THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEM RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2015

025 ARABIC LANGUAGE

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FOREWORD

The Items Analysis of the students' responses in the Arabic Language subject in the Form Two National Assessment (FTNA) 2015 was prepared in order to provide feedback to students, teachers, parents, policy makers and the public in general on the performance of students.

The Form Two National Assessment marks the end of two years of secondary education. It is a formative evaluation which, among other things, shows the effectiveness of the education system in general and the education delivery system in particular. Essentially, students' responses to the assessment questions is a strong indicator of what the education system was able or unable to offer to students in their two years of secondary education in the subject.

The analysis presented in this report is intended to contribute towards understanding of some of the reasons behind the performance of students in the Arabic Language subject. The report highlights some of the factors that made the students fail to score high marks in the questions. Such factors include, failure to interpret the requirements of the questions, inability to express themselves in Arabic Language and lack of knowledge on the principles and rules related to the subject. The feedback provided will enable the education administrators, school managers, teachers and students to identify proper measures to be taken in order to improve teaching and learning as well as the students' performance in future National Assessment administered by the Council.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and public in general that can be used for improving future Students' Items Response Analysis Reports.

Finally, the Council would like to thank the examiners and all who participated in preparing and analysing the data used in this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report analyses the items responses of the students in Arabic Language for students who sat for the Form Two National Assessment (FTNA) in November, 2015. The National Assessment corresponds clearly to the Arabic Language Syllabus of 1995.

The students were tested in the skills of Comprehension, Language use, Grammar and Composition. The paper consisted of 11 questions from which the students were supposed to attempt 10 questions. The questions from sections A, B and C were compulsory while in section D the students were required to choose one of the two questions.

A total of 4655 students sat for the Form Two National Assessment in 2015, whereas 31.45 percent of the students passed the Form Two National Assessment and 68.55 percent failed. In 2014, 49 percent of the students passed. This indicates that, the performance of students in the year 2015 has decreased by 17.55 percent as compared to the year 2014.

The analysis of the students' performance is categorised into three groups depending on the percentage of students who got an average of 30 percent or above of the marks allocated in a particular question. If the performance of the students is ranging from 50 to 100 percent, the performance is considered as a good, from 30 to 49 percent is average and from 0 to 29 percent is categorised as poor. These categories are also indicated by using colours, whereby, green colour indicates students with good performance, yellow colour shows students with average performance and red colour indicates poor performance.

This report aims at providing feedback to education stakeholders on the performance of the students in each question. The report highlights the requirements of each question by indicating the expected responses to the questions and how the students answered the questions. Extract samples of students' responses are presented in order to provide a general overview of how the students responded in view of the demands of each item.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: COMPREHENSION

This section consisted of one question which had two parts, part (a) and (b). The students were required to answer both parts of the question. The question carried twenty (20) marks.

2.1.1 Question 1: Comprehension with Short Answers and Filling in the Blank Spaces

The question required the students to read the passage and answer the question with the right information obtained from the given passage. The passage was about Matola and Mziwanda at the sea beach. This question was compulsory and had two parts, part (a) and (b). In part (a), the students were required to give short answers to the five questions. In part (b), they were given five sentences with blank spaces to be filled in with the right information. The question tested the students' ability to read and comprehend the given passage.

The question was attempted by 99.7 percent of the students and their performance was good, as 73.7 percent of them scored from 10 to 20 marks, 13 percent scored from 6 to 9 marks, 10.3 percent scored from 1 to 5 marks and only 2.7 percent of the students scored 0 mark, as seen in Figure 1.
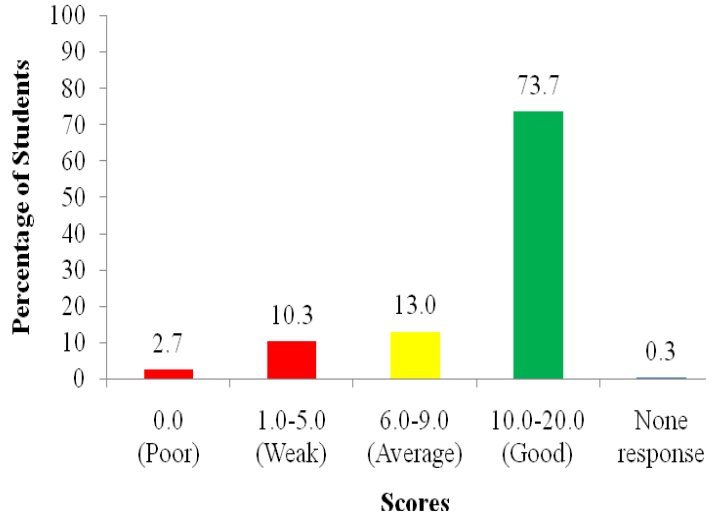
Figure 1: Percentage of the students' performance.

The students who performed well in this question were able to read and understand the contents of the passage as they managed to provide correct responses to the short answer questions and could fill in the blank spaces with the appropriate information from the passage. This shows that, the students had a good mastery of Arabic Language and adequate comprehension skills. Extract 1.1 shows a sample of a good response.

Extract 1.1

أ‐ أَجِبْ عَنْ جَمِيعِ الأَسْئِلَةِ الآتِيَةِ

1‐ إِلَى أَيْنَ ذَهَبَ مَتُوْلَي وَمُزِوَنْدَى؟

ذَهَبَ مَتُوْلَى وَمُزِوَنْدَى إِلَى الْبَحْرِ لِلسِّبَاحَةِ

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٢- فِي أَثْنَاءِ سَيْرِهِمَا مَاذَا حَدَثَ؟

جَاءَتِ الأَمْوَاجُ بَغْتَةً وَأَدْخَلَتْهُمَا فِي البَحْرِ

٣- مَنِ اسْتَطَاعَ أَنْ يُنْقِذَ نَفْسَهُ مِنَ الغَرَقِ؟

اِسْتَطَاعَ مَتْوْكَا أَنْ يُنْقِذَ نَفْسَهُ مِنَ الغَرَقِ وَيُؤَمِّنِ المَوْتِ

٤- هَلْ كَانَ مِزْوَنْدَى يَعْرِفُ السِّبَاحَةَ؟

لَا لَمْ يَكُنْ يَعْرِفُ السِّبَاحَةَ قَطُّ

٥- لِمَاذَا لَمْ يَقْبَلِ الذَّهَبَ؟

لِأَنَّهُ يَعْمَلُ المَعْرُوفَ طَلَبًا لِرِضَاءِ اللهِ

ب- اِمْلَإِ الفَرَاغَ الآتِي بِالكَلِمَةِ المُنَاسِبَةِ مِمَّا بَيْنَ القَوْسَيْنِ:

١- وَبَدَأَ مِزْوَنْدَى يَمْدَحُ نَفْسَهُ طُولَ شَاطِئِ البَحْرِ وَيَصِفُ

مَهَارَتَهُ فِي السِّبَاحَةِ. (قُوَّتَهُ – مَكْرَتَهُ – مَهَارَتَهُ)

٢- وَبَدَأَ كُلُّ وَاحِدٍ مِنْهُمَا يُنْقِذُ نَفْسَهُ مِنَ الغَرَقِ _____ (مِنَ

المَوْتِ – مِنَ الغَرَقِ – مِنَ الكَذِبِ)

٣- فَخَرَجَ الماءُ المِلْحُ _____ مِنْ فِيهِ ثُمَّ حَمَلَهُ إِلَى أَهْلِهِ. (الْمَاءُ

الْمِلْحُ – مَاءُ النَّهْرِ – الماءُ العَذْبُ)

٤- وَأَرْكَبَ عَلَى كَتِفَيْهِ _____ ثُمَّ عَادَ بِهِ إِلَى شَاطِئِ البَحْرِ.(عَلَى

كَفَّيْهِ – على كَتِفَيْهِ – عَلَى رُكْبَتَيْهِ)

٥- فَقَالَ مَتْوْلَى: إِنَّنِي اَعْمَلُ المَعْرُوفَ طَلَبًا لِرِضَاءِ اللهِ _____ (طَلَبًا

لِلذَّهَبِ – طَلَبًا لِلشَّرَفِ – طَلَبًا لِرِضَاءِ الله)

Extract 1.1 shows a sample of a response from a script of a student who provided correct short responses and was able to fill in the blank spaces with the right information from the passage.

Further analysis of the students' responses shows that, a few students failed to comprehend the passage, as a result they were unable to provide short answers and fill in the blank spaces with appropriate information. For example, in item (1) that asked "Where did Matola and Mziwanda go?" (*إلى أين ذهب* *متولى ومزوندى؟*), many of them answered "Matola and Mziwanda went for swimming" or "Matola and Mziwanda went to a fish" (*ذهب متولى ومزوندى إلى السمكة*) while the correct answer was supposed to be "Matola and Mziwanda went to the sea" (*ذهب متولى ومزوندى إلى البحر*). Other students in this category copied some words from the questions and used them as answers and a few of them left the questions unanswered. This indicates that the students had insufficient knowledge and skills on reading for comprehension. They also lacked analytical skills which could help them identify the correct answers. Extract 1.2 shows a sample of a poor response.

Extract 1.2

أ‌- أَجِبْ عَنْ جَمِيْعِ الأَسْئِلَةِ الآتِيَةِ

1- إِلَى أَيْنَ ذَهَبَ مَتُوْلَى وَمْزِوَنْدَى؟

القَشَرَكَةُ

2- فِي أَثْنَاءِ سَيْرِهِمَا مَاذَا حَدَثَ؟

وَكَانَ يَبِسْرُ

3- مَنِ اسْتَطَاعَ أَنْ يُنْقِذَ نَفْسَهُ مِنَ الغَرَقِ؟

وَ حُسَيْن

4- هَلْ كَانَ مِزِوَنْدَى يَعْرِفُ السِّبَاحَةَ؟

بَسِيسِ بُّدَانَّ

5- لِمَاذَا لَمْ يَقْبَلِ الذَّهَبَ؟

قَدِ اصَفَ نَّ

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ب- اِمْلَإِ الْفَرَاغَ الْآتِي بِالْكَلِمَةِ الْمَنَاسِبَةِ مِمَّا بَيْنَ الْقَوْسَيْنِ:

1- وَبَدَأَ مِزِوِنْـدَى يَمْـدَحُ نَفْسَـهُ طُـوْلَ شَـاطِئِ الْبَحْـرِ وَيَصِـفُ _____ *مهاراته* فِي السِّبَاحَةِ. (قُوَّتَهُ – مَكْرَتَهُ – مَهَارَتَهُ)

2- وَبَدَأَ كُلُّ وَاحِدٍ مِنْهُمَا يُنْقِذُ نَفْسَهُ _____ *من الغرق* (مِنَ الْمَوْتِ – مِنَ الْغَرَقِ – مِنَ الْكَذِبِ)

3- فَخَرَجَ _____ *ماء النهر* مِنْ فَمِهِ ثُمَّ حَمَلَهُ إِلَى أَهْلِهِ. (الْمَاءُ الْمِلْحُ – مَاءُ النَّهْرِ – الماءُ الْعَذْبُ)

4- وَأَرْكَبَ _____ *على كتفيه* ثُمَّ عَادَ بِهِ إِلَى شَاطِئِ الْبَحْرِ. (عَلَى كَفَّيْهِ – على كَتِفَيْهِ – عَلَى رُكْبَتَيْهِ)

5- فَقَالَ مَتُوْلَى: إِنِّي أَعْمَلُ الْمَعْرُوْفَ _____ *طلباً للشرف* (طَلَباً لِلذَّهَبِ – طَلَباً لِلشَّرَفِ – طَلَباً لِرَضَاءِ اللهِ)

</div>

Extract 1.2 shows a sample of a response from a script of a student who copied some words from the question and used them as answers in part (b) from item (1) to (4).

2.2 SECTION B: LANGUAGE USE

This section had four questions and the students were required to answer all of them. Each question carried five (05) marks except for question 2 which carried ten (10) marks, thus making a total of (25) marks.

2.2.1 Question 2: Re-arranging the Jumbled Words

This question had five items and the students were required to re-arrange the jumbled words in a grammatical order to form a grammatical and meaningful sentence. The question tested the student's ability to form grammatical and meaningful sentences.

The question was attempted by 97.6 percent of the students, of which 80.4 percent of them scored from 0 to 1 mark, 10.5 percent scored from 1.5 to 2.5 marks and only 6.7 percent scored from 3 to 5 marks out of the 5 marks allocated to this question. This shows that the performance in this question was poor, as seen in Figure 2.
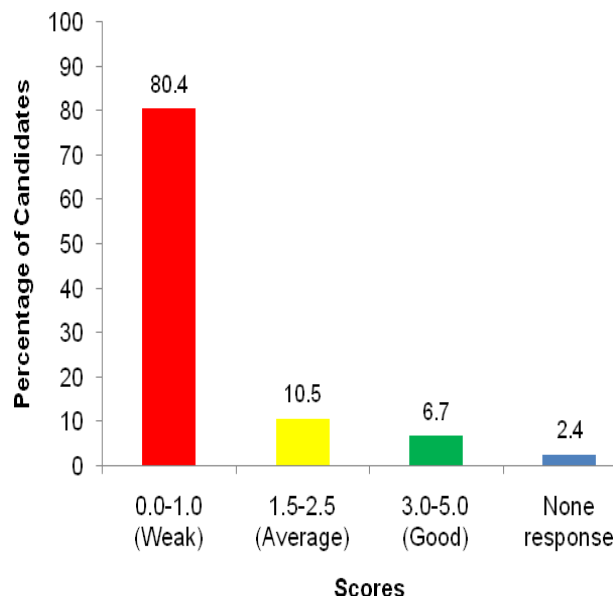

Figure 2: indicates that the performance of students in this question.

Most of the students with weak performance in this question failed to organize the jumbled words into a grammatical order to make meaningful sentences. These students were unable to consider the principles of Arabic Language that, any sentence in Arabic Language must have one of the two parts whether nominal sentence or verbal sentence. For example in item (أ), some of the students started with "school" (المدرسة), some with "early" (مبكرا) and others started with "to" (إلى) instead of beginning with verb (يذهب). The correct answer for this question was supposed to be

(يَذهب مسعود إلى المدرسة مبكرا) ''Masoud goes to school early''.
Extract 2.1 shows a sample of a poor response.

Extract: 2.1

2- رَتِّبِ الْكَلِمَاتِ الآتِيَةَ لِتَكُونَ جُمَلاً مُفِيدَةً:

أ) مُبَكِّراً – الْمَدَرَسَة – يَذْهَبُ – إِلَى – مَسْعُوْدٌ.

<u>الْمَدَرَسَة مبكراً إلى مصعوْد يَذْهَب</u>

ب) يَنْظُرُ – الطُّلَّاب – المسْرَحِيَّة – فِرْقَة – إِلَى.

<u>الطُّلَّاب المسرحيَّة إلى فِرْقَة يَنْظُر</u>

ت) كُلِّ – يَجْتَهِدَ – دُرُوْسِهِ – عَلَى – طَالِبٍ – يَجِبُ – فِي – أَنْ.

<u>طَالِبٍ فِي أَنْ كُلِّ دُرُوسِهِ كُلَّ كنهِد</u>

ث) الحَرَام – المسْلِمُوْنَ – فِي – يَزُوْرُ – عَام – كُلِّ – البَيْت.

<u>كُلَّ عَام فِي البِت الحَرَام المسْلِمُوْنَ</u>

ج) أَحْسَنُهُمْ – خَيْرُ – خُلُقاً – النَّاس.

<u>أَحْسَنُهُمْ النَّاس خَيْرُ خُلُقا</u>

Extract 2.1 shows a sample of a response from a script of a
student who provided incorrect responses in all the items.

On the other hand, the students who performed well in this
question understood the requirements of the question and
were able to apply the principles of Arabic Language that,
any sentence in Arabic Language must have one of two
parts, whether nominal sentence or verbal sentence. This
suggests that the students had a good mastery of Arabic
Language. Extract 2.2 shows a sample of a good response.

Extract: 2.2

٢- رَتِّبِ الْكَلِمَاتِ الآتِيَةَ لِتَكُوْنَ جُمَلاً مُفِيْدَةً:

أ) مُبَكِّراً – الْمَدْرَسَة – يَذْهَبُ – إِلَى – مَسْعُوْدُ.

يَذْهَب مَسْتُوْد إِلَى المَدْرَسَة مُبَكِّرا

ب) يَنْظُرُ – الطُّلاب – الْمَسْرَحِيَّة – فِرْقَة – إِلَى.

يَنْظُر الطُّلاب إِلَى فِرْقَة المَسْرَحِيَّة

ت) كُلَّ – يَجْتَهِدَ – دُرُوْسِهِ – عَلَى – طَالِبٍ – يَجِبُ – فِي – أَنْ.

_يَجِب عَلَى كُلِّ طَالِبٍ أَن يَجْتَهِر فِي دُرُوْسِه_

ث) الحَرَام – الْمُسْلِمُوْنَ – فِي – يَزُوْرُ – عَام – كُلِّ – الْبَيْت.

يَزُوْر المُسْلِمُوْن البَيْت الحَرَام فِي كُلِّ عَام

ج) أَحْسَنُهُمْ – خَيْرُ – خُلُقاً – النَّاس.

خَيْر النَّاس أَحْسَنُهُم خُلُقا

Extract 2.2 shows a sample of a response from a script of a student who managed to re-arrange the jumbled words into a grammatical order to make meaningful sentences.

2.2.2 Question 3: Meaningful Sentences

This question required the students to form questions to the five given answers. The question tested the students' ability to construct meaningful questions.

The question was attempted by 93.5 percent of the students of which, 72.9 percent scored from 0 to 2 marks, 9.2 percent scored from 3 to 5 marks and only 11.4 percent of the students scored from 6 to 10 marks out of the 10 marks allocated to this question. This statistical data indicates that, the students' performance on this question was poor, as seen in Figure 3.
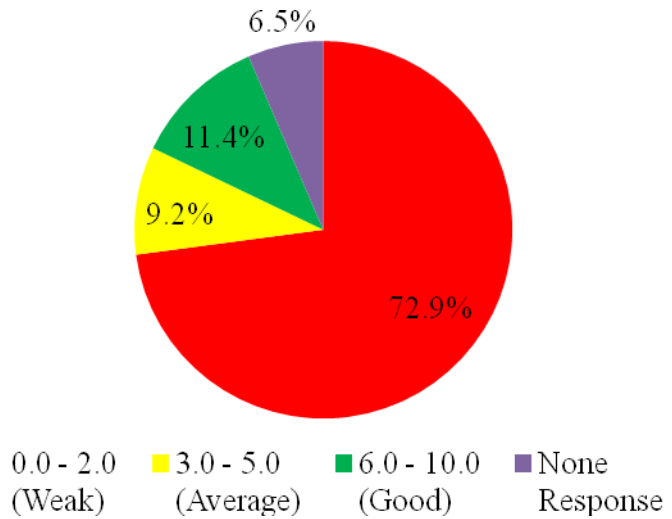
9

Figure 3: Percentage of the students' performance.

The majority of the students who performed poorly in this question were unable to answer correctly items (أ), (ت) and (ج). This suggests that the students did not have adequate knowledge on the uses of the interrogative words "من" (Who), "أين" (Where) and "كم" (How many). This inadequate knowledge led them to use only one interrogative word in constructing five questions. Some of the students used pronouns and demonstrative pronouns instead of interrogative words and others left the questions unanswered or just copied the questions and used them as answers. Extract 3.1 shows a sample of a poor response.

Extract 3.1

3- اُكْتُبْ سُؤَالاً لِكُلِّ الأَجْوِبَةِ الآتِيَةِ:

أ) ___مَنْ هَذَا فِي أَبِي___؟ أَبِي يَعْمَلُ مُهَنْدِساً.

ب) ___مَنْ أَنَا___؟ نَعَمْ أَنَا تَنْزَانِيٌّ.

ت) ___مَنْ دَرَسْنَا___؟ دَرَسْنَا الجُغْرَافِيَا.

ث) ___مَنْ جَلَسَتْ___؟ جَلَسَتْ تَحْتَ الشَّجَرَةِ.

ج) ___مَنْ أُسَافِرُ___؟ أُسَافِرُ مَرَّتَيْنِ فِي السَّنَةِ.

Extract 3.1 shows a sample of a response from a script of a student who used only one interrogative word "من" (who) in constructing the questions.

Despite all the weaknesses, there were a few students (17.9%) who performed well in this question. These students managed to form questions to the given answers. This indicates that, the students understood the demands of the questions and had sufficient knowledge on the uses of the interrogative words "من" (Who), "أين" (where) and "كم" (How many). Extract 3.2 shows a sample of a good response.

Extract 3.2

3- اُكْتُبْ سُؤَالاً لِكُلِّ الأَجْوِبَةِ الآتِيَةِ:

أ) ___أَيَّ عَمَلٍ يَعْمَلُ أَبُوكَ___؟ أَبِي يَعْمَلُ مُهَنْدِساً.

ب) ___أَأَنْتَ تَنْزَانِيٌّ___؟ نَعَمْ أَنَا تَنْزَانِيٌّ.

ت) ___مَاذَا دَرَسْتُمْ___؟ دَرَسْنَا الجُغْرَافِيَا.

ث) ___أَيْنَ جَلَسَتْ___؟ جَلَسَتْ تَحْتَ الشَّجَرَةِ.

ج) ___كَمْ مَرَّةً تُسَافِرُ فِي السَّنَةِ___؟ أُسَافِرُ مَرَّتَيْنِ فِي السَّنَةِ.

Extract 3.2 shows a sample of a response from a script of a student who managed to form questions using interrogative words.

2.2.3 Question 4: Demonstrative Pronouns

In this question, the students were required to fill in the blank spaces with correct demonstrative pronouns. The question tested the students' ability to use demonstrative pronouns correctly with the given nouns.

This question was attempted by 99.1 percent of the students and their performance was good, as 47.8 percent of them scored from 3 to 5 marks, 13.5 percent scored from 1.5 to 2.5 marks and only 37.8 percent scored from 0 to 1 mark, as seen in Figure 4.
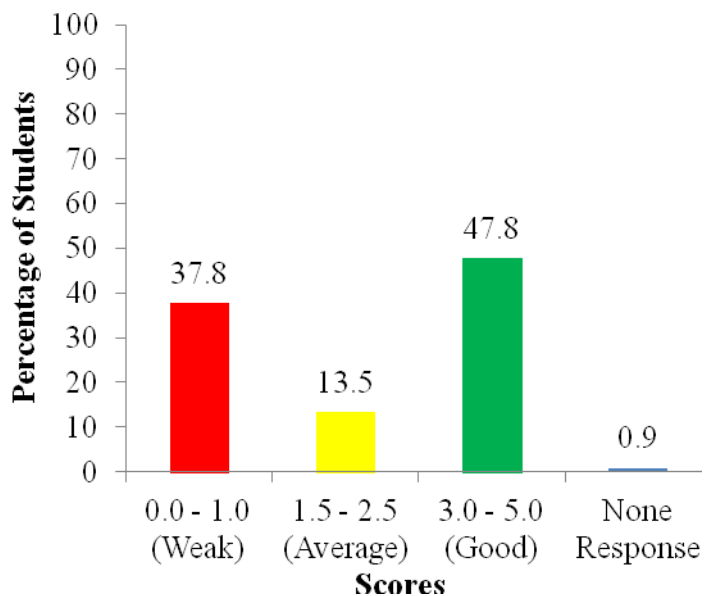

Figure 4: shows the performance of students in this question.

The students who scored high marks in this question had adequate knowledge on the meaning and use of demonstrative pronouns as they were able to fill in the blank spaces with correct demonstrative pronouns. Extract 4.1 shows a sample of a good response.

Extract 4.1

<div dir="rtl">

4- أَدْخِلْ أَسْمَاءَ الإشَارَةِ المنَاسِبَة مِمَّا بَيْنَ القَوْسَيْنِ في الأَمَاكِنِ الخَالِيَةِ:

(هذه _ هذا _ هذان _ هؤلاء _ هاتان)

أ) في ___ هَذَا ___ البَيْتِ فَرَسٌ أَبْيَضٌ.

ب) ___ هَاتَانِ ___ صَدِيْقَتَانِ سَافَرَتَا إلَى مِصْرَ.

ت) ___ هَؤُلاءِ ___ مُؤْمِنُوْنَ يَسْتَمِعُوْنَ إلَى القُرآنِ.

ث) ___ هَذَانِ ___ تِلْمِيْذَانِ يُذَاكِرَانِ دُرُوْسَهُمَا.

ج) ___ هَذِهِ ___ الفَتَاةُ الَّتِي تَتَعَلَّمُ في كُلِّيَةِ الطَّيَرَانِ.

</div>

Extract 4.1 is a sample of a response from a script of a student who provided correct answers in all items.

On the other hand, a few students (15%) who got a zero mark in this question failed to understand the requirements of the question and lacked adequate knowledge on the uses of demonstrative pronouns in Arabic Language. Most of them confused feminine gender with masculine gender in relation to both singular pronouns and dual nouns, particularly in item (أ) with (ج) and (ب) with (ث). Some of the students provided answers which were not related to the requirements of the question. For example, one of the candidates filled in the blank spaces with pronouns (أنا- هو- أنت- نحن) instead of the required demonstrative pronouns. Extract 4.2 shows a sample of a poor response.

Extract 4.2

٤- أَدْخِلْ أَسْمَاءَ الإِشَارَةِ المُنَاسِبَةِ مِمَّا بَيْنَ القَوْسَيْنِ فِي الأَمَاكِنِ الخَالِيَةِ:

(هذه ـ هذا ـ هذان ـ هؤلاء ـ هاتان)

أ) فِي ـــــــ هذه ـــــــ البَيْتِ فَرَسٌ أَبْيَضٌ.

ب) ـــــــ هؤلاء ـــــــ صَدِيْقَتَانِ سَافَرَتَا إِلَى مِصْرَ.

ت) ـــــــ هؤلاء ـــــــ مُؤْمِنُوْنَ يَسْتَمِعُوْنَ إِلَى القُرْآنِ.

ث) ـــــــ هذا ـــــــ تِلْمِيْذَانِ يُذَاكِرَانِ دُرُوْسَهُمَا.

ج) ـــــــ هاتان ـــــــ الفَتَاةُ الَّتِي تَتَعَلَّمُ فِي كُلِّيَةِ الطَّيَرَانِ.

Extract 4.2 shows a sample of a response from a script of a student who provided incorrect answers in all items.

2.2.4 Question 5: Tenses

This question required the students to use the verbs in brackets to fill in the blank spaces provided. The question tested the students' ability to change the tenses according to the given adverbs of time.

The question was attempted by 96.9 percent of the students and their performance was poor, as 94.2 percent of them scored from 0 to 1 mark and only 2.7 percent scored from 2 to 5 marks, as seen in Figure 5.

14

100   94.2
90
80
70
60
50
40
30
20
10   1.5   1.2   3.1
0

Percentage of Students

0.0 - 1.0   1.5 - 2.0   3.0 - 5.0   None
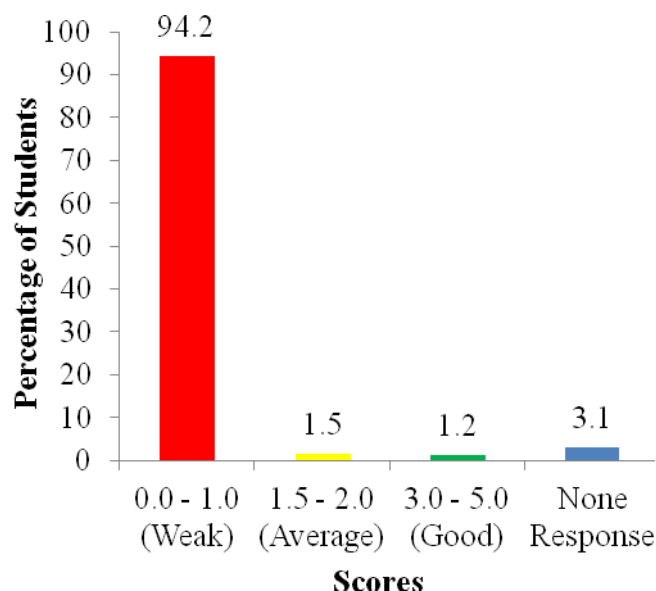(Weak)   (Average)   (Good)   Response

Scores

Figure 5: Percentage of the students' performance

Most of the students with weak performance in this question did not have adequate knowledge on the use of tenses and adverbs of time. Many of the students in this group were unable to change tenses into present tense or past tense according to the given adverbs of time. For example, in item (أ), the students were required to use the past tense of the verb "wear" (يلبس) according to the given adverb in the sentence. "I ------------ the cap yesterday" (أنا ـــــــــ الطاقية أمس) but most of them used the present tense "I wear a cap yesterday" (أنا ألبس الطاقية أمس) instead "I wore a cap yesterday" (أنا لبستُ الطاقية أمس). Some of the students just copied the same verbs provided in the brackets and used them as answers while others left the question unanswered. Extract 5.1 shows a sample of a poor response.

Extract 5.1

٥- اسْتَخْدِمِ الأَفْعَالَ مِمَّا بَيْنَ القَوْسَيْنِ في الجُمَلِ الآتِيَةِ:

أ) أَنَا ــــــــ اللبس ــــــــ الطَّاقِيَةَ أَمْسِ. (يَلْبسُ)

ب) أَنْتِ ــــــــ تشتري ــــــــ الخُبْزَ غَدًا. (اشْتَرَى)

ت) هُمْ ــــــــ يلعب ــــــــ كُرَّةَ القَدَمِ في الأُسْبُوعِ القَادِمِ (لَعِبَ).

ث) أَنْتُنَّ ــــــــ يأخذن ــــــــ النُّقُودَ في الشَّهْرِ الماضِي (يَأْخُذُ)

ج) هما ــــــــ عاد ــــــــ إلى البَيْتِ مَسَاءً كُلَّ يَوْمٍ. (عَادَ)

Extract 5.1 shows a sample of a response from a script of a student who provided incorrect tenses in the present tense from item (أ) - (ج).

On the other hand, a few students (2.7%) who performed well in this question managed to change the tenses into present tense or past tense according to the given adverbs in the sentences. However, most of the students were unable to give correct answer in item (ب) because they did not consider the rule of adding the letter (النون) at the end of a verb when the pronoun (you) stands for a feminine gender and the verb is in the present tense. For example in item (ب), most of them used the pronoun (you) which stands for masculine gender (تشتري) and others used the past tense (اشتريت). The correct answer for this item was supposed to be (تشترين). Extract 5.2 shows a sample of a good response.

Extract 5.2

<div dir="rtl">

5- اسْتَخْدِمِ الأَفْعَالَ مِمَّا بَيْنَ القَوْسَيْنِ فِي الجُمَلِ الآتِيَةِ:

أ) أَنَا ___ لَبِسْتُ ___ الطَّاقِيَةَ أَمْسِ. (يَلْبِسُ)

ب) أَنْتِ ___ اشْتَرَيْتِ ___ الخُبْزَ غَدًا. (اشْتَرَى)

ت) هُمْ ___ يَلْعَبُونَ ___ كُرَّةَ القَدَمِ فِي الأُسْبُوعِ القَادِمِ (لَعِبَ).

ث) أَنْتُنَّ ___ أَخَذْتُنَّ ___ النُّقُودَ فِي الشَّهْرِ المَاضِي (يَأْخُذُ)

ج) هما ___ يَعُودَانِ ___ إِلَى البَيْتِ مَسَاءً كُلَّ يَوْمٍ. (عَادَ)

</div>

Extract 5.2 shows a sample of a response from a script of a student who provided correct answers except in item (ب), where he/she wrote the past tense (اشتريت) instead of present tense (تشترين).

2.3 SECTION C: GRAMMAR

This section had four questions and the students were required to answer all of them. Each question carried ten (10) marks except question 9 which carried five (5) marks, thus making a total of (35) marks.

2.3.1 Question 6: Grammatical Terms

In this question, the students were required to define the noun, object and particle. They were also required to mention the types of tenses and the types of sentences. The question tested the students' ability to define some of the basic grammatical terms in Arabic Language.

The question was attempted by 86.4 percent of the students and their performance was average, as 52.3 percent of them scored from 0 to 2.5 marks, 17.3 percent scored from 3 to 5.5 marks and only 16.8 percent scored from 6 to 10 marks out of the 10 marks allocated to this question, as seen in Fig. 6.
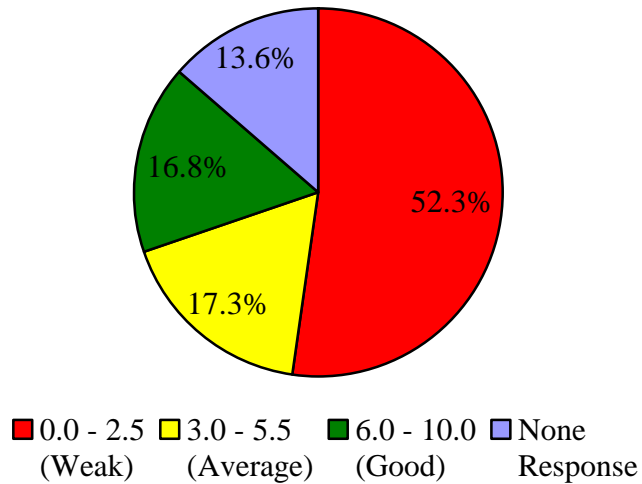
Figure 6: Percentage of the students' performance.

A few students who performed well in this question managed to give the meaning of noun, object and particle and could mention the types of tenses as well as the types of sentences. This indicates that, they understood the requirements of the questions and had sufficient knowledge on the meanings of basic grammatical terminologies in Arabic Language. Extract 6.1 shows a sample of a good response.

Extract 6.1

6- أجب عَنِ الأسْئِلَةِ التَّالِيَةِ:-

أ- مَا هُوَ الإسْمُ؟

الاسم هو ما يسمى به إنسان أو نبات أو جماد أو حيوان أو طير أو أي شيء آخر.

ب- مَا هُوَ مَفْعُولٌ بِهِ؟

مفعول به هو اسم منصوب يقع عليه فعل الفاعل.

ت- أُذْكُرْ أَقْسَامَ الفِعْلِ؟

فعل ماضي فعل مضارع و فعل أمر.

ث- تَنْقَسِمُ الجُمْلَةُ إِلَى قِسْمَيْنِ، أُذْكُرْهُمَا؟

جملة الاسمية و جملة الفعلية.

ج- مَا هُوَ الحَرْفُ؟

هو اللفظ الذي لا يظهر معناه كاملا إلا مع غيره.

Extract 6.1 shows a sample of a response from a script of a student who defined the given Arabic terminologies and mentioned the types of tenses as well as the types of sentences.

The students with weak performance in this question were able to define a noun in item (أ), but failed to mention the types of tenses and sentences in items (ب) and (ج). Some students in this group provided their answers partially. For example in item (ب), some mentioned one type or two types of tenses out of the required which are "Present tense, past tense and imperative" (*الفعل المضارع، الفعل الماضي وفعل الأمر*). Moreover, some of the students provided definitions which were not related to the requirements of the question such as, definition of dual noun, subject of the passive and plural. These responses show that, the students lacked adequate knowledge on the meanings of Arabic terminologies. Extract 6.2 shows a sample of a poor response.

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Extract 6.2

6- أجِب عَنِ الأسئِلَةِ التَّالِيَةِ:-

أ- مَا هُوَ الإسمُ؟

هُوَ مَا دَلَّ عَلَى أَكْثَرَ مِنْ إِنْسَانَيْنِ أَوْ شَيْئَيْنِ.

ب- مَا هُوَ مَفْعُولٌ بِهِ؟

هُوَ مَا دَلَّ مَحَلّ لِفِعْلِ بِحَدَثٍ فِيهِ وَبَعْدَ مَنْ فِعْلٍ.

ت- أُذْكُرْ أَقْسَامَ الفِعْلِ؟

مَفْعُولٌ بِهِ، نَاﺋﺐ فِعِلِ الفِعْلُ.

ث- تَنْقَسِمُ الجُمْلَةُ إلَى قِسْمَيْنِ، أُذْكُرْهُمَا؟

الإسْمُ عَلَفِعِلٍ وَتَمَفْعُلُ بِهِ.

ج- مَا هُوَ الحَرْفُ؟

هُوَ الإِسْمُ أَقْبِلَ جَنْمٍ.

Extract 6.2 shows a sample of a response from a script of a student who wrote the definition of dual noun instead of noun in item (أ).

2.3.2   Question 7: Inflection

In this question, the students were required to mention the types of Inflection and its signs. They were also required to mention the signs of inflection that are used in both nouns and verbs. The question tested the students' knowledge on the types of Inflection and its signs.

The question was attempted by 87.5 percent of the students and their performance was poor, as 70.6 percent of them scored from 0 to 2.5 marks, 13.6 percent scored from 3 to 5.5 marks and only 3.3 percent scored from 6 to 10 marks allocated for this question, as seen in Figure 7.
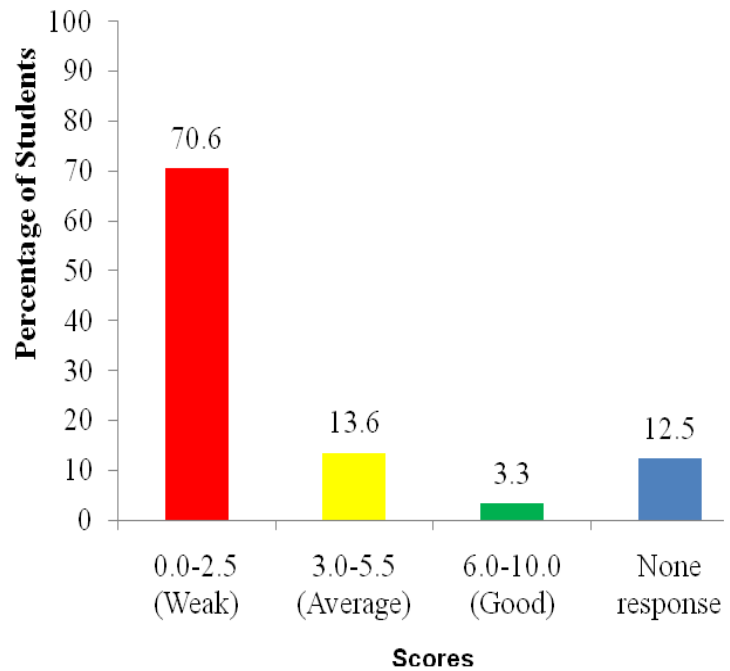
Figure 7: shows that the performance of students in this question.

The analysis of students' responses indicates that, most of the students with weak performance in this question had inadequate knowledge on the types of Inflection and its signs. For example, some of the students who scored 1.5 to 2.5 marks provided the correct answers in item (أ) and (ث) but failed to provide correct answers in item (ب) and (ج) on the vowel situation list (الفتحة) for accusative case (النصب) and signs of jussive (الجزم). They instead wrote subjunctive words (حروف النصب- أن- كي – إذن- لن) and jussive words (الجزم- لا – لم - إن). This indicates that, the students did not master well the types of Inflection and its signs. Regarding the students who scored a zero mark, the analysis shows that, they wrote irrelevant responses. For example in item (أ), one of the students wrote the meaning of Inflection instead of types of Inflection. Extract 7.1 shows a sample of a poor response.

Extract 7.1

<div dir="rtl">

7- أَجِبْ عَمَّا يَأْتِي:-

أ) أُذْكُرْ أَنْوَاعَ الإِعْرَابِ.

هُوَ تَغْيِيرُ أَوَاخِرِ الكَلِمَاتِ بِاخْتِلَافِ العَوَامِلِ الدَّاخِلَةِ عَلَيْهَا لَفْظًا أَوْ تَقْدِيرًا

ب) فِي كَمْ مَوْضِعٍ تَكُونُ الفَتْحَةُ عَلَامَةً لِلنَّصْبِ؟

فِي مَوْضِعٍ أَصْلِ

ت) لِلْخَفْضِ ثَلَاثُ عَلَامَاتٍ. أُذْكُرْهَا.

الأُوْلَى: عَلَامَاتِ الفَتْحِ الذَّهَبِ

الثَّانِيَةُ: عَلَامَاتِ الأَصِيلِ الجَرِّ

الثَّلَاثَةُ: عَلَامَاتِ التَّرْقِيعِ

ث) مَا أَنْوَاعُ الإِعْرَابِ الَّتِي يَشْتَرِكُ فِيهَا الإِسْمُ وَالفِعْلُ؟

1) أَنْ تَكُونَ مَنْدُوبٍ

2) أَنْ تَتَحَوَّلَ بِأَءِ التَّأْنِيثِ

ج) مَا هِيَ عَلَامَاتُ الجَزْمِ؟

هِيَ عَلَامَةٌ الَّذِي وَقَعَ إِذَا لَمْ تَسْبِقْهُ حُرُوفٌ فِي حُرُوفِ الجَرِّ

</div>

Extract 7.1 shows a sample of a response from a script of a student who wrote jussive words (**حروف الجزم**) instead of signs of jussive (**علامات الجزم**) in item (**ج**).

The students who scored high marks managed to mention the types of Inflection (**أنواع الإعراب**), signs of the genitive (**علامات الجر**), signs of jussive (**علامات الجزم**) and signs of inflection that are used in both nouns and verbs. This shows that the students had adequate knowledge on the topic of Inflection. Extract 7.2 shows a sample of a good response.

Extract 7.2

<div dir="rtl">

٧- أَجِبْ عَمَّا يَأْتِي:-

أ) أُذْكُرْ أَنْوَاعَ الإِعْرَابِ.

النَّصْبُ، الرَّفْعُ، الْخَفْضُ، الْجَزْمُ

ب) فِي كَمْ مَوْضِعٍ تَكُونُ الفَتْحَةُ عَلَامَةً لِلنَّصْبِ؟

فِي ثَلَاثَ مَوَاضِعٍ

ت) لِلْخَفْضِ ثَلَاثُ عَلَامَاتٍ. أُذْكُرْهَا.

الأُولَى: الْكَسْرَةُ

الثَّانِيَةُ: الْبَاءُ

الثَّالِثَةُ: الفَتْحَةُ

ث) مَا أَنْوَاعُ الإِعْرَابِ الَّتِي يَشْتَرِكُ فِيهَا الإِسْمُ وَالفِعْلُ؟

١) الرَّفْعُ

٢) النَّصْبُ

ج) مَا هِيَ عَلَامَاتُ الجَزْمِ؟

لِلْجَزْمِ عَلَامَتَانِ: السُّكُونُ وَ الْحَذْفُ

</div>

Extract 7.2 shows a sample of a response from a script of a student who could mention the types of inflection, signs of the genitive and signs of inflection that are used in both nouns and verbs.

2.3.3 Question 8: Prepositions

In this question, the students were given five sentences with blank spaces to be filled in with suitable prepositions. The question tested the students' ability to use appropriate prepositions in constructing meaningful sentences.

The question was attempted by 96.8 percent of the students and their performance was average, as 52.7 percent of them scored from 0 to 1 mark, 18.8 percent scored from 1.5 to 2 marks and only 25.3 percent scored from 3 to 5 marks out of the 5 marks allocated to this question, as seen in Figure 8.
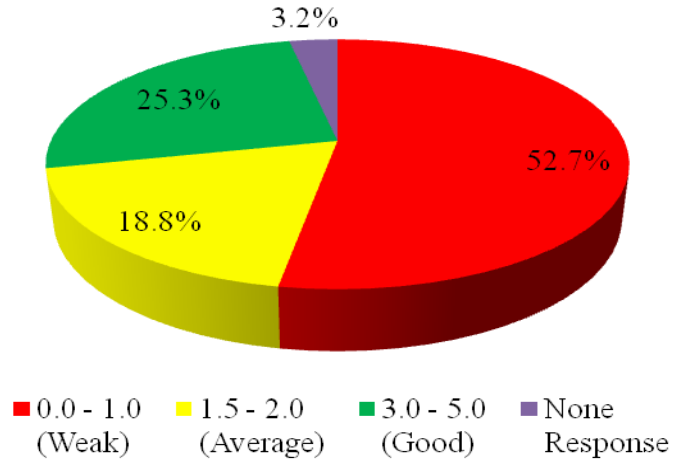
23

Figure 8: Percentage of the students' performance.

The analysis of the students' responses indicated that the students who scored high marks in this question, understood the requirements of the question and had sufficient knowledge on the uses of the prepositions in the given grammatical structure. These students were able to fill in the blank spaces with the appropriate prepositions given. Extract 8.1 shows a sample of a good response.

Extract 8.1

8- ضَعْ حَرْفَ الجَرِّ المُنَاسِب فِي المَكَانِ الخَالِي:-

(عَنْ – حَتَّى – فِي – مِنْ – عَلَى – بِ – إِلَى)

أ) تَغْسِلُ البِنْتُ اليَدَيْنِ ـــــــ بِـــــ الصَّابُوْنِ وَالماءِ.

ب) تَأْكُلُ الأُسْرَةُ ثَلَاثَ وَجَبَاتٍ ـــــ فِي ـــــ اليَوْمِ.

ت) لَمْ يَأْكُلِ الوَلَدُ ـــــ حَتَّى ـــــ الآنَ.

ث) نَامَ الرَّجُلُ ـــــ عَلى ـــــ السَّرِيْرِ.

ج) عَادَ المُسَافِرُوْنَ ـــــ إِلى ـــــ وَطَنِهِمْ.

Extract 8.1 shows a sample of a response from a script of a student who managed to fill in the blank spaces with the correct prepositions and therefore scored high marks.

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Further analysis of the students' responses indicates that those who scored low marks in this question had inadequate knowledge about the use of prepositions in the given grammatical structures. As a result, they filled in the blank spaces with any preposition without considering the intended meanings. For example, in item (ث), one of the students used the preposition "to" (إلى) instead of "on" (على): hence the sentence "The man slept to the bed (نام الرجل إلى السرير) where the answer was supposed to be "The man slept on the bed" (نام الرجل على السرير). This student did not realize that the preposition "to" (إلى) means 'in the direction of something' or 'towards something'. Therefore, it cannot be used in the sentence given. This shows that, the students were not familiar with prepositions. Extract 8.2 shows a sample of a poor response.

Extract 8.2

8- ضَعْ حَرْفَ الجَرِّ المُنَاسِبَ في المَكَانِ الخَالي:-

(عَنْ – حَتَّى – في – مِنْ – عَلَى – بِ – إلَى)

أ) تَغْسِلُ البِنْتُ اليَدَيْنِ ــــــــ الصَّابُوْنِ والماءِ.

ب) تَأْكُلُ الأُسْرَةُ ثَلَاثَ وَجَبَاتٍ ــــــــ اليَوْمِ.

ت) لَمْ يَأْكُلِ الوَلَدُ ــــــــ الآنَ.

ث) نَامَ الرَّجُلُ ــــــــ السَّرِيْرِ.

ج) عَادَ المُسَافِرُوْنَ ــــــــ وَطَنِهِمْ.

Extract 8.2 shows a sample of a response from a script of a student who filled in the blank spaces with incorrect prepositions, thus scoring low marks.

2.3.4 Question 9: Analysing the Underlined Words

In this question, the students were required to answer all 5 items by giving the correct analysis of the underlined words. The question tested the students' ability to analyse the given

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words in the sentences by indicating the subject of nominal sentence, predicate, present tense, subject and object.

The question was attempted by 73.4 percent of the students and their performance was average, as 58.3 percent of them scored from 0 to 2 marks, 7.4 percent scored from 3 to 5 marks and only 7.7 percent scored from 6 to 10 marks out of the 10 marks allocated to this question, as seen in Figure 9.
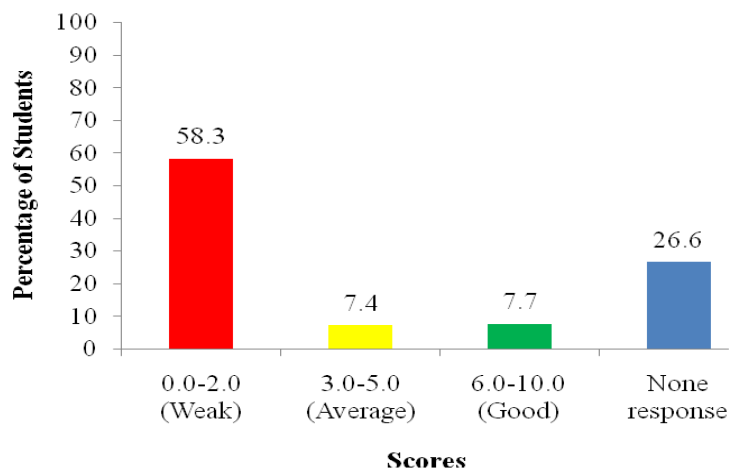

Figure 9: shows that the performance of students in this question was weak as 58.3 percent of them failed.

The students who scored high marks managed to analyse the underlined words by indicating the subject of nominal sentence (المبتدأ), predicate, present tense, subject and object as required. This suggests that they understood the requirements of the question and had sufficient knowledge on Arabic Language grammar. Extract 9.1 shows a sample of a good response.

Extract 9.1

<div dir="rtl">

9- أَعْرِبْ مَا تَحْتَهُ الخَطُّ

أ) التِّلْمِيذُ نَظِيفٌ.

التِّلْمِيذُ: اِسْمُ مُبْتَدَأ مَرْفُوعٌ وَعَلَامَةُ رَفْعِهِ الضَّمَّةُ.

نَظِيفٌ: خَبَرُ المُبْتَدَأ مَرْفُوعٌ وَعَلَامَةُ رَفْعِهِ الضَّمَّةُ.

ب) يَزْرَعُ الفَلَّاحُ القَمْحَ.

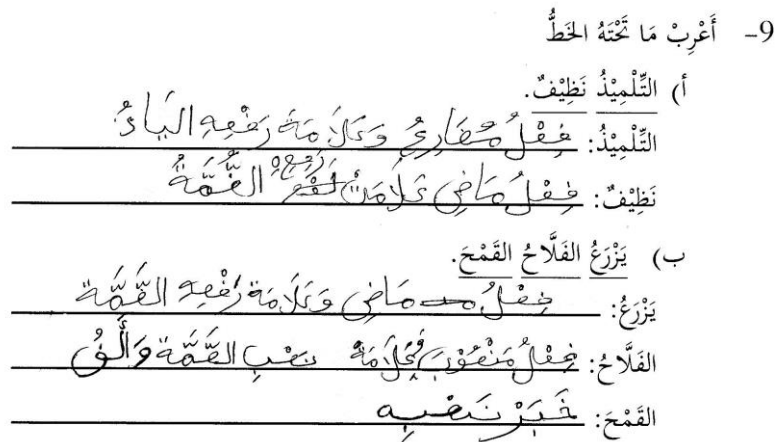يَزْرَعُ: فِعْلٌ مُضَارِعٌ مَرْفُوعٌ وَعَلَامَةُ رَفْعِهِ الضَّمَّةُ.

الفَلَّاحُ: فَاعِلٌ مَرْفُوعٌ وَعَلَامَةُ رَفْعِهِ الضَّمَّةُ.

القَمْحَ: مَفْعُولٌ بِهِ مَنْصُوبٌ وَعَلَامَةُ نَصْبِهِ الفَتْحَةُ.

</div>

Extract 9.1 shows a sample of a good response from a script of a student who analysed the underlined words as required.

The analysis of the students' responses further shows that, most of the students with weak performance in this question were unable to analyse the underlined words into the given grammatical patterns as required. The students who scored from 1 to 2 marks managed to analyse only two words out of the five words given, particularly the subject of nominal sentence and present tense. The students who scored a zero mark wrote irrelevant answers due to inadequate knowledge on the given grammatical patterns. Some of them put words which were not related to the demands of the question, some copied words from the question and filled them in the blank spaces as answers and others left the questions unanswered. Extract 9.2 shows a sample of a poor response.

Extract 9.2

<div dir="rtl">

٩- أَعْرِبْ مَا تَحْتَهُ الْخَطُّ

أ) التِّلْمِيذُ نَظِيفٌ.

التِّلْمِيذُ: فِعْلٌ مُضَارِعٌ وَعَلَامَةُ رَفْعِهِ الْيَاءُ

نَظِيفٌ: فِعْلٌ مَاضٍ عَلَامَةُ رَفْعِهِ الْقَمَّةُ

ب) يَزْرَعُ الْفَلَّاحُ الْقَمْحَ.

يَزْرَعُ: فِعْلٌ مَاضٍ وَعَلَامَةُ رَفْعِهِ الْقَمَّةُ

الْفَلَّاحُ: فِعْلٌ مَنْصُوبٌ جُمْلَةٌ نَصْبِ الْقَمَّةُ وَالْفُ

الْقَمْحَ: خَبَرٌ نَصْبِهِ

</div>

Extract 9.2 shows a sample of a response from a script of a student who wrote incorrect answers, thus scoring a zero mark.

2.4 SECTION D: COMPOSITION

This section had two questions and the students were required to attempt only one of them. Each question carried twenty (20) marks.

2.4.1 Question 10: Article Writing

This question required the students to write an article on the advantages of library in school. The question tested the students' ability to write and express themselves fluently and logically by using Arabic Language.

This question was attempted by 39.7 percent of the students and their performance was poor as 33.1 percent of them scored 0 mark, while 4.6 percent scored from 1 to 5 marks, 1.6 percent scored from 6 to 9 marks and only 0.4 percent scored from 10 to 20 marks, as seen in Figure 10.
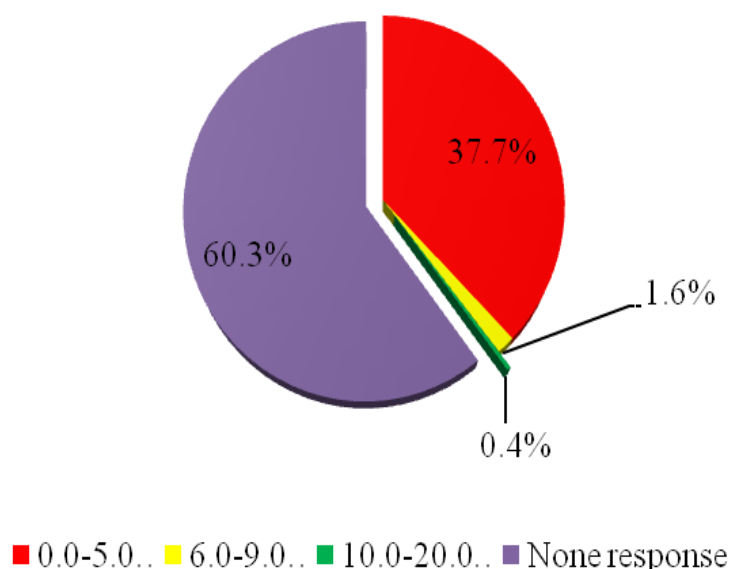
Figure 10: shows the percentage of the students' performance

The analysis of the students' responses shows that, the students with weak performance in this question were unable to write about the "Advantages of library in school". The students who scored from 1 to 5 marks managed to write an introduction but they could not express their thoughts in a good flow. Moreover, their responses had a lot of repetition, grammatical errors and spelling mistakes. The students who scored a zero mark provided answers which were not related to the demands of the question and some of them decided to copy the passage and used it as the answer. This shows that the students had insufficient vocabularies and a poor mastery of grammar. Extract 10.1 shows a sample of a poor response.

Extract 10.1

10- اُكْتُبِ الإِنْشَاءَ تَتَحَدَّثُ فِيهِ عَنْ فَوَائِدِ الْمَكْتَبَةِ فِي الْمَدْرَسَةِ (لَا يَقِلُّ عَنْ ثَلَاثِيْنَ

كَلِمَةً).

(handwritten Arabic text, eight ruled lines)

Extract 10.1 shows a sample of a response from a script of a student who failed to write about the advantages of library in school, though, he/she wrote a good introduction.

The analysis further shows that, a few students who performed well in this question managed to organize their ideas in a good flow by writing an introduction, the body and a good conclusion; although, there were some grammatical mistakes and spelling errors. For example, one of the students wrote in his/her explanation "في الدراستهم" (in their the studies) which was incorrect according to the Arabic Language grammar. The correct grammar was supposed to be " في دراستهم" (in their studies) because nouns are not used with an article (ال) together with pronoun. This good performance shows that these students had a good mastery of Arabic Language. Extract 10.2 shows a sample of a good response.

Extract 10.2

10- اُكْتُبِ الإنْشَاءَ تَتَحَدَّثُ فِيْهِ عَنْ فَوَائِدِ الْمَكْتَبَةِ فِي الْمَدْرَسَةِ (لَايَقِلُّ عَنْ ثَلَاثِيْنَ كَلِمَةً).

المكتبة هي المكان الَّتي تُحفظ الكتب و انشأ

آخَر الَّتي تستعمل عند التّدريس المكتبة عِنْدَه فَوَائِدُ

كثيرة. هل من فوائدة المدرسة:

المكتبات تستعمل بالتلاميذ في التّدريس مهمّة

نحن الكتب و الأ صحاف الّتي تعطي كثير

من الفوائدة

المكتبات هي أساس من أساس العلم إذا

استعملوها جيّدة فيها المعلومات كثيرة الّتي

لذلك تستطيع أن تقوّي الامتحانات

فلذلك لا بدّ على كلّ شخص أن

يحفظوا المكتبات لأنَّه تفيد فائدة وقد قال

من قال التّدريس بلا مكتبة كالشّاي بلا سكّر.

Extract 10.2 shows a sample of a response from a script of a student who explained and organized his/her thoughts well on "The Advantages of the Library in school".

2.4.2 Question 11: Letter Writing

The question required the students to write a letter to his/her father asking him "to buy some of the school requirements". The question tested the students' ability to write informal friendly letters and to express their thoughts fluently, logically and appropriately using Arabic Language.

This question was attempted by 26.8 percent of the students as 0.9 percent of them scored 0 mark, while 14.6 percent scored from 1 to 5 marks, 9.1 percent scored from 6 to 9 marks and only 2.2 percent scored from 10 to 20 marks. This indicates that the performance on this question was poor, as seen in Figure 11.
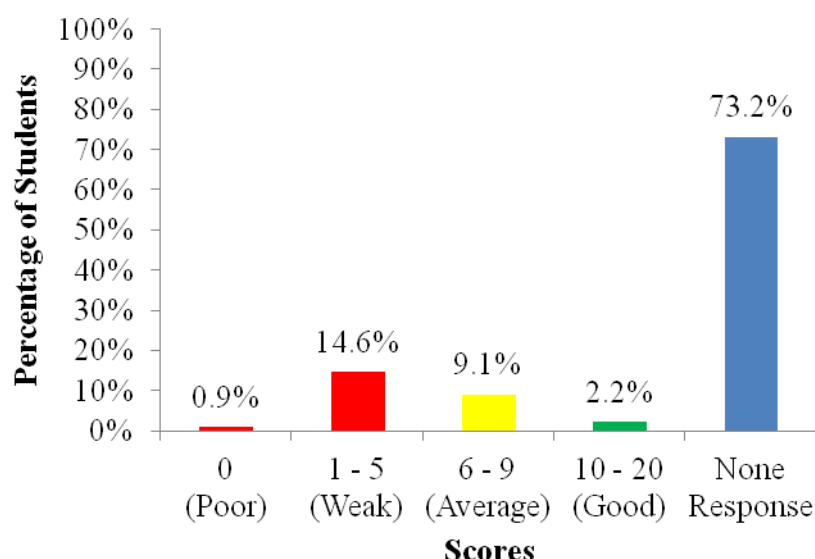
31

Figure 11: Percentage of the students' performance.

The analysis of the students' responses shows that the students who scored low marks in this question wrote incorrect answers due to a poor mastery of Arabic Language. The students who scored from 1 to 5 marks were able to write an address and greetings, but they provided insufficient explanation on the concept. On top of that, their letters had a lot of grammatical errors and spelling mistakes. The students who got a zero mark were unable to write an introduction, the address and greetings and others copied the given question instead of expressing the ideas given. This indicates that, the students had insufficient vocabularies, a poor mastery of grammar and inadequate knowledge on informal letter writing. Extract 11.1 shows a sample of a poor response.

Extract 11.1

١١- اُكْتُبْ رِسَالَةً إِلَى وَالِدِكَ تَطْلُبُ مِنْهُ مُسْتَلْزَمَاتِ الدِّرَاسِيَّةِ، لِيَكُنِ اسْمُكَ "دُوْدُو بن زَقْوَانِ".

عَائِشْ خَيْتِ

ص ب ١٧٤٠

دَارِ السَّلَامَ

كَنْزَانِيَّة

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللهِ وَبَرَكَاتُهُ

العَزِيزِ أَبِي

أُقَدِّمُ مِنْ و الرِّسَالَةَ أَنْ تَطْلُبِي مِنْهُ مُسْتَلْزَمَاتِ الدِّرَاسِيَّةِ.

الِامْتِحَانَ كَانَ حَسِيسٌ يَسِيرٌ وَكَانَ بِلْمِنْ

وَاحِد إِلَى اللُّغَةِ العَرَبِيَّةِ وَالِاسْلَامِيَّةِ وَ مَرْزِشْ أَرْبِعْ

أَنْ أَكُوِنَ مَعَ أَنَا إِلَا تَامُورُ فِي جَبَلْ بِلِمْتَارِ مِنْ أَرْبَعَ.

أَنَا اَخْرُجُ مَعَ مَدْرَسِي بِوَلْمِنْزَنْ وَ أُ شَاذَنِ.

أَكْثَرُ سَلَامٌ إِلَى أُمِّي وَأُخْتِي وَأَخِي وَجَبَلْ يْ وَ أَنَزَرْ خِيرَاهُ.

دُوْدُل بِن زَقْوَانِ

Extract 11.1 shows a sample of a response from a script of a student who explained the main ideas of a letter contrary to the demands of the question.

On the other hand, the students who scored high marks in this question had a good mastery of Arabic Language which enabled them to understand the question and answer it correctly. These students observed the principles of informal letter writing and were conversant with the format of friendly letters in Arabic Language. Furthermore, the students managed to organize their points well, although

there were some spelling mistakes and grammatical errors. For example, one student wrote the sentence (*الحذاء المدرسة*) which was supposed to be (*الحذاء للمدرسة*) ''shoes for school'' according to Arabic Language grammar. Extract 11.2 shows a sample of a good response.

Extract 11.2

11- أُكْتُبْ رِسَالَةً إِلَى وَالِدِكَ تَطْلُبُ مِنْهُ مُسْتَلْزَمَاتِ الدِّرَاسِيَّةِ، لِيَكُنِ اسْمُكَ "دُوْدُو بن زَقْوَانٍ".

Extract 11.2 shows a sample of a response from a script of a student who managed to write a friendly letter and his/her points were well organized, although there were a few grammatical errors.

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3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The Item analysis of students' performance in each topic shows that, the students had a good performance in *Comprehension* whereby 86.7 percent scored an average of 30 percent and/or above. However, the students had a poor performance in *Grammar, Language use* and *Composition* whereby 27.55, 25.45 and 6.65 percent respectively scored an average of 30 percent and/or above. Further analysis shows that, the students' performance in *Composition* in the year 2015 has decreased by 27.7 as compared to the year 2014.

4.0 CONCLUSION

The general performance of the students in Arabic Language subject, in the FTNA 2015 was average. The analysis of students' performance shows that, many students could not express themselves well in Arabic Language and had inadequate knowledge on the use of the basic vocabularies and grammatical structures.

Despite all the weaknesses, there were some students who had adequate knowledge and skills on reading for comprehension which enabled them to understand and identify the task of the questions. The summary of the analysis of the students' performance has been presented whereby green colour stands for good performance and Red colour for poor performance, as shown in the *Appendix*.

5.0 RECOMMENDATIONS

In order to improve the performance of the students in Arabic Language in future, it is recommended that:

(a) Students should be encouraged to read simple grammar books in Arabic Language in order to improve their grammar competence.

(b) Students should do many practices which will enable them to master Arabic Language which will eventually help them to understand and identify the demands of the question.

(c) Students should be guided to revise all topics across the current syllabus in their normal study time before the assessment period.

Comparison of Summary of Students' Performance in Each Topic

S/N	Topic	Total number of questions	2014		2015	
			The percentage of students who scored 30 marks and/or above	Remarks	The percentage of students who scored 30 marks and/or above	Remarks
1.	Comprehension	1	88.4	Good	86.7	Good
2.	Composition	2	34.35	Average	6.65	Weak
3.	Language use	4	25.1	Weak	25.45	Weak
4.	Grammar	4	20.6	Weak	27.55	Weak