EXPLORING PUBLIC HEALTH ARABIC VOCABULARY FOR ARABIC TEACHING MATERIALS

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Article Info	Abstract
	The emergence of new vocabulary related to public health is very important for the public to know, especially the new vocabulary about the Covid-19 pandemic in Arabic. This study aims to promote Arabic vocabulary - based teaching materials related to public health to introduce Arabic learners to new vocabulary. This study uses a descriptive qualitative approach based on library research by using the steps of preparing teaching materials using the Dick and Carey model. The data for this research is sourced from the online electronic media of the BBC Arabic, using vocabulary adaptation techniques to compile Arabic teaching materials. The results of this study confirm that in the preparation of Arabic teaching materials, the four basic principles of fhe foreign language learning approach are used. Based on the research that has been carried out, it was found that there are several of new vocabularies related to the Covid-19 pandemic in Arabic. Furthermore, the adaptation of the development of new Arabic vocabulary teaching materials is arranged according to the principles and concepts of language learning, so that in the implementation and teaching of new vocabulary students are expected to achieve maximum results.

مستخلص البحث

إن ظهور مفردات جديدة تتعلق بالصحة العامة أمر مهم للغاية لكي يعرفه الجمهور، وخاصة المفردات الجديدة حول جائحة كوفيد-١٩ باللغة العربية. تهدف هذه الدراسة إلى تعزيز المواد التعليمية المعتمدة على المفردات العربية والمتعلقة بالصحة العامة بهدف تعريف متعلمي اللغة العربية بمفردات جديدة. تستخدم هذه الدراسة منهجًا وصفيًا نوعيًا قائمًا على البحث المكتبي باستخدام خطوات إعداد المواد التعليمية باستخدام نموذج ديك وكاري. تم الحصول على بيانات هذا البحث من الوسائط الإلكترونية على الإنترنت لهيئة الإذاعة البريطانية بي بي سي العربية، باستخدام تقنيات تكييف المفردات لتجميع مواد التدريس باللغة العربية. تؤكد نتائج هذه الدراسة أنه في إعداد مواد تعليم اللغة العربية، تم استخدام المبادئ الأساسية الأربعة لمنهج تعلم اللغة الأجنبية. بناءً على البحث الذي تم إجراؤه، وجد أن هناك عددًا من المفردات الجديدة المتعلقة بجائحة كوفيد-١٩ باللغة العربية. علاوة على ذلك، يتم ترتيب مواءمة تطوير مواد تدريس المفردات العربية الجديدة وفقًا لمبادئ ومفاهيم تعلم اللغة، بحيث يُتوقع من الطلاب في تنفيذ وتدريس المفردات الجديدة تحقيق أقصى قدر من النتائج.

كلمات أساسية: تطوير مواد التدريس؛ تعليم اللغة العربية؛ الصحة العامة؛ المفردات.

Introduction

Since the beginning of the Coronavirus disease 2019 (Covid-19) outbreak in Indonesia, which began around the middle of March 2020, more information has emerged.[1] This information manifests itself in the form of the emergence of a phenomenon involving the employment of new language vocabulary concerning Covid-19, which is described below.[2] Introducing new terminology to the public is a significant step forward since, in addition to imparting knowledge, it is believed to serve as a sort of preventive against the spread of the Covid-19 pandemic.

The dissemination of new language material about the Covid-19 epidemic to the general public, particularly in the context of education, necessitates the use of appropriate media for it to be fully and accurately comprehended throughout its delivery. One type of media is in the form of teaching materials, which are the most significant aspect of the process of education. Since teaching materials include learning materials. It is preferable to cover four basic language learning skills, namely: maharah al-Kalam, maharah al-Istima', maharah al-Qira'ah, and maharah al-Kitabah, in the preparation of good Arabic teaching materials, by always taking into consideration the principles, characteristics, and principles that apply in the development of Arabic teaching materials.[3]

The development of Arabic teaching materials relating to the Covid-19 outbreak is urgently required as a starting point for instilling information in all pupils, regardless of their nationality. Regarding the necessity of generating Arabic teaching materials, various past studies have been discovered that are related to the research that will be written. These studies include There are several types of research related to the development of Arabic teaching materials, such as research on the development of teaching materials in the form of books and modules, as written by Noza Aflisia and Hazuar[4], Irsyad Kholis Fatchurrozaq[5], Erlina[6].

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[1] Rizqon Halal Syah Aji, "Dampak Covid-19 Pada Pendidikan Di Indonesia: Sekolah, Keterampilan, Dan Proses Pembelajaran," *SALAM: Jurnal Sosial Dan Budaya Syar-i* 7, no. 5 (2020): 395–402, https://doi.org/10.15408/sjsbs.v7i5.15314.

[2] Achmad Dandy, "Fenomena Bahasa di Masa Pandemi Virus Corona (Studi Sosiolinguistik)," *KoPeN: Konferensi Pendidikan Nasional* 3, no. 1 (2021): 142, https://ejurnal.mercubuana-yogya.ac.id/index.php/Prosiding_KoPeN/article/view/1663.

[3] Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 1 (2019): 127, https://doi.org/10.29240/jba.v3i1.764.

[4] Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna : Jurnal Bahasa Arab* 4, no. 1 (2020): 111, https://doi.org/10.29240/jba.v4i1.1380.

[5] Irsyad Kholis Fatchurrozaq, "Pengembangan Bahan Ajar Modul Bahasa Arab Berperspektif Gender Bagi Siswa Kelas VII Madrasah Tsanawiyah," *El-Wasathiya: Jurnal Studi Agama* 6, no. 2 (2018): 193–221, http://ejournal.kopertais4.or.id/mataraman/index.php/washatiya/article/view/3553.

[6] Erlina Erlina, "Pengembangan Bahan Ajar Qira'ah Terpadu Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 9, no. 2 (2017): 263, https://doi.org/10.24042/albayan.v9i2.2242.

Furthermore, the development of teaching materials using a transdisciplinary scientific integration pattern, in which the author combines two sciences to become one complete understanding, as written by Afif Kholisun Nashoih and M Faridl Darmawan[7], Yogia Prihartini[8]. Until the emergence of digital teaching resources in the form of applications and the web, as described by Agung Wijaksono[9], Silahuddin and Azhari[10], traditional teaching methods were used Moch Wahib Dariyadi and Moh Fauzan.[11] In conclusion, based on the three types of research models for developing Arabic teaching materials that have been discussed, it can be concluded that the development of Arabic teaching materials aims to ensure that students understand the content of the material properly and correctly, and that learning Arabic is not boring, and that students take an active role in their education.

When comparing and contrasting the various studies mentioned above, the differences between this study and previous research are first, that the theme of this research concerns public health, which is extremely important to convey as part of vigilance against transmission of the Covid-19 outbreak; second, that this study uses Arabic to provide additional knowledge of new vocabulary about the Covid-19 outbreak. The following questions arise in relation to the significance of establishing Arabic teaching materials in the field of public health, particularly at the Madrasah Aliyah level to include the new Covid-19 vocabulary into the curriculum. What is the growing vocabulary in BBC Arabic online news writing about public health? To begin with, what is the process of adapting public health vocabulary in the form of optimum instructional materials to impart new vocabulary about covid 19? This research, based on the two questions listed above, the authors believe this researh is important to be conducted. This research will not only provide scientific knowledge to students and the community, but it will also serve as an additional reference for linguistic scholarship in general, and specifically in the field of Arabic language education, particularly in the field of research on the development of teaching materials for Arabic lessons in particular.

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[7] Afif Kholisun Nashoih and M. Faridl Darmawan, "Pengembangan Bahan Ajar Nahwu Berbasis Kontrastif Untuk Mengatasi Interferensi Bahasa Indonesia Terhadap Bahasa Arab," *Arabiyatuna : Jurnal Bahasa Arab* 3, no. 2 (2019): 335, https://doi.org/10.29240/jba.v3i2.1008.

[8] Yogia Prihartini et al., "Penerapan Konsep Matematika Dalam Pembelajaran Bahasa Arab Pada FTK Di UIN STS Jambi," *Tarbawi : Jurnal Ilmu Pendidikan* 14, no. 2 (2018): 15–28, https://doi.org/10.32939/tarbawi.v14i2.267.

[9] Agung Wijaksono, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Aplikasi Android," *At-Turost : Journal of Islamic Studies* 7, no. 2 (2020): 165, https://doi.org/10.52491/at.v7i2.33.

[10] Silahuddin Silahuddin and Azhari Azhari, "Inovasi Media Pembelajaran Bahasa Arab Berbasis E-Learning," *CIRCUIT: Jurnal Ilmiah Pendidikan Teknik Elektro* 3, no. 1 (2019): 40–47, https://doi.org/10.22373/crc.v3i1.4426.

[11] Moch. Wahib Dariyadi and Moh. Fauzan, "Pengembangan Model Pembelajaran Bahasa Arab Berbasis Virtual Classroom," in *ISoLEC Proceedings 2019* (Malang: Faculty of Letters, Universitas Negeri Malang, 2019), http://isolec.um.ac.id/wp-content/uploads/2020/02/5-Moch-Wahib-Dariyadi.pdf.

Method

This study employs a qualitative descriptive research design, including preparation processes connected to the construction of instructional materials, as described by Dick and Carey in their study.[12] The following steps: 1) Identify learning objectives; 2) Examine learning links; 3) Develop instructional materials; and 4) Formulate learning objectives; and The researcher then employs the concept of developing teaching materials under the principles of language learning, specifically the use of four fundamental skills in language learning, namely maharah al-istima', maharah al-Kalam, maharah al-Qiraah, and maharah al-Kitabah, in the preparation of teaching materials. It was discovered that this form of qualitative research is effective for describing linguistic phenomena found in electronic printed news as well as for integrating new terminology into Arabic teaching materials for students.

The data in this study was obtained from electronic written headlines that were pertinent to the topic at hand. The following are the steps for gathering data in this study: 1) Identifying relevant data sources, 2) Identifying relevant data, 3) Recording relevant data, 4) Classifying data in tabular form, 5) Analyzing data, 6) Compiling material to teach, and 7) Compiling material to teach.

Result and Discussion

These findings are based on the data collected from the electronic news reporting of the British Broadcasting Corporation (BBC), which is headquartered in Broadcasting House Westminster in London, England. The BBC News website was chosen as the primary data source for this study because, in addition to being the world's oldest news broadcaster, the BBC is also one of the most reliable and accountable worldwide news organizations, according to the researchers.

After collecting and analyzing data from their observations, the researchers discovered and recognized various BBC Arabic news stories that are relevant to this research, including electronic written material sourced from BBC Arabic that contains novel words connected to the Covid-19 epidemic. The following are the classifications for the outcomes of the identification of researchers in the news:

Table 1. New Vocabulary Related to Covid-19

No.	Vocabulary	Meaning
1	فيروس كورونا	Virus Corona
2	كوفيد–١٩	Covid-19

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[12] Miftahus Surur, "Model Perencanaan Pembelajaran 2 (Model Dick and Carey, Model Addie)," in *Perencanaan Pembelajaran di Sekolah : Teori dan Implementasi* (Sukoharjo: Pradina Pustaka, 2021), 39.

3	فيروس	Virus
4	إختبار فيروس كورونا	Uji tes virus corona
5	وقاء الوجه	Pelindung wajah
6	خظرٌ	Lockdown
7	حخرٌ صحّيّ ذاتي	Isolasi mandiri
8	لقاح كوفيد	Vaksin
9	تفشٍّ	Pandemi
10	إنتشار	Penyebaran
11	تباعدٌ اجتماعي	Jaga jarak
12	تجنب لمس الوجه	Hindari menyentuh wajah
13	استخدام منديل أثناء السعال	Tutup mulut menggunakan tisu ketika batuk
14	غسل اليدين	Mencuci tangan

Based on an analysis that has been carried out in BBC Arabic, researchers have found and classified 14 new vocabularies related to the Covid-19 pandemic. The use of this vocabulary is found on the BBC Arabic page in several published news. Like the use of vocabulary in the news title on April 8, 2020, namely: "فيروس كورونا: كم يستغرق الشفاء من المرض؟" which means "Coronavirus: How long does it take to recover from illness?" The underlined vocabulary in the title indicates new vocabulary that emerged during the Covid-19 pandemic. Furthermore, the news also contains the vocabulary "كوفيد–١٩" and "فيروس" which are used in the sentence "ظهر المرض الفيروس كوفيد–١٩ في أواخر عام ٢٠١٩" which means "Covid-19 viral disease appeared at the end of 2019".

Another sentence used in BBC Arabic news is "يمكن الوقاية من انتشار فيروس كورونا عن طريق تطبيق اختبارات فيروس كورونا والإغلاق وحخرٌ صحّيّ ذاتي" means "prevention of the spread of Covid-19 can be done by carrying out corona virus tests, lockdowns and self-isolation". Then the sentence in another sentence is "لعبت الولايات المتحدة دورا بارزا في تطوير أول لقاح كوفيد–١٩." which means "The United States has become a country that has an important role in developing the first vaccine against Covid-19". Then

use another sentence, namely "إنتشار تفشي حالات الإصابة بكوفيد" means "spread of covid cases".

The use of vocabulary about preventing the Covid-19 pandemic is also used in the news report published on February 14, 2020, namely in the sentence: "فيروس كورونا ما تحتاج إلى القيام به؟ إغسل يديك، تباعدٌ اجتماعي، تجنب لمس الوجه، إستخدام منديلا

أثناء السعال، وافى الوجه" which means "what do you do when there is a Covid-19 pandemic? wash your hands, keep your distance, avoid touching your face, use a tissue when coughing and use a face shield."

The Adaptation of Public Health Vocabulary in toTeaching Materials

This is significant because it involves the process of imparting new knowledge to students, particularly new understanding regarding terminology related to the Covid-19 epidemic, which is done in Arabic. Submission of vocabulary-related instructional resources necessitates the inclusion of relevant concepts to ensure that the materials are used as intended. A concept and principle of language learning is the use of the four maharah strategy, which involves paying attention to factors of generating new vocabulary, particularly in Arabic, and incorporating them into the curriculum.

Vocabulary Adaptation with Maharah al-Istima' Approach

First, the adaptation of new vocabulary for teaching materials by using the approach of maharah istima' skills or learning by listening or listening to existing vocabulary. This learning has the aim that students can know the sound of a word, or sentence, and can know vocabulary words and describe briefly the meaning of related vocabulary materia.[13]

The following are the teaching materials obtained from the adaptation of vocabulary related to public health using the *maharah al-Iistima'* approach:

Table 2. New Vocabulary Recordings Related to Covid-19

Voice Recording	Vocabulary	No
🔴	فيروس	1
🔴	فيروس كورونا	2
🔴	إختبار فيروس كورونا	3
🔴	خطرٌ	4

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[13] Cahya Edi Setyawan, "Konsep Landasan Teori Dan Rancangan Silabus Pembelajaran Maharah Istima Di Perguruan Tinggi," *AL-MANAR : Jurnal Komunikasi Dan Pendidikan Islam* 7, no. 1 (2018): 159, https://doi.org/10.36668/jal.v7i1.83.

	لقاح كوفيد	5
	وقاء الوجه	6
	حجرٌ صحّيّ ذاتي	7
	تباعدٌ اجتماعي	8
	تجنب لمس الوجه	9
	استخدام منديل أثناء السعال	10
	غسل اليدين	11

The use of voice recordings in special learning is intended to make it easier for children to detect reading sounds in each new vocabulary word associated with the Covid-19 program. The recording technique was carried out by reading Arabic vocabulary related to fluency and correctness three times and recording each vocabulary to be heard by students to recognize and grasp vocabulary reading well.

The principles and stages of successful learning should be considered when putting special learning into action.[14] There are at least eight principles in special education, which are as follows: high-quality teachers, effective learning planning and presentation, varied and communicative learning, understanding student psychology, clear vocabulary and intonation when reading vocabulary, developing students' abilities, repeating vocabulary, and having fun while learning.

Furthermore, the stages of supplying teaching materials relevant to special learning include the following: 1) The teacher introduces students to vocabulary sounds by reading passages aloud in a clear voice or by listening to students listen to recordings that are linked to the vocabulary being studied. 2) Students pay attention to the sound of the vocabulary and replicate it. 3) Students listen to and comprehend the meaning of vocabulary. This comprehension can be achieved through a variety of approaches, including seeing and hearing techniques, reading and listening strategies, and listening and exhibiting vocabulary speaking.

Vocabulary Adaptation with Maharah al-Kalam Approach

The next vocabulary adaptation uses the approach of maharah kalam skills (speaking skills). This skill is usually focused on delivering messages orally, using clear and precise articulation reproduction.[15] Usually in teaching material related to speaking skills using conversational material that is adapted to the discussion then students read and practice it in pairs.

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[14] Muhamad Fathoni, "Pembelajaran Maharah Istima'," *Ihtimam : Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2018): 199–218, https://doi.org/10.36668/jih.v1i1.162.

[15] Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN Maliki Press, 2011).

The following is an example of teaching materials obtained from the adaptation of vocabulary related to public health using the *maharah al-Kalam* approach, in the context of the Covid-19 vocabulary, entitled "فيروس كورونا".

<div dir="rtl">

"فيروس كورونا"

محمّد : السّلام عليكم ورحمة الله وبركاته

فاطمة : وعليكم السّلام ورحمة الله وبركاته

محمّد : كيف حالك يا فاطمة ؟

فاطمة : أنا بخير وعافية، الحمد لله. وأنت؟

محمّد : أنا بخير أيضا. يا فاطمة، هل تعرف **فيروس كورونا؟**

فاطمة : **فيروس كورونا؟** نعم، عرفت

محمّد : متى **إنتسار فيروس كورونا** في هذه العالم؟

فاطمة : **إنتسار فيروس كورونا** في أواخر ألفين وتسعة عشر عام في صين

محمّد : ما هي صفات الشخص **المصاب بفيروس كورونا؟**

فاطمة : من سمات الشخص المصاب بفيروس كورونا الشعور بالحمى إذا تجاوزت درجة الحرارة سبعة وثلاثون عشر درجة مئوية، لأن ذلك يسبب الشعور بالدفء والبرد أو القشعريرة والتهاب الحلق والصداع والإسهال وفقدان حاسة الشم والتذوق

محمّد : ثم كيف تمنع **فيروس كورونا؟**

فاطمة : أمنع فيروس كورونا عن طريق: **وضع منديل ورقي على الفم والأنف أثناء السعال، كرر غسل اليدين بالماء والصابون أو إستخدام مادة معقمة، تجنب لمس الوجه، واٍف الوجه، استخدام وقاء الوج، حجرٌ صحّيّ ذاتي تظهرعليهم أعراض المرض**

محمّد : **بصرف النظر عن الوقاية الذاتية، هل تشارك الدولة في منع انتشار فيروس كورونا؟**

فاطمة : نعم، كما تمنع الحكومة **انتشار فيروس كورونا** بتنفيذها: **خظرٌ، إختبار فيروس كورونا و لقاح كوفيد-تسعة عشر.**

محمّد : الحمد لله، أتمنى أن نكون بخير وعافية

فاطمة : أمين يارب العالمين

محمّد : شكرا جزيلا يا فاطمة

فاطمة : عفوا

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Maharah Kalam learning is intended to provide students with habituation learning to speak the language being studied, train students to grasp the substance of conversations, and prepare students to be critical listeners through the use of a variety of methods. It is important to note that learning begins with the introduction of vocabulary that is similar in sound, understanding one word or the sentence in its entirety, and practicing conversation with friends continuously while paying attention to important parts of learning, such as clarity of vocabulary pronunciation and suitability of vocabulary pronunciation, as well as the suitability of qawaid (grammar).[16]

Adapting Vocabulary with Maharah al-Qira'ah Approach

A foreign language learning teaching material that emphasizes the approach of maharah qiraah (reading skill) should be used to demonstrate these abilities. This ability takes a long time to master since it necessitates strong reading abilities, comprehension of the meaning of reading, and knowledge of qawaid (grammar) in reading. Furthermore, the readings that are displayed are tailored to the language that is intended to be imparted to students.[17] The following are the instructional materials that were developed as a result of the adaption of vocabulary linked to public health utilizing the maharah al-Qira'ah methodology:

<div dir="rtl">

فيروس كورونا والوقاية منه

"ظهر المرض الفيروسي كوفيد-١٩ في أواخر ألفين وتسعة عشر عام، لكن هناك دلائل تشير إلى أن الشفاء التام لبعض المرضى قد يستغرق وقتا طويلا. ويعتمد الوقت الذي يتطلبه الشفاء على مدى الإصابة أولا، فبعض المرضى يشفون سريعا، لكن المرض قد يخلف مشاكل دائمة عند البعض. تؤثر عوامل السن والجنس وأية مشاكل صحية أخرى منها يعاني المريض في زيادة مخاطر الإصابة بفيروس كوفيد-١٩. وكلما كان العلاج الذي يتلقاه المريض أكثر توغلا في الجسم وكلما زادت فترة حصول المريض عليه كان الزمن اللازم للشفاء أطول."[18]

"من سمات الشخص المصاب بفيروس كورونا الشعور بالحمى إذا تجاوزت درجة الحرارة ٣٧،٨ درجة مئوية، لأن ذلك يسبب الشعور بالدفء والبرد أو القشعريرة والتهاب الحلق والصداع والإسهال وفقدان

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[16] Halimatus Sa`diyah, "Bermain Peran (Role Playing) Dalam Pembelajaran Maharah Al-Kalam Di PKPBA UIN Maliki Malang," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 3, no. 2 (2018): 1–29, http://ejournal.kopertais4.or.id/mataraman/index.php/tarbiyatuna/article/view/3495.

[17] Erlina, "Pengembangan Bahan Ajar Qira'ah Terpadu Bagi Mahasiswa Program Studi Pendidikan Bahasa Arab."

[18] James Gallagher, "Kam Yastaghriqu Asy-Syifa min Al-Maradl Virus Corona?," *Arabic BBC News*, accessed June 6, 2022, https://www.bbc.com/arabic/science-and-tech-52337733.

حاسة الشم والتذوق. عادة ما يستغرق ظهور الأعراض خمسة أيام في المتوسطة، ولكن وفقًا لبحث أجرته منظمة الصحة العالمية، فإن فترة حضانة الفيروس التاجي تصل إلى أربعة عشر يومًا." [19]

"يمكن الوقاية من انتشار فيروس كورونا عن طريق: وضع منديل ورقي على الفم والأنف أثناء السعال، كرر غسل اليدين بالماء والصابون أو استخدام مادة معقمة، تجنب لمس الوجه، وفي الوجه، استخدام وقاء الوج، حخرٌ صحّيّ ذاتي تظهر عليهم أعراض المرض. كما تمنع الحكومة انتشار فيروس كورونا بتنفيذها: خظرٌ، اختبار فيروس كورونا ولقاح كوفيد–١٩." [20]

Maharah al-Qira'ah learning has a goal to train students to read texts quickly, add new knowledge, understand texts in a reading, read to gather knowledge, read to enjoy literature and train students to read critically and analytically. Then the steps that need to be considered in learning maharah qira'ah are the reading text must be under the discussion and level of student understanding, then the teacher provides a stimulus related to how to read and understand words and sentences in the reading, and for the next students carry out reading and understanding words. and sentences independently.

Adapting Vocabulary with the Maharah al-Kitabah Approach

Finally, employ the maharah al-Kitabah (writing skill) approach to complete the task. Writing is an integrated language skill, which means that communication between individuals is not limited by space or time when it is done through writing. Writing activities are fundamentally intertwined with the three abilities in language learning that have been addressed thus far since writing is the result of the interpretation of the processes of listening, speaking, and reading. The maharah Kitabah attempts to accomplish the following: 1. as a means of ensuring that kids can write in a well-integrated, skilled, and proper manner; 2. to develop one's five senses, and 3. to develop students' writing habits, to assess students' mastery of writing sentences, and to prepare students to be able to communicate effectively in their native language.[21]

It is vital to examine four important characteristics when studying the book: qowaid al-lughah (nahwu and shorf), imla', khat and ikhtibari, which are all features of qowaid al-lughah (nahwu and shorf), imla', khat and ikhtibari, which will help you obtain the best results possible when learning to write. In maharah al-Kitabah, there are two learning models: Ta'bir muwajjah (guided), which means students can write words, tarkib starts with one word, then develops into two

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[19] Michele Roberts, "Virus Corona Yahtaju Ila Khomsah Ayyam Hatta Tazharu A'radhuhu," *Arabic BBC News*, accessed June 6, 2022, https://www.bbc.com/arabic/science-and-tech-51815892.

[20] Arabic BBC News, "Virus Corona: Maa Hiya A'radl Al-Ishobah bihi wa Kaifa Taqiya Nafsaka Minhu?," accessed June 6, 2022, https://www.bbc.com/arabic/science-and-tech-51501472.

[21] Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*.

words, and so on; and Ta'bir hurr (free writing), which means students choose a theme that is appropriate to their level of understanding and understand it both from words, tarkib, and the use of linguistic rules, then students can develop ideas, experiences of each student.[22]

Using the maharah kitabah approach, the adaptation of new vocabulary related to public health can be tailored to teaching materials that have been written and understood by students while still adhering to the kitabah's principles, models and learning objectives, which are all intended to enable students to master writing skills in a proper and accurate manner.

Conclusion

Based on the research that was conducted, the researchers discovered 14 new vocabulary terms connected to the Covid-19 epidemic. The vocabulary terms were gathered from the BBC's written news website, which was written in Arabic, and the news language was Arabic. Furthermore, the development of Arabic teaching materials based on the adaptation of new vocabulary using the four foreign language learning skills approach has been completed, the results of the learning materials based on the four basic Arabic learning materials have been obtained, and the teaching materials are ready to be implemented with students.

This research is yet confined to the development of Arabic learning materials; therefore, further research in the field of Arabic language learning development media is required for the distribution of learning materials to yield the best possible outcomes.

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[22] Sitti Kuraedah, "Aplikasi Maharah Kitabah Dalam Pembelajaran Bahasa Arab," *Al-TA'DIB: Jurnal Kajian Ilmu Kependidikan* 8, no. 2 (2015): 82–98, https://ejournal.iainkendari.ac.id/index.php/al-tadib/article/view/412.

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