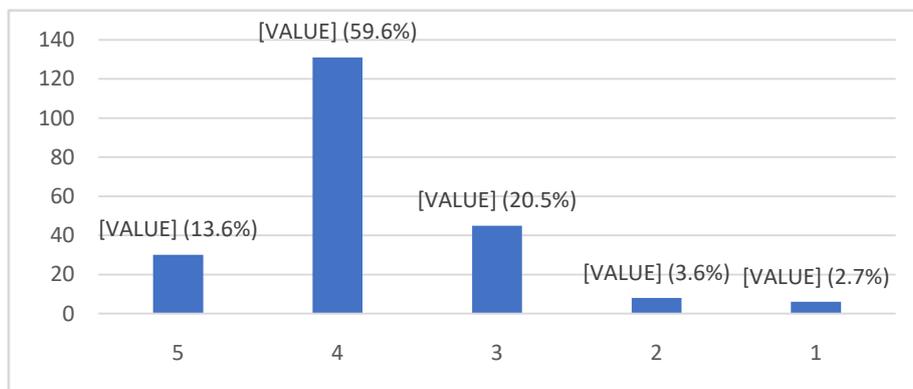
$$P(70.9\%) = \frac{115 + 396 + 234 + 34 + 4 = 783}{1105} \times 100$$

This means that distribution of scores in the system of evaluation of class seven among the Arabic Schools of Brunei Darussalam for each of the four language skills in done in equal population by (70.9%) and that little proportion shows the reverse by (29.1%)

The positive side in this point shows that distribution of scores in the system of evaluation in class seven among the Arabic Schools in Brunei Darussalam for each of the four language skills is in equal proportion of (70.9%) but the negative side reveals in the presence little proportion that refer to the opposite by (29.1%)

Six: The extent to which the system of Testing comprises questions on Arabic grammar questions.

Figure (6)
The extent to which the system of testing contains questions on Arabic grammar

It is clear from the figure above that 13.6% of the population agrees strongly that system of testing of class sevenamong Arabic Schools of Brunei Darussalam contains Arabic grammar questions and (59.6%) agree to it while (20.5%) remain neutral and (3.6%) disagree while (2.7%) percent strongly disagree to the fact. The analysis of the simple percentage goes thus:

$$P(percentage) = \frac{\sum fi(freq).xi(Variation)}{N(Total)} \times 100$$

$$P(\%) = \frac{(30 \times 5) + (131 \times 4) + (45 \times 3) + (8 \times 2) + (6 \times 1)}{220 \times 5 = 1100} \times 100$$
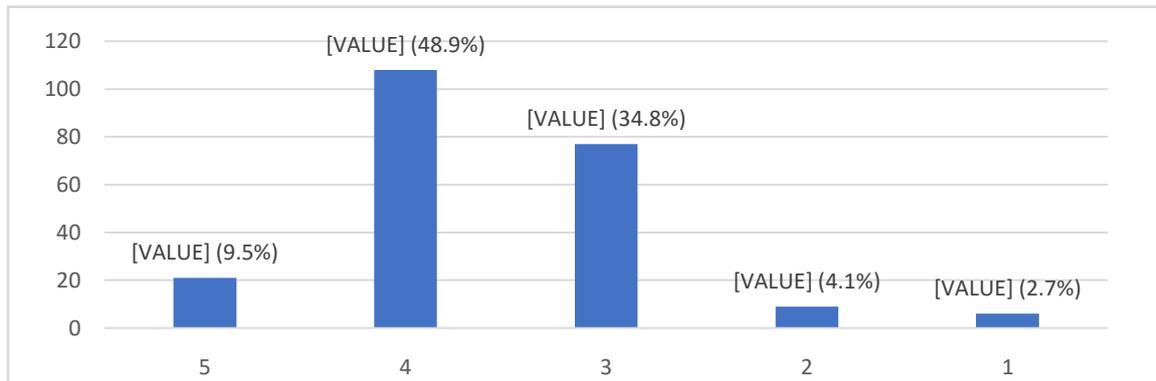
$$P(75.5\%) = \frac{150 + 524 + 135 + 16 + 6 = 831}{1100} \times 100$$

This means that the system of Testing of the class seven of the Arabic Schools of Brunei Darussalam contains Arabic grammar questions by (75.5%) and that little percentage reveals the reverse by (24.5%).

The positive side of this fact shows that the system of testing in class seven of the Arabic Schools in Brunei Darussalam contains Arabic grammar question up to (75.5%) and the negative side shows in the presence few percentage pointing to the reverse by 24.5%

Seven: Extent to which the test measure Arabic morphology questions:

Fig 7
The extent to which the system of test contain Arabic morphology questions

It is clear from the figure above that (6.8%) of the population strongly agree that the system of test of class seven of the Arabic School of- Brunei Darussalam contains- Arabic grammar while 28.5% agrees to the fact and (47.5%) among them remains neutral and (7.7%) disagree, 9.5% disagree strongly. The analysis of the simple percentage is done as follows

$$P(percentage) = \frac{\sum fi(freq).xi(Variation)}{N(Total)} \times 100$$

$$P(\%) = \frac{(15 \times 5) + (63 \times 4) + (105 \times 3) + (17 \times 2) + (21 \times 1)}{221 \times 5 = 1105} \times 100$$

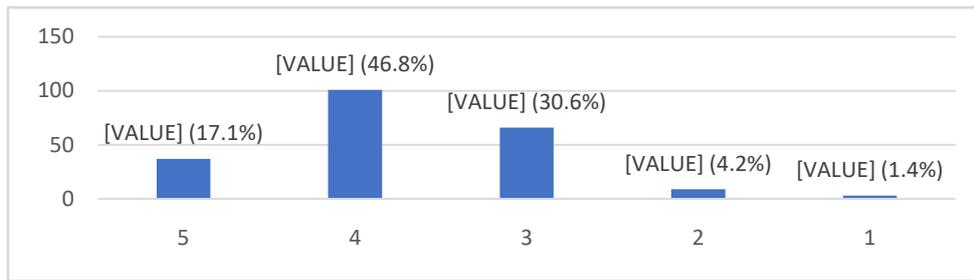$$P(63.1\%) = \frac{75 + 252 + 315 + 34 + 21 = 697}{1105} \times 100$$

This means that the system of test of class seven of the Arabic Schools of Brunei Darussalam consists of Arabic morphology questions up to (63.1%) and that it contains little proportion that shows the reverse by (36.9%)

The positive side of this point shows that the system of test of in class seven of Darussalam contains Arabic morphology questions up to (63.1%)

The negative side shows in the presence little percentage that reveals the reverse by (36.9%)

Eight: Extent to which the system of Test consist rules of writing:

Figure (8)
The extent to which the system of Test contains rules of writing

It is clear from the figure above that (17.1%) of the population strongly agree that system of test of class seven of the Arabic Schools of Brunei Darussalam contains questions on Arabic writing rules, and (46.8%) agree to the fact, while (30.6%) remains neutral (4.2%) disagree and (1.4%) strongly disagree the analysis of the simple percentage is as follows

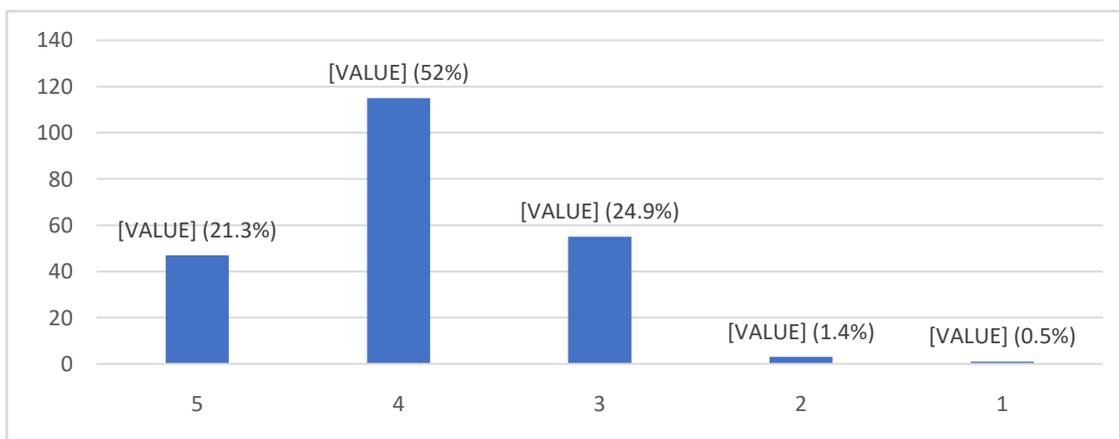$$P(percentage) = \frac{\sum fi(freq).xi(Variation)}{N(Total)} \times 100$$

$$P(\%) = \frac{(37 \times 5) + (101 \times 4) + (66 \times 3) + (9 \times 2) + (3 \times 1)}{216 \times 5 = 1080} \times 100$$
$$P(74.8\%) = \frac{185 + 404 + 198 + 18 + 3 = 808}{1080} \times 100$$

This means that the system of Test of class seven of the Arabic Schools of Brunei Darussalam consists of questions on rules of writing up to 74.8% and it consists little percentage pointing to the reverse by (25.2%)
The positive side in this point shows that the system of Test of class seven of the Brunei Darussalam contains questions on rules of writing up to (74.8%), but the negative side shows the presence little percentage pointing to the opposite by (25.2%)
Ninth: The extent to which the Test system is compatible with the lesson and exercises presented to students in academic lessons:

Figure (9)
The extent of compatibility of the system of Test with the lessons and practices presented to students in academic lessons.

It is clear from the above figure that (21.3%) of the population strongly agree that system of Test of class seven of the Arabic Schools is compatible with the lessons and exercises presented to students in academic class, which (52%) agree to the fact, 24.9% remain neutral, (1.4%) disagree and (0.5%) strongly disagree to the fact. The analysis of the simple percentage is as follows

$$P(percentage) = \frac{\sum fi(freq).xi(Variation)}{N(Total)} \times 100$$

$$P(\%) = \frac{(47 \times 5) + (115 \times 4) + (55 \times 3) + (3 \times 2) + (1 \times 1)}{221 \times 5 = 1105} \times 100$$
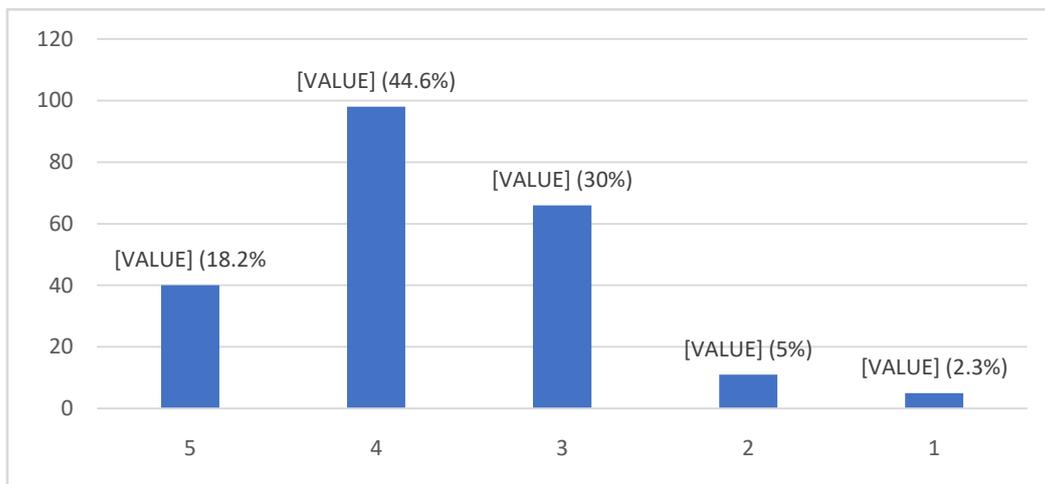
$$P(78.5\%) = \frac{235 + 460 + 165 + 6 + 1 = 867}{1105} \times 100$$

This means that system of Test in class seven of the Arabic classes in Brunei Darussalam IS Compatible with lessons and exercises presented to students in academic classes up to (78.5%) and that it consist of little percentage referring to the reverse of that by 21.5%

The positive aspect of this point shows that the system of teston of class seven of the Arabic School Brunei Darussalam is compatible with lessons and exercises presented to students in classes by 78.5% but the negative side reflects that there is little percentage of it showing the reverse by (21.5%)

Tenth: The extent to which the results of Test reflect the true linguistic level of the students.

Fig 10
The extent to which the results of Test reflects the true linguistic level of the students

It is clear from the figure – above that (18.2%) agree strongly that the results of the Test in class seven of the Arabic Schools of Brunei Darussalam – reflects the linguistic level of the students, and (44.6%) agrees to the fact, while 30% remain neutral, 5% disagree to the fact while 2.3% strongly disagree to the fact. The analysis of the simple percentage is shows as follows!

$$P(percentage) = \frac{\sum fi(freq).xi(Variation)}{N(Total)} \times 100$$

$$P(\%) = \frac{(40 \times 5) + (98 \times 4) + (66 \times 3) + (11 \times 2) + (5 \times 1)}{220 \times 5 = 1100} \times 100$$

$$P(74.3\%) = \frac{200 + 392 + 198 + 22 + 5 = 817}{1100} \times 100$$

This means that the result of the test in class seven of the Arabic Schools of Brunei Darussalam- reflects the true linguistic level of the students by (74.3%) and there is a little percentage show the opposite by (25.7%)

The positive sides of this point is shown in that the results of the Test in class seven of the Arabic School of Brunei Darussalam and it reflects the true linguist level of the students by 74.3% while the negative side shows the presence of little percentage showing the reverse by (25.7%)

Results:

The positive aspects of the Test system in class seven of the Arabic Schools in Brunei Darussalam reveals that it measures students competence in the listening skills by (71.7%) and that it measures students' competencies in the listening skills up to (77.7%) and their competence in speaking skills by (74.2%), and the writing skills by (78>3%), and distribution of scores for each of the four language skills in equal proportion (70.9%) and contains the Arabic grammar questions up to (75.5%), and consists of the Arabic morphology questions on rules of writing by (T4.8%) and that it is in consonance with the lessons and exercises presented to students in the class by 78.5% and that the results of the exercises reflects the true linguistic level of the students by (74.3%) . But

the negative areas shows in some few percentage which points to facts the system of evaluation in class seven among the Arabic Schools of Brunei Darussalam does not measure the students' competence in the listening skills by (28.3%), and does not measure the students competence in the reading skills by (22.3%) and it does not measure students competence of the speaking skills by (21.7%) and that the distribution of grade for each of the language skills is of un equally distributed by (29.1%) and does not contain questions on Arabic grammar by (24.5%) and questions of Arabic morphology by (36.9%) And that it does not contain questions on rules of writing (25.2%) and does not match with the lessons and exercises that were presented to students in class by (21.5%).

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