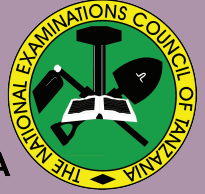




THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2024**

ARABIC LANGUAGE



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025 ARABIC LANGUAGE

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FOREWORD

This report presents the Students' Item Response Analysis (SIRA) for the Form Two Arabic Language National Assessment conducted in 2024. It aims to provide feedback to all educational stakeholders on the factors contributing to students' performance in the Arabic Language. The Form Two National Assessment (FTNA) is a formative evaluation designed to assess students' learning and provide feedback for teachers, students, and other educational stakeholders to enhance teaching and learning. This analysis highlights the factors influencing students' performance in the Arabic Language subject.

Students who attained high scores demonstrated adequate knowledge of tenses and grammatical rules, a sufficient basic vocabulary for use in various contexts, and the ability to understand the requirements of the questions and provide correct responses. Conversely, students with low scores faced difficulties in responding to the questions due to insufficient knowledge of the tested topics and challenges in understanding the requirements of the questions.

This report will help students identify their strengths and weaknesses in the Arabic Language subject to improve their learning before sitting for the Certificate of Secondary Education Examination (CSEE). It will also assist teachers in identifying challenging areas and taking appropriate measures to enhance teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will shed light on the challenges for which education stakeholders should take proper measures to improve teaching and learning of the Arabic Language subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future assessments and examinations.

The National Examinations Council of Tanzania (NECTA) appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyzes the performance of students who sat for the Form Two National Assessment (FTNA) in the Arabic Language subject in 2024. The assessment was based on the 2019 Form One and Form Two Arabic Language syllabus.

The Arabic Language paper consisted of three sections, namely A, B and C with a total of 10 questions. Students were required to answer all the questions.

Section A consisted of two (2) questions. Question one (1) included 10 multiple-choice items, where students were required to choose the correct answers from the given alternatives. Each item was worth one (1) mark, for a total of 10 marks. Question two (2) contained five (5) matching items, with each item carrying one (1) mark, for a total of five (5) marks. Thus, this section had a total of 15 marks.

Section B consisted of seven (7) short-answer questions, each worth 10 marks, for a total of 70 marks. Section C contained one (1) essay question, which carried a total of 15 marks

The total number of students who sat for the Form Two National Assessment in Arabic Language in 2024 was 2,025. Among them, 1,032 (51.06%) passed, while 993 (48.94%) failed. In 2023, 2,536 students took the assessment, with 1,221 (48.72%) passing and 1,315 (51.28%) failing. This indicates that student performance in 2024 improved by 2.34% compared to 2023

This report outlines the requirements of each question and analyzes how students responded to them. Additionally, it includes samples of students' responses for each question to provide a general overview of their performance

Students' performance has been grouped into three categories: 'good,' 'average,' and 'poor.' Performance ranging from 65% to 100% is categorized as 'good' and represented by the green color. Performance ranging from 30% to 64% is categorized as 'average' and represented by the yellow color, while performance ranging from 0% to 29% is categorized as 'poor' and represented by the red color. A summary of the overall students' performance is provided in the Appendix.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH QUESTION

2.1 SECTION A: Multiple Choice and Matching Items

This section consisted of two questions. The Students were required to attempt both questions one and two. Question one (1) was a multiple-choice item. It had 10 items that carried 10 marks. Question two (2) was matching items. It had five (5) items, each carrying 1 mark, making a total of 15 marks in this section.

2.1.1 Question 1: Multiple Choice Items

This question had 10 multiple choice items derived from various topics of the syllabus. The students were required to choose correct answers from the given alternatives in each item given in this question and write their letter in the boxes provided.

The question was attempted by 2,025 (100.00%) students. Among them, 256 (12.64%) students scored from 7.0 to 10.0 marks, which is a good performance. Also, 1,310 (64.69%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 459 (22.67%) students scored from 0.0 to 2.0 marks, which is a weak performance. Therefore, the general performance in this question was good as 1,566 (77.33%) students scored from 03 to 10 marks. The overall students' performance in this question is summarised in Figure 1.

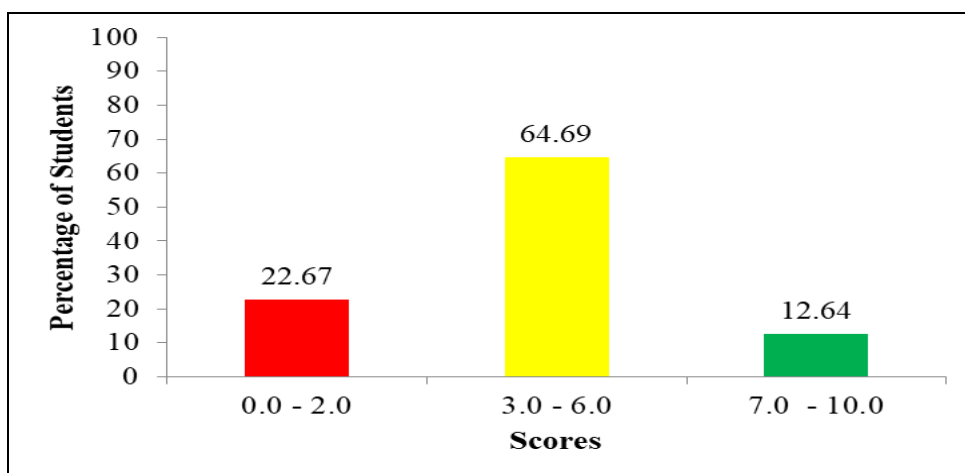
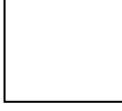


Figure 1: *Students' Performance in Question 1*

The analysis done on each item was as follow:

Item (1) was

س1) مِنْ عَمَلٍ "كَانَ وَأَخْوَاتُهَا" رَفَعُ الْمُبْتَدَأِ وَنَصَبُ الْخَبَرِ كَمَا جَاءَ فِي الْمِثَالِ
الآتِي:



- أ- كَانَ الْمُعَلِّمِينَ مَاهِرَانِ
ب- كَانَ الْمُعَلِّمَانِ مَاهِرَيْنِ
ج- كَانَ الْمُعَلِّمِينَ مَاهِرُونَ
د- كَانَتْ الْمُعَلِّمَاتِ مَاهِرَاتٌ

The item was about *Nawasikhu* "النواسخ". The students were required to indicate the correct uses of *kaana* and *conterparts* (كان وأخواتها) in a sentence. The question aimed at testing the student's ability in using *kaana* and *counterparts* in The sentence.

The students who were knowledgable of *kaana* and *counterparts* (كان) opted for the right answer (ب) "كان المعلمان ماهرين" (وأخواتها) . They chose the sentence because they knew that, the subject *المعلمان* was in nominative case by letter *alifu* while the predicate *ماهريين* was in accusative case by letter *yaau* since they were in duality.

However, some of the students selected wrong answers, (أ) "كان المعلمين" *ماهيران* . The student incorrectly thought that, the word *ماهيران* was the subject because was in nominative case by letter *alif* and the word *المعلمين* was the predidicate because was in accusative case by letter *yaau*.

Moreover, there were some students who opted for (ج) "كان المعلمين" *ماهرون* . The students were distracted by the letter *nuun* in the word *المعلمين* thinking that, it was in nomnative case baccuse of having that letter. The students confused the sign of *raf'u* of masculine regular plural (جمع المنكر) (السالم) with that of the special five verbs (الأسماء الخمسة). On the other hand, the students distracted by the sign (a) *fatha* on the letter *nuun* in the word *ماهرون* . They incorrectly thought that, the word *ماهرون* was in accusative case by having that sign on the letter.

In addition, the student who opted for (د) " كانت المعلمات ماهرات" also incorrectly thought that, the word *ماهرات* was the subject which was in nominative case by having the sign *dhamma* and the word *المعلمات* was the predidicate which was in accusative case because of the sign *kasra* on it.

Further analysis of the students' performance on this item showed that the students who selected the correct answer demonstrated a higher ability to apply *كان و أخواته* (kaana and counter parts), in sentences, whereas those who chose other alternatives exhibited incompetence in using them.

Item (2) was:

س2) يُبَيِّنُ الْفِعْلُ الْمَاضِي عَلَى السُّكُونِ إِذَا اتَّصَلَتْ بِهِ:

أ- وَאוُ الْجَمَاعَةِ

ب- نُونُ النِّسْوَةِ.

ج- أَلِفُ الْإِثْنَيْنِ

د- تَاءُ التَّائِبِ



This item focused on the circumstances under which the past tense becomes indeclinable (أحوال بناء الفعل الماضي). The students were supposed to identify when the past tense is cemented on sukuun. The purpose of the item was to assess the students' knowledge of the past tense in terms of its markers or sign.

The students who were knowledgeable of indeclinable past tense, chose (ب) "نون النسوة" (nuun for feminine). They realised that, the past tense when attached with nuun nis-wat (نون النسوة) is cemented on sukuun at the last letter. For example the past tense *ذَهَبْنَ*.

Moreover, some of the students showed incompetence by choosing distractors "واو الجماعة" (أ) (waw for male plural). The students were attracted by sukuun on waaw (وا) in the perfect verbs that are attached by waaw (واو) such as *ذَهَبُوا*, *أَكَلُوا* and *شَرِبُوا*. Also those who chose "ألف (ج) (Alifu for two doers) were attracted by alif in the perfect verbs that are attached by alif such as *ذَهَبَا*, *أَكَلَا* and *شَرِبَا*. Moreover, those who chose "تاء التائِب" (د) (Taa for singular feminine) confused with the last sukuun on the perfect verbs that are attached with "تاء التائِب" (Taa for singular feminine) like *ذَهَبَتْ* incorrectly thinking that, the taa with sukuun is a letter of the stem.

Therefore, those students who chose the correct option, had sufficient knowledge of past tense and in which circumstances it is cemented on sukuun. In contrast, those who failed lacked the knowledge of indeclinable past tense.

Item (3) was as follow: -

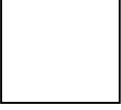
س3) اللَّفْظُ الَّذِي يَدُلُّ عَلَى الْإِنْسَانِ؛ هُوَ:

أ- مَخْبِزٌ

ب- خَبَّازٌ

ج- خُبْزٌ

د- أَخْبَازٌ



The item was about Noun (الاسم). The students were required to identify the noun that represents person among the given alternatives. The item intended to examine the students' knowledge of identifying the types of nouns in terms of meaning. Some of the students successfully determined the correct answer (ب) خَبَّازٌ (A person who cooks bread). The students understood that, the word represents the person since they realised what each word in the options of this item meant.

The students who chose (أ) مَخْبِزٌ (A place where bread is cooked), were distracted by the first letter *mim*, this is because some of person nouns start with it. For examples the word *Mahmuudu* (مَحْمُودٌ), thus they decide to choose (أ) مَخْبِزٌ.

Furthermore, the students who selected (ج) خُبْزٌ (bread) relied on the form of the word. This is because some word like *Nuuhu* (نُوحٌ) are in that form. In addition to that, those who chose distractor (د) أَخْبَازٌ (breads) measured it with the word *ash-khaaswu* "أَشْخَاصٌ" means persons. The students also relied on the form of both words instead of their meaning.

Therefore, those students who chose wrong answers lacked enough knowledge of types of nouns in terms meanings.

Item (4) was as follow: -

س4) أَيُّ كَلِمَةٍ تُنَاسِبُ هَذِهِ الْجُمْلَةَ "أَدَّبَ الْمُعَلِّمُ " مِنْ الْكَلِمَاتِ الْآتِيَةِ؟

أ- سَاعَاتٍ

ب- كُرَّاسَاتٍ

ج- طَالِبَاتٍ

د- سَيَّارَاتٍ



The item (4) was about meaningful sentence (*الجملة المفيدة*). The item required students to complete the sentence by inserting a word that fit appropriately. (*المعلم أدب*) among the given alternatives. The item intended to measure student's knowledge of identifying meaningful sentences.

The students who opted for the correct answer (ج) "*طالبات*" (*female plural students*) had sufficient knowledge of meaningful sentences. By doing so, the students understood the meaning of both the stem of the item and all the options given.

The students who opted for distractor (أ) "*ساعات*" (*watches*) were confused with word *addaba* (*أدب*) which means *teach, discipline* and *educate*. The students incorrectly interpreted the word *addaba* (*أدب*) into the word like buy, break or read. This led them to choose the word "*ساعات*" (*watches*).

On the other hand, the students who opted for the distractor (د) "*سيارات*", were also confused with word *addaba* (*أدب*). It seems that the students translated the word into another meaning such as buy, drive or sell. This incorrect interpretation made them to select the word "*سيارات*" to be their correct answer.

Therefore, the students who selected the correct option had sufficient vocabulary, while those who chose the distractors lacked that knowledge.

Item (5) was as follows:

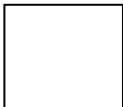
س5) مَوْضِعُ إِعْرَابِ لَفْظِ "الطَّيْنُ" فِي هَذِهِ الْجُمْلَةِ "صَارَ الطَّيْنُ كُوبًا"، هُوَ:

أ- مُبْتَدَأٌ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ

ب- خَبْرٌ صَارَ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ

ج- اسْمٌ صَارَ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ

د- خَبْرٌ مُبْتَدَأٌ مَرْفُوعٌ بِالضَّمَّةِ الظَّاهِرَةِ



The item focused on inflection (الإعراب). The students were required to identify the correct inflection of the word (الطين) within a sentence (صار الطين كوبًا). The question aimed to assess the learners' ability to understand the inflectional process when using "كان وأخواتها" (Kaana and its counterparts). The students who were knowledgeable on inflectional process selected the correct answer (ج) اسم صار مرفوع بالضمة الظاهرة. These students knew that after the word *swaara* (صار), the subject of the nominal sentence (مبتدأ) remains nominative (مرفوع); while the predicate (خبر) becomes accusative (منصوب). Consequently, they correctly identified the proper inflection of the word 'الطين'.

However, the students who selected distractor (أ) "مبتدأ مرفوع بالضمة الظاهرة" were wrong because the word (الطين) in a sentence is not *Mubtadau* since it came after a defective verb (صار). The students were attracted by the word *mubtadau*. This is because when the word *swaara* is omitted from the sentence the word (الطين) becomes (مبتدأ) (subject of the sentence). On the other hand, some of them were distracted by the word (مبتدأ) because *swaara* and her sisters are functioning in *Mubtadau wal-khabar*. The students did not know that *Mubtadau* after *swaara* changes into *noun of swaara* (اسم (صار).

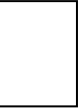
Furthermore, the students who selected distractor (ب) "خبر صار مرفوع بالضمة" *khavar swaara* with *ismu swaara* in a sentence.

In addition, some of the students selected distractor (د) "خبر مبتدأ مرفوع بالضمة" *khavar swaara*. The students incorrectly considered the word *swaara* (صار) as a nominal subject (مبتدأ) and the word *twiinu* (الطين) as its predicate (خبر) due to their partial knowledge of Arabic Language grammar.

Generally, the students who identified the correct answer in this item were familiar with the usage of *swaara* in a sentence. In addition to that, they were familiar with the inflection of the words (اسم صار) and (خير صار). While those who failed to do so, they lacked such knowledge.

Item (6) was as follows:

س6) "نَزَلَ الْمَطَرُ السَّمَاءِ" هَذِهِ الْجُمْلَةُ يَكْتَمِلُ مَعْنَاهَا بِوَضْعِ حَرْفِ الْجَرِّ
الْمُنَاسِبِ مِمَّا
يَأْتِي:
أ- عَنْ
ب- عَلَى
ج- فِي
د- مِنْ



The item was about prepositions (حروف الجر). The students were required to choose a preposition which could bring a complete thought in a given sentence. The item was assessing student's ability on using preposition (حروف الجر) in a sentence.

Students who were competent and knowledgeable selected the correct answer (د) "مِنْ" as they determined that, it rains from up stare, thus, the suitable preposition which bring a complete thought here was the word (مِنْ) "from". This shows that the students had enough knowledge of prepositions (حروف الجر)

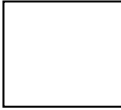
However, those who selected the distractor (أ) عَنْ , confused in meaning with the correct answer "مِنْ" thinking that both are related in meaning without considering the context. In addition to that, the students confused it with "مِنْ" (from) since both عَنْ and "مِنْ" end up with letter *nuun* having voiceless sound.

Furthermore, some students chose the distractor (ب) "عَلَى". The students incorrectly thought that, the word after the blank space (السَّمَاءِ) meant another meaning like 'sea' that is why they filled the space with the preposition "عَلَى" which can mean "on".

Also the students who selected (ج) "فِي" were wrong. The students incorrectly thought that, the word after the blank space (السماء) meant another meaning like 'spring season' that is why they filled the space with the preposition "فِي" which can mean "in".

Generally, those who demonstrated the ability to apply prepositions correctly were competent in Arabic structure, in contrast to those who were unable to apply them, were incompetent in Arabic structure.

Item (7) was as follows:



س7) اسْمُ "دَفْتَرٍ" يُجْمَعُ عَلَى جَمْعٍ:
أ- الْمَذَكَّرِ السَّلَامِ
ب- التَّكْثِيرِ
ج- الْمُؤَنَّثِ السَّلَامِ
د- التَّكْسِيرِ

The item was about types of plural (أنواع الجمع). The item was designed to assess students' knowledge of Arabic plurals; it required them to identify the plural type of the word book "دَفْتَرٍ" according to Arabic word formation.

The students who mastered well Arabic grammar were able to chose the correct answer (د) "التكسير" (broken plural) because they understood that, the plural form of the word (دَفْتَرٍ) "book" in Arabic Language is (دَفَاتِرٌ) "books". The students knew that, its plural form is formed by adding letter *alif* after the second later and changing the *sukun* of the second letter to be vowel (a) (*fat-ha*). They also knew that, the vowel (a) *fat-ha* of the second letter from the end had to be changed from vowel 'a' (*fat-ha*) to 'i' (*kasra*). Finally the students realised that, the form was irregular so it had to be "جمع التكسير" (broken plural).

However, there were students who chose the distractor (أ) "المذكر السالم" since they were attracted by the word المذكر (Masculine). This is because the word (دَفْتَرٍ) "book" itself meant 'Masculine'. On the other hand, those who chose the distractor (ب) "التكثير", confused with the correct answer "التكسير".

There were, however, some students who chose distractor (ج) "المؤنث السالم". They wrongly interpreted the statement "Every plural is feminine" (كل جمع مؤنث). This is why they were distracted by the word (مؤنث) (feminine) in the distractor (ج) "المؤنث السالم".

Therefore, students who opted for the correct answer had mastered all three types of plural, while those who incorrectly chose the distractors lacked sufficient knowledge of those types."

Item (8) was as follows:

س8) بَيِّنْ عَلاَمَةَ الإِعْرَابِ لِلْمَفْعُولِ بِهِ فِي هَذِهِ الْجُمْلَةِ "رَمَيْتُ الْحَجَرَيْنِ فِي الْبَحْرِ" مِنْ عَلاَمَاتِ الإِعْرَابِ الآتِيَةِ:

أ- مَنصُوبٌ بِالْيَاءِ؛ لِأَنَّهُ مُنْتَنَى

ب- مَنصُوبٌ بِالْكَسْرِ نِيَابَةً عَنِ الْفَتْحَةِ

ج- مَنصُوبٌ بِثُبُوتِ النُّونِ؛ لِأَنَّهُ مُنْتَنَى

د- مَنصُوبٌ بِالسُّكُونِ نِيَابَةً عَنِ الْفَتْحَةِ



The item was about 'Inflection' (الإعراب) of an object (المفعول به). The students in this item were required to determine the correct inflectional sign of the object (الحَجَرَيْنِ) in a sentence from the given alternatives. The students with the knowledge of inflections of an object (المفعول به) were able to identify the correct answer (أ) "مَنصُوبٌ بِالْيَاءِ لِأَنَّهُ مُنْتَنَى". The students were aware that, firstly, the noun *Alhajarain* (الحَجَرَيْنِ) in the sentence was an object (مفعول به). Secondly, it was a dual noun, so its correct sign was supposed to be the letter *yaau* (الياء). Furthermore, they knew that, the sign of dual nouns in the accusative case is *yaau*.

The students who opted for the distractor (ب) منصوب بالكسرة نيابة عن الفتح were deceived by the vowel 'i' الكسرة under the letter *nuun*. Consequently, they selected a wrong answer in (ب).

In addition, the students who chose the option (ج) منصوب بثبوت النون لأنه منتنَى were wrong. This is because the letter *nuun* is not inflectional sign of dual nouns. The students were attracted by the presence of the letter *nuun* in this wrong answer.

Furthermore, the students who opted for the incorrect answer (د) منصوب were attracted by *sukuun* on the letter *yaau* in the word (... الحَجْرَيْنِ)

Therefore, the students who chose the correct answer were competent in identifying the object in duality and its sign. Additionally, the students who chose incorrect options demonstrated low mastery of the object in duality and its sign.

Item (9) was as follows:

س9) أَيُّ اسْمٍ مَوْصُولٍ مِنَ الْأَسْمَاءِ الْآتِيَةِ يُنَاسِبُ هَذِهِ الْجُمْلَةَ "اشْتَرَيْتُ السَّيَّارَةَ



- رَأَيْتُهَا بِالْأَمْسِ؟"
أ- الَّذِي
ب- اللَّاتِي
ج- الَّتِي
د- الَّذِينَ

The item focused on Pronouns. Students were required to identify a relative pronoun (اسم الموصول) which fits in the sentence (رأيتها -----) from the relative pronouns provided (بالأمس).

Students who were competent in pronouns opted for (ج) الَّتِي because they knew the uses of pronouns. The students understood that, the noun (السيارة) was figurative feminine (مؤنث المجازي) and was the one which was given more information, hence the relative pronoun that matched with it was الَّتِي.

There were, however, some of the students who chose distractor (أ) الَّذِي. The students, of course, knew that the pronoun الَّذِي is for masculine singular. So, incorrectly they thought that, the word (السيارة) which was referred to by the relative pronoun which they chose, was a verbal feminine (المؤنث اللفظي) because of the presence of the letter 't' (closed t) (تاء مربوطة) without considering another criteria. This led them to choose the pronoun الَّذِي, because the pronoun can be used with the verbal feminine (المؤنث اللفظي).

On the other hand, those who chose (ب) اللَّاتِي went astray. The students incorrectly thought that, the noun (السيارة) was feminine plural which correlate with the relative pronoun اللَّاتِي. The students understood that, the

pronoun is for feminine plural. Moreover, the students who opted for (د) *الَّذِينَ* were also wrong. These students did not understand that, the relative pronoun *الَّذِينَ* is for masculine plural. The students confused the pronoun *الَّذِينَ* with that of the correct answer because both are relative pronouns. The students also failed to understand where this relative pronoun is applicable.

Generally, students who did well had sufficient knowledge in using relative pronouns in a sentence. In addition, those who chose the wrong answers indicated that they were not aware of Arabic relative pronouns.

Item (10) was:

س10) بَيِّنِ الْكَلِمَةَ الَّتِي تَكُونُ عَلَامَةً رَفْعِهَا ثُبُوتَ التُّونِ مِنَ الْكَلِمَاتِ الْآتِيَةِ:



- أ- ذَاهِبَانِ
- ب- تَذْهَبِينَ
- ج- تَذْهَبْنَ
- د- يَذْهَبْنَ

The item was about *special five verbs* (الأفعال الخمسة). The students were required to identify a word that its sign of *raf'u* is the presence of letter *nuun* (ن).

The item tested the students' knowledge of the *five special verbs* (الأفعال الخمسة). Students who were familiar with special five verbs (الأفعال الخمسة) were able to identify the correct option among the four alternatives given. The students who opted for the correct answer (ب) *تَذْهَبِينَ* realised that, the verb was among special five verbs (الأفعال الخمسة) and its sign of *raf'u* had to be the presence of letter *nuun*.

Those who opted for wrong distractor (أ) *ذَاهِبَانِ* (*dhaahibaani*), were distracted by both letters *alifu* and *nuun* in the word *ذَاهِبَانِ*. This is because the letters are found in *special five verbs* (أفعال الخمسة) which are in duality, like *يَذْهَبَانِ*. The students wrongly thought that, since the *special five verbs* (أفعال الخمسة) which are in duality, are in nominative case by the presence of letter *nuun* also the word (*ذَاهِبَانِ*) has to be like that.

However, some students confused themselves by opting for the distractor (ج) *تَذْهَبْنَ* (*tadh-habna*) which had no any sign of (الأفعال الخمسة). The students

were attracted by the final *nuun* attached to the verb. The students confused the *nuun* of feminine bounded in the verb (يُذهِن) with that of (الأفعال الخمسة) which is used to indicate nominative case (*raf-u*). Furthermore, this situation also applies for students who opted for the distractor (د) يُذهِبَن (yadh-habna).

Generally, the students who chose for the correct options in this question were familiar with the tested topics while those who failed had insufficient knowledge of these topics.

2.1.2 Question 2: Matching items

The question was about verbs and consisted of five (5) matching items. The students were required to match each verb in List A with its corresponding opposite verbs in List B by writing the answer in the space provided. The question was:

2- صلِّ بَيْنَ الأَفْعَالِ مِنْ قَائِمَةِ (ب) وَمَا يُضَادُّهَا (يَعْكِسُهَا) مِنْ الأَفْعَالِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الإِجَابَةِ فِي المَكَانِ الخَالِي:

قَائِمَةُ (ب)	قَائِمَةُ (أ)
أ- يَسْتَرِي	() س1) يَبْدَأُ
ب- يَتَفَقَّ	() س2) يَذْهَبُ
ج- يَعودُ	() س3) يَبِيعُ
د- يَبْنَعُدُ	() س4) يَخْتَلِفُ
هـ- يُهَاجِرُ	() س5) يَقْتَرِبُ
و- يَنْتَهِي	
ز- يَسُوِّقُ	

The data analysis shows that 2,025 (100.00%) students attempted this question. Out these 532 (26.27%) students scored from 4.0 to 5.0 marks, which indicates a good performance. In addition, 400 (19.75%) students scored from 2.0 to 3.0 marks, which is an average performance. Lastly, 1,093 (53.98%) students scored from 0.0 to 1.0 mark, indicating a weak performance. The general performance in this question was average since 932 (46.02%) students scored from 2.0 to 5.0 marks. The overall students' performance in this question is summarised in Figure 2

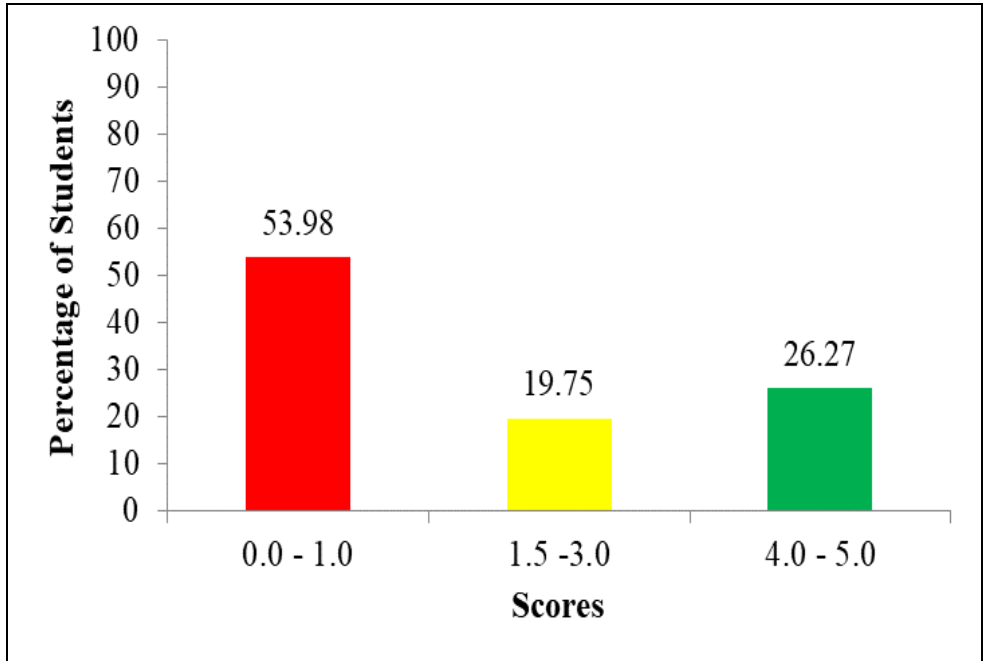


Figure 2: *Students' Performance in Question 2*

The data analysis shows that 532 (26.27%) students were able to match the items in List A with their corresponding in List B correctly. One of the students who performed well, for example, matched the item (1) (بيدأ) with (و) ينتهي, item (2) (يذهب) with (ج) يعود, item 3 (بييع) with (أ) يشتري, item (4) (يختلف) with (ب) يتفق and item (5) (يقترّب) with (د) يبتعد. Therefore, these students had sufficient vocabulary which led them to match the items correctly. Extract 2.1 shows a sample of the correct responses from one of the students.

2- صلِّ بَيْنَ الأَفْعَالِ مِنْ قَائِمَةِ (ب) وَمَا يُضَادُّهَا (يَعْكِسُهَا) مِنْ الأَفْعَالِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الإِجَابَةِ فِي المَكَانِ الحَالِي:

قَائِمَةُ (ب)	قَائِمَةُ (أ)
أ- يَشْتَرِي	1س (1) يَبْدَأُ (و)
ب- يَتَّفِقُ	2س (2) يَذْهَبُ (ج)
ج- يَعُودُ	3س (3) يَبِيعُ (أ)
د- يَتَّبَعُ	4س (4) يَخْتَلِفُ (ب)
هـ- يُهَاجِرُ	5س (5) يَقْتَرِبُ (و)
و- يَنْتَهِي	
ز- يَسُوقُ	

Extract 2.1: A Sample of the Students' Responses to Question 2

The Extract 2.1 is a sample of responses from one of the students who correctly matched column A with column B.

On the other hand, 400 (19.75%) students scored average marks. These students provided two or three correct responses out of five. This is because the students had insufficient knowledge of topic tested.

On the other hand, some of the students performed poorly in this question. Some of them matched only one verb on List A with the opposite verbs in List B, as for those who scored zero mark failed to match any verb on List A with any appropriate opposite verbs on List B. One of the students, for example, matched the item (1) (يبدأ) with (ج) يعود , item (2) (يذهب) with (د) ينتهي , item (3) (يبيع) with (ب) يتفق , item (4) (يختلف) with (و) ينتهي and item (5) (يقترِب) with (أ) يشتري . Therefore, students who responded incorrectly had insufficiently vocabulary. Also, they had not recognized the meaning of vocabulary used in a question. Extract 2.2 shows a sample of an incorrect response from one of the students in this question.

2- صِلْ بَيْنَ الْأَفْعَالِ مِنْ قَائِمَةِ (ب) وَمَا يُضَادُّهَا (يَعْكِسُهَا) مِنَ الْأَفْعَالِ فِي قَائِمَةِ (أ) بِوَضْعِ حَرْفِ الْإِجَابَةِ فِي الْمَكَانِ الْحَالِي:

قَائِمَةُ (ب)	قَائِمَةُ (أ)
أ- يَشْتَرِي	1س1 يَبْدَأُ (ح)
ب- يَتَّفِقُ	2س2 يَذْهَبُ (و)
ج- يَعُودُ	3س3 يَبِيعُ (د)
د- يَتَّبَعُ	4س4 يَخْتَلِفُ (هـ)
هـ- يُهَاجِرُ	5س5 يَفْتَرِبُ (ز)
و- يَنْتَهِي	
ز- يَسُوقُ	

Extract 2.2: A Sample of the Students' Responses to Question 2

The Extract 2.2 is a sample of a response from one of the students who matched all the items incorrectly.

2.2 SECTION B: Short Answer Questions

This section consisted of seven (7) short-answer questions, each carrying 10 marks, making a total of 70 marks in this section. The Students were required to answer all questions.

2.2.1 Question 3: Comprehension

This question was about comprehension and consisted of five items. The students were instructed to read the passage and answer the questions provided. The passage was about the teacher who came into the class with absentee's booklet and asked the students about absent students. After that, the teacher wrote down names of absentee. Then after, the teacher asked one student to wipe the board so that they can start a new topic. The question was:

3- اَقْرَأِ الْقِطْعَةَ الْآتِيَةَ ثُمَّ أَجِبْ عَنِ الْأَسْئَلَةِ بَعْدَهَا:

أَخْرَجَ الْمُدْرِسُ كُرَّاسَةَ الْغَائِبِينَ وَسَأَلَ التَّلَامِيذَ: هَلْ هُنَاكَ تَلْمِيذٌ غَائِبٌ؟ أَجَابَ
التَّلَامِيذُ: نَعَمْ، هُنَاكَ تَلْمِيذٌ غَائِبُونَ، قَالَ الْمُدْرِسُ: مَنْ الْغَائِبُونَ؟ قَالَ التَّلَامِيذُ:
الْغَائِبُونَ هُمْ رَجَبٌ وَسُلَيْمَانُ وَرَشِيدٌ.

سَأَلَ الْمُدْرِسُ: لِمَاذَا غَابُوا مِنَ الْحِصَّةِ؟ أَجَابَ التَّلَامِيذُ: رَجَبٌ ذَهَبَ إِلَى
الْمَحَطَّةِ لِيَسْتَقْبَلَ وَالِدَهُ، وَسُلَيْمَانُ ذَهَبَ إِلَى الْمُسْتَشْفَى لِيَزُورَ صَدِيقَهُ، وَرَشِيدٌ
ذَهَبَ إِلَى الْمَطَارِ لِيُودِّعَ خَالَهُ.

كَتَبَ الْمُدْرِسُ أَسْمَاءَ الْغَائِبِينَ فِي الْكُرَّاسَةِ، ثُمَّ قَالَ يَا جُومًا امْسَحِ السَّبُّورَةَ عِنْدَنَا
الْيَوْمَ دَرَسْ جَدِيدٌ.

الْأَسْئَلَةُ

أ- مَاذَا أَخْرَجَ الْمُدْرِسُ فِي الْفَصْلِ؟

ب- مَنْ الَّذِينَ غَابُوا مِنَ الْحِصَّةِ؟

ج- لِمَاذَا ذَهَبَ سُلَيْمَانُ إِلَى الْمُسْتَشْفَى؟

د- إِلَى أَيِّ أَهْلِ ذَهَبَ رَشِيدٌ وَرَجَبٌ؟

هـ- هَلْ كَتَبَ الْمُدْرِسُ أَسْمَاءَ الْغَائِبِينَ عَلَى السَّبُّورَةِ؟

The data analysis shows that, 2,025 (100.00%) students attempted the question and their performance was good, as 1,719 (84.89%) students scored from 3.0 to 10.0 marks. The analysis shows that 922 (45.53%) students scored from 6.5 to 10.0 marks, which is a good performance. Also, 797 (39.36%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 306 (15.11%) students scored from 0.0 to 2.5 marks, which is a weak performance. The overall students' performance in this question is summarised in Figure 3.

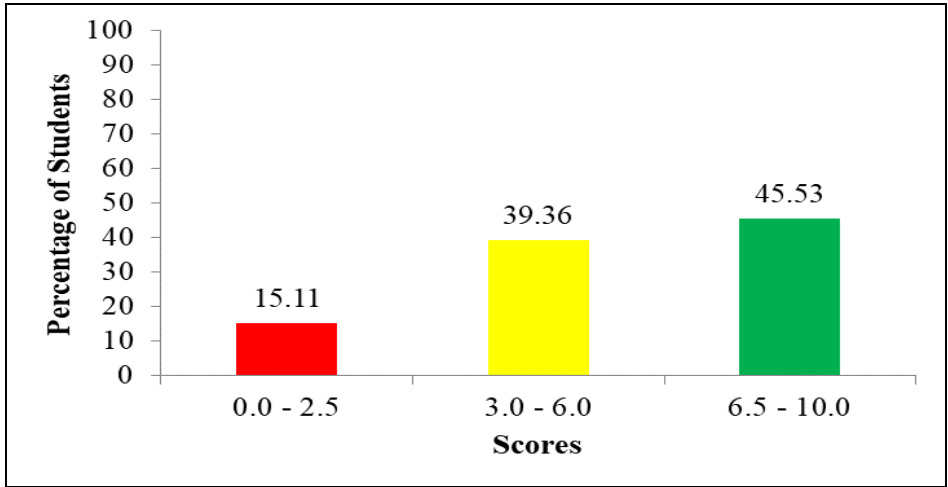


Figure 3: Students' Performance in Question 3

The students who scored well on this question provided appropriate responses to the five items based on the passage. They were able to answer the items correctly according to the passage and demonstrated sufficient skills in reading for comprehension. One of the students who scored full marks, for example, responded as follow:

In item (أ) *ماذا أخرج المدرس في الفصل؟* (What did the teacher provide in the class?). The student answered: *أخرج المدرس كراسة الغائبين* (The teacher provided absentees' booklet). This student knew that the interrogative *ماذا* is usually used to ask for something. Thus he/she answered by mentioning a real thing provided by the teacher which was absentee's booklet.

In item (ب) *من الذين غابوا من الحصة؟* (Who are absent in the period?). The student answered *الغائبون هم رجب وسليمان ورشيد* (Those who are absent are Rajabu, Suleiman and Rashid). The student here knew that the interrogative *من* can be used to ask for persons and also knew that the relative pronoun *الذين* is plural for masculine thus led him/her to mention people who were absent from the class.

In item (ج) *لماذا ذهب سليمان إلى المستشفى؟* (Why Suleiman went to hospital?). The student answered: *ذهب إلى المستشفى ليزور صديقه* (He went to hospital to visit his friend). The student in this part understood that the interrogative *لماذا* is obviously used to demand reasons, so the student replied by telling the reason why Sulaiman was absent in the class that he went to hospital to visit his friend.

Item (د) إلى أين ذهب رشيد و رجب؟ (Where did Rashid and Rajabu go?). The student answered: *ذهب رجب إلى المحاطة و ذهب رشيد إلى المطار* (Rajabu went to railway station and Rashidi went to airport). In the item the student knew that the interrogative *إلى أين* is usually used for place while *إلى* can be used to indicate direction, thus, he/she replied that Rajabu went to railway station and Rashidi went to airport.

Item (ه) هل كتب المدرس أسماء الغائبين على السبورة؟ (Did the teacher write names of absentee on the blackboard? The student answered: *لا، بل كتبه في الكراسة* (No, he did not write the names on the blackboard, but he wrote in the booklet). In addition, the student knew that the word *هل* used to demand the answer of yes or no that is why student managed to provide the appropriate answer of (No, لا). Generally, the students who responded correctly to the question demonstrated sufficient skills in reading for comprehension. Extract 3.1 shows a sample of good responses from one of the students.

الأسئلة
أ- ماذا أخرج المدرس في الفصل؟
<i>أخرج المدرس في الفصل أسماء الغائبين</i>
ب- من الذين غابوا من الحصة؟
<i>غائبون رجب، وسليمان و رشيد</i>
ج- لماذا ذهب سليمان إلى المستشفى؟
<i>ذهب سليمان إلى المستشفى ليحضر في صديقته</i>
د- إلى أين ذهب رشيد و رجب؟
<i>ذهب رشيد إلى المطار، و ذهب رجب إلى المحاطة</i>

Extract 3.1: A Sample of the Good Students' Responses to Question 3

Extract 3.1 represents a sample of responses from one of the students who comprehended the passage.

Further analysis showed that some students had the average performance. This performance suggests that these students had partial comprehension skills, which hindered them from identifying all correct answers in the

passage. Some of the students for example, provided answers with grammatical errors. There were, however some students who mixed both correct and incorrect answers. In addition, some students mixed both grammatical and ungrammatical sentences in their correct answers.

Besides, some students (15.11%) performed poorly in this question. The analysis shows that (5.88%) students scored zero in this question. These students did not understand the message of the passage completely. There were, however, some of them who did not recognize the demand of the question due to poor mastery of the Arabic Language. On the other hand, some of the students copied words from other questions and used them as answers in this question. These students had inadequate reading for comprehension skills. Consequently, they provided incorrect responses to all items in this question. One of the students for example, In item(1) *ماذا؟ أخرج المدرس في الفصل؟* (What did the teacher provide in the class?). The student wrote: *هل هناك تلميذ غائب؟* (Is there any absent student?) The student here didn't understand the demand of the question. Consequently, he/she copied the question asked by teacher in the passage. In item (ب) *من الذين غابوا من الحصة؟* (Who escaped in the period?). The student answered *أجاب التلاميذ* (Students replied). The student copied the answer that was given by students in the passage.

Furthermore, in item (ج) *لماذا ذهب سليمان إلى المستشفى؟* (Why Suleiman went to hospital?). The student answered: *من الغائبون؟* (Who are absentee?) The student rather than giving a reason copied a question from the passage and used it as the answer. In item (د) *إلى أين ذهب رشيد و رجب؟* (Where did Rashid and Rajabu go?). The student answered *قال المدرس* (The teacher said). Item (هـ) *هل كتب المدرس أسماء الغائبين على السبورة؟* (Did the teacher write names of absentee on the blackboard?) The student answered: *ثم قال يا جوما امسح السبورة عندنا اليوم درس جديد* (Then he said, Oh! Juma, clean the blackboard we have a new lesson today). The student copied the words of the sentence from the passage. Extract 3.2 shows a sample of a poor response from one of the students in this question.

الأسئلة

أ- ماذا أخرج المدرس في الفصل؟

بعد صلاة الفجر

ب- من الذين غابوا من الحصّة؟

أما بنو العلاء مريد

ج- لماذا ذهب سليمان إلى المستشفى؟

إلى المستشفى ليستقبل والده

د- إلى أين ذهب رشيد ورجب؟

بعد كسب المدرس

هـ- هل كتب المدرس أسماء الغائبين على السبورة؟

نعم كتب المدرس أسماء الغائبين

Extract 3.2: A Sample of the Weak Students' Responses to Question 3

The Extract 3.2 shows a sample of a response from one of students who was unable to answer the comprehension questions correctly. The student for instance, wrote meaningless sentence in item five.

2.2.2 Question 4: Dialogue

The question was about a dialogue between two people. The first person was asking questions and the second person was responding to the questions. In this case, the first person's questions were revealed while the second person's answers were hidden. The students were asked to give answers basing on the questions asked by the first person. This question measured the student's ability to use the Arabic Language in different contexts. The question was:

4- أَكْمِلِ الْجَوَارِ الْآتِي:
أ- نَبِيْلٌ : مَا لَعْنُكَ؟
مَسْعُوْدٌ :

ب- نَبِيْلٌ : هَلْ تُرِيدُ أَنْ تَتَعَلَّمَ اللُّغَةَ الْعَرَبِيَّةَ بِسُرْعَةٍ؟
مَسْعُوْدٌ :

ج- نَبِيْلٌ : أَفِي فَصْلِكُمْ جَدْوَلُ الْحِصَصِ؟
مَسْعُوْدٌ :

د- نَبِيْلٌ : مَتَى تُفْتَحُ بَابُ فَصْلِكُمْ؟
مَسْنُوعٌ :

ه- نَبِيْلٌ : كَمْ حَقِيْبَةً عِنْدَكَ؟
مَسْنُوعٌ :

The data shows that 2,025 (100.00%) students attempted the question, out of whom 537 (26.52%) students scored from 6.5 to 10.0 marks, which is a good performance. In addition, 736 (36.35%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 752 (37.13%) students scored from 0.0 to 2.5 marks, which is a weak performance. The general performance in this question was average. This is because, 1,273 (62.87%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 4.

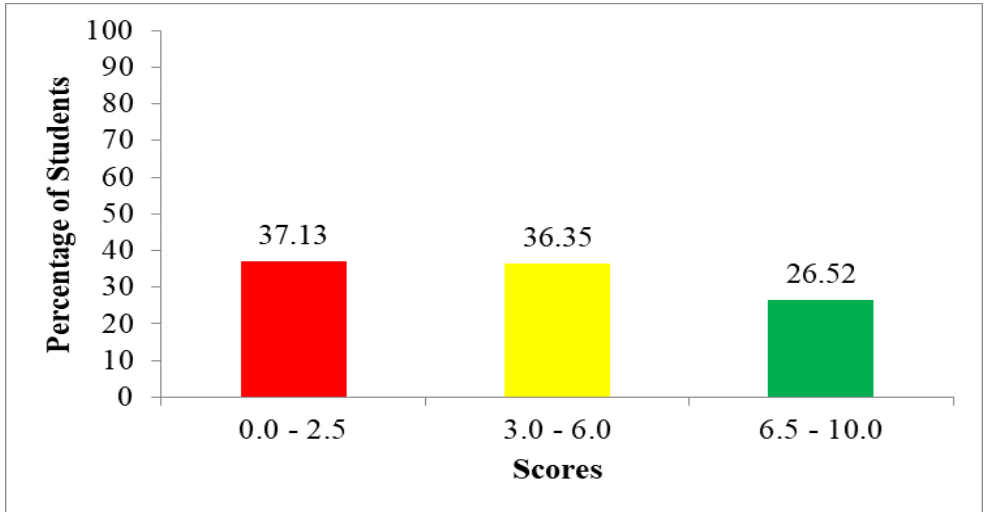


Figure 4: Students' Performance in Question 4

The analysis reveals that 537 (26.52%) students scored between 6.5 and 10.0 marks. These students demonstrated competence in conversation. One of the students, for example, in item (أ) ما لغتك؟ (What is your language?) The student replied لغتي الصواحلية (My language is Swahili). The student understood that, the interrogative ما can be used to ask about non-human being thus he/she gave an appropriate answer which allied with the demand of the interrogative. In item (ب) هل تريد أن تتعلم لغة العربية بسرعة؟ (Would you like to learn Arabic language quickly?) The student answered: نعم أريد أن نتعلم اللغة العربية بسرعة (Yes, I like to learn Arabic language quickly). Also in this item the student provided a proper answer after realizing that the interrogative هل should give the answer Yes or No. In item (ج) أفي فصلكم جدول الحصص؟ (Is there any timetable in your class?) The student answered: نعم في فصلي جدول الحصص (Yes there is a time table in my class), as far as this item concerned, the student came up with relevant responses because he/she knew that the interrogative (أ)الهمنزة in this context needs the answer to be either Yes or No.

Furthermore, in item (د) متى تفتح باب فصلكم؟ (When is your classroom opened?). The student answered: تفتح باب فصلي في الساعة السابعة (My classroom is opened after *subhi* prayer) the student here understood that, the interrogative متى in this context used to ask for time thus the student provided reliable responses by mentioning the time which the classroom is opened. In item (هـ) كم حقيبة عندك؟ (How many bags do you have?). The student answered عندي أربعة حقائب (I have four bags). Also here the student was aware with the interrogative كم which is usually used to ask about number, thus the student was able to reply by saying *I have four bags*. Therefore, these students in this category had sufficient vocabulary, which enabled them to determine questions that matched the statements provided. Additionally, they were knowledgeable of interrogative particles and how to employ them in a sentence. Extract 4.1 is a sample of good responses from one of the students.

4- أكْمِلِ الحِوَارَ الآتِي:

أ- نَبِيلٌ : مَا لَعْنَتُكَ؟

مَسْعُودٌ : لَعْنَتِي مَوْلَعَةٌ الإنجليزية

ب- نَبِيلٌ : هَلْ تُرِيدُ أَنْ تَتَعَلَّمَ اللُّغَةَ العَرَبِيَّةَ بِسُرْعَةٍ؟

مَسْعُودٌ : نَعَمْ، أُرِيدُ أَنْ أَتَعَلَّمَ اللُّغَةَ العَرَبِيَّةَ بِسُرْعَةٍ.

ج- نَبِيلٌ : أَمَّا فَضْلِكُمْ جَدُولُ الحِصْنِ؟

مَسْعُودٌ : نَعَمْ، فِي قَوْمِلَتَا فِينَا جَدُولُ الحِصْنِ.

د- نَبِيلٌ : مَتَى تُفْتَحُ بَابُ فَضْلِكُمْ؟

مَسْعُودٌ : لَمَّا تَفْتَحُ حَائِطَ قَوْمِلَتَا فِي مَسَاعِدَةِ السَّابِغِ تَهَامًا.

هـ- نَبِيلٌ : كَمْ حَقِيبَةً عِنْدَكَ؟

مَسْعُودٌ : مِائَتِي تَلَا مِائَةَ حَقِيبَةً.

Extract 4.1: A Sample of the Good Students' Responses to Question 4

The Extract 4.1 shows a sample of good responses from one of the students who had a good performance.

However, some students performed averagely on this question. The analysis of the students' responses showed that they were able to complete the dialogue only for certain items, scoring between 3 and 6 marks. This indicates that these students had partial knowledge of Arabic vocabulary.

The data analysis shows that 752 (37.13%) students had a weak performance in this question as they scored from 0.0 to 2.5 marks. On the other hand, some students scored zero in this question. They provided wrong answers to all items of the question. Some of these students just picked some words from the question and used them as their answers. Others did not understand the requirement of the question. Furthermore,

some of the students wrote meaningless sentences and even misunderstood words. One of the students for example, answered as follow:

In item (أ) ما لغتك؟ (What is your language?) The student answered *الغتك في عرق*. The student in this item actually didn't understand what the interrogative *ما* means thus he/she created another question that was (*الغتك (في عرق*).

In item (ب) هل تريد أن تتعلم لغة العربية بسرعة؟ (Would you like to learn Arabic language quickly?) The student answered: *أحباب العربية بسرعة*. Here the student was very far from the question asked since he/she was not aware with the interrogative *هل* that when used in a question its answer normally is either Yes or No thus he/she copied some words from the question paper.

In item (ج) أفي فصلكم جدول الحصص؟ (Is there any timetable in your class?) The student answered *فصلكم إلى الحصص*. The answer which was provided by the student witnessed that he/she didn't understand the proper use of interrogative *أ* in a sentence that, its answer should start with either Yes or No according to this context. As a result, the student wrote meaningless sentence.

In item (د) متى تفتح باب فصلكم؟ (When is your class door opened?). The student answered *باب تفتح فصلكم*. In this item student actually didn't know what was asked consequently, the student wrote sentence which was meaningless.

In item (هـ) كم حقيبة عندك؟ (How many bags do you have?). The student answered *رسا حقيبة* which is a meaningless phrase. Generally, students who performed poorly on this question were incompetent in expressing themselves orally due to a lack of sufficient vocabulary and knowledge of Arabic syntax. Extract 4.2 is a sample of poor responses from one of the students.

4- أكْمِلِ الحَوَازَ الآتِي:

أ- نَبِيْلٌ : مَا لُعْتُكَ؟
 مَسْعُوْدٌ : حَمَلٌ كَثِيْرٌ لَشَمَلٍ صَبِيْعٌ لَقَرٍ نَبِيْلٍ

ب- نَبِيْلٌ : هَلْ تُرِيْدُ أَنْ تَتَعَلَّمَ اللُّغَةَ العَرَبِيَّةَ بِسُرْعَةٍ؟
 مَسْعُوْدٌ : اَللَّهَ العَرَبِيَّةَ السُّفُوْلَةَ كُلَّ لَبْسٍ

ج- نَبِيْلٌ : أَيُّ فَصْلِكُمْ جَدُوْلُ الحِصَصِ؟
 مَسْعُوْدٌ : الحِصَمِ النَّدِيْءِ كَالشَّيْءِ السُّوْدَةِ

د- نَبِيْلٌ : مَتَى تُفْتَحُ بَابُ فَصْلِكُمْ؟
 مَسْعُوْدٌ : فَصْلِكُمْ لِمَنْ كَتَبَ العَاقِبِيْنَ

هـ- نَبِيْلٌ : كَمْ حَقِيْبَةً عِنْدَكَ؟
 مَسْعُوْدٌ : لَمَدَّةً دَهْصَ عَالِيَةً كَثِيْرَةً صَبِيْعٍ

Extract 4.2: A Sample of the Weak Students' Responses to Question 4

The Extract 4.2 shows a sample of responses from one of the students who provided incorrect responses to all items due to a poor command of Arabic Language.

2.2.3 Question 5 : Jumbled Sentences

In this question, the students were instructed to re-arrange the five sentences into a logical sequence to make a meaningful paragraph. They were required to write the letter of the correct sentence in the corresponding number in the table provided. The question tested the student's ability to organize the sentences into a meaningful paragraph. The question was:-

5- رَتِّبِ الْجُمْلَةَ الْآتِيَةَ لِتُكُونَ بِهَا فِقْرَةٌ مُفِيدَةٌ بِكِتَابَةِ حَرْفِ الْإِجَابَةِ فِي مَكَانٍ مُنَاسِبٍ لَهُ فِي الْجَدْوَلِ.

أ- قَالَ أَحَدُهُمْ.

ب- وَلَمَّا اصْطَادُوا كَثِيرًا مِنْ السَّمَكِ.

ج- وَاتَّفَقُوا عَلَى الذَّهَابِ إِلَى النَّهْرِ لِلصَّيْدِ.

د- تَقَابَلَ عَشْرَةُ رِجَالٍ فِي الطَّرِيقِ.

هـ- أَحْسَى أَنْ يَكُونَ أَحَدُنَا غَرِقًا.

5	4	3	2	1

According to the data, 2025 (100.00%) students attempted the question. Furthermore, 633 (31.26%) students scored from 8.0 to 10.0 marks, which is a good performance. In addition, 433 (21.38%) students scored from 4.0 to 6.0 marks, which is an average performance. Lastly, 959 (47.36%) students scored from 0.0 to 2.0 marks, which is a weak performance. Further analysis shows that, the performance of this question was generally average. This is because 1,066 (52.64) scored from 4.0 to 10.0 marks. The overall students' performance in the question is summarised in Figure 5.

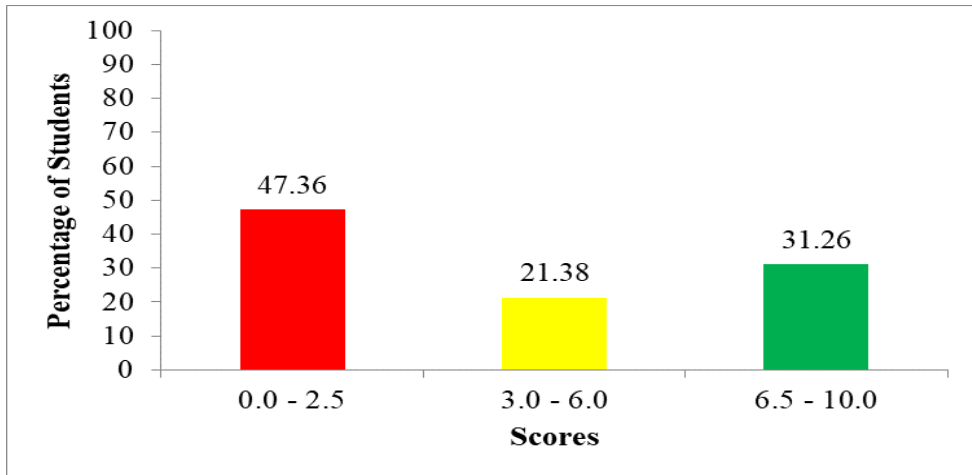


Figure 5: Students' Performance in Question 5

The analysis shows that 633 (31.26%) students had a good performance in this question. These students were able to arrange the sentences logically by regarding their meanings. Since the sentences were disarranged, the students read all the given sentences carefully and understood their meanings. They understood that this is the most critical step, as it forms the basis for solving the question. This helped them to understand the overall meaning of the paragraph. Consequently, the students realised that, the story was about ten men who agreed each other to go to the river for fishing. In addition to that, they managed to arrange the sentences logically.

The students who correctly arranged the sentences, for example, answered as follows: firstly, (1) wrote (د) *تقابل عشرة رجال في الطريق* (Ten men met on the way). The word (تقابل) (met) helped them to start the paragraph with this sentence, this is because, they realised that, people meet firstly to discuss on what they are going to do. The student also wrote (ج) *واتفقوا على الذهاب إلى النهر للصيد* (They agreed each other to go to the river for fishing) to be the second sentence. The students realised that the sentence was a continuation of the previous one. This is because they understood that after meeting, people typically agreed on the topic being discussed. The students also were signaled by the linking word "and" in the sentence. The students then chose (ب) *ولما اصطادوا كثيرا من السمك* (And after they caught a lot of fish) to be the third sentence, in this item student was attributed by the word *السمك* because before there was a reason of going there, that was fishing and what is expected is to get fishes. In addition, the word *ولما* led them to select that sentence, since the *waw* is a coordinator that joined the sentences. Also, they chose (أ) *قال أحدهم* (One among of them said) to be the fourth sentence. The students understood that, the previous sentence needed more information to complete its meaning, so, this sentence deserved to do so as there was a closeness between the word *ولما* in the previous sentence and this sentence *قال أحدهم* (One among of them said).

Lastly, the students chose (ه) *أخشى أن يكون أحدنا غرق* (I think one among of us has drowned) as the fifth sentence. They realised that, the previous sentence did not convey what was said, and so they determined that this sentence *أخشى أن يكون أحدنا غرق* (I think one among of us has drowned) provided the missing information.

Furthermore, they identified the connection between the word *قال* in the previous sentence and the word *أخشى* in this in this one as both were in singular form. This shows that, the students can even talk about various events chronologically in Arabic Language in different context. Extract 5.1 is a sample of good responses from one of the students.

5- رَتَّبِ الْجُمْلَ الْآتِيَةَ لِتَكُونَ بِهَا فِقْرَةٌ مُفِيدَةٌ بِكِتَابَةِ حَرْفِ الْإِجَابَةِ فِي مَكَانٍ مُنَاسِبٍ لَهُ فِي الْجَدْوَلِ.
 أ- قَالَ أَخَذَهُمْ.

ب- وَلَمَّا اصْطَادُوا كَثِيرًا مِنْ السَّمَكِ.

ج- وَاتَّفَقُوا عَلَى الذَّهَابِ إِلَى النَّهْرِ لِلصَّيْدِ.

د- تَقَابَلْ عَشْرَةُ رِجَالٍ فِي الطَّرِيقِ.

هـ- أَخْشَى أَنْ يَكُونَ أَحَدُنَا عَرَقٍ.

5	4	3	2	1
هـ	أ	ب	ج	د

Extract 5.1: A Sample of the Good Responses in Question 5

The Extract shows a sample of a response from one of the students who rearranged the jumbled sentences into a meaningful paragraph.

Furthermore, the analysis indicates that, 433 (21.38%) students scored from 4.0 to 6.0 marks, which is an average performance on question 2. The majority of the students were able to score four marks in this question. This suggests that they had partial knowledge of Arabic Language and little vocabulary. These weaknesses caused them to write a number of some items randomly without considering their meaning.

Further analysis of the students' responses shows that, the students who performed poorly in this question did not have skills of rearranging jumbled sentences. Consequently, some of them seem to have guessed the answers. One student with zero mark, for example, selected the sentence. *واتفقوا (ج) على الذهاب إلى النهر للصيد* (They agreed each other to go to the river for fishing) to be the first sentence. This student failed to recognize that the sentence had a linking word, which indicates that, the statement linked with the previous sentence. In addition, the sentence contained a pronoun that

referred back to people mentioned in one of the sentences provided in this paragraph.

The student also chose (د) *تقابل عشرة رجال في الطريق* (Ten men met on the way), to be the second sentence. The student failed to understand that this sentence was supposed to be the first because it introduced the characters of this story. Then they chose (أ) *قال أحدهم* (One among of them said) to be the third sentence. Moreover, the student selected (هـ) *أخشى أن يكون أحدنا غرق* (I think one among of us has drowned), to be the fourth sentence. Lastly, the student chose (ب) *ولما اصطادوا كثيرا من السمك* (And after they caught a lot of fish) to be the Last sentence. This suggests that the students in this category lacked adequate knowledge of the Arabic language, particularly in organizing sentences from the first to the last in the given disarranged sentences. In addition, the students did not have sufficient vocabulary. Extract 5.2 is a sample of poor responses from one of the students.

5- رتب الجمل الآتية لتكون بها فقرة مفيدة بكتابة حرف الإجابة في مكان مناسب له في الجدول.

أ- قال أحدهم.

ب- ولما اصطادوا كثيرا من السمك.

ج- وانفقوا على الذهب إلى النهر للصيد.

د- تقابل عشرة رجال في الطريق.

هـ- أخشى أن يكون أحدنا غرق.

5	4	3	2	1
ب	د	ج	أ	هـ

Extract 5.2: A Sample of the Weak Students' Responses to Question 5

Extract 5.2: shows a sample of responses from one of the students re-arrange the jumbled sentences in a wrong way.

2.2.4 Question 6: Types of Verbs in Terms of Time (أقسام الفعل من حيث الزمن)

This question was about tenses. It contained five items and required students to change the present tense (فعل المضارع) into imperative tense (فعل الأمر) from the given sentences. The question was:

6- حَوِّلِ الْأَفْعَالَ الْمُضَارِعَةَ فِي الْجُمَلِ الْآتِيَةِ إِلَى أَفْعَالِ الْأَمْرِ مَعَ إِعَادَةِ الْجُمْلَةِ
بِوَضْعِ الْإِجَابَةِ فِي الْمَكَانِ الْخَالِي:

أ- أَسْمِعْ إِلَى نَصِيحَةِ الْمُعَلِّمِ.

ب- تَقْتَنِعْ بِالْقَلِيلِ.

ج- تُنْظِفَانِ أَوَانِي بَعْدَ الْأَكْلِ.

د- تَكْتُبُونَ الرِّسَالَةَ إِلَى الْمُدِيرِ.

هـ- تَخْرُجُ مُبَكَّرًا كُلَّ يَوْمٍ.

The question was attempted by 2025 (100.00%) students. The analysis shows that 220 (10.87%) students scored from 6.5 to 10.0 marks, which is a good performance. Also, 562 (27.75%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1,243 (61.38%) students scored from 0.0 to 2.5 marks, which is a weak performance. The general performance of this question was average as 782 (38.62%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 6.

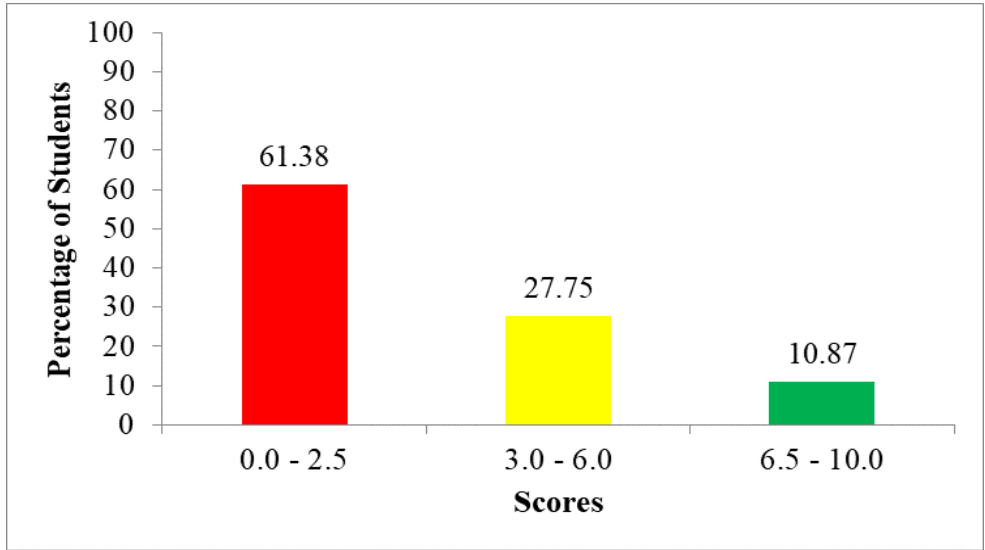


Figure 6: Students' Performance in Question 6

The analysis shows a few students 10.87 per cent of the students scored from 6.5 to 10.0 marks. The students had a sufficient knowledge of types of verbs in terms of time. However, some of the students scored full marks in the question. One of the students for instance responded as follow:

In item (أ) *أستمع إلى نصيحة المعلم* (I listen to teacher's advice), the student answered: *استمعت إلى نصيحة المعلم* (listen to teacher's advice). Item (ب) *تقتنع بالقليل* ((You) satisfy with a little) the student answered: *اقتنع بالقليل* (Be satisfied with a little). Item (ج) *تنظفان أواني بعد الأكل* (Both of you are washing dishes after eating) student answered: *نظفنا أواني بعد الأكل* (You two) wash dishes after eating). Item (د) *تكتبون الرسالة إلى المدير* (You are writing the letter to the headmaster) و the student answered: *اكتبوا الرسالة إلى المدير* (write the letter to the headmaster). Item (هـ) *تخرج مبكرا كل يوم* (You leave early everyday) و the student answered: *اخرج مبكرا كل يوم* (leave early every day). This shows that, the students had knowledge of the types of verbs. Extract 6.1 is a sample of good responses from one of the students.

6- حَوِّلِ الْأَفْعَالَ الْمُضَارِعَةَ فِي الْجُمَلِ الْآتِيَةِ إِلَى أَفْعَالِ الْأَمْرِ مَعَ إِعَادَةِ الْجُمْلَةِ بِوَضْعِ الْإِجَابَةِ فِي

الْمَكَانِ الْخَالِي:

أ- أَسْتَمِعْ إِلَى نَصِيحَةِ الْمُعَلِّمِ.

اسْتَمِعْ إِلَى نَصِيحَةِ الْمُعَلِّمِ

ب- تَقْتَنِعْ بِالْقَلِيلِ.

اقْتَنِعْ بِالْقَلِيلِ

ج- تُنْظَفَانِ أَوْابِي بَعْدَ الْأَكْلِ.

نُظِّفْنَا أَوْابِي بَعْدَ الْأَكْلِ

د- تَكْتُبُونَ الرِّسَالَةَ إِلَى الْمُدِيرِ.

اَكْتُبُوا الرِّسَالَةَ إِلَى الْمُدِيرِ

هـ- تَخْرُجُ مُبَكَّرًا كُلَّ يَوْمٍ.

أَخْرُجُ مُبَكَّرًا كُلَّ يَوْمٍ

Extract 6.1: A Sample of the Good Students' Responses to Question 6

The extract 6.1 shows a sample of good responses from one of the students who managed to change present tense (فعل المضارع) into imperative tense (فعل الأمر) from the given sentences.

The analysis of the students' responses shows that 27.75 per cent of the students had an average performance in the question. Some of them either failed to provide correct answers to some parts or provided responses with grammatical errors. Furthermore, some of the students in this category left some parts of the questions blank. This performance may be attributed to students' partial knowledge of inflection and analysis.

On the other hand, there were students 1,243(61.38%) who were incompetent in Arabic tenses. These students failed to respond correctly to

this question due to their partial knowledge of verbs. Consequently, they provided incorrect responses to all or many items in this question. There were, however some of the students who left the question unanswered. Moreover, some of them, failed to understand the demand of the question. One of the student, for example, responded as follow: In item (أ) *أستمع إلى نصيحة المعلم* (I listen to teacher's advice), The student wrote: *فِي مُضَيَّر*. In item (ب) *تقتنع بالقليل* (You satisfy with a little), the student wrote: *فِي مُضَيَّر*. In item (ج) *تنظفان أواني بعد الأكل* (Both of you are washing dishes after eating), the student wrote: *فِي مُضَيَّر*. In item (د) *تكتبون الرسالة إلى المدير* (You are writing the letter to the headmaster), the student answered: *فِي أمر*. In item (هـ) *تخرج مبكرا كل يوم* (You leave early everyday), the student answered: *فِي مُضَيَّر*. Extract 6.2 is a sample of poor responses from one of the students.

6- حَوِّلِ الْأَفْعَالَ الْمُضَارِعَةَ فِي الْجُمَلِ الْآتِيَةِ إِلَى أَفْعَالِ الْأَمْرِ مَعَ إِعَادَةِ الْجُمْلَةِ بِوَضْعِ الْإِجَابَةِ فِي

الْمَكَانِ الْخَالِي:

أ- أَسْمِعْ إِلَى نَصِيحَةِ الْمُعَلِّمِ.

الْمُعَلِّمُ أَسْتَمِعُ إِلَى نَصِيحَتِهِ.

ب- تَقْتَنِعْ بِالْقَلِيلِ.

بِالْقَلِيلِ تَقْتَنِعُنِي.

ج- تُنْظَفَانِ أَوَانِي بَعْدَ الْأَكْلِ.

الْأَنْخِلِ تُنْظَفَانِ بَعْدَ أَوَانِي.

د- تَكْتُبُونَ الرِّسَالَةَ إِلَى الْمُدِيرِ.

إِلَى الْمُدِيرِ تَكْتُبُونَ الرِّسَالَةَ.

هـ- تَخْرُجُ مُبَكَّرًا كُلَّ يَوْمٍ.

كُلَّ يَوْمٍ تَخْرُجُ مُبَكَّرًا.

Extract 6.2: A Sample of the Weak Students' Responses to Question 6

Extract 6.2 shows a sample of a student who failed to change present tense (فعل المضارع) into imperative tense (فعل الأمر) from the given sentences. Instead, the student shifted words from the given sentence to the beginning. This shows that, the student did not understand the demand of the question.

2.2.5 Question 7: Analysing the Underlined Words

This question was about inflection and had five items on inflection (الإعراب). The students were required to analyse the underlined words. In Arabic Language, the word may change its ending due to its role in the sentence. The process is called inflection (الإعراب). The question was:

7- أَعْرِبْ مَا تَحْتَهُ خَطًّا
أ- نَامَ الطَّالِبُ عَلَى السَّرِيرِ.
الطَّالِبُ

ب- بَاتَ الْكَلْبُ نَائِمًا.
نَائِمًا:

ج- الطَّلَابُ لَمْ يَنْجَحُوا فِي الْإِمْتِحَانِ.
لَمْ يَنْجَحُوا:

د- سَلَّمْتُ عَلَى سُلَيْمَانَ.
سُلَيْمَانَ:

ه- سَافَرْتُ إِلَى دُودُومَا.
سَافَرْتُ :

The question was attempted by 2,025 students (100.00%), of whom 155 (7.66%) scored between 6.5 and 10.0 marks, which is good performance. Also, 561 (27.70%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1309 (64.64%) students scored from 0.0 to 2.5 marks, which is weak performance. The general performance of the students in this question was therefore good, as 716 (35.36%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 7.

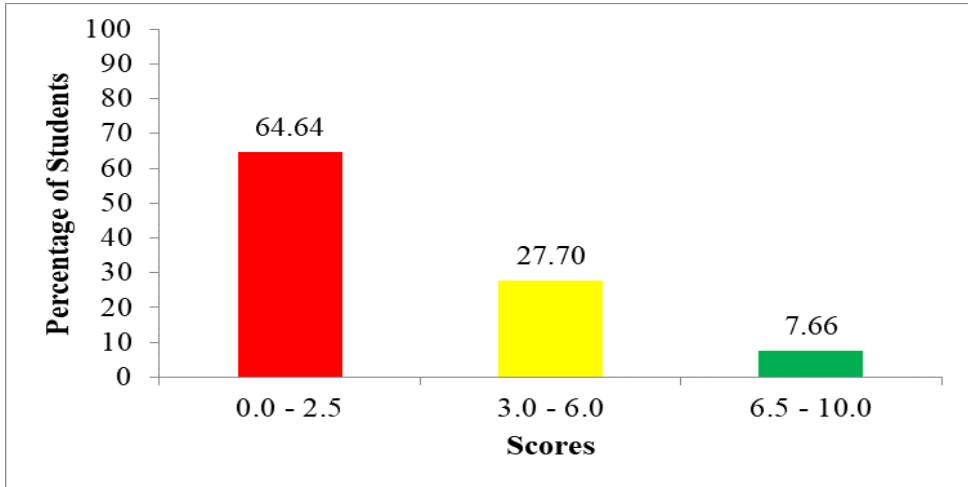


Figure 7: Students' Performance in Question 7

The data analysis shows that 7.66 per cent of the students had a good performance in the question. The students understood the type of the underlined words based on their position in the sentence. The students also realised whether the word was *mabniyyu* (changed) or *muurab* (unchanged words). In addition, they determined the correct sign of those words depending on their position in the sentence. One of the students, for instance, analysed as follow: In item (أ) نام الطالب على السرير (The student slept on the bed), the student responded as; فاعل مرفوع وعلامة رفعه الضمة *(The Doer in nominative state and its sign of nominative is visible dhamma on its last letter)*. In item (ب) بات الكلب نائما (The dog fell asleep during night), the student responded as; خبر بات منصوب وعلامة نصبه فتحة *(Predicate in accusative case, and its sign of accusative is visible fat-ha on its last letter)*. In item (ج) الطلاب لم ينجحوا في الإمتحان (The students didn't pass the examination); the student responded as; لم: حرف نفي وجزم وقلب. ينجحوا: فعل المضارع مجزوم بلم وعلامة جزمه حذف النون نيابة عن السكون لأنه ينجوا *(is the jussive particle, negation and changing. من الأفعال الخمسة).*

Present verb in jussive state by lam لم and its sign of jussive is the omission of letter nuun on behalf of sign sukuun because the word is among the special five verbs). In item (د) سلمت على سليمان (I greeted Selman); the student responded as; اسم مجرور بعلى وعلامة جره فتحة نيابة عن الكسرة لأنه اسم الذي لا ينصرف (The noun in genitive case caused by alaa (على), and its sign of genitive is fat-ha on behalf of kasira because the word is among the nouns which are not munswarif.). In item (ه) سافرت إلى دودما (I travelled to Dodoma); the student responded as; فعل وفاعل. Here, they understood that, when attached pronoun taau (تُ) is bounded with the verb is always a doer of an action (فاعل). Therefore, these students who managed to analyse sentences were competent enough in Arabic syntax. Extract 7.1 is a sample of responses from a student who analysed the given underlined words correctly.

أ- نام الطالب على السرير.

نطابت : فاعل مرفوع، بضمة ظاهرة،

آخره

ب- باتت الكلب نائماً.

نائماً:

فعل بات، منصوباً، وعلامة زحبه

فوتة ظاهرة، في آخره

ج- الطلاب لم ينحخوا في الامتحان.

لم ينحخوا:

لم - حرف نفي وجزم

ينحخوا - فعل مضارع مجزوم بحرف النون الخمسين

د- سلمت على سليمان.

سليمان:

انتم مجزوم بعد

وعلامة جرّه الفتحة، بابتداء عن الكسرة لأنه ممنوع من التصرف

هـ- سافرت إلى دودوما

سافرت:

فعل ما فيه مبدئ على الشكوى مناء

مبدئ مبدئ على الضمة، في محل رفع فاعل

Extract 7.1: A Sample of the Good Students' Responses to Question 7

The extract 7.1 shows a sample of responses from a student who managed to analyse the underlined words in the sentences given.

Further, the analysis of the students' responses shows that, students had an average performance in the question. Some of them either failed to provide correct answers to some items, or provided responses with excessive grammatical errors. Other students in this category provided incomplete answers to some items or to all items. Also, some students in this category left some parts of the questions blank. This performance can be attributed to students' partial knowledge of inflection and analysis.

The analysis shows that 64.64% of the students performed poorly on the question. Students in this category were unable to write the correct inflection of the underlined words in the sentences. Consequently, some of them simply copied instructional words from the question and used them as answers. One of the students, for example, in item (أ) نام الطالب على السرير, (The student slept on the bed); responded as; أعرب ما تحته حاضا this student showed that he/she didn't know anything about the question that is why he/she copied some words from the question. In item (ب) بات الكلب نائما (The dog fell asleep during night); the student responded as أعرب ما تحته خط للصيد. This student also copied some words from the question.

In item (ج) الطلاب لم ينجحوا في الإمتحان (The students didn't pass the examination); the student responded as; أعرب ما تحته خط الطريق. The student copied some words from the question paper. In item (د) سلمت على سليمان (I greeted Suleiman); the student responded as; أعرب ما تحته خط يكون أحدنا غرقى the student didn't realise anything thus copied some words from the question paper. In item (هـ) سافرت إلى دودما (I travelled to Dodoma) the student responded as; أعرب ما تحته خط مجتهدات. Also here a student copied the answer from this question paper.

This situation shows that they were incompetent in sentence analysis and weak in Arabic structure. Extract 7.2 is a sample of responses from a student who failed to analyse the sentences

7- أَعْرَبْ مَا تَحْتَهُ عَطْفًا

أ- نَامَ الطَّالِبُ عَلَى الشَّرِينِ.

الطَّالِبُ : نَامَ عَلَى الشَّرِينِ.

ب- بَاتَ الْكَلْبُ نَائِمًا.

نَائِمًا: بَاتَ الْكَلْبُ

ج- الطَّلَابُ لَمْ يَنْحَخُوا فِي الْإِمْتِحَانِ.

لَمْ يَنْحَخُوا: الطَّلَابُ فِي الْإِمْتِحَانِ

د- سَلَّمَ عَلَيَّ سَلِيمَانٌ.

سَلِيمَانٌ: عَلَيَّ سَلِيمَانٌ

هـ- سَافَرْتُ إِلَى دُوْدُومَا

سَافَرْتُ :

Extract 7.2: A Sample of the Weak Students' Responses to Question 7

Extract 7.2 shows a sample of responses from a student who failed to analyse underlined words in the sentences. The student for instance in item one to three removed the underlined words from the sentences and reconstructed them.

2.2.6 Question 8: Relative Pronoun (الأسماء الموصولة)

The question was about relative pronouns (أسماء الموصولة). The students were required to fill in the blanks with appropriate relative pronoun in the five spaces provided. The question was:

- 8- إِمْلَأِ الْفَرَاقَاتِ الْآتِيَةَ بِوَضْعِ الْإِسْمِ الْمَوْصُولِ الْمُنَاسِبِ فِي الْمَكَانِ الْمُحَدَّدِ:
- أ- الطَّالِبَاتُ _____ نَجَحْنَ فِي الْإِمْتِحَانِ مُجْتَهِدَاتٌ.
- ب- الْأُمُّ هِيَ _____ تَطْبَخُ لَنَا الطَّعَامَ.
- ج- هَذَا الطَّالِبُ هُوَ _____ فَازَ بِالْجَائِزَةِ.
- د- هَاتَانِ الْبِنْتَانِ هُمَا _____ سَافَرَتَا إِلَى أَلْمَانِيَا.
- ه- أَنْتَ مِنْ _____ يُحِبُّونَ كُرَةَ الْقَدَمِ؟

The question was attempted by 2,025 (100.00%) students, of whom 468 (23.11%) students scored from 6.5 to 10.0 marks, which is a good performance. Also, 550 (27.16%) students scored from 3.0 to 6.0 marks, which is an average performance. Lastly, 1007 (49.73%) students scored from 0.0 to 2.5 marks, which is a weak performance. Therefore, the students' general performance in the question was average because 1018 (50.27%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 8.

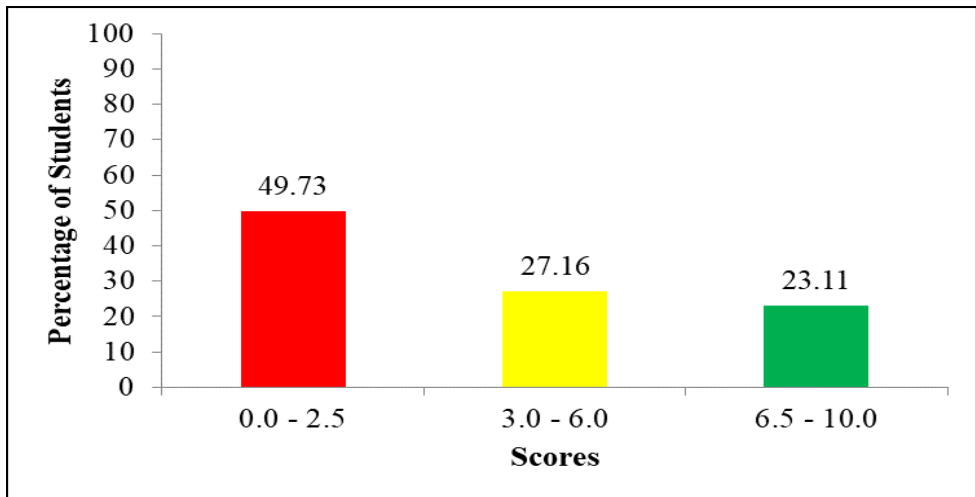


Figure 8: Students' Performance in Question 8

The question was attempted by students in different ways. Students who performed well on this question understood the demands of the question properly. Additionally, they were competent in relative pronouns, as they knew what relative pronouns meant. Also, they understood where and how these relative pronouns are applied in sentences. Furthermore, the students had sufficient vocabulary. One of the students, for example, in item (أ) *اللاتي* filled the gap with *اللاتي الطالبات* — *نجنن في الإمتحان مجتهدات*. The student knew that the first word (*الطالبات*) in the item was (feminine plural). In addition, the student knew that, the word *نجنن* in this sentence had a sign of feminine plural. So he/she knew that the proper relative pronoun was the word *اللاتي* which he/she understood that can be used for feminine plural.

In item (ب) *اللاتي*, the student filled the gap with *اللاتي*, the student signed by the words *الأم هي* — *تطبخ لنا الطعام*; the student decided to chose the *relative pronoun* *اللاتي* as an answer. In item (ج) *الذي*, the student signed by the words *الطالب هو* — *فاز بالجائز*; the student filled gape with *الذي*, the student realised that the proper relative pronoun to be filled was *الذي*. In item (د) *اللتان*, the student filled in the space with *اللتان*; *هاتان البنتان هما* — *سافرتا إلى ألمانيا*. In item (هـ) *الذين*, the student filled in the blank with *الذين*; *أنت من* — *يحبون كرة القدم*. In this case the student understood that the verb *يحبون* is among the special five verbs which was masculine plural. This paved the way for students in selecting proper relative pronoun *الذين*. Extract 8.1 shows a sample of good responses from one of the students in this question.

8- إكمالُ الفُرَاعَاتِ الآتِيَةِ بِوَضْعِ الأَسْمِ المُؤَصُولِ المُنَاسِبِ فِي المَكَانِ المُخَدَّدِ:

أ- الطَّالِمَاتُ _____ الأَلَسَى نُحْمَنُ فِي الإِمْتِحَانِ بِمُتَهَدَّاتٍ.

ب- الأُمُّ هِيَ الأَلِيكَ _____ تَطْبُخُ لَنَا الطَّعَامَ.

ج- هَذَا الطَّالِبُ هُوَ الأَلِيكَ _____ فَازَ بِالجَائِزَةِ.

د- هَاتَانِ البَيْتَانِ هُمَا الأَلَسَارِ _____ سَافَرْنَا إِلَى أَلْمَانِيَا.

هـ- أَأَنْتَ مِنَ الأَلِيكَ _____ يُحِبُّونَ كُرَةَ القَدَمِ؟

Extract 8.1: A Sample of the Good Students' Responses to Question 8

Extract 8.1 shows a sample of responses from one of the students who successfully answered the question. This implies that the student recognized the agreement between relative pronouns and verbs or nouns in the sentences. In addition, this student demonstrated competence in relative pronouns as well as Arabic syntax.

Furthermore, the analysis indicates that 550 (27.16%) students scored between 3.0 and 6.0 marks on this question, which is an average performance. This suggests that they had partial knowledge of the Arabic Language syntax. This weakness caused them to incorrectly fill in some relative pronouns. The data analysis shows that majority of them in this category scored 6.0 marks.

On the other hand, 1,007 (49.73%) students failed in this question. Some of the students did not understand the demand of the question. Some of them copied some words from the question paper and used them as their answers. There were, however some of the students who skipped the question. On top of that, some of the students did not understand relative pronouns. One of

الطالبات _____ نجحن في الإمتحان مجتهدات (أ) the students, for example, in item (أ) هو. The student here used third person masculine singular pronoun instead of relative pronoun اللاتي.

Furthermore, in item (ب) الأم هي _____ تطبخ لنا الطعام (ب) في. The student used preposition rather than reliable relative pronoun. In item (ج) فاز الطالب هو _____ فاز بالجائزة (ج) إلى. In addition, here, the student applied the same as in item (ب). In item (د) هاتان البنتان هما _____ ليس (د) لیس. The student in this part applied one among counterpart of kaan (ليس) instead of using the correct relative pronoun. In item (هـ) أنت من _____ يحبون كرة القدم (هـ) ابن. The student here confused by using interrogative particle اين in place of the reliable relative pronoun.

Therefore, these students were very poor grammatically in this part of relative pronoun. Extract 8.2 is a sample of poor responses from one of the students.

8- إِمْلَأِ الْفُرَاقَاتِ الْآتِيَةَ بِوَضْعِ الْإِسْمِ الْمَوْضُولِ الْمُنَاسِبِ فِي الْمَكَانِ الْمُحَدَّدِ:

أ- الطَّالِبَاتُ _____ الْكَلِمَةُ _____ بَحْنَ فِي الْإِمْتِحَانِ مُجْتَهَدَاتٌ.

ب- الْأُمُّ هِيَ _____ أَمِ _____ تَطْبُخُ لَنَا الطَّعَامَ.

ج- هَذَا الطَّالِبُ هُوَ _____ فِي _____ فَازَ بِالْجَائِزَةِ.

د- هَاتَانِ الْبِنَاتِ هُمَا _____ مِنْ _____ سَافَرْنَا إِلَى الْمَآئِنَا.

هـ- أَنْتَ مِنْ _____ مِنْ _____ يُحِبُّونَ كُرَةَ الْقَدَمِ؟

Extract 8.2: A Sample of Weak Responses to Question 8

Extract 8.2 shows a sample of responses from one of the students who provided incorrect responses. The student did not understand the demand of the question, consequently, wrote other words.

2.2.7 Question 9: Inna and its counterparts

The question is about *Inna* and its counterparts (*إن وأخواتها*). Students were required to identify the predicate (*الخبير*) of *inna* and its counterparts from the given five sentences, by putting the answer in the space provided. The question was:

9- بَيِّنْ خَبَرَ "إِنَّ وَأَخْوَاتَهَا" فِي الْجُمْلَةِ الْآتِيَةِ بِوَضْعِ الْإِجَابَةِ فِي الْمَكَانِ الْخَالِي بَيْنَ الْقَوْسَيْنِ:

أ- لَعَلَّ النُّفَاحَ لَذِيذٌ ()

ب- اْمْتَنَعَ الْمَطْرُ لِكِنَّ السَّحَابِ كَثِيرٌ. ()

ج- وَجَدْتُ أَنَّ الْعُقْرَبَ مَيِّتَةٌ. ()

د- لَيْتَ الْكِتَابَ مُفِيدٌ. ()

هـ- كَأَنَّكَ شَمْسٌ وَالْمُلُوكُ كَوَاكِبٌ. ()

The data analysis shows that 2,025 (100.00%) students attempted the question. Of them, 474 (23.41%) students scored from 6.5 to 10.0 marks, which is a good performance. In addition, 47 (2.32%) students scored from 3.0 to 6.0 marks, which is an average performance. Also, 1,504 (74.27%) students scored from 0.0 to 2.0 marks, which is a weak performance. The general performance of the students in the question was therefore average, since 521 (25.73%) students scored from 3.0 to 10.0 marks. The overall students' performance in this question is summarised in Figure 9.

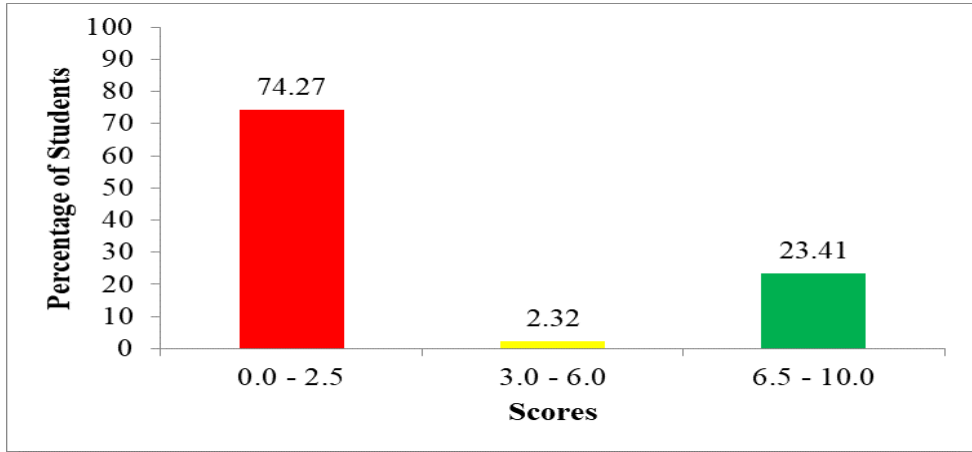


Figure 9: Students' Performance in Question 9

The analysis shows that, other students (74.27%) had a weak performance in this question. The students failed to respond correctly because they lacked knowledge of *inna* and its counterparts (إن وأخواتها). Some of the students, for example, left the question unanswered. On the other hand, some of them took some words from this paper and used them as their answer. There were, however, some of them who did not understand the demand of the question. One of the students, for instance, item (أ) *لعل التفاح لذيذ* (Perhaps the apple is delicious). The student wrote in the blank space *لعل*. This student didn't understand the requirement of the question, but copied the word which was counterpart of *inna* in this item and used it as an answer. In item (ب) *امتنع المطر لكن السحاب كثير* (The rain stopped but clouds are plentiful); the student wrote in the blank space; *لكن*.

Furthermore, in item (ج) *وجدت أن العقرب ميتة* (I found that the scorpion is died), the student wrote in the blank space; *أن*. In item (د) *ليت الكتاب مفيد* (I wish the book is useful) the student wrote in the blank space; *ليت*. In item (هـ) *كأنك شمس والملوك كواكب* (You are like the sun and the kings are stars); the student wrote in the blank space; *كأنك*. This shows that, the student did not understand the demand of the question. Consequently, he/she copied some words from the sentences of this question and used them as answers. Extract 9.1 shows a sample of poor responses from one of the students in this question.

9- بَيِّنْ حَبْرَ "إِنَّ وَأَخَوَاتِهَا" فِي الْجُمْلَةِ الْآتِيَةِ بِوَضْعِ الْإِجَابَةِ فِي الْمَكَانِ الْخَالِي بَيْنَ الْقَوْسَيْنِ:

أ- لَعَلَّ التُّفَاحَ لَذِيذٌ (إِنَّ لَعَلَّ التُّفَاحَ لَذِيذٌ)

ب- اَمْتَنَّعَ الْمَطَرُ لَكِنَّ السَّحَابَ كَثِيرٌ. (إِنَّ اَمْتَنَّعَ الْمَطَرُ لَكِنَّ السَّحَابَ كَثِيرٌ)

ج- وَجَدْتُ أَنَّ الْعُقْرَبَ مَيْتَةٌ. (إِنَّ وَجَدْتُ أَنَّ الْعُقْرَبَ مَيْتَةٌ)

د- لَيْتَ الْكِتَابَ مُفِيدٌ. (إِنَّ لَيْتَ الْكِتَابَ مُفِيدٌ)

هـ- كَأَنَّكَ شَمْسٌ وَالْمَلُوكُ كَوَاكِبٌ. (إِنَّ كَأَنَّكَ شَمْسٌ وَالْمَلُوكُ كَوَاكِبٌ)

Extract 9.1: A sample of Weak Responses to Question 9

The extract 9.1 shows a sample of responses from a student who provided incorrect answers. The student just added the word *inna* (إِنَّ) in each sentence of this question. This shows that, the student did not understand the demand of the question.

Further analysis of the students' responses shows that 2.32 per cent of the students had an average performance in the question. Some of them failed to provide correct answers to certain parts of the question. However, some students in this category left some parts of the question blank. Additionally, some students copied some words from the question itself and used them as their answers. This performance was attributed to students' partial knowledge of *inna* and its counterparts (إِنَّ وَأَخَوَاتِهَا).

On the other hand, the data analysis shows that, 474 (23.41%) students had a good performance in this question. The students mastered well *inna* and its counterparts (إِنَّ وَأَخَوَاتِهَا). Furthermore, the students were familiar with the function of *inna* and its counterparts (إِنَّ وَأَخَوَاتِهَا). In addition, they knew both noun of *inna* or one of its counterparts and predicate of *inna* or one of its counterparts. However, the students understood the demand of the question. One of the students for example, in item (أ) لَعَلَّ التُّفَاحَ لَذِيذٌ (Perhaps the apple is delicious); wrote in the space provided لَذِيذٌ. This student had a full knowledge of *inna* and counterparts. Thus, he/she managed to choose لَذِيذٌ due to the fact that the word لَعَلَّ is used to nominate a predicate (حَبْر). In

item (ب) *امتنع المطر لكن السحاب كثير* (The rain stopped but clouds are plentiful); the student wrote in the space provided *كثير*. Here, the student was aware that the word *لكن* as an agent of *nasb*, is used to make a predicate nominative. Thus, he/she opted for the word *كثير*.

Additionally, in item (ج) *وجدت أن العقرب ميتة* (I found that the scorpion is died) the student wrote in the space provided *ميتة*. The student selected the word *ميتة* as predicate of *anna* as the student knew that, a predicate is in nominative case (مرفوع). In item (د) *ليت الكتاب مفيد* (I wish the book is useful), the student wrote in the space provided *مفيد*. Here, the student opted for *مفيد* because he/she was guided by both *ليت* and its nominal subject, which was mansub. The student realized that immediately after the ismu of *ليت* comes predicate of *ليت* which will be *marfuu*. In item (هـ) *كأنك شمس والملوك كواكب* (You are like the sun and the kings are stars). The student wrote in the space provided *شمس*. Also, the student picked the word *شمس* because he/she was attracted by the counterpart of *inna* which is *كأن* which changes *mubtadau* to be in accusative case and *predicate* to remain in nominative case, so *شمس* was in nominative case.

This implies that this student demonstrated a high level of understanding of the uses of *inna* and its counterparts (*إن وأخواتها*). Extract 9.2 shows a sample of good responses from one of the students in this question.

9- بَيِّنْ خَبَرَ "إِنَّ وَأَخْوَاتِهَا" فِي الْجُمْلَةِ الْآتِيَةِ بِوَضْعِ الْإِجَابَةِ فِي الْمَكَانِ الْحَالِي بَيْنَ الْقَوْسَيْنِ:

أ- لَعَلَّ التُّفَاحَ لَدِيدٌ (لَدِيدٌ)

ب- اَمْتَنَّعَ الْمَطَرُ لَكِنَّ السَّحَابَ كَثِيرٌ. (كَثِيرٌ)

ج- وَجَدْتُ أَنَّ الْعَقْرَبَ مَيِّتَةً. (مَيِّتَةً)

د- لَيْتَ الْكِتَابَ مُفِيدٌ. (مُفِيدٌ)

هـ- كَأَنَّكَ شَمْسٌ وَالْمُلُوكُ كَوَاكِبٌ. (شَمْسٌ)

Extract 9.2: A Sample of Good Responses to Question 9

Extract 9.2 shows a sample of responses from one of the students who provided correct answers in question 9.

2.3 SECTION C: Composition

This section had one (1) question, which carried fifteen (15) marks.

2.3.1 Question 10: Essay Writing

This question was about composition. The students were required to write an article describing their school in terms of its appearance, facilities, and teachers, using between sixty and eighty words. The question was:

10- اَكْتُبْ مَقَالَةً تَتَحَدَّثُ فِيهَا عَنْ مَدْرَسَتِكَ مِنْ حَيْثُ شَكْلِهَا، وَأَدْوَاتِهَا وَأَسَاتِذَتِهَا،
تَتَرَاوَحُ كَلِمَاتُهَا بَيْنَ سِتِّينَ وَثَمَانِينَ.

The data analysis shows that, this question had a weak performance in general, as 1,538 (75.95%) students scored from 0.0 to 4.0 marks. Further data analysis shows that, among 2,025 (100.00%) student who attempted the question, 1,538 (75.95%) students scored from 0.0 to 4.0 marks, which is a weak performance, 410 (20.25%) students scored from 4.5 to 9.5 marks, which is an average performance and 77 (3.80%) students scored from 10 to 13.5 marks, which is a good performance. The performance in the question is summarised in Figure 10.

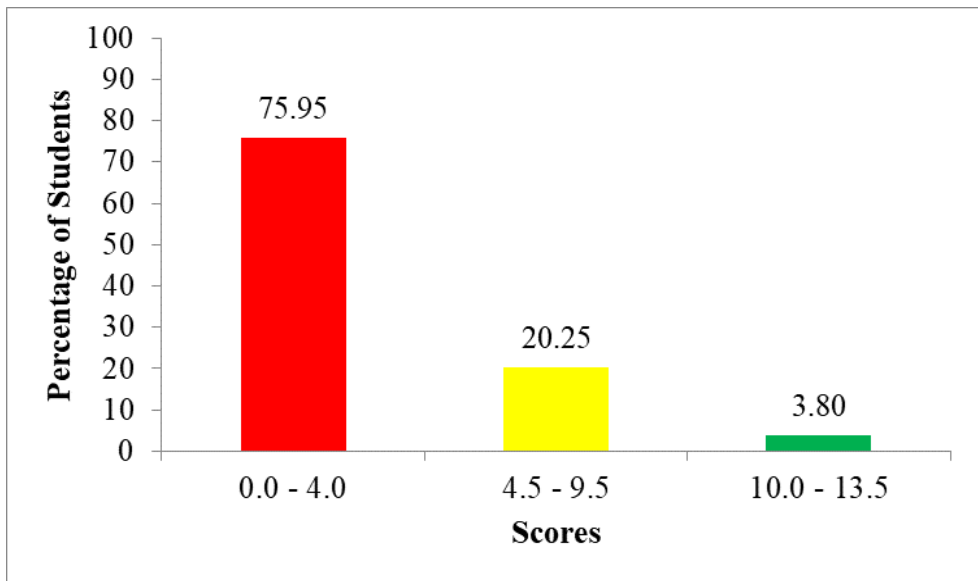


Figure 10: *Students' Performance in Question 10*

The analysis shows that 1,538 (75.95%) students performed poorly on this question. Some students provided answers that did not align with the requirements of the question. For example, some simply copied words from the question and used them as answers. However, some students composed unclear essays. This indicates that the students had a poor mastery of the Arabic language. Extract 10.1 shows a sample of incorrect responses from one of the students.

students had sufficient vocabulary in the Arabic Language. Extract 10.2 shows a sample of good responses.

10- أَكْتُبُ مَقَالَةً تَنْحَدُّثُ فِيهَا عَنِ مَدْرَسَتِكَ مِنْ حَيْثُ شَكْلُهَا، وَأَدْوَاتِهَا وَأَسَاتِذِهَا، تَتَرَاوَحُ
كَلِمَاتُهَا بَيْنَ سِتِّينَ وَثَمَانِينَ.

مدرسة الإرشاد الإسلامية - دار السلام.

مدرسة الإرشاد مدرسة كبيرة، بُنِيَتْ عَلَى ثَلَاثَةِ
طَبَقَاتٍ، لَهَا خَمْسَةُ وَخَمْسُونَ عُرْفَةً، عَشْرُونَ عُرْفَةً
لِلْفُضُولِ، وَعَشْرُونَ أُخْرَى مَعْدَةً لِلنُّوْمِ، فَالطَّلَابُ بَعْدَ اِتِّكْمَالِ
الْحِصَصِ الدِّرَاسِيَةِ يَذْهَبُونَ إِلَى عُرْفِهِمْ لِلِاسْتِرَاحَةِ وَالنُّوْمِ
إِلَى يَوْمِ تَالِيهِ لِأَنَّ مَدْرَسَتِي الْإِرْشَادَ مَدْرَسَةٌ لِلدَّخْلِيَّةِ وَ
لَيْسَتْ لِلْيَوْمِ فَحَسَبٌ، وَعَشْرَةَ عُرُوفٍ مُوزَعَةً لِلْمَكَاتِبِ وَ
الاجْتِمَاعِ وَاسْتِقْبَالِ الضُّيُوفِ، وَالخَمْسَةَ الْبَاقِيَةَ لِلْمَطْبَخِ
وَصَالَةِ الطَّعَامِ، لِلْمَدْرَسَةِ مِائَةُ الطَّلَابِ وَعِشْرُونَ الْأَساتِذَةِ
هُنَا مَوْظُفُونَ لِلِإِدَارَةِ، اثْنَاتُ مَدْرَسَتِي مِنَ الْخَارِجِ، نَدْرُسُ
فِيهَا الْعُلُومَ الشَّرْعِيَّةَ وَالطَّبِيعِيَّةَ، أَحِبُّ مَدْرَسَتِي
كَثِيرًا جَدًّا.

Extract 10.2: A Sample of the Good Students' Responses to Question 10

Extract 10.2 is a sample of responses from one of the students who performed well in question 10, although, his or her responses had spelling mistakes.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH TOPIC

The analysis of students' performance on each topic in the Form Two National Assessment (FTNA) for the Arabic Language subject in 2024 indicates that, the following topics which were tested in question one (1) (multiple choice question) had a good performance (77.33%). The topics were: *Annawaasikh - Kaana wa Akhwaatuha*; (النواسخ - كان وأخواتهما), *Conditions of binaai and Irabu* (أحوال البناء والإعراب), *Noun*(الاسم), *Meaningful sentence* (الجملة المفيدة), *Original and un original Signs of vowels* (علامات الإعراب الأصلية والفرعية), *Prepositions* (الحرف), *Object* (المفعول به), *Nakra and Maarifa* (النكرة والمعرفة), and *The special five verbs*(الأفعال الخمسة).

On the other hand, the analysis of the student performance on topics that tested in other questions shows that, The Topic *Comprehension* (الفهم) had a good performance (68.77%). On the other hand, The following topics had an average performance: *Dialogue* (الحوار) (62.86%), *Meaningful sentence* (الجملة المفيدة) (52.64%), *Nakra and Maarifa* (النكرة والمعرفة) (50.27%) *Present tense* (الفعل المضارع) (46.02%), *Types of verbs in term of time* من (أقسام الفعل من حيث الزمن) (38.62%), *Original and unoriginal Signs of vowels* (علامات الإعراب الأصلية والفرعية) (35.36%) and *Composition* (التعبير) (24.05%).

Further data analysis shows that, the topic *Annawaasikh- Inna wa Akhwaatuha* (النواسخ - إن وأخواتها) had a weak performance (25.73%).

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The data analysis shows that, a large number of students were able to read, understand, and even explain the passage using their own words. This is due to their good performance in the topic *Comprehension* (الفهم) (68.77%)

In addition, a large number of students also were able to to exchange their ideas with other people in an average level in the community. This is due to their good performance in the topic *Dialogue* (الحوار) (62.86%). However, the students were weak in writing an article since they had a weak performance in the topic *Composition* (التعبير) (24.05%).

Furthermore, the data analysis indicates that, the topics based on Grammar had both an average and poor performance such as *Nakra and Maarifa* (النكرة والمعرفة) (50.27%), *Present tense* (الفعل المضارع) (46.02%), *Types of*

verbs in term of time (أقسام الفعل من حيث الزمن) (38.62%) and Original and unoriginal Signs of vowels (علامات الإعراب الأصلية والفرعية) (35.36%) which had an average performance and Annawaasikh- Inna wa Akhwaatuha; (النواسخ - إن وأخواتهما) which had a weak performance (25.73%).

4.2 Recommendations

The data analysis shows that, the topic with a weak and the lowest performance among the topics tested was Annawaasikh- Inna wa Akhwaatuha; (النواسخ - إن وأخواتهما) (25.73%). This shows the difference of (59.16%) when you compare with the topic with the highest performance, which was Comprehension (الفهم) (84.89%). This shows that the students lacked the knowledge of Annawaasikh- Inna wa Akhwaatuha; (النواسخ - إن وأخواتهما) (25.73%). So, to increase a level of performance on this topic, the following are recommended:

- (a) In the topic, Annawaasikh- Inna wa Akhwaatuha; (النواسخ - إن وأخواتهما). The teacher has to prepare and present to the students examples of sentences with Inna or one of the its counterparts, then the teacher has to tell the students to read them. Then after that, the teacher has to explain in details about that topic considering their rules, functions and how are used in a sentence.
- (b) In addition, the teacher has to give more explanations to students about inflection of Annawaasikh- Inna wa Akhwaatuha; (النواسخ - إن وأخواتهما). Furthermore, the teacher should tell the students to write the sentences and discuss them in their groups. On that time, the teacher has to make follow up and mark the work.

Appendix A: Summary of Students' Performance in The Form Two National Assessment (FTNA); Arabic Language Subject in 2024

S/N	Topics	Question Number	The Percentage of Students who Scored an Average of 30% of Marks and Above	Remarks
1.	<i>Kaana wa Akhwaatuha;</i> (كان وأخواتها), <i>Conditions of binaai and Irabu</i> (أحوال), (الاسم) <i>Noun البناء والإعراب</i> , <i>Meaningful sentence</i> (الجملة المفيدة), <i>Original and un original Signs of vowels</i> (علامات الإعراب الأصلية والفرعية), <i>Prepositions</i> (الحرف), <i>Object</i> (المفعول به), <i>Nakra and Maarifa</i> (النكرة والمعرفة), <i>and The special five verbs</i> (الأفعال الخمسة) Also, The topic	1	(77.33%)	Good
2.	<i>Comprehension</i> (الفهم)	3 and 5	(68.77%)	Good
3.	<i>Dialogue</i> (الحوار)	4	(62.87%)	Average
4.	<i>Nakra and Maarifa</i> (النكرة والمعرفة)	8	(50.27%)	Average
5.	<i>Present Tense</i> (الفعل المضارع)	2	(46.02%)	Average
6.	<i>Types of Verbs in term of time</i> (أقسام الفعل من حيث الزمن)	6	(38.62%)	Average
7.	<i>Original and Unoriginal Signs of Vowels</i> (علامات الإعراب الأصلية والفرعية)	7	(35.36%).	Average

S/N	Topics	Question Number	The Percentage of Students who Scored an Average of 30% of Marks and Above	Remarks
8.	<i>Annawaasikh - Inna wa Akhwaatuha; (النواسخ - إن وأخواتهما)</i>	9	(25.73%).	Weak
9.	<i>Composition (التعبير)</i>	10	(24.05%).	Weak

