LEARNING STYLES AND TEXTBOOK DESIGN: A CASE STUDY OF 'BAHASA INGGRIS WORK IN PROGRESS' FOR TENTH GRADE

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Abstract: This study analyzes the extent to which the English textbook "Bahasa Inggris: Work in Progress" for tenth grade accommodates diverse learning styles: visual, auditory, and kinesthetic. Employing a descriptive quantitative approach, the research evaluates the textbook using a checklist based on frameworks by Priyatna (2013) and Bobbi & Mike (2015). The findings reveal that the textbook supports visual learning styles the most (39%), followed by auditory (31%) and kinesthetic (30%). Visual elements, including diagrams and images, dominate the content, while auditory materials, such as listening tasks, and kinesthetic activities, like interactive exercises, are moderately included. Although the textbook demonstrates significant inclusivity, there is potential for improvement in addressing kinesthetic learning styles to achieve a more balanced distribution. This study highlights the importance of designing textbooks that accommodate varied learning preferences, offering practical recommendations for textbook developers to enhance engagement and inclusivity in line with differentiated learning practices.
Keywords: textbook evaluation: learning styles; visual learning; auditory learning; kinesthetic learning; inclusive education; differentiated learning.

INTRODUCTION

Textbooks serve as valuable tools for both teachers and students in learning English. Teachers can rely on textbooks as supplementary resources for lesson planning or as instructional media in the classroom. For students, textbooks facilitate learning by providing guidance before, during, and after class sessions. As a cornerstone of the teaching and learning process, textbooks act as primary resources, offering structured content for educators and learners alike (Rahman et al., 2019). According to research, 75% of teachers find textbooks highly beneficial for delivering the curriculum, boosting student motivation, and building confidence (Warsame, 2023). However, selecting the right textbook is critical, as poor choices can hinder learning outcomes (Nguyen, 2023). In essence, textbooks are invaluable resources that deliver essential information, reference materials, and a well-organized framework for educational content.

Additionally, textbooks play a key role in supporting curriculum implementation (Meliawati & Hamied, 2020). As curated learning materials

aligned with current curricula, textbooks help students achieve educational objectives. Analyzing English textbooks involves examining various aspects, such as cultural content, instructional methodologies, and student feedback. High-quality textbooks are instrumental in achieving learning goals and must align with both the latest curriculum standards and the students' environment (Purnomo & Agustina, 2021).

The *Merdeka* curriculum is a recently introduced framework in Indonesia designed to address learning challenges brought on by the COVID-19 pandemic (Zakso, 2023). This curriculum emphasizes flexibility, core content, character development, and fostering student competencies. It encourages students to explore their interests and talents early through project-based learning that aligns with the concept of "independent learning" (Shalehah, 2023). By catering to diverse learner characteristics, the *Merdeka* curriculum aims to enhance learning motivation and accommodate varying student needs through differentiated learning strategies

(Rahmawati, 2023). Differentiation is implemented in various aspects, including content, process, product, and learning environment (Nahdhiah & Suciptaningsih, 2024).

Differentiated learning under the *Merdeka* curriculum requires teachers to tailor educational media to align with students' learning styles (Ekaningtiass et al., 2023). Learning styles represent individuals' unique approaches to processing information and are classified into visual, auditory, and kinesthetic categories (Alhafiz, 2022). Understanding and catering to students' learning preferences can accelerate their ability to grasp lessons (Rahmi & Samsudi, 2020). These preferences are deeply personal and, once identified, remain consistent over time (Setiana & Purwoko, 2020). Teaching materials that match students' learning styles can improve comprehension, engagement, and outcomes (Supit et al., 2023). Furthermore, recognizing these differences allows teachers to select appropriate resources and media, creating a more inclusive and effective learning process (Khasanah, 2022; Yuniarsih & Kamaludin, 2021).

Priyatna (2013) categorizes learning styles into three main types: visual, auditory, and kinesthetic. Visual learners excel when engaging with content through reading and visuals, making up an estimated 65% of the population. Auditory learners, who comprise about 30%, prefer listening to explanations or discussions. Meanwhile, kinesthetic learners, making up around 5%, learn best through hands-on activities and movement. As Bobbi and Mike (2015) note, identifying these preferences can help tailor educational methods to individual students, thereby enhancing learning engagement and effectiveness. Visual learners thrive with written materials and images, auditory learners benefit from verbal communication, and kinesthetic learners excel in dynamic, interactive tasks.

Recognizing and accommodating diverse learning styles is vital for improving students' engagement with educational materials. Tailored resources such as textbooks must reflect these varied needs to foster effective learning (Hardiyanto, 2023). For instance, Swara and Mambu (2024) explored how visual elements in textbooks influence perceptions of gender stereotypes, demonstrating that visuals can significantly impact learning experiences. Similarly, textbooks must cater to different cognitive abilities and promote higher-order thinking skills like analysis, evaluation, and creativity (Ariawan et al., 2023). Moreover, the underlying philosophy of a curriculum shapes its goals and content, affecting how well textbooks address diverse learning preferences (Rahayu Nita & Purwati, 2021). Visual semiotics in textbooks also play a critical role in shaping students' understanding and engagement with the material (Rezeki & Sagala, 2021).

Teachers must understand their students' unique learning styles to tailor instructional materials effectively (Damayanti et al., 2020). Numerous studies have evaluated textbooks against various criteria to ensure their suitability for teaching and learning. For example, Ayu and Indrawati (2019) assessed tasks in textbooks, while Zhang (2020) focused on listening activities. Riadini and Cahyono (2021) evaluated cultural representation, and Putri and Jufrizal (2022) examined content, language, and presentation. Additional studies have analyzed textbooks from perspectives such as cultural integration (Ardnyananisari, 2024) and task-based learning effectiveness (Karaki & Farrah, 2019). Fauzan et al. (2020) highlighted the importance of understanding learning styles to inform personalized teaching strategies, while Pasaribu (2022) focused on students' perceptions of textbook quality. Finally, Murtadho et al. (2024) compared the effectiveness of speaking activities in government and private publisher textbooks.

Collectively, these studies underscore the importance of evaluating and developing educational materials that address diverse learning needs. Tailored and inclusive textbooks not only enhance English teaching and learning but also align with the broader educational goals of accommodating various student preferences and fostering engagement.

Evaluating textbooks from various perspectives is essential to ensure their quality and alignment with the teaching materials. The findings from previous studies offer valuable insights for educators, textbook authors, and curriculum developers, enabling the selection and creation of textbooks that better support educational objectives. To enhance the quality of education across different levels, ongoing and thorough evaluations of textbooks are necessary.

Previous research on the textbook *Work in Progress* has focused on specific aspects, such as Sari's (2023) study on English reading assessments, Al-Ghozali's (2023) content analysis, Rahmadani and Zainil's (2023) exploration of reading comprehension, and Nadhif's (2023) investigation of authentic materials in the textbook. These studies highlight

the importance of textbooks meeting students' needs to effectively serve as learning tools. However, no prior research has examined the textbook's ability to accommodate diverse learning styles, leaving a gap in the literature. Thus, analyzing *Work in Progress* from the perspective of learning styles is critical to ensure it continues to meet student needs and achieves its educational goals.

Based on this review, textbooks should be designed to address the diverse needs of students by supporting various learning styles in a balanced way. This study aims to comprehensively analyze how the textbook *Bahasa Inggris: Work in Progress* accommodates visual, auditory, and kinesthetic learning styles. The analysis evaluates the textbook's elements and activities designed to support these learning preferences and examines how well it adheres to pedagogical principles relevant to English language instruction.

METHOD

This study employs a quantitative descriptive approach to identify patterns and insights from the data, aiming to provide a deeper understanding of the topic. Descriptive research focuses on collecting information about existing phenomena to present their current state (Hikmawati, 2020). Specifically, the study analyzes how the textbook *Bahasa Inggris: Work in Progress* for tenth-grade students addresses each learning style. Qualitative data analysis is used to uncover patterns and concepts relevant to these learning styles.

The research data comprises all content from the *Bahasa Inggris: Work in Progress* textbook, published by the Indonesian Ministry of Education and Culture. This textbook, authored by Budi Hermawan et al., includes 13 chapters and is intended for use by tenth-grade senior high school students. The study carefully examines the textbook's materials, including text, images, illustrations, sound recordings, videos, questions, exercises, activities, and supplementary components like glossaries, to evaluate their alignment with visual, auditory, and kinesthetic (VAK) learning styles.

The instruments for analyzing learning styles were developed based on the characteristics outlined by Priyatna (2013) and Bobbi & Mike (2015). These instruments use a Likert scale to rate the extent to which each statement aligns with the characteristics of the three learning styles. The table below provides an overview of the instrument design:

Table 1. *The instrumentation to analyze the learning styles in the textbook*

| No | Learning styles | Statements | Scores | | | | Reasons |
			SD (1)	D (2)	A (3)	SA (4)	
1	Visual	1-10					
2	Auditorial	11-20					
3	Kinesthetic	21-30					

Note:
SD   : Strongly Disagree
D   : Disagree
A   : Agree
SA   : Strongly Agree

Based on (Turner et al., 2021) validity is very important in an instrument, an instrument has a collection of evidence to confirm the validity of an instrument. Content validity was determined by expert judgment. Researchers discussed instruments that have been developed with experts and improved according to their directions. After the instrument is valid, the instrument is given to the analyzer. Furthermore, Reliability is the consistency of the results of the instruments that have been developed Olayinka & Abideen (2022) states that there are three types of instrument reliability. First, interrater reliability is the data similarity resulting from observations made by different researchers. Second, the test is the similarity of data generated by researchers at different times. Third, split-half validity, which divides the data into two parts. stated that inter-judge reliability is the similarity, or consistency of data results generated from two or more independent scorers, raters, or observers. This research makes experienced teachers as English teachers who teach in senior high schools.

The data on learning styles accommodated by textbooks was collected by several analyzers, namely teachers who have experience teaching English in high school and also the researchers themselves. In more detail, the first step taken by the researcher was to ensure that the instrument used was valid by discussing the instrument that had been designed with the validator. After the instrument is valid, the researcher submits the instrument to the analyzer. The first step in

collecting data is that the researcher provides an instrument to analyze the textbook to the analyzer, then the analyzer is given 30 days to analyze the textbook with the instrument that has been given. The last step is that the researcher collects the results of the analysis that has been carried out by the analyzer, and then the researcher analyzes the data that has been collected.

Data from the evaluation checklist were analyzed by researchers so that it becomes a percentage by using the percentages formula the researcher looks at the percentage scores. The formula is as follows:

$$\frac{F}{N} \ X \ 100$$

Note:
F   : score filled by Analyzer
N   : score maximal

The next step in analyzing data is to find the average value after the percentage score found for each learning style using the formula:

$$\bar{x} \frac{\varepsilon x}{n}$$

Note:
$\bar{x}$: mean score

εx : the total of percentages

n   : number of percentages

Then, the researcher looks for the final percentages score using a formula similar to the formula of percentages above, The formula is as follows:

$$\frac{F}{N} \ X \ 100$$

Note:
F   : percentages score
N   : total of percentages scores

After analyzing the research findings will be displayed on the research results so that researchers make conclusions from the research that has been done.

RESULTS AND DISCUSSION

This study intends to analyze the extent to which the textbook *Bahasa Inggris*: Work in Progress accommodated various learning styles. Through a quantitative approach, the data obtained from the content analysis of this textbook showed the existence of various teaching strategies designed to meet the visual, auditory, and kinesthetic needs of the learners. After analyzing the learning styles accommodated by the textbook with the developed instrument, the results can be seen in the following table:

Table 2. *Analysis of the finding data*

No	Learning styles	Statement number	Number of analyzers	Evaluative checklist				Scores	percentages	Total scores	pages
				1	2	3	4				
1	Visual	1	3	0	0	2	1	10	83%	39%	5, 6, 9, 11, 23, 27, 29, 31, 38, 39, 51, 52, 55, 56, 57, 62, 63, 79, 81, 82, 88, 100, 103, 106, 107, 109, 111, 126, 129, 131, 132, 135, 137.
		2	3	0	0	2	1	10	83%		
		3	3	0	0	3	0	9	75%		
		4	3	0	0	1	2	11	92%		
		5	3	0	0	3	0	9	75%		
		6	3	0	0	3	0	9	75%		
		7	3	0	0	1	2	11	92%		
		8	3	0	0	1	2	11	92%		
		9	3	0	0	3	0	9	75%		
		10	3	0	2	1	0	7	58%		
2	Auditory	11	3	0	0	2	1	10	83%	31%	5, 7, 8, 9, 15, 32, 33, 37, 40, 47, 56, 60, 61,65, 66, 70, 81, 82, 83, 87, 89, 106, 107, 108, 115, 116, 117, 132, 141, 142.
		12	3	1	1	1	0	6	50%		
		13	3	0	0	2	1	10	83%		
		14	3	0	3	0	0	6	50%		
		15	3	1	2	0	0	5	42%		
		16	3	0	0	3	0	9	75%		
		17	3	0	2	1	0	7	58%		
		18	3	0	0	3	0	9	75%		
		19	3	0	2	1	0	7	58%		
		20	3	1	1	1	0	6	50%		
3	Kinesthetic	21	3	0	2	1	0	7	58%	30%	6, 8, 14, 23, 34, 38, 40, 47, 59, 65, 66, 87, 88, 91, 105, 116, 123, 138,
		22	3	0	0	2	1	10	83%		
		23	3	1	2	0	0	5	42%		
		24	3	0	3	0	0	6	50%		
		25	3	0	2	1	0	7	58%		

26	3	0	0	3	0	9	75%		142.
27	3	0	0	3	0	9	75%		
28	3	0	3	0	0	6	50%		
29	3	0	2	0	1	8	67%		
30	3	0	3	0	0	6	50%		
Maximum scores						12	100%	100%	190 Pages

Based on the table above, the analyzers do not have significant differences in the assessment that has been done. The results show that the visual learning style has the highest score with a percentage of 39%, while the auditorial learning style accommodated by the textbook has a score of 31%, and finally the kinesthetic learning style with a score of 30%. From these findings, it appears that textbooks accommodate each learning style well. Textbooks do tend to accommodate more visual learning styles. this can be seen from the use of pictures, diagrams, graphs, and other visual elements that dominate the material provided. On the other hand, auditory materials include materials related to sound and hearing such as audio recordings, class discussions, and verbal instructions. The findings show that textbooks provide sufficient portions to support students who learn with visual learning styles. Moreover, the kinesthetic learning styles accommodated by textbooks do not differ much from the auditory learning styles. Textbooks provide hands-on physical and practical activities although not as many as visual learning style scores. activities such as experiments, practical projects, and educational games are part of the textbooks' efforts to support this learning style.

The visual learning style is the most prevalent in the textbook, accounting for 39% of the content. This suggests that the textbook uses a greater number of visual components, such as images, diagrams, or charts, to communicate educational content to pupils. The visual learning style refers to the preference of pupils who have a better understanding and retention of material through the use of visual aids.

Figure 1. *Picture used in the textbook*

Pages that present the visual learning style are 5, 6, 9, 11, 23, 27, 29, 31, 38, 39, 51, 52, 55, 56, 57, 62, 63, 79, 81, 82, 88, 100, 103, 106, 107, 109, 111, 126, 129, 131, 132, 135, and 137. One of the activities in the textbook that uses pictures as learning materials is shown in Figure 1. above. Students are asked to notice and discuss the images displayed during this activity. Students who have a visual learning style preference, and prefer to learn by looking at interesting pictures, tables, and diagrams, will find this activity interesting. By using images as learning tools, this activity not only improves students' understanding of the material but also increases students' engagement in the learning process. Students with visual learning style tendencies will more easily understand the concepts presented when reinforced with images or other visual tools.

Meanwhile, the auditory learning technique ranks second with a proportion of 31%. While not as dominant as the visual learning technique, the inclusion of auditory aspects in the textbook remains crucial. This demonstrates that the textbook also provides sufficient focus on students who have a preference for auditory learning, such as through the use of audio recordings or verbal explanations.

Figure 2. *Auditory activity in the textbook*

One form of auditorial learning style is textbooks that offer various activities for listening and speaking. The figure 2 above shows an example of a real activity where students are asked to listen to a recording describing a figure. The pages that applied the auditory learning style

in this textbook are 5, 7, 8, 9, 15, 32, 33, 37, 40, 47, 56, 60, 61, 65, 66, 70, 81, 82, 83, 87, 89, 106, 107, 108, 115, 116, 117, 132, 141, and 142. The integrated link on the website allows each activity that uses the recording as a medium in the textbook to be accessed. By scanning the barcode in the textbook, teachers and students can easily access the activity. This makes access and use of learning materials more flexible and effective.

In addition, the kinesthetic learning style occupies the third place, accounting for 30% of the total. Pages that show the activities indicated to kinesthetic learning style are 6, 8, 14, 23, 34, 38, 40, 47, 59, 65, 66, 87, 88, 91, 105, 116, 123, 138, and 142. While the proportion is significantly smaller than that of the auditory learning style, this textbook nevertheless caters to the requirements of students who favor learning through hands-on experience or practical exercises.
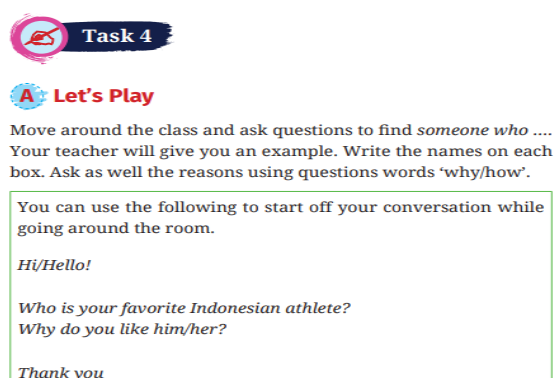

Figure 3. *Kinesthetic activity in the textbook*

Textbooks designed to support kinesthetic learning styles have specific activities, as shown in Figure 3. Students who prefer kinesthetic learning styles enjoy learning that involves physical movement or bodily interaction. One example is textbooks that encourage students to move actively around the classroom and interact with their classmates. Activities like this not only meet students' needs for kinesthetic learning styles but also allow students to have hands-on experiences and greater active engagement, which helps them understand better. Therefore, this textbook is not just a learning resource, it is also a useful tool to support various learning styles and encourage significant learning for each student. Based on these findings, it can be inferred that the "Work in Progress" textbook has been intentionally created to cater to a range of student learning styles, with a particular focus on visual learning methods. Nevertheless, Learning style is one of the characteristics that influence student

achievement so that it can improve the learning process (Kusworo et al., 2021). it is crucial to consider the remaining two learning styles in order to enhance inclusivity and effectiveness in student learning. This assessment offers significant insights for educators to consistently enhance the caliber of education provided through textbooks.

This study concluded that visual learning styles are mostly supported in textbooks "Work in Progress," which dedicates about 39% of its content to visual elements such as pictures, diagrams, tables, and symbols. The visual form of educational materials can significantly influence learning effectiveness, this study highlights the importance of considering visual elements in educational materials, as they can affect learning efficiency. Visual elements in EFL textbooks play a crucial role in language learning and cultural representation. Images can convey cultural values and enhance intercultural communicative competence (Wang & Hemchua, 2022). In line with that, Elmiana (2019) identified 232 images in EFL textbooks, and this research underlined images significantly improved students' comprehension. Thus, textbooks rich in visual elements are very effective for visual learners. Hindasah & Haryana (2023) highlighted how picture books can capture students' attention and increase their reading motivation. They emphasized the importance of teacher involvement in cultivating reading habits, especially in an era where children prefer smartphones over traditional books. Similarly, Aisyah & Rinjani (2023) investigated the impact of cover illustrations on reading interest among young adults aged 15-30. Their survey revealed that 75% of respondents preferred book covers with attractive illustrations, soft colors, and matching typography. The researchers proposed that attractive visuals can create an "addictive effect", encouraging readers to seek more knowledge through books.

Laily et al. (2024) developed audio-visual media for the teaching of narrative text, finding that it was engaging for students and useful as an alternative teaching tool. Waningyun (2021) found an improvement in writing skills and the quality of the learning process when using audio-visual media with Discovery Learning to teach narrative text. These studies emphasize the potential of audio-visual media to increase student motivation, bridge competency gaps, and provide diverse learning experiences in English education. The auditorial learning style is significantly

supported in the textbooks, which comprise about 31% of the content. It is important to note that auditorial learning is not limited to sound recordings, but also includes instructions for using auditorial elements effectively. Furthermore, the authentic content provided by audio-visual materials allows learners to practice real-life communication, which is crucial for developing fluency (Toleuzhan, 2022). According Syahputra (2019), textbooks generally feature polite and simple verbal texts, which shows the compatibility between verbal and visual materials. Moreover, Rohmawati et al. (2021) found that integrating audiovisual media in short story teaching greatly improved students' ability to write quality short stories. This suggests that proper integration of visual and auditory elements in textbooks can effectively enhance students' learning and mastery of the material.

This textbook accommodates kinesthetic learning styles by 30%, encouraging active participation, creativity, and exploration. The book includes physical activities such as games, role-playing, and classroom exploration, allowing students to engage with the material in a way that suits their learning preferences. Kinesthetic learning approaches have shown promising results in improving educational outcomes across multiple disciplines. Incorporating kinesthetic activities can have a positive impact on student learning, as demonstrated in management information systems courses (B. califf, 2020). A study of an image processing-based kinesthetic learning system for English language learners found significant improvements in achievement and vocabulary acquisition compared to traditional methods (Yıldız et al., 2024). These findings suggest that integrating kinesthetic learning approaches, both in physical and virtual classrooms, can improve student engagement and learning outcomes across a range of educational contexts. Incorporating these activities ensures all students have equal opportunities to learn and develop, thus fostering a more inclusive educational environment. Thus, textbooks that address kinesthetic learning styles significantly improve accessibility and inclusivity in education.

Tanto (2023) evaluated the "Work in Progress" textbook in the context of a free curriculum, aiming to align it with CEFR level B1. The study focused on four language skills: reading, speaking, listening, and writing. The findings show that although the textbook generally meets the requirements of the freedom curriculum, there are some areas where it is still lacking. Nonetheless, the textbook is in line with the objectives of the Free curriculum and can be an effective learning resource, although improvements are still needed. Further research on "Work in Progress" by Sari (2023) on speaking and writing assessments, Al-Ghozali (2023) on content analysis, Rahmadani & Zainil (2023) on reading comprehension, and Nadhif (2023) on authentic materials also found positive results based on the criteria they used, and this textbook can help students achieve educational goals effectively. In contrast, Sani (2024) assessed the textbook based on good English textbook standards to facilitate teacher evaluation. This research covered seven aspects of assessment and concluded that, despite some strengths, the textbook did not meet the overall standard score. Therefore, she did not recommend it as a primary textbook due to the insufficient total score. Overall, the evaluation of the "Work in Progress" textbook showed mixed results. Although it did not comprehensively meet all the standard criteria, it fulfilled many of the essential requirements of a good English textbook, demonstrating decent quality in several areas. Despite debates among experts, its relevance and usefulness in the learning process were recognized, making it a potentially valuable resource with areas identified for improvement. This multifaceted analysis ensures that textbooks can continue to meet students' needs and support the achievement of educational goals.

CONCLUSION

The textbook titled English Work in Progress shows different levels of accommodation for each learning style. The visual learning style is very well accommodated, indicating that the textbook provides a lot of visual materials such as illustrations, graphs, and photos that support students' understanding. The auditory learning style is also well accommodated, reflecting the presence of materials that support auditory learning, such as oral instructions and audio-based activities. Additionally, the kinesthetic learning style is addressed, indicating that the textbook includes physical or practical activities that help students who prefer to learn by moving and doing. It is concluded that the textbook can accommodate each learning style well, although the kinesthetic learning style is still lower than the other learning styles, but with this score, it can meet the needs of kinesthetic learning styles. This research has benefits for curriculum developers, educators, and textbook writers. By understanding

and applying principles that support different learning styles, learning materials can be more effective and engaging for students. In addition, this research contributes to the existing literature on student-centered education and emphasizes the need for a flexible and adaptive approach to textbook design. The importance of this research lies in its ability to provide practical guidance for future textbook quality improvement. Overall, the results of this study highlight the need for greater attention to diversify teaching methods in textbooks to create a more inclusive and effective learning environment. As such, this study makes a valuable contribution to efforts to improve the quality of education and the development of learning materials that are more adaptive to students' needs.

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