



# **DISCOVERING THE EFFECTIVENESS OF THE EVALUATION SYSTEM FOR TEACHING COMMUNICATIVE ARABIC LANGUAGE AT SULTAN SHARIF ALI ISLAMIC UNIVERSITY (UNISSA) BRUNEI DARUSSALAM: A CASE STUDY OF THE FACULTY OF ARABIC LANGUAGE**

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## **Abstract**

This research tends to identify the effectiveness of the evaluation system for teaching communicative Arabic language at the Faculty of Arabic Language Sultan Sharif Ali Islamic University (UNISSA) Brunei Darussalam. The researchers distributed the questionnaire to the first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who offered the subject of communicative Arabic language in the year 2024, and their number was 14 students (as the number of all first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who offered the course Communicative Arabic language in 2024 was 21 students, and this sample represents 66% of all students). After obtaining the data needed for this research, it was therefore analyzed quantitatively and evaluatively to obtain the expected results. This research has concluded that the positive aspects of evaluating tests for teaching communicative Arabic at Sultan Sharif Ali Islamic University are evident in their proportionality with the objectives of the curriculum at a rate of (88.6%), and that it measures students' proficiency in oral communication at a rate of (78.6%). Likewise, the students' proficiency in written communication at a rate of (87.1%), and that the distribution of grades for both oral and written communication skills is at a balanced rate of (82.9%), and that the examination system is related to the lessons and exercises provided to students in the semester, at a rate of (91.4%), and that the test results reflect the true linguistic level of students, with a percentage of (81.4%), and that the test results are true, with a percentage of (87.1%), and that the test results are comprehensive, with a percentage of (80%), and that The testing system contains the theoretical aspect, with a percentage of (72.9%), and the testing system contains the applied aspect with a percentage of (77.1%).

As for the negative aspect, it shows in the lack of proportionality of the examination system for teaching communicative Arabic at Sultan Sharif Ali Islamic University with the objectives of the curriculum at a rate of (11.4%), and that it does not measure students' proficiency in oral communication at a rate of (21.4%), and that it does not measure students in written communication at a rate of (12.9%), and that it is not balanced in the distribution of grades for both oral and written communication skills at a rate of (17.1%), and that it is not proportional to the lessons and exercises provided to students in the semester at a rate of (8.6%), and that it does not reflect the true linguistic level of the students by (18.6%), and that the results are not truthful by (12.9%), and that the results are not comprehensive by (20%), and that it does not contain any theoretical aspect with a rate of (27.1%), and it does not contain the practical aspect, with a rate of (22.9%).

## **Keywords**

System, Evaluation, Language, Arabic, Communication

## I. INTRODUCTION

Teaching is an art which includes knowledge, presentation, an art of dissemination and above all every aspect of paralinguistic. Teaching demands broad knowledge of subject matter in all horizons, complete curriculum with standards, positive and caring attitude with enthusiasm, and a desire for learning and techniques of classroom management and a desire to make a difference in the lives of young people. The existence of materials is totally based on the creativity and innovative ways of teachers. No one can assume even a single material without a Teacher because it is a teacher who uses the materials in the classroom effectively and the effective usage of those materials is reflected by the involvement of the students. (Shravan Kumar: 2017).

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 Sayf al-Din Sa'd al-KhairWa al-Din) 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 (Shamsuddin and Sara: 2017).

Abd al-Rahman bin Sheikh in (<http://www.arabtimes.com/>) mentioned that the history of Arab education in the Sultanate of Brunei Darussalam dates back to 1941 AD when an Arabic school was established in Busur Uluq, but this school did not remain for a long time due to the incursion of Japanese colonialism in country. The Brunei government did not stop at this point, but rather continues its efforts to educate its children and provide them with Islamic and Arab cultures, by sending the country's citizens abroad, starting in the year 1956 AD, to Al-Azhar University in the Arab Republic of Egypt and to some Islamic institutes in Kelantan, and an Islamic Faculty in Klang Selangor Malaysia, and Al-Junaid School in Singapore. There are currently three Arab secondary schools in Brunei: "Hassan Al-Bulqiah Arabic Secondary School for Boys," which opened in 1966 AD, and "Raj Astri Fengiran Ang Damit Arabic Secondary School for Girls," which opened in 1967 AD, and the Brunei Islamic Institute, Tutong. The Arabic School aims to take care of teaching Islamic and Arabic subjects in addition to modern subjects that qualify its graduates to continue their studies at the higher educational level in Islamic and Arabic studies at the University of Brunei, Arab universities or Malaysian universities. The duration of the study in the Arab school lasts nine years for the junior and secondary stages, and this is after the student completes the primary education in public primary schools. The curriculum followed by the Arabic Secondary School was the one followed by the Islamic Foundation Schools in Kelantan, Malaysia. As for higher institutes and universities, there were two institutes and a university where the Arabic language was taught: the Institute of Religious Teachers (Office of Verkorwan Akam Seri Bekaun), which was established in 1972 AD, to graduate teachers of religious subjects and the Arabic language, and the Higher Institute for Islamic Studies, which was established in 1989 AD, and the University of Brunei Dar al-Salam, which houses the Sultan Hasan al-Balqiyyah Institute for Education, and the Faculty of Islamic Studies, where Islamic studies and the Arabic language are taught, which were changed to the Sultan Hajj Omar Ali Saif al-Din Institute in 2000 AD, and it contains the department of Arabic Language with the Departments of Sharia and Fundamentals of Religion. In 2007, the Sultanate of Brunei Darussalam witnessed a new educational development, as the Institute of Religious Teachers was upgraded to the University Teachers Faculty (KUPBSB), as well as the Sultan Haji Omar Ali Saifuddin Institute at the University of Brunei Darussalam to become the Sultan Sharif Ali Islamic University (UNISSA). These two new educational institutions are among the most important landmarks and strongholds for spreading Islam and the Arabic language in this Sultanate. Accordingly, the Islamic educational centres in Brunei Darussalam are as follows:

- a. Sultan Sharif Ali Islamic University (UNISSA).
- b. University Teachers Faculty, Bandar Seri Begaon (KUPBSB).
- c. University of Brunei Darussalam (UBD).
- d. Hassanal Balkiah Arabic Secondary School.
- e. Raj Estri Fanjiran Ang Damit Arabic Secondary School for Girls.
- f. Brunei Islamic Institute, Tutong.

## II. LITERATURE REVIEW

### *Teaching Arabic Language*

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, its rules and roles in the development of human civilization in various aspects of sciences and Arts. In the present time, there is a 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 independent educational practice which has programs, methods and reference books as it presents Arabic language by describing it as 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 different ways in an accepted educational way to service to Arabic language better and in response to increase in the population of those interested in learning it in different 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 important elements 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 important things 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 (Taimah:1989).

### ***Evaluation System in Teaching of Arabic Language***

Taimah (1986) also mentioned that evaluation is considered an important 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 acquired knowledge and the targeted skills. The concept of evaluation varies with difference in opinion in teaching processes. The view that restricts education to the provision of information to students, restricts 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.

### ***Concept of Evaluation***

According to Saadat (2018), Sarhan (1988), Abdur (1977), Khalil (2007), Taimah (1986) and Hindam (1978): A number of definitions has been presented for evaluation, some of them are mentioned as follows:

- 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 goal".
- 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 extent which the predetermined goals are achieved in order to make certain decision".

### ***Importance of Evaluation***

Referred to Taimah (1986): Evaluation Helps in the field of teaching Arabic Language as a second language to achieve the following:

- 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***

Taimah (1986) also said that 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:

- 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

### ***Language Test***

Taimah (1986) also has reminded that 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:

- **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.
- **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 METHODOLOGY**

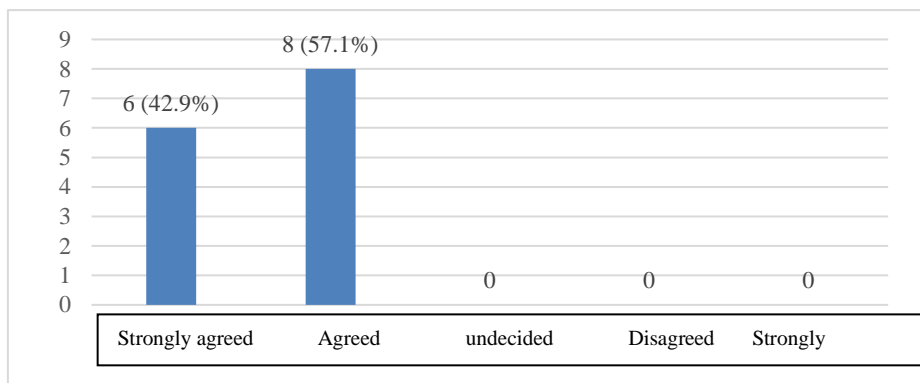
This research tends to identify the effectiveness of the evaluation system for teaching communicative Arabic language at the Faculty of Arabic Language Sultan Sharif Ali Islamic University (UNISSA) Brunei Darussalam. The researchers distributed the questionnaire to the first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who offered the subject of communicative Arabic language in the year 2024, and their number was 14 students (as the number of all first-year students from the Faculty of Arabic Language at Sultan Sharif Ali Islamic University who offered the course Communicative Arabic language in 2024 was 21 students, and this sample represents 66% of all students). After obtaining the data needed for this research, it was therefore analyzed quantitatively and evaluatively to obtain the expected results.

### IV. RESEARCH FINDING AND DISCUSSION

#### First: The level to which the examination system for teaching communicative Arabic at Sultan Sharif Ali Islamic University is compatible with the objectives of the curriculum

Figure (1):

- The extent to which the examination system for teaching communicative Arabic at Sultan Sharif Ali Islamic University is compatible with the objectives of the curriculum



It is clear from the previous figure that (42.9%) of the sample strongly agreed that the testing system for teaching communicative Arabic at Sultan Sharif Ali Islamic University is compatible with the objectives of the curriculum, and (57.1%) of them agreed to that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

- $P(\%) = \frac{(6 \times 5) + (8 \times 4)}{14 \times 5 = 70} \times 100$
- $P(88.6\%) = \frac{30 + 32 = 62}{70} \times 100$

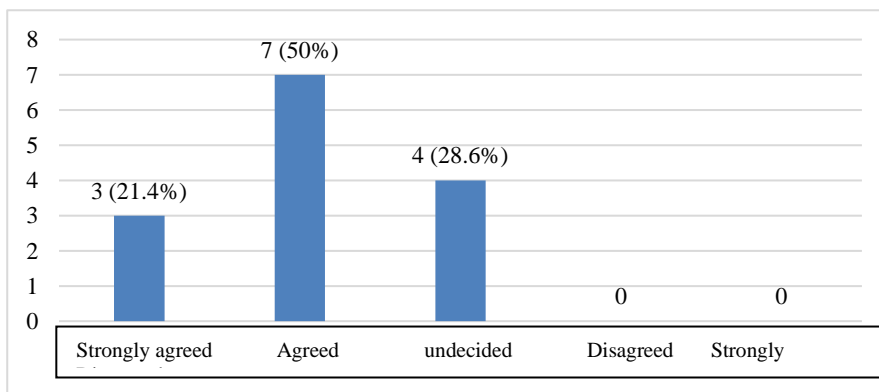
This means that the testing system for teaching communicative Arabic at Sultan Sharif Ali Islamic University, along with the objectives of the curriculum is appropriate. The number of sample members who agreed to this reached a percentage of (88.6%), and among them were those who indicated the opposite, and their percentage was (11.4%).

The positive aspect of this point appears in the compatibility of the examination system for teaching communicative Arabic at Sultan Sharif Ali Islamic University with the objectives of the curriculum at a rate of (88.6%). The negative side appears in its disproportionate ratio (11.4%).

#### Second: The extent to which tests measure students' proficiency in oral communication

Figure (2):

- The extent to which tests measure students' proficiency in oral communication



It is clear from the previous figure that (21.4%) of the sample strongly agreed with the tests measuring students' proficiency in oral communication, and (50%) of them agreed with that, while (28.6%) of them were neutral about that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

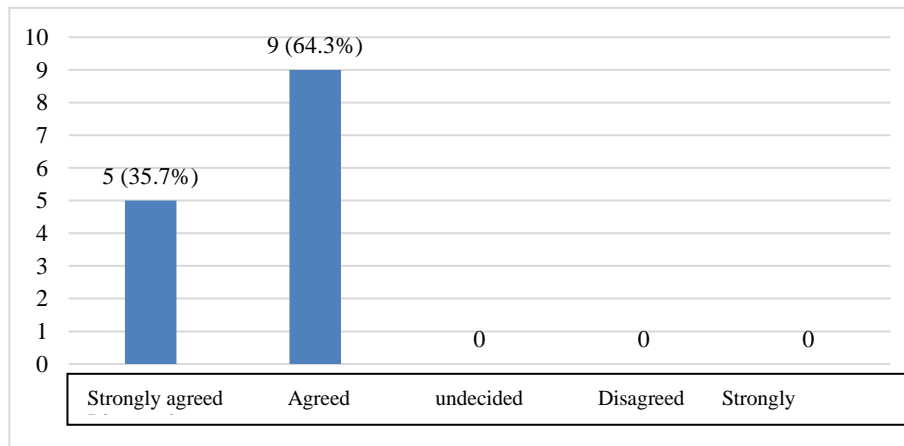
- $P(\%) = \frac{(3 \times 5) + (7 \times 4) + (4 \times 3)}{\frac{14 \times 5 = 70}{15 + 28 + 12 = 55}} \times 100$
- $P(78.6\%) = \frac{55}{70} \times 100$

This means that the tests measure students' proficiency in oral communication, and the number of sample members who agreed to this reached (78.6%), while some of them indicated the opposite, and their percentage was (21.4%). The positive aspect of this point appears in tests measuring students' proficiency in oral communication at a rate of (78.6%). The negative aspect appears in the lack of measurement (21.4%).

**Third: The extent to which tests measure students' competence in written communication**

**Figure (3):**

-The extent to which tests measure students' proficiency in written communication



It is clear from the previous figure that (35.7%) of the sample strongly agreed that the tests measured students' proficiency in written communication, and (64.3%) of them agreed with that. This percentage is analyzed in this way:

$$P(\text{percentages}) = \frac{\sum fi(\text{number of repetitions}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (9 \times 4)}{\frac{14 \times 5 = 70}{25 + 36 = 61}} \times 100$$

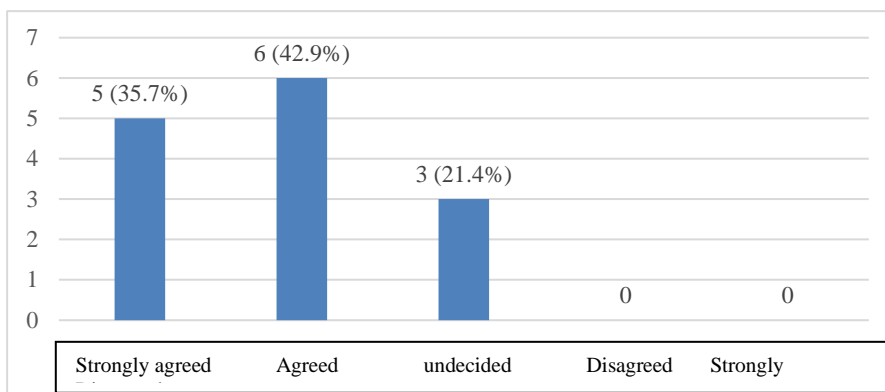
$$P(87.1\%) = \frac{61}{70} \times 100$$

This means that the tests measure students' proficiency in written communication, and the number of sample members who agreed to this reached a percentage of (87.1%), and some of them indicated the opposite, their percentage being (12.9%). The positive aspect of this point appears in the tests measuring students' proficiency in written communication, at a rate of (87.1%). The negative aspect appears in its failure to measure the written communication at percentage (12.9%).

**Fourth: The extent to which grades are distributed for both oral and written communication skills in a balanced ratio**

**Figure (4):**

The extent to which grades are distributed for both oral and written communication skills in a balanced ratio



It is clear from the previous figure that (35.7%) of the sample strongly agreed to distribute grades for both oral and written communication skills in a balanced ratio, and (42.9%) of them agreed with that, while (21.4%) of them were neutral about that. This percentage is analyzed in this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of frequency}). xi(\text{score options})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(5 \times 5) + (6 \times 4) + (3 \times 3)}{14 \times 5 = 70} \times 100$$

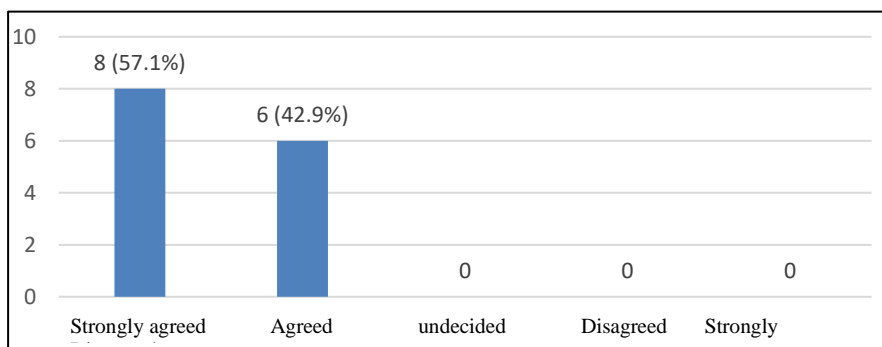
$$P(82.9\%) = \frac{25 + 24 + 9 = 58}{70} \times 100$$

This means that the distribution of grades for both oral and written communication skills is balanced. The number of sample members who agreed to this reached (82.9%), while some of them indicated the opposite, and their percentage was (17.1%). The positive aspect of this point appears in the distribution of grades for both oral and written communication skills in a balanced ratio, at a rate of (82.9%). The negative side appears in its imbalance (17.1%).

**Fifth: The extent to which the examination system is compatible with the lessons and exercises provided to students in the classroom.**

**Figure (5):**

- The extent to which the examination system is compatible with the lessons and exercises provided to students in the classroom



It is clear from the previous figure that (57.1%) of the sample strongly agreed that the testing system was compatible with the lessons and exercises provided to students in the classroom, and (42.9%) of them agreed with that. Analyze this percentage this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of frequency}). xi(\text{score options})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(8 \times 5) + (6 \times 4)}{14 \times 5 = 70} \times 100$$

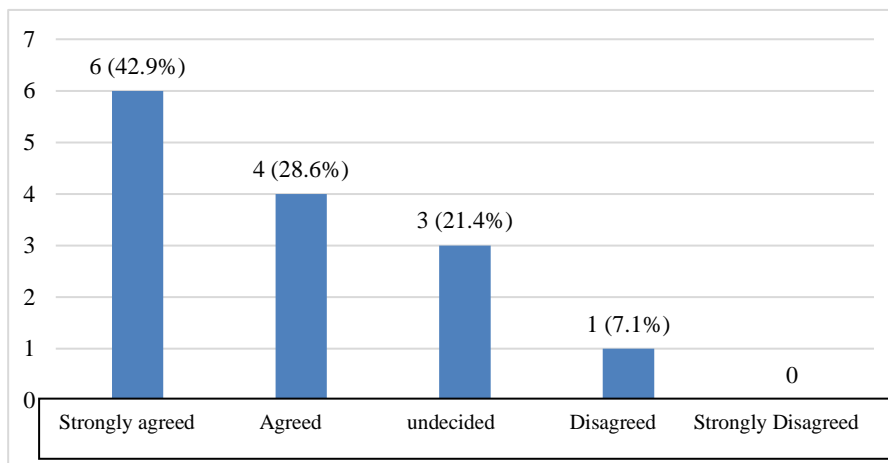
$$P(91.4\%) = \frac{40 + 24 = 64}{70} \times 100$$

This means that the evaluation system is compatible with the lessons and exercises provided to students in the semester. The number of sample members who agreed to this reached (91.4%), and some of them indicated the opposite, and their percentage was (8.6%). The positive aspect of this point appears in the compatibility of the examination system with the lessons and exercises provided to students in the semester, at a rate of (91.4%). The negative side appears in its disproportionate ratio (8.6%).

**Sixth: Test results reflect the students’ true linguistic level.**

**Figure (6):**

Test results reflect the students' real linguistic level



It is clear from the previous figure that (42.9%) of the sample strongly agreed that test results reflect the true linguistic level of the students, and (28.6%) of them agreed with that, while (21.4%) were neutral about that, as for (7.1%) of them did not agree to that. Analyze this percentage this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of frequency}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

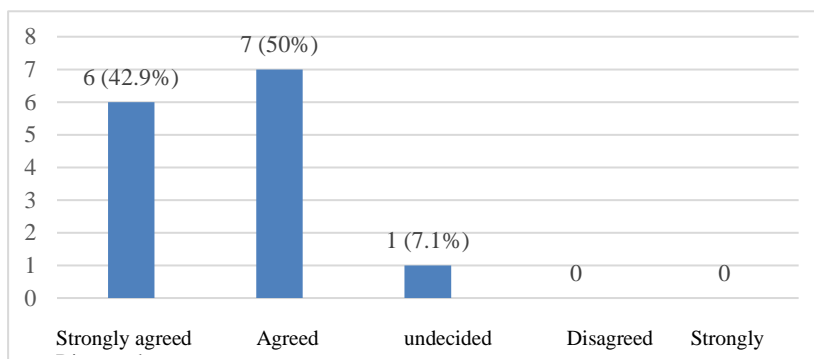
$$P(\%) = \frac{(6 \times 5) + (4 \times 4) + (3 \times 3) + (1 \times 2)}{14 \times 5 = 70} \times 100$$

$$P(81.4\%) = \frac{30 + 16 + 9 + 2 = 57}{70} \times 100$$

This means that the results of the tests reflect the true linguistic level of the students, and the number of sample members who agreed to this reached (81.4%), and some of them indicated the opposite, and their percentage was (18.6%). The positive aspect of this point appears in the test results, which reflect the true linguistic level of the students, at a rate of (81.4%). The negative side appears in the lack of reversal (18.6%).

**Seventh: The test results are honest.**

**Figure (7):**Test results are true





It is clear from the previous figure that (42.9%) of the sample strongly agreed with the results of the Sadiq tests, and (50%) of them agreed with that, while (7.1%) were neutral about that. Analyze this percentage this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of frequency}).xi(\text{score options})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(6 \times 5) + (7 \times 4) + (1 \times 3)}{14 \times 5 = 70} \times 100$$

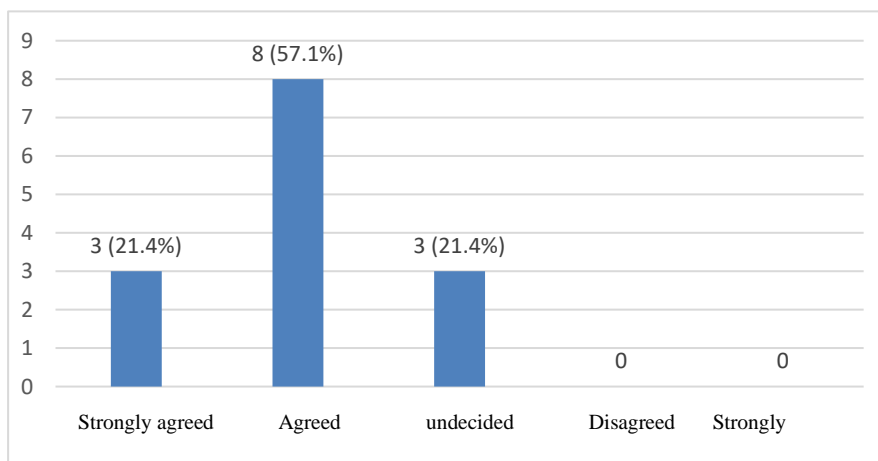
$$P(87.1\%) = \frac{30 + 28 + 3 = 61}{70} \times 100$$

This means that the test results are valid, and the number of sample members who agreed to this reached a percentage of (87.1%), and some of them indicated the opposite, their percentage being (12.9%). The positive aspect of this point appears in the honest test results, with a percentage of (87.1%). The negative side appears in its lack of honesty (12.9%).

**Eighth: Test results are comprehensive**

**Figure (8):**

**Test results are comprehensive**



It is clear from the previous figure that (21.4%) of the sample strongly agreed with the comprehensive test results, and (57.1%) of them agreed with that, while (21.4%) were neutral about that. Analyze this percentage this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of frequency}).xi(\text{score options})}{N(\text{whole sum})} \times 100$$

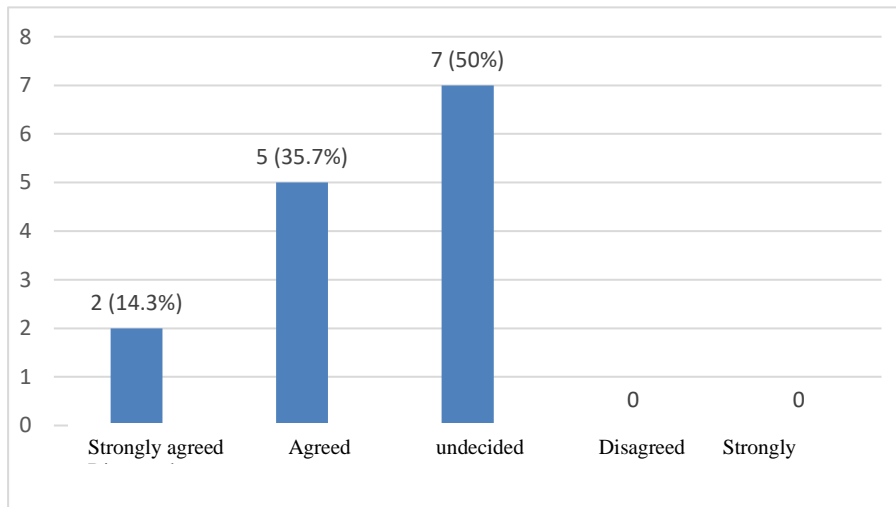
$$P(\%) = \frac{(3 \times 5) + (8 \times 4) + (3 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(80\%) = \frac{15 + 32 + 9 = 56}{70} \times 100$$

This means that the results of the tests are comprehensive, and the number of sample members who agreed to this reached (80%), and some of them indicated the opposite, and their percentage was (20%). The positive aspect of this point appears in the comprehensive test results, at a rate of (80%). The negative aspect appears in its lack of coverage (20%).

**Ninth: The testing system contains the theoretical aspect.**

**Figure (9):**  
The testing system contains a theoretical aspect



It is clear from the previous figure that (14.3%) of the sample strongly agreed with the testing system that includes a theoretical aspect, and (35.7%) of them agreed with that, while (50%) were neutral with that. Analyze this percentage this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of frequency}) \cdot xi(\text{score options})}{N(\text{whole sum})} \times 100$$

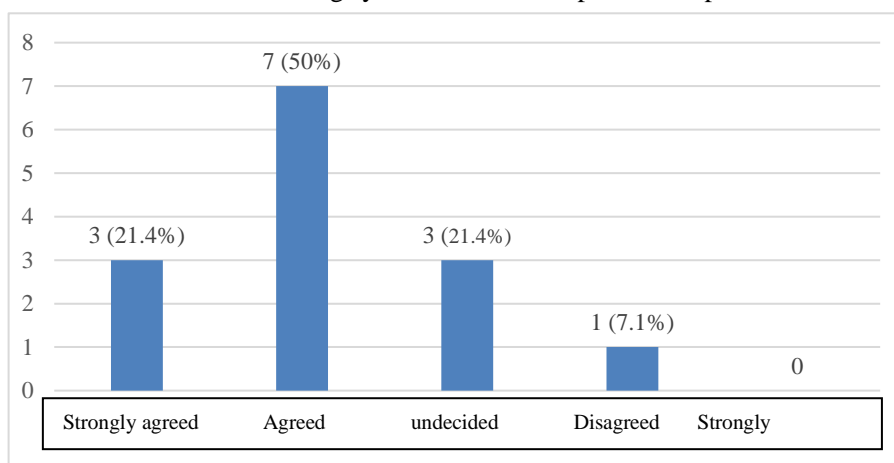
$$P(\%) = \frac{(2 \times 5) + (5 \times 4) + (7 \times 3)}{14 \times 5 = 70} \times 100$$

$$P(72.9\%) = \frac{10 + 20 + 21 = 51}{70} \times 100$$

This means that the testing system contains a theoretical aspect, and the number of sample members who agreed to this reached (72.9%), and some of them indicated the opposite, and their percentage was (27.1%). The positive aspect at this point appears in the examination system that contains the theoretical aspect, at a rate of (72.9%). The negative side appears in its lack of availability (27.1%).

**Tenth: The testing system contains the practical aspect.**

**Figure (10):**  
The testing system contains the practical aspect



It is clear from the previous figure that (21.4%) of the sample strongly agreed with the testing system that includes the applied aspect, and (50%) of them agreed with that, while (21.4%) were neutral about that, while (7.1%) Some of them did not agree to that. Analyze this percentage this way:

$$P(\text{percentage}) = \frac{\sum fi(\text{number of frequency}).xi(\text{score options})}{N(\text{whole sum})} \times 100$$

$$P(\%) = \frac{(3 \times 5) + (7 \times 4) + (3 \times 3) + (1 \times 2)}{14 \times 5 = 70} \times 100$$

$$P(77.1\%) = \frac{15 + 28 + 9 + 2 = 54}{70} \times 100$$

This means that the testing system contains an applied aspect, and the number of sample members who agreed to this reached (77.1%), and some of them indicated the opposite, and their percentage was (22.9%). The positive side at this point appears in the testing system, which contains the practical side, with a percentage of (77.1%). The negative side appears in its lack of availability (22.9%).

## V. CONCLUSION

This research submits that the positive aspects of evaluating tests for teaching communicative Arabic language at Sultan Sharif Ali Islamic University are evident in their proportionality with the objectives of the curriculum, at a rate of (88.6%), and that they measure students' proficiency in oral communication, at a rate of (78.6%). It measures students' proficiency in written communication, at a rate of (87.1%), and that the distribution of grades for both oral and written communication skills is at a balanced rate, of (82.9%), and that the examination system is proportional to the lessons and exercises provided to students in the semester, at a rate of (91.4%), and that the test results reflect the true linguistic level of students, with a percentage of (81.4%), and that the test results are honest, with a percentage of (87.1%), and that the test results are comprehensive, with a percentage of (80%), and that the testing system contains the theoretical aspect, with a percentage of (72.9%), and the testing system contains the applied aspect, with a percentage of (77.1%).

As for the negative aspect, it appears in the lack of proportionality of the examination system for teaching communicative Arabic language at Sultan Sharif Ali Islamic University with the objectives of the curriculum, at a rate of (11.4%), and that it does not measure students' proficiency in oral communication, at a rate of (21.4%), and that it does not measure proficiency in oral communication. students in written communication, at a rate of (12.9%), and that it is not balanced in the distribution of grades for both oral and written communication skills, at a rate of (17.1%), and that it is not proportional to the lessons and exercises provided to students in the semester, at a rate of (8, 6%), and that it does not reflect the true linguistic level of the students, by (18.6%), and that the results are not truthful, by (12.9%), and that the results are not comprehensive, by (20%), and that it does not contain any aspect theoretical, with a rate of (27.1%), and it does not contain the practical aspect, with a rate of (22.9%).

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