



Personality Types in Arabic Comprehension: Literature Review

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Abstract

Understanding the relationship between psycholinguistics and personality types in the comprehension of the Arabic language can help improve the effectiveness of language learning. This research aims to explore this relationship by focusing on how psycholinguistic factors and personality traits affect Arabic language acquisition and comprehension. Psycholinguistics studies how language is produced, understood, and acquired by individuals, while personality types encompass consistent characteristics that influence behavior and preferences. The research employed a qualitative approach, using a literature review method to gather and critically analyze relevant sources. The analysis aimed to identify correlations between psycholinguistics and personality types in the context of Arabic language learning. In Arabic language comprehension, psycholinguistics and personality type have a significant role. This study shows that individual personality types can affect vocabulary management, syntactic processing and semantic interpretation in Arabic. The results of this study provide a deeper understanding of the complexity of the relationship between language and human cognitive processes. In the context of Arabic language learning, it is important for individuals to understand their own personality types, as this will help them find effective learning methods and understand Arabic better.

Keywords : personality types, psycholinguistics, arabic language comprehension

A. Introduction

Psycholinguistic studies are often used to understand language activities, language acquisition, understanding and use. The reason is because the scope of psycholinguistic studies is closely related to linguistic studies.¹ In theory, there are two categories of problems that are always faced in the context of language, namely linguistic problems, and nonlinguistic problems. Linguistic problems include several problems that have to do with the language itself. While non-linguistic problems summarize problems that can affect the success of understanding Arabic as a whole and in some cases can even hinder it.² One of the nonlinguistic factors is psychological factors, including personality.

Personality in the context of language is actually included in the realm of applied linguistics which integrates language with other object studies.³ Therefore, the link between personality types and psycholinguistics certainly has its own appeal in a study. The link between the two can be accommodated by linguistic studies.⁴ In addition, personality in the linguistic context also affects the second language comprehension model⁵ including Arabic. Therefore, a good understanding of Arabic depends on how a person can learn according to his needs. Things that can be glimpsed from understanding Arabic are one of them on language skills.

A person's language ability certainly has its own characteristics in acquiring linguistic knowledge, especially in Arabic.⁶ Those who have extroverted personalities are certainly different from those who have introverted personalities, including in understanding and Arabic language skills. Therefore, it is important for a person to know his personality type, because then he will be able to know how to learn and how he understands something.⁷ Just as in a language class, there are diverse learners, both from differences in social backgrounds, levels of motivation and interest, and different levels of methods of presenting learning materials.⁸

¹ Desi Rahmania Zulfa, Itmam Dania, and Maksudin, "Pembelajaran Bahasa Arab Berbasis Pendekatan Psikolinguistik Implikasi Dan Implementasinya," *Jurnal Ihtimam* 6, no. 1 (2023): 34–46, <https://doi.org/10.36668/jih.v6i1.449>.

² Ainur Rofiq Sofa, Abd. Aziz, and Muhammad Ichsan, "Arabic Language Education: Problems And Solutions In Arabic Language Learning Studies," *Jurnal Inovasi Penelitian* 1, no. 9 (2021): 1761–74.

³ Muhammad Syauqi, "Paradigma Relevan Dalam Pembelajaran Bahasa (Studi Kasus Pembelajaran Bahasa Arab)," *Permata: Jurnal Pendidikan Agama Islam* 1, no. 1 (2020): 1–46.

⁴ Prabowo Adi Widayat and Muhammad Irham, "Ekstraversi Dan Kompetensi Berbahasa Arab (Perspektif Konstruktivisme Sosial)," *Al-Fathin* 4, no. 1 (2021): 93–124.

⁵ Ahmad Habibi Syahid, "Kepribadian Ekstrovert-Introvert Dan Pemerolehan Bahasa Kedua Perspektif Psikolinguistik Pada Santri Pondok Modern," *Al-Qalam* 31, no. 2 (2014): 399–426.

⁶ Takdir, "Problematika Pembelajaran Bahasa Arab," *Naskhi* 2, no. 1 (2020): 40–58.

⁷ Ariane Nafila, Dewi Utami, and Dadan Mardani, "Teori Belajar Behaviorisme Ivan Pavlov Dan Implikasinya Dalam Pembelajaran Bahasa Arab Siswa Madrasah Tsanawiyah Negeri," *Journal on Education* 5, no. 4 (2023): 12332–44, <https://doi.org/10.31004/joe.v5i4.2207>.

⁸ Tsaniananda Fidyatul Chafidzoh, "Strategi Meningkatkan Pemerolehan Bahasa Arab Dengan Memperhatikan Tipe Kepribadian Siswa," *Al-Ma'rifah* 17, no. 1 (2020): 48–57, <https://doi.org/10.21009/almakrifah.17.01.05>.

These differences can be interpreted that personality has a big contribution to the Arabic comprehension process.⁹ As one example, this can be proven in the research of Urfatullaila et al, which shows that those whose motivation level is high have a good understanding of Arabic. However, if learning motivation decreases, they tend to have a low understanding of Arabic.¹⁰ It also shows that a person's psychology can affect their understanding of Arabic.¹¹ So in this case psycholinguistics and personality types have a serious role in understanding Arabic.

Various studies that examine language and personality type have colored the academic world. Some of these studies have been presented by Chafidzoh who examined "Strategies to Improve Arabic Language Acquisition by Paying Attention to Students' Personality Types", the findings in his research show that personality type is an element that can influence the process of acquiring a language. Similar research was conducted by Syahid on "Extrovert-Introvert Personality and Second Language Acquisition in Psycholinguistic Perspective on Santri Pondok Modern", the findings showed that there is a pattern between extroverts and introverts in Arabic language acquisition.

Some of the relevant research that has been mentioned focuses on language acquisition, while this research seeks to bridge and review more deeply the relationship between psycholinguistics and personality types in understanding Arabic, because both factors play an important role in the process of understanding Arabic. Furthermore, this research is important and necessary because its study will be a useful scientific treasure for language observers to pay attention to psycholinguistic aspects in linguistic studies. That way, the focus of the research is to find out the extent of the relationship between psycholinguistics and personality type in understanding Arabic.

B. Method

The research method used in writing this article is library research, which is a method of collecting information by understanding and exploring theories from various readings related to research.¹² In this method, the first step is to collect literature sources relevant to personality types and Arabic comprehension and related psycholinguistic aspects. These literature sources are books, scientific journals, articles, and other reliable sources. Then, these sources were critically analyzed by considering their relevance, quality, and contribution to the research topic. Key findings, theories, and patterns that emerged from the literature were

⁹ Mohammad Jailani et al., "Meneguhkan Pendekatan Neurolinguistik Dalam Pembelajaran: Studi Kasus Pada Pembelajaran Bahasa Arab Madrasah Aliyah," *Jurnal Pendidikan Agama Islam Al-Thariqah* 6, no. 1 (2021): 151–67, [https://doi.org/10.25299/al-thariqah.2021.vol6\(1\).6115](https://doi.org/10.25299/al-thariqah.2021.vol6(1).6115).

¹⁰ Linda Urfatullaila et al., "Pengaruh Motivasi Intrinsik Dan Ekstrinsik Terhadap Prestasi Belajar Siswa Mata Pelajaran Bahasa Arab Kelas V Di MI Al Azkia Tenjolaya Bogor," *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga* 4, no. 3 (2022): 266–75, <https://doi.org/10.47476/assyari.v4i3.1191>.

¹¹ Mahdir Muhammad and Cahya Edi Setyawan, "Peran Bahasa Arab Dalam Menghadapi Paradigma Pendidikan," *Ihtimam: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2021): 183–93.

¹² Miza Nina Adlini et al., "Metode Penelitian Kualitatif Studi Pustaka," *Edumaspul: Jurnal Pendidikan* 6, no. 1 (2022): 974–80.

analyzed and synthesized to form a comprehensive conceptual framework on Arabic language acquisition as a second language in a psycholinguistic context.¹³

Qualitative data obtained from the sources were analyzed using the thematic analysis method. The process of thematic analysis is carried out through four stages, namely (1) Understanding the data. (2) Initial code generation. (3) Formation of themes. (4) Inference.¹⁴ This research explores the relationship between psycholinguistics and personality types to Arabic comprehension in light of previous literature.

C. Findings and Discussion

Psycholinguistics and personality type have an important role in Arabic language comprehension, creating a complex dynamic between language and human cognitive processes. In the context of Arabic language comprehension, this study not only explores the relationship between psycholinguistics and personality type, but also how the interaction between the two fields affects comprehension and expression in Arabic.

Table 1. Findings of the Relationship between Psycholinguistics and Personality Type to Arabic Language Comprehension

No	Research Findings	Description
1	The Influence of Vocabulary on Arabic Comprehension	Psycholinguistics highlights the role of vocabulary in Arabic language comprehension. The literature suggests that an individual's personality type can affect the way they manage and remember vocabulary.
2	The Role of Syntax in Arabic Language Processing	Research focuses on the role of syntax in Arabic comprehension. Personality type becomes a determining variable in understanding how sentence structure is processed by individuals.
3	Semantic Involvement in Arabic Comprehension	The relationship between Arabic comprehension and semantic aspects is explored, with particular attention to how personality type modulates the interpretation of word and phrase meanings.
4	Extroverts vs. Introverts: Influences on Arabic Language Interaction	Research shows that individuals with extroverted personality types tend to prefer oral communication in Arabic, while introverts are more comfortable in written comprehension.
5	The Influence of Neuroticism on Emotional Response to Arabic	The literature review explores how neuroticism may influence emotional responses to Arabic, considering its impact on comprehension and interpretation of emotional content.
6	The Use of Learning Styles in Arabic Language Learning	It focuses on how personality type affects an individual's learning style in understanding Arabic, including learning preferences such as visual,

¹³ Fuad Hasyim Purwono et al., *Metodologi Penelitian (Kuantitatif, Kualitatif Dan Mix Method)* (Guepedia, 2019).

¹⁴ Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology; In Qualitative Research in Psychology," *Uwe Bristol* 3, no. 2 (2006): 77-101.

		auditory, or hands-on experience.
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Psycholinguistics in Arabic Language Comprehension

Psycholinguistics is a multidisciplinary field of study that combines linguistics and psychology to understand how humans process and use language. In the context of Arabic comprehension, psycholinguistics studies the cognitive processes involved in understanding and using Arabic. One of the aspects studied in Arabic psycholinguistics is word processing. Word processing involves our ability to recognize and understand words in Arabic. How do we recognize new words? How do we attribute meaning to words we are already familiar with? Psycholinguistics can provide insight into the mental processes involved in recognizing and understanding words in Arabic.

In addition, psycholinguistics also studies sentence comprehension in Arabic. This involves syntactic and semantic processing. How do we decipher the structure of an Arabic sentence? How do we attribute meaning to the sentences we read or hear? Psycholinguistics can help explain how humans understand Arabic sentence structure and associate it with the corresponding meaning. In addition to comprehension, psycholinguistics also studies Arabic language production. How do we choose the right words to convey the desired meaning? How do we construct sentences correctly? Psycholinguistics can provide insight into the mental processes involved in producing effective Arabic.

Psycholinguistics also studies Arabic language acquisition, both in children and adults. How do children and adults learn Arabic? How do they associate sounds with meaning, learn grammar and master new vocabulary? Psycholinguistics can help explain this complex process of Arabic language acquisition. In all, psycholinguistics plays an important role in the understanding of Arabic by providing insight into the mental processes involved in understanding and using Arabic. With a better understanding of these aspects, we can develop more effective and efficient methods of teaching and learning Arabic.

The Influence of Vocabulary on Arabic Comprehension

Vocabulary plays a crucial role in the understanding of Arabic. As a basic element in language, vocabulary includes words, phrases and expressions used to convey meaning.¹⁵ A good command of vocabulary allows one to interpret and construct sentences correctly and understand Arabic texts thoroughly. Proper use of vocabulary allows one to communicate clearly and effectively in Arabic. When one has an extensive knowledge of vocabulary, they can express their ideas, emotions and thoughts more accurately and concisely.

A good understanding of vocabulary also facilitates reading comprehension and listening in Arabic. When one recognizes and understands the words used in a text or conversation, they can relate the given information to their knowledge and describe it more fully. A well-mastered vocabulary allows learners to improve their speaking skills in Arabic.¹⁶ By having a variety of relevant and appropriate words, one can build varied and cohesive sentences in daily conversations, providing a more comprehensive understanding to the listener.

¹⁵ Abdurochman Abdurochman, "Strategi Pembelajaran Kosakata Bahasa Arab Bagi Non Arab," *An Nabighoh* 19, no. 1 (2017): 63-83, <https://doi.org/https://doi.org/10.32332/an-nabighoh.v19i1.758>.

¹⁶ Jailani et al., "Meneguhkan Pendekatan Neurolinguistik Dalam Pembelajaran: Studi Kasus Pada Pembelajaran Bahasa Arab Madrasah Aliyah."

Vocabulary also plays an important role in reading and writing in Arabic. By mastering a wide range of vocabulary, one can read and understand more complex Arabic texts, as well as express their thoughts effectively in written form. A good understanding of vocabulary also allows one to distinguish the nuances and connotations of words in Arabic. Sometimes, words that seem similar or have the same root can have different meanings depending on the context. In this case, a deep understanding of vocabulary helps one to use words appropriately and avoid misunderstandings.

Vocabulary also plays a role in learning Arabic grammar. When one understands basic vocabulary, they can learn sentence structure and grammar more effectively. A good vocabulary allows one to recognize grammatical patterns and apply them in oral and written communication. Gradual improvement in vocabulary also increases confidence in communicating in Arabic. When one has an extensive vocabulary, they feel more prepared and confident to speak, write and interact with native speakers or other learners. This allows them to engage in more complex and in-depth conversations. Good vocabulary mastery is an important aspect in the overall understanding of Arabic. An extensive and appropriate vocabulary affects one's ability to speak, listen, read and write in Arabic, as well as improving their overall confidence and communication skills.

The Role Syntax in Arabic Language Processing

The role of syntax in Arabic language processing is closely related to the structure and pattern of sentences in the language. Syntax is a branch of linguistics that studies the structure and arrangement of words in sentences to form meaning.¹⁷ In the context of Arabic, the role of syntax is very important in understanding and producing grammatical and meaningful sentences.

Here are some important roles of syntax in language processing: (a) Sentence Structure Building: Syntax helps in forming sentence structure by determining the word order and the relationship between the elements in the sentence.¹⁸ It involves the selection and arrangement of words to form grammatical sentences; (b) Forming Meaning: Syntax helps in giving meaning to sentences by arranging words in the correct order. Syntactic structure allows the reader or listener to understand the relationship between words and phrases, so that the sentence has a clear meaning;¹⁹ (c) Determining Grammatical Role: Syntax helps in determining the grammatical role of each word in the sentence. This includes determining whether a word acts as a subject, object, predicate, or any other element in the sentence;²⁰ (d) Meaning Linkage Recognition: Through syntactic analysis, language processing can identify logical and meaning

¹⁷ Wini Tarmini and dan Sulistiawati, *Sintaksis Bahasa Indonesia, Sintaksis Bahasa Indonesia* (Jakarta: UHAMKA Press, 2019). Hal 2

¹⁸ Miftahul Khairah and Sakura Ridwan, *SINTAKSIS: Memahami Satuan Kalimat Perspektif Fungsi* (Jakarta: PT Bumi Aksara, 2022). Hal 11

¹⁹ Atik Mufidah, "Perkembangan Kemampuan Bahasa Anak Usia 4-5 Tahun Melalui Bercerita Sederhana Ditinjau Dari Aspek Sintaksis Dan Semantik," *GENERASI EMAS Jurnal Pendidikan Islam Anak Usia Dini* 4, no. 2 (2021): 115–26.

²⁰ Novia Arifatun, "Kesalahan Penerjemahan Teks Bahasa Indonesia Ke Bahasa Arab Melalui Google Translate (Studi Analisis Sintaksis)," *Journal of Arabic Learning and Teaching* 2, no. 1 (2012): 1–6.

relationships between phrases and clauses in a sentence.²¹ This helps in the overall understanding of context and meaning; (e) Sentence Generation: Syntax enables the generation of grammatically correct sentences. In natural language processing, the ability to generate sentences that conform to syntactic rules is essential, especially in applications such as dialog systems and automatic text generation;²² (f) Understanding Inter-sentence Links: Syntax helps in understanding the links between sentences in the text. This includes recognizing the relationship between clauses, recognizing conjunctions, and giving meaning to the relationship between sentences;²³ (g) Grammatical Analysis: Syntax is used to analyze the grammatical structure of a sentence. It involves determining the word type, grammatical function, and syntactical role of each element in the sentence;²⁴ (h) Understanding Coreference Relationships: Syntax helps in determining the coreference relationship between phrases or words in the text.²⁵ This is important to avoid confusion and ensure that the reader or listener can clearly identify the intended reference in the sentence; (i) Supporting Machine Translation: In the context of multilingual language processing, syntax plays an important role in supporting machine translation. Understanding syntactic structures helps machine translation systems to produce more accurate and meaningful translations.²⁶

In language processing in general. The conclusion of the literature review shows that the role of syntax in Arabic language processing is very significant and involves various aspects, from constructing sentence structures to supporting machine translation. In short, the role of syntax in language processing is crucial. Syntax helps form sentence structure, provides meaning, determines grammatical roles, and enables the understanding of relationships between sentences. In the context of machine translation and text generation, understanding syntax also supports the production of grammatical and meaningful sentences. As such, syntax is not just a technical aspect, but an important foundation in understanding and conveying language appropriately.

The understanding and use of syntax in Arabic language processing has a profound impact on language comprehension and production. Syntax is not only a technical aspect in linguistics, but also an essential component in understanding the complexities and nuances of the Arabic language. As such, syntax is not only relevant in the context of Arabic, but it is also an essential component in language processing in general.

²¹ Adolf Bastian Dawa, Lasarus Bulu Kaleka, and Heronimus Delu Pingge, "Analisis Kesalahan Berbahasapada Aspek Sintaksis Dalam Rubrik Opini Koran Victory News Edisi Januari 2019," *Jurnal Ilmiah Pendidikan Indonesia* 1, no. 1 (2020): 1–12.

²² Dendy Sugono, *Analisis Fungsi Sintaksis Menuju Kalimat Efektif (Sintaksis Bahasa Indonesia)* (Jakarta: Gramedia Pustaka Utama, 2019). Hal 56

²³ Hendrawanto Ch and Indri Susilowati, "Pengembangan Bahan Ajar Sintaksis Arab 2 (Nahwu 2) Dengan Pendekatan Kontekstual Budaya Lokal Berbasis Wisata Nusantara Pada Perguruan Tinggi," *Al-Ma'rifah* 15, no. 02 (2018): 200–218, <https://doi.org/10.21009/almakrifah.15.02.10>.

²⁴ Khairah and Ridwan, *SINTAKSIS: Memahami Satuan Kalimat Perspektif Fungsi*. Hal 13

²⁵ Ria Anggari Putri, Miftahulhairah Anwar, and Siti Ansoriyah, "Penyebab Kesalahan Kohesi Leksikal Dan Gramatikal Dalam Karangan Eksposisi Siswa," *Deiksis* 12, no. 02 (2020): 206, <https://doi.org/10.30998/deiksis.v12i02.4204>.

²⁶ Abdul Ruhmadi, Mohamad Zaka, and Al Farisi, "Analisis Kesalahan Morfologi Penerjemahan Arab-Indonesia Pada ChatGPT," *Aphorisme: Journal of Arabic Language, Literature, and Education* 4, no. 1 (2023): 55–75, <https://doi.org/10.37680/aphorisme.v4i1.3148>.

Semantic Engagement in Arabic Comprehension

In the context of language activities, semantics has a very strategic position. The urgency of semantics as part of the study of language is characterized by the function of semantics as the meaning of language.²⁷ A person can know the meaning of a language, if he understands the content of the meaning spoken by the interlocutor. In contrast to the facts that occur, there are often differences in the language that wants to be intended. Based on this, a branch of linguistics that is oriented towards issues related to meaning emerged, known as semantics.²⁸

The involvement of semantics in understanding Arabic lies in the benefits of semantics itself as a branch of linguistics from both theoretical and practical aspects. Theoretically, semantics seeks to provide a deep and comprehensive understanding of the meaning of a language, while practically semantics plays a role for the selection and use of the right words according to the context. In relation to personality types, semantics makes it easy for extroverts to choose appropriate words in language acts, as well as for introverted personalities semantics makes it easy to choose diction in processing a language, especially in the use of Arabic.

The use of language including Arabic is very dependent on context, the correct meaning will not be obtained except by looking at the context.²⁹ Similarly, inadequate knowledge of semantics will interfere with the fluency and fluency of language delivery.³⁰ It is necessary for someone who wants to understand Arabic correctly to be able to study semantics. This corroborates previous research by Rudi³¹, who said that through understanding and mastering semantics, a person will be easier and smoother in learning a second language, including learning about pragmatics which has a relationship with semantics, the two sciences will support each other.

Understanding semantics should be a concern for anyone who wants to understand Arabic correctly and precisely. The improvement of the ability to use words in Arabic depends on the understanding of choosing words according to the context. The relationship between semantics in understanding Arabic is binding, meaning that one cannot know the appropriate Arabic word if one does not understand its semantics. Thus, semantics is an inseparable element to support one's ability to speak Arabic.

Personality Types and Arabic Comprehension

A person's personality type refers to the general characteristics that distinguish individuals from one another in the way they think, behave and learn. Although personality types do not directly affect Arabic comprehension, they can

²⁷ Moh. Ainin and Imam Asrori, *Semantik Bahasa Arab* (Malang: CV. Bintang Sejahtera Press, 2018).

²⁸ Ismail Suardi Wekke, *Studi Naskah Bahasa Arab: Teori, Konstruksi, Dan Praktik*, Gawe Buku (Gawe Buku, 2019).

²⁹ Rahmat Hidayatullah, "Peran Konteks Dalam Studi Makna: Kajian Semantik Arab," *JILSA (Jurnal Ilmu Linguistik Dan Sastra Arab)* 5, no. 2 (2021): 184-97, <https://doi.org/10.15642/jilsa.2021.5.2.184-197>.

³⁰ Uraidah Abdul Wahab and Lily Hanefarezan Asbulah, "The Use of Semantic Mapping Strategies in Learning Arabic Collocation," *Asia Pacific Online Journal of Arabic Studies* 4, no. 1 (2021): 2021.

³¹ Anwar Rudi, "Semantik Dalam Bahasa (Studi Kajian Makna Antara Bahasa Arab Dan Bahasa Indonesia)," *Kariman* 5, no. 1 (2017): 119-38.

influence one's approach and learning style in learning the language.³² One of the personality types that can affect Arabic comprehension is the analytical personality. People with analytical personalities tend to be careful, meticulous and like to break down problems systematically. In Arabic comprehension, they may tend to analyze sentence structure and grammar in detail. They may have a tendency to carefully examine every word and meaning in an Arabic text to ensure proper understanding. On the other hand, people with intuitive personalities tend to focus on general meanings and concepts. In Arabic comprehension, they may be more interested in understanding the overall message or idea conveyed in the Arabic text rather than small details. They may have a tendency to see patterns and relationships of meaning as a whole.

Furthermore, personality type can also influence preferences in learning style. For example, individuals with extroverted personalities tend to be open to social interaction and talking with others. In Arabic comprehension, they may prefer to participate in group discussions or interact with native Arabic speakers to broaden their understanding. They may feel comfortable in learning situations that involve group work or speaking exercises. On the other hand, individuals with introverted personalities tend to prefer private reflection and thinking. In Arabic comprehension, they may prefer to learn independently through reading, writing or pondering. They may feel comfortable in quiet and focused learning situations, such as reading Arabic texts alone or practicing writing.

In addition to personality types related to learning preferences, there are also personality types related to sensory preferences. For example, individuals with visual personalities tend to learn by looking at pictures, diagrams or visualizations. In Arabic comprehension, they may utilize visual learning materials, such as pictures or concept maps, to help strengthen their understanding of Arabic vocabulary and sentence structure. On the other hand, individuals with auditory personalities tend to learn by hearing and listening to information. In Arabic comprehension, they may like to listen to audios or recordings of Arabic speech to improve their understanding of Arabic pronunciation, intonation and vocabulary. However, it is important to remember that personality type does not absolutely determine how someone understands Arabic. Each individual has his or her own unique take on language learning, and often a combination of several personality types can be found in a person. Good Arabic comprehension involves using a variety of learning strategies and approaches that suit individual preferences.

Extrovert vs. Introvert in Arabic Interaction

The difference between extroverts and introverts in Arabic interaction can affect the way the individual communicates and interacts with native speakers or other learners. Extroverts are people who like to interact socially and tend to be open and expressive.³³ In the context of Arabic language interaction, extroverts tend to initiate conversations, actively participate in discussions, and interact with native speakers or fellow learners. They feel energized and stimulated in study groups or situations where they can interact with many people.

³² Chafidzoh, "Strategi Meningkatkan Pemerolehan Bahasa Arab Dengan Memperhatikan Tipe Kepribadian Siswa."

³³ Imelda Wahyuni, "Perbedaan Individu: Ragam Gaya Belajar Dan Kiat Sukses Dalam Pembelajaran Bahasa Arab," *Zawiyah: Jurnal Pemikiran Islam* 7, no. 1 (2021): 44–61.

Extroverts are often more likely to take risks in speaking Arabic, even if they are not yet fluent or perfect. They have confidence in expressing their opinions and are willing to try out new vocabulary or sentence structures that they learn.³⁴ They may prefer to learn through group discussions, role simulations, or communicative activities that involve direct interaction with others. Extroverts tend to think verbally and process information by verbalizing their thoughts. They naturally engage in conversation, using Arabic as a tool to build relationships and exchange ideas. They enjoy the social aspects of language learning, such as making friends with native speakers or establishing relationships with other learners, which provides valuable opportunities to practice their Arabic language skills.

Introverts, on the other hand, get energy from solitude and introspection. They prefer to think deeply before speaking and often listen attentively when interacting. In the context of Arabic language interaction, introverts may take a more observational and deep-thinking approach. They may choose to carefully absorb information and reflect on it before actively participating in conversation or sharing their thoughts.

Introverts usually value quality over quantity in interactions. They may prefer one-on-one discussions or interacting with native speakers who understand their need for personal space and time to process their thoughts.³⁵ They may feel more comfortable in conveying their thoughts in a quieter and focused environment, where they can express their ideas precisely and clearly. Introverts often succeed in self-directed learning settings. They enjoy activities such as reading Arabic texts, writing reflections, and participating in self-study. They may prefer to build language understanding through individual exploration and introspection. Introverts tend to absorb information deeply and may take time to formulate their interpretations and insights before sharing them with others.

It is important to note that these descriptions represent general tendencies, and individuals can exhibit extroverted and introverted traits to varying degrees. Moreover, one's preference for extroverted or introverted behavior does not determine successful language learning. Both extroverts and introverts can achieve proficiency in Arabic through their unique approaches to interaction, communication, and self-expression. Ultimately, each individual should embrace their own personality and find a learning method that works best for them. Whether one leans more towards extroverts or introverts, the key is to create a supportive and conducive learning environment that facilitates language growth and pays attention to personal comfort.

Neuroticism on Emotional Response in Arabic Language

Neuroticism is one of the five personality factors in the Big Five Personality Traits model, which includes levels of anxiety, depression, and a tendency to

³⁴ Syahid, "Kepribadian Ekstrovert-Introvert Dan Pemerolehan Bahasa Kedua Perspektif Psikolinguistik Pada Santri Pondok Modern."

³⁵ Nurul Hidayah, Mukmin Mukmin, and Monika Rahma, "Kecerdasan Dan Kepribadian Siswa Di SMP IT Fathona Palembang Dan Pengaruhnya Terhadap Kemampuan Berbicara," *Taqdir* 7, no. 1 (2021): 115-30.

experience negative emotions³⁶. Emotional responses to Arabic can include aspects of excitement, interest, or general emotional engagement when learning or using the language. Neuroticism is a personality dimension that reflects an individual's level of emotional stability and instability. Through assessing a person's tendency to manage their emotions, we can illustrate that individuals with high scores on Neuroticism have a tendency to be more anxious and emotionally responsive to the stress or challenges of daily life. In contrast, individuals with low scores on Neuroticism tend to be calmer and able to maintain positive emotional stability in the face of difficult situations. As such, Neuroticism provides an indication of how a person responds to and manages the various emotional aspects of their life.³⁷

Neuroticism can affect how a person responds to certain situations or stimuli by tending to feel anxious, agitated or emotionally disturbed more easily. In the context of Arabic, this can affect one's comfort level and interest in learning and using the language. Research can shed light on specific aspects of neuroticism, such as levels of anxiety or depression, which may have a greater influence on emotional responses to Arabic. For example, individuals who are prone to anxiety may show different emotional responses compared to individuals who are more concerned with their level of depression. Neuroticism can affect one's motivation to learn.³⁸ Previous studies have proven the extent to which the level of neuroticism affects an individual's motivation to learn Arabic and the extent to which emotional responses contribute to the learning process.

The influence of neuroticism on emotional responses to Arabic creates variations in how individuals respond and interact with the language, which can include aspects of emotional sensitivity, linguistic stress, and unique coping strategies. Neuroticism is one of the five personality factors in the Big Five Model, and involves a person's level of tendency towards negative emotions, emotional instability, and a more intense response to stress.

The influence of neuroticism on emotional responses to Arabic or any language can have several implications: (a) Higher Emotional Sensitivity, individuals with high levels of neuroticism tend to have higher levels of emotional sensitivity. Therefore, they may respond more intensely to emotional expressions found in Arabic, whether in the form of literature, song lyrics, or everyday conversation; (b) Susceptibility to Linguistic Stress, neuroticism can make one more susceptible to stress and anxiety. In the context of Arabic, complex sentence structures or words with high emotional meaning might trigger stronger emotional responses in individuals with high levels of neuroticism; (c) Experience Language as a Means of Emotional Expression, for individuals with high neuroticism, language can be a powerful means of emotional expression. They may feel connected to Arabic because of its ability to convey deep emotional nuances; (d) More Subjective Response to Arabic, individuals with high

³⁶ Karunia Santi, "Pengaruh Big Five Personality Dengan Kejadian Burnout Pada Mahasiswa Pendidikan Kedokteran," *JIMKI: Jurnal Ilmiah Mahasiswa Kedokteran Indonesia* 8, no. 1 (2020): 64–70.

³⁷ Arga Prasetya, Ratri Kurnia Ihsani, and M Luhung Pribadi, "The Big Five Personality Dengan Minat Beli Gamis Pada Mahasiswa Yang Dimoderatori Oleh Persepsi Terhadap Kualitas Produk," *Psyche 165 Journal*, 2020, 107–13.

³⁸ Supian Supian, Siti Rahmi, and Riski Sovayunanto, "Big Five Personality Dan Motivasi Belajar Mahasiswa Akademi Keperawatan Kaltara," *Jurnal Bimbingan Dan Konseling Borneo* 2, no. 1 (2020).

neuroticism tend to respond more subjectively to emotional stimuli. In the comprehension and interpretation of Arabic, their responses may be influenced by this tendency of subjectivity; (e) Impact on Language Learning and Comprehension, individuals with high neuroticism may experience an impact on learning and understanding Arabic. Factors such as anxiety or heightened sensitivity to certain linguistic details may affect their ability to learn and interact in the context of the language; (f) Importance of Cultural Context, emotional responses to Arabic may also be affected by cultural context. Neuroticism may amplify or diminish responses to certain cultural aspects found in Arabic, such as the richness of emotional expression in Arabic poetry or literature; (g) Coping Strategies in Arabic, individuals with high neuroticism may develop specific coping strategies in using Arabic as a means of coping with stress or emotional instability.

As for the influence of neuroticism on emotional responses to Arabic, it creates variations in the way individuals respond and interact with the language, which can include aspects of emotional sensitivity, linguistic stress, and unique coping strategies. With this understanding, it is important to consider individual personality differences in the context of language learning and cross-cultural interaction. The factor of neuroticism can provide a richer view into the complexity of emotional responses to Arabic, helping us understand how individuals with this personality type may respond and interact with the language uniquely.

Therefore, the influence of neuroticism on emotional responses to Arabic shows that individuals with different levels of neuroticism can have varied emotional responses. High levels of neuroticism can increase emotional sensitivity, increase linguistic stress, and impact individuals' coping strategies. Cultural context and personal experiences can also modify the way individuals with different neuroticism respond and interact with Arabic uniquely. And it can be noted that high levels of neuroticism also have the potential to amplify emotional responses to Arabic expressions, including sentence structures or words with high emotional content. This suggests that linguistic aspects, including syntax and word choice, can influence the intensity of neurotic individuals' emotional responses. Therefore, an in-depth understanding of the relationship between neuroticism, Arabic language and contextual factors helps to see the diversity in individuals' emotional responses to the language.

Learning Styles in Arabic Language Learning

Learning is a dynamic or continuous process that will produce changes in a person. Changes that occur such as knowledge and/or behavior. Two people who live who have similar conditions, treatment and environment, do not necessarily have the same perception and understanding. This is because they have different experiences of the phenomena they see and experience. This event is then termed "learning style".³⁹ Learning style is simply the best and fastest way that a person

³⁹ Dewien Nabelah Agustin, Firdausi Nurharini, and Rika Azelia Noor Imani, "Korelasi Gaya Belajar Dengan Nilai Hasil Belajar Bahasa Arab Pada Siswa Kelas V Di SD Khadijah II Surabaya," *Mumtaza : Journal of Arabic Teaching, Linguistic And Literature* 2, no. 1 (2022): 41-51.

experiences the process of capturing, processing, and understanding the information they receive.⁴⁰

According to constructivism learning theory, multiple learning strategies should be integrated to accommodate individual differences and learning styles. For example, different modes of information such as visual, auditory or direct experience can be taken into account to support learning. Therefore, the concept of learning style is one of the most important issues in learning. It has been argued that if a learner has a strong affinity for a particular learning style, then learning materials and strategies should match this style to enhance his/her understanding.⁴¹

In learning Arabic, a learning style stimulus is needed that is able to train and develop one's abilities and talents. The use of the right learning style stimulus will stimulate the brain's tendencies and talents.⁴² Those whose learning styles tend to use auditory abilities are called auditory, while their learning styles tend to use visual abilities are called visual, while their learning styles tend to use the ability to practice directly are called kinesthetic.⁴³ This is in line with Syarifah's research which says learning Arabic will be successful if a learner adjusts to the tendency of his learning style.

Learning Arabic should be adapted to the learning style, considering the intelligence of each individual has its own character, differences in learning styles lead an individual to determine his attitude, response and behavior in learning languages. The differences shown through learning styles show part of the differences in individual personalities. In the end, the differences in learning styles that occur in each individual become a constructive elaboration for the success of Arabic language learning.

D. Conclusion

In Arabic language comprehension, psycholinguistics and personality type have a significant role. This study shows that individual personality types can affect vocabulary management, syntactic processing and semantic interpretation in Arabic. The results of this study provide a deeper understanding of the complexity of the relationship between language and human cognitive processes. In the context of Arabic language learning, it is important for individuals to understand their own personality types, as this will help them find effective learning methods and understand Arabic better. This research makes an important contribution to psycholinguistics and linguistics studies, as well as providing practical guidance for language observers in paying attention to psycholinguistic aspects in Arabic language learning. It is hoped that this study

⁴⁰ Widi Astuti and Andi Muhammad Arief Malleleang, "Pengaruh Gaya Belajar Visual Terhadap Hasil Belajar Siswa Pada Pembelajaran Bahasa Arab," *Jurnal Ihtimam* 5, no. 1 (2022): 57–73, <https://doi.org/10.36668/jih.v5i1.371>.

⁴¹ Mihrab Afnanda, "Menelaah Kembali Teori Belajar Dan Gaya Belajar," *Qualitative Research in Educational Psychology* 1, no. 01 (2023): 12–22.

⁴² Achmad Junaedi, Fathor Rozi, and Rumiyantri Rumiyantri, "Gaya Belajar SAVIO: Membentuk Pelajar Multitalent Dalam Pembelajaran Bahasa Arab," *Mitra PGMI: Jurnal Kependidikan MI* 9, no. 2 (2023): 90–105, <https://doi.org/https://doi.org/10.46963/mpgmi/v9i2.918>.

⁴³ Syarifah Syarifah and Patonah Suci Lestari, "Pengaruh Gaya Belajar Terhadap Hasil Belajar Bahasa Arab Dasar Mahasiswa Alumni SMK Prodi PAI Tahun Akademik 2018/2019 Di IAIN Syaikh Abdurrahman Siddik Bangka Belitung," *Sustainable Jurnal Kajian Mutu Pendidikan* 4, no. 1 (2021): 58–74, <https://doi.org/10.32923/kjimp.v4i1.2158>.

can be a valuable reference for researchers and practitioners in this field. Although this study provides important insights, there are limitations in the use of secondary data and the focus on understanding Arabic in general. Future research can expand the scope with an empirical approach and primary data collection. In addition, other factors such as motivation, social background, and previous learning experiences need to be considered. Further research could involve a wider population group such as children, adolescents, or foreign speakers.

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