

The Suitability of Intan Pariwara's English Textbook with The Learning Styles of Eighth Grade Students at Islamic-based Schools

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A B S T R A C T

Learning styles are essential for determining how students understand learning materials. In the context of English language teaching, understanding students' learning styles plays a crucial role for textbook designers so that learning activities can accommodate students' diverse learning needs. Therefore, this article intends to analyze the suitability between learning styles and English textbook for grade 8 published by Intan Pariwara. Using qualitative methods through data collection techniques such as VAK (Visual, Auditory, Kinesthetic) learning style questionnaires and content analysis of the books. This study took 31 participants from grade VIII at an Islamic-based school in Surabaya. The findings show that students mostly have an Auditory learning style, while textbook mostly facilitate a Visual learning style with a percentage of 86.79%, followed by Auditory 76.42%, and Kinesthetic 54.72%. This research highlights the balance of learning style facilitation in textbook to better suit students' needs.

Keywords: *Textbook Analysis, Learning Styles, VAK, English Textbook*

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INTRODUCTION

In the field of education, students definitely have different backgrounds. Every student has a unique and diverse way of thinking, learning habits, and way of absorbing information. This is one of the important factors that can influence the effectiveness of the learning process. Learning style is a way or method for students to absorb, understand and process information in learning (Alifah & Abdullah, 2024). Learning styles show how each student receives, processes, and remembers information presented by the teacher. Each individual has a different way of learning which can influence the ability to understand material and complete assignments (Lecturer, 2025). Teachers must also know and understand the learning styles of their students (Damayanti et al., 2020). If teachers understand their students' unique learning styles, they can develop learning strategies and select textbook that are tailored to their needs. This way, learning becomes more optimal. There are several types of learning styles or habits that students have. There are students who find it easier to understand in an attractive or colorful visual form, and there are also students who find it easier to absorb information using audio or sound, there are also students who prefer practice-based learning (DePorter & Hernacki, 2015).

Visual, Auditory, and Kinesthetic or VAK are known as the different styles that students have when receiving knowledge. Previous research conducted by Siregar, (2018) proved that using the VAK or Visual, Auditory, and Kinesthetic approach in teaching and learning activities can improve student learning progress. This model can encourage active student participation in the learning process through frequent body movements and active group discussions (Ramadian et al., 2020). VAK also influences the way students analyze,

organize, and evaluate the learning process according to their own needs (Rambe & Zainuddin, 2014). Therefore, in addition to being a diverse learning style, VAK is also considered effective when applied to teaching activities and can foster participation and maximize students' metacognitive skills.

Visual learning styles are not new in education. Most teachers consistently use visual learning styles to support learning, using both traditional and modern methods to illustrate learning concepts. Initially teachers implemented visual models using chalk on a blackboard, then developed to using markers and a whiteboard or flipcharts, and then adapted to technological advances using slides and digital presentations (Aisami, 2015). There are two categories of students with a visual style, namely visual/verbal learners and visual/nonverbal learners (Marcia, L. C., 1995). They both involve the sense of sight to digest information, but the methods used are different. Visual/verbal learners tend to prefer text-based materials such as textbook, notes, and worksheets. Students with a visual/verbal learning style are better suited to assignments involving extensive reading, writing, summarizing, and explaining text. Meanwhile, students with visual/nonverbal skills find it easier to digest information through non-text, such as charts, posters, infographics, images, interactive videos, colored maps, and other forms. Visual/nonverbal students process information by receiving data and visualizing it.

Visual style works by creating visual imagination and remembering what has been seen through media such as images, diagrams, graphs, colors and other forms (DePorter & Hernacki, 2015). The characteristics of someone who has this learning style tend to be orderly and pay attention to small things, such as taking notes, maintaining neatness and appearance. Furthermore, they understand things better when they read to themselves than when someone else reads to them. They also have a better ability to remember information they've seen. However, in today's digital era, the use of traditional methods is no longer attractive to students. Students are more interested in using media from online platforms because they are considered more effective and provide deeper understanding (Sultana, 2021). Digital media forms such as videos, infographics, animations, interactive multimedia can make learning more meaningful.

Students with an auditory learning style are students who learn by involving their sense of hearing to understand the information conveyed. In contrast to visual learners who rely on text and images, students with this style find it easier to understand information through lecture, discussion or conversation methods (Scarcella, R., 1990). Auditory learners process information by capturing meaning through tone of voice, speed of speech, and nuances when conducting oral communication (Montemayor et al., 2009). Students with Auditory style remember information by saying something out loud or hearing something directly (Renou, 2009). Auditory students also have two types like visual students (Marcia, L. C., 1995). The first type is auditory/nonverbal or someone who tends to digest knowledge by listening to other people speak or as a listener. The second type is auditory/verbal, or students who digest information by saying things out loud. They talk to themselves while thinking to remember information (Nilson, L. B., 2003).

The characteristics of auditory students, namely processing information by talking to themselves, susceptible to being influenced by crowds, read while moving the lips, prefer reading aloud and listening to others read, adept at imitating information that has been heard, adept at repeating intonation correctly, good at speaking but doesn't like writing, They have an interest in music rather than fine arts, process information by listening and remembering discussions rather than just monitoring, are very good at explaining information, and they are more interested in spoken humor than in reading comics (Ashar & Waldi, 2023). There are strengths and weaknesses of auditory students (Lucky et al., 2024). Students with an auditory learning style also have expertise in memorizing, their communication skills are also skilled, and they are adept at learning a language. Meanwhile, their weaknesses are that they get bored if they read books too often, they are seen as noisy people by others, they don't easily remember and digest information without audio or sound media, they have obstacles in doing visual tasks, and they experience problems when doing tasks individually. This kind of

understanding is very important in the educational context, especially for teachers to determine strategies and activities that suit students' learning needs.

Kinesthetic learning style is one of the teaching methods often used by teachers, especially when teaching children. This is because children like active activities and kinesthetic learning is one way for students to process learning through physical activity (Abah et al., 2024). In contrast to the visual and auditory styles which only passively rely on images and sounds, this kinesthetic learning style is more complex or a combination of visual and auditory styles. This style focuses on learning through direct application, activating the body to move, and involving the human senses, starting from sight, hearing, touch, and feeling. Kinesthetic students find it easier to remember information by connecting conceptual understanding with their physical experiences (Oladele, 2024). For those with a kinesthetic learning style, physical activity can strengthen concentration and relieve fatigue. Furthermore, students with this learning style have a strong muscle memory because they retain and retain information acquired through physical activity and bodily involvement. This kinesthetic learning is able to increase student involvement in the learning process. Such activities include role-playing, project-building, outdoor activities, and other activities. In education itself, the aim is to help students gain knowledge, improve skills and positive attitudes. Therefore, teaching in schools must be adjusted to students' learning styles so that learning can be received optimally by students.

To facilitate students' learning styles, it requires textbook that are suitable and appropriate to students' needs. Based on the three theories of learning styles (Visual, Auditory, and Kinesthetic), it is important for teachers and textbook designers to also pay attention to students' learning styles so that each student gets a balanced opportunity to learn. Textbook function as the main learning resource used by teachers and students in the learning process at school (Mallipa & Murianty, 2019). Textbook are not only a reference for material but also a media that can guide students in understanding and mastering skills, especially in learning English. 75% of teachers consider textbook to be one of the things that are useful in the learning process, especially for delivering material, increasing student learning motivation, and increasing student self-confidence (Warsame, 2023). Teachers should not just use textbook, but teachers should also make an analysis of the contents of the textbook they use. Even though the contents of the textbook have been designed in a structured manner, there is still the possibility that some of the contents may not be appropriate to the needs of students (Santos, 2020). Therefore, the VAK learning style theory can be used as a foundation for analyzing the extent to which textbooks can accommodate the three types of learning styles in a balanced manner. Apart from being useful for assessing the balance of material, this analysis also provides an overview of the suitability of the book to the characteristics of students in the class. Based on this statement, it can be concluded that textbook are one of the guidelines in learning because they provide basic information, additional references, and an orderly arrangement of materials.

Although English textbook have been designed to facilitate learning in schools, not all books take into account the diversity of students' learning styles. This can cause a misalignment between the learning media in textbook and students' learning needs, which ultimately results in low student involvement in the learning process. In addition, previous studies have focused more on analyzing books from the perspective of language skills or suitability to the curriculum and there has not been any specific research analyzing textbooks from the perspective of students' learning styles. Therefore, this study aims to analyze whether the English textbook published by Intan Pariwara for grade 8 in Islamic-based schools in Surabaya is appropriate to students' learning styles, so that it can provide an overview of the extent to which the book is able to accommodate students' learning needs as a whole.

METHOD

This study uses a qualitative approach supported by simple quantitative data to strengthen the description. A qualitative approach investigates a problem and develops an in-

depth understanding of the main phenomenon, analyzes the data, and then provides a broader interpretation of the research results (Creswell, 2012). This statement is in accordance with the current study used to describe and interpret the match between student learning styles and learning style facilitation in Intan Pariwara's English textbook. The quantitative data in the form of frequencies and percentages presented in this study are only used to provide a general overview of proportions, not to test the relationship or influence between variables.

Respondents

The subject of this research is one of the eighth grade of the Islamic-based school in Surabaya with a total of 31 respondents. The researcher took this subject because these students used the Intan Pariwara's textbook in the English learning process in class.

Instruments

There are two instruments used in this study, a questionnaire and an analysis table. Data were collected through a learning style questionnaire and content analysis of learning instructions in textbooks. The questionnaire results were analyzed descriptively to determine students' dominant learning styles, while data from textbooks were analyzed using content analysis techniques with the categorization of Visual, Auditory, and Kinesthetic (VAK) learning styles in the analysis table.

Procedures

Several stages were carried out in this research, the first starting from preparing the required instruments such as, learning style questionnaire, as well as compiling an analysis table which is useful for studying the instructions and activities in the English textbook published by Intan Pariwara. The next step was the researcher distributes questionnaires to students to determine the most common learning styles. The third step was to analyze textbook using an analysis table designed to classify instructions and learning materials that align with the VAK learning style. The data that has been collected is categorized into visual, auditory and kinesthetic groups. Material in textbook is also categorized using the same reference. The fifth step is to compare and match students' learning styles with the instructions and material in the textbook. The final step is to draw conclusions and interpret the findings regarding the level of correspondence between students' learning styles and the instructions and material presented in the textbook.

Data analysis

The instruments distributed in this study are learning style instruments adapted to the Visual, Auditory, and Kinesthetic (VAK) learning styles. The questionnaire that the students answered contained 34 questions, the details of the questions were, questions no. 1-11 to measure visual, no. 12-23 to measure auditory style, and no. 24-34 to measure kinesthetic style. Students are asked to answer questions according to the conditions they experience using a scale (Often = 3, Sometimes = 2, Rarely = 1).

The results of the data that students have answered are then calculated by adding up the total score for each VAK learning style for each student. The highest score on one of the learning styles determines the student's learning style. Then, add up all the students in each learning style. The results of the analysis are then displayed in the form of a distribution table to help illustrate the proportion of students with their learning styles (see table 1).

Next, to analyze the contents of the textbook, an analysis table containing seven columns consisting of chapter, unit, instructions, learning styles (V=Visual, A=Auditory, K=Kinesthetic), activity and page (see table 2). Through this table, each instruction in each activity is a based analyzed on Visual, Auditory, and Kinesthetic learning styles, then the total and frequency are calculated.

Finally, the researcher compared the results of the questionnaire data and analysis table to find out whether the textbook is appropriate to the learning styles of grade VIII students at an Islamic-based school in Surabaya.

FINDINGS AND DISCUSSION

Students' Learning Style

Researchers have collected data on the learning styles of class VIII I students by distributing questionnaires to 31 students as a basis for analyzing the suitability between students' learning styles and the material in the English textbook published by Intan Pariwara for class 8. The following table presents the distribution of learning styles of class VIII I students at Islamic-Based School in Surabaya (See Table 1)

Based on the results of questionnaire data obtained from 31 students in class VIII I (Table 1), it was found that of the total of 31 students in class VIII I, 20 students (64%) had an auditory learning style or a learning style that tended to involve listening activities. In addition, as many as 7 students (23%) have a visual learning style or a learning style that is more effective through visual media. Meanwhile, 4 other students (13%) have a kinesthetic learning style, which means they prefer learning by involving physical activity. Based on this data, it can be concluded that half of the 8th grade students prefer learning through listening to explanations, discussions, or podcasts. A smaller portion prefers learning through visual media and physical activities

English Textbook

The textbook analyzed was the English textbook for Junior High School/Islamic Junior High School Grade 8 Semester 2 published by Intan Pariwara. The analysis of the book focuses on the variety of learning activities available in the book. To find out to what extent the exercises or activities in the textbook facilitate students' learning styles, the author determines the main categories of learning styles as a reference for analysis. Learning styles are classified into VAK (Visual, Auditory, Kinesthetic). Visual learning styles include activities that involve seeing and observing, such as looking at pictures, observing diagrams, tables, watching videos, and reading written text. Auditory learning styles include listening to dialogue or spoken text, listening to audio presentations, practicing pronunciation repetition, and class discussions. Meanwhile, the kinesthetic learning style includes practical role play activities, making projects in groups, making videos, and object manipulation activities such as putting together puzzles, or making works, and presentation activities. The following is an analysis table from Intan Pariwara's English textbook (Table 2).

Based on the results of the analysis of Intan Pariwara's English textbook, it shows that the instructions and materials in the textbook predominantly facilitate the Visual (V) learning style (see Figure 1), with a percentage of 86.79%. The analysis results show that the visual learning style is facilitated in activities such as reading text/dialogue, observing text, observing pictures/posters, writing text/sentences, matching the questions with the suitable answers, and exercises presented in table form. This is in accordance with Marcia's statement (1995) which states that visual students reproduce materials such as text, tables, pictures and illustrations that attract the eye to understand material (Marcia, L. C., 1995). Furthermore, the analysis results showed that the Auditory (A) learning style was facilitated by 76.42% in the textbook. This also proves that Intan Pariwara's textbook also presents auditory-based instructions. The forms of activities presented include, listen and repeat words, listen to the dialogue, listen to the audio in QR code, deliver the text well, read the text aloud, discuss with a partner, retell the story orally, oral reporting, interview person, summarize orally, and other activities related to listening. This is in line with the statement from Renou (2009) which states that students with an auditory learning style are able to digest and remember what is said aloud by themselves or others (Renou, 2009). Meanwhile, 54.72% of textbook facilitated the Kinesthetic (K) learning style. This percentage indicates that hands-on activities are relatively limited compared to visual and auditory activities. Activities that facilitate the kinesthetic style in textbook include practicing dialogue with a partner, role-playing, working in pairs, creating dialogues/posters, project-based activities such as interviewing people, making short videos, uploading to social media, presenting, and playing chain story games. Most activities that facilitate this kinesthetic learning style are designed for groups and creating a project. These activities support kinesthetic students because they make students use part or all of their bodies to interact, obtain information, and solve problems or find solutions (Abah et al., 2024).

CONCLUSIONS

Figure 1 illustrates the percentage of learning style facilitation found in the English textbook published by Intan Pariwara. The data show that the Visual learning style is the most dominant, accounting for 86.79% of the total activities in the textbook. This is followed by the Auditory learning style, which is facilitated by 76.42% of the materials, and finally, the Kinesthetic learning style, which appears least frequently with a percentage of 54.72%. This distribution indicates that while the textbook provides opportunities for multiple learning styles, it places greater emphasis on visual-oriented activities such as reading texts, observing pictures, and analyzing written information, while kinesthetic-based tasks that involve movement or hands-on engagement remain limited.

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