

Teachers' Methods of Instructions and Learners' Instructional Preference: Predictors of Students' Academic Performance in English 8

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Date received: May 5, 2024

Date revised: May 15, 2024

Date accepted: May 22, 2024

Originality: 94%

Grammarly Score: 90%

Similarity: 6%

Recommended citation:

Balasabas, R.J. (2024). Teachers' methods of instructions and learners' instructional preference: predictors of students' academic performance in English 8. *Journal of Interdisciplinary Perspectives*, 2(7), 299-315.
<https://doi.org/10.69569/jip.2024.0185>

Abstract. The study aimed to identify the method of instruction dominantly used in English 8 classes. The study also wanted to investigate the impact of the methods of instruction dominantly employed by the teachers and the student preferences on the latter's academic performance. The researcher utilized the descriptive-correlational survey design. The respondents of the study were the 300 randomly selected Grade 8 students from 10 high schools of Santa Catalina Districts 1, 2, 3, and 4. The researcher used a standardized questionnaire and employed the weighted mean, percent, Multiple Linear Regression Analysis, and Spearman Rank Correlation Coefficient in treating the data. The results revealed that the extent of teachers' utilization of and the extent of preference for the five learning methods of instruction in their English class is "high." The data also indicated that, among all methods of instruction, teacher-centered instruction demonstrated the strongest correlation with teachers' utilization and with students' preferences. The students' academic performance also improved as teachers used more teacher-centered instruction and increased with a higher preference for teacher-centered instruction. These findings highlight the effectiveness of tailoring and employing classroom instructions and diverse methods in English language teaching that align with students' preferred methods of learning, to enhance their knowledge and academic achievement.

Keywords: Method of instruction; Learner preference; Academic performance; English language teaching; Teacher-centered instruction.

1.0 Introduction

English has been designated as ASEAN's official language. It is also the language used in communication around the world. That is the reason many internationalized nations place a high focus on developing English language capabilities among their citizens (Kirkpatrick; Crystal; Tien & Cuong, cited in Sengsouliya et al., 2021). However, teaching and learning English is perceived as a challenging process. Teachers from non-English-speaking nations, in particular, struggle with carrying out effective instruction (Gathumbi et al.; Khajloo, cited in Sengsouliya et al., 2021). In the present academe, teaching and learning styles are of great significance in the teaching and learning process. Diverse methods of instruction in the course of the teaching and learning process emerge as a result of how learners respond to teaching methods. This chain reaction has an impact on the learners' instructional preferences (Chetty et al., 2019). Consequently, according to Sengsouliya et al. (2021), successful learning outcomes occur when teachers tailor their teaching methods to what students prefer. Recognizing students' preferred learning methods and matching them with learning instructions will increase learning effectiveness and academic performance (Sengsouliya et al., 2021).

Learning English is an important part of the Philippine school system. It is both an instructional tool and a medium of communication. As stipulated by Department of Education (DepEd) Order Number 36, Series of 2006, English shall be the primary medium of instruction in all public and private secondary institutions. However, Genelza (2022) argued that the quality of English instruction in high schools is comparable to that of primary schools, which is insufficient for students to grow academically. This situation is also problematic considering that the learning environment in which students learn influences their academic performance. Moreover, the classroom approach, teacher-student interactions, and available resources can all have a substantial impact on students' learning outcomes. This implies that acquiring knowledge is not just concerned with what the students need to learn but also with what learning instruction they desire to learn most effectively (Cardino & Ortega-Dela Cruz, 2020).

Undeniably, countless studies have been conducted on the notions of students' learning styles and teachers' teaching styles (Cuevas, 2015; Li et al., mentioned in Chetty et. al, 2019). These studies, however, focused only on one or two methods of instruction. Also, based on the current researcher's online research, only a few studies addressing the extent of students' preference for the methods of instruction have been undertaken. Due to this gap, the current study is aimed at exploring five methods of instruction used in English classes, namely: teacher-centered instruction, cooperative learning together with the audio-lingual method, task-based language teaching method, and suggestopedia (Wagner et al., 2020; Setiyadi, 2020). It also intends to examine the relationship between the teachers' methods of instruction and the learners' instructional preferences.

Hence, as a masterand in education majoring in English, the researcher wanted to determine which of the five methods of instruction is most commonly employed in the English teaching and learning process. Furthermore, this undertaking would investigate whether the dominant learning instruction employed by teachers and the students' learning preference influence the latter's academic performance. The research project's conclusions have the potential to be a major driving force behind the improvement of classroom pedagogy by carefully matching teaching strategies to students' varied learning preferences and creating an atmosphere that encourages higher academic achievement.

2.0 Methodology

2.1 Research Design

The research utilized the descriptive-correlational survey. It is descriptive because it (a) determines the extent of utilizing the methods of instruction, (b) evaluates the extent of students' preference for the methods of instruction, and (c) identifies the students' academic performance in English 8. At the same time, it attempts to establish a correlation among the aforementioned variables.

2.2 Research Locale

The study was conducted in the selected public schools in the District of Santa Catalina, under the Schools Division of Negros Oriental. The District of Santa Catalina is divided into four. The study considered the following schools: a) three schools from District 1, namely, Eligio T. Monte de Ramos High School, Casiano Z. Napigkit National High School, and Don Emilio Macias Memorial National High School; b) four schools from District 2, namely, Nagbalaye High School, Sta. Catalina Science High School, Cawitan High School, and Nagbinlod High School; c) one school from District 3, which is Sta. Catalina National High School; and, lastly, d) two schools from District 4, namely, San Miguel High School and Obat High School. Some of these schools are located along the national highway, while others are within a semi-rural area. However, all these schools are accessible by all means of transportation. Additionally, every classroom complies with the necessary standards, signifying that the schools meet the DepEd's usability and safety standards.

2.3 Research Participants

The respondents of this study were the 300 randomly selected Grade 8 students in the Schools District of Santa Catalina. They rated their English 8 teachers. Fifteen (15) identified secondary teachers, teaching English 8, were subjected to this evaluation by the respondents.

2.4 Research Instrument

The study used a self-made questionnaire as well as data on the students' academic performance in English. The questionnaire consists of 4 parts. Part I displays the disclosure statement, which proves the students' consent, allowing the researcher to gather data/information about them, provided that confidentiality of data is observed. It also contains the purpose of the study. Part II covers the respondents' profile and their average first quarter grade in English 8 during the school year 2023-2024. Part III displays the extent of teachers' utilization of the methods of instruction and Part IV covers the extent of students' preference for the methods of learning instructions. Parts III and IV consist of teacher-centered instruction, cooperative learning together with audio-lingual method, task-based language teaching method, and suggestopedia as few of the exemplary methods that involve a comprehensive procedure for presenting language materials learning context.

The questionnaire was validated by 3 English teachers who are Master's Degree holders and into research undertakings. A dry-run was also performed to ensure item reliability. A total of 30 randomly selected students from the researchers' school served as the respondents of the dry-run. Additionally, the Cronbach's Alpha Test was applied to assess the items' reliability. The results showed the following Cronbach's Alpha Coefficients: 0.713 for teacher-centered instruction; 0.701 for cooperative learning; 0.711 for task-based language teaching method; 0.722 for audio-lingual method; and 0.701 for suggestopedia. These figures indicate consistency of responses, meaning the items are reliable.

2.5 Data Gathering Procedure

Following the design hearing, the researcher incorporated all of the corrections and feedback of the panel members. Then, a letter of request to conduct the study was sent to the Dean of Foundation University Graduate School for recommendation to the Schools Division Superintendent of the Division of Negros Oriental. The signed and approved request was presented to the District Office of Santa Catalina Districts 1, 2, 3, and 4. After the consent was secured, the letter was then presented to the school principals and respective advisers of the students. During the distribution of the questionnaire, the researcher explained the goal and significance of the study to the students. The questionnaires were retrieved immediately after the students finished answering the survey. The findings were tallied using MS Excel processed, evaluated, and interpreted.

2.6 Ethical Considerations

Since humans were chosen as study participants, information was kept confidential to protect the participants' dignity and privacy. Furthermore, the researcher ensured that possible risks to the participants must always be avoided. With that, throughout the study, the researcher exercised all relevant ethical considerations. The researcher also adhered to the ethical protocols established by Foundation University's Ethics Committee. Consultations were made to ensure that the research problem was clear, sound, significant, and ethically proper. The researcher also maintained a non-judgmental attitude during the data-gathering process to prevent condemnation.

3.0 Results and Discussion

3.1 Teachers' Methods of Instructions

Teacher-Centered Instruction

Table 1. Extent to which teachers utilize teacher-centered instruction (n = 300)

Indicators		Mean	VD	EoU
1.	presents the topic and provides plenty of examples.	4.29	A	VH
2.	discusses the concepts of the lesson thoroughly.	4.21	A	VH
3.	takes charge of the learning process throughout the entire class.	4.07	O	H
4.	is the source of knowledge in the classroom.	4.04	O	H
5.	delivers the content and facilitates our learning.	3.97	O	H
Composite		4.12	O	H
Legend:	Scale	Verbal Description (VD)		Extent of Utilization (EoU)
	4.21 – 5.00	Always (A)		Very High (VH)
	3.41 – 4.20	Often (O)		High (H)
	2.61 – 3.40	Sometimes (S)		Moderately (M)
	1.81 – 2.60	Rarely (R)		Low (L)
	1.00 – 1.80	Never (N)		Very Low (VL)

Table 1 shows that teachers generally have a “high” utilization of the Teacher-Centered Method of Instruction in their English class, as evidenced by the composite weighted mean of 4.12. Explicitly, teachers have a “very high” utilization of presenting the topic and providing plenty of examples ($w\bar{x} = 4.29$). Moreover, the teachers competently take control of the topic and guarantee that students have a thorough understanding of the subject by providing many simple and relatable examples. As Tukhtasinov and Otabek (2022) claimed, students understand and develop well when the teacher provides plenty of examples and patterns for them to follow, creating a better understanding of the subject.

The table also exhibits that teachers display a “very high” usage of discussing the concepts of the lesson thoroughly ($w\bar{x} = 4.21$). For students to gain a deep understanding of the lesson, teachers engage in thorough discussions to explore and explain the concepts in detail. This result affirms the statement of Muganga and Ssenkusu (2019, that teachers primarily lead the learning process through lectures and thorough discussions, focusing on transmitting information to students. This method places the teacher as the central figure in delivering content and guiding students' understanding of the subject matter (Muganga & Ssenkusu, 2019).

The table further reveals that teachers show a “high” implementation in terms of taking charge of the learning process throughout the entire class ($w\bar{x} = 4.07$). Teachers' responsibilities include not only providing lectures but also monitoring progress, assessing understanding, and modifying their methods to ensure optimal learning for all students. The findings correspond to what Naibaho (2019) posited that teachers take charge of the class and all classroom activities. In this situation, the teacher serves a role—informing pupils who need to be informed, organizing exercises, reading aloud, and providing students with an example or demonstration of how to do something correctly throughout the class (Naibaho, 2019).

The table also displays that teachers set forth a “high” practice of being the source of knowledge in the classroom ($w\bar{x} = 4.04$). Teachers are considered authorities who impart knowledge, guiding students through subjects and lessons and meeting their educational needs. This finding is likewise evident in the study of Ghafar (2023), wherein a teacher-centered method of instruction places the teacher at the center of the classroom, serving as the primary authority and source of knowledge. The teacher is responsible for developing lesson plans and assessments, while students are responsible for executing them. The teacher provides feedback and clarity on class objectives to help students progress through the learning process (Ghafar, 2023).

The table also reflects that teachers exhibit a “high” application of delivering the content and facilitating learning ($w\bar{x} = 3.97$). Teachers' responsibilities extend beyond merely delivering lesson materials; they also play a significant role in facilitating student learning. Teachers facilitate and guide students to understand the subject matter. Likewise, Naibaho (2019) strongly believes that delivering correct knowledge and facilitating learning are two beneficial roles of teachers in a teacher-centered classroom and that every role a teacher plays in language acquisition is designed to facilitate student progress.

Cooperative Learning

Table 2. Extent to which teachers utilize cooperative learning (n = 300)

Indicators	Mean	VD	EoU
1. provides group activities to engage us in the class.	3.91	O	H
2. allows us to have peer tutoring with our classmates to enhance our learnings.	3.79	O	H
3. gives group presentations that would let us experience teamwork.	3.79	O	H
4. lets us have a small group discussion regarding a certain topic.	3.64	O	H
5. promotes collaborative learning by assigning by pair projects.	3.55	O	H
Composite	3.74	O	H

Table 2 depicts that teachers predominantly have a “high” utilization of the Cooperative Learning method of instruction in their English class, as seen by the composite weighted mean of 3.74. Pointedly, teachers have a “high” usage of providing group activities to engage the class ($w\bar{x} = 3.91$). Teachers frequently add group activities into their English lessons to actively engage students and get everyone involved in the learning process. As emphasized by Adjei *et al.* (2022), participating in group activities increases students' chances of applying what they have learned and pushes them to think critically and solve problems rather than simply absorbing

knowledge. Furthermore, group activities foster valuable engagement and interactions between students and teachers (Adjei *et al.*, 2022).

The table also indicates that teachers display a “high” utilization of allowing peer tutoring with the students’ classmates to enhance their learning ($w\bar{x} = 3.79$). Teachers use peer tutoring to promote students' learning, a strategy in which students collaborate and teach one another to learn and reinforce ideas. This result is an affirmation of the statement of Alwi, Samson, and Shahzadi (2019) that peer tutoring is an effective method by which students help one other to understand the content, particularly in classes with a diverse range of learning abilities and limited individual attention from the teacher.

Furthermore, the table shows that teachers show a “high” practice of giving group presentations that would let the students experience teamwork ($w\bar{x} = 3.79$). Teachers frequently exhibit an active dedication to student teamwork by assigning group presentations. Correspondingly, Balakrishnan *et al.* (2021) believes that to encourage active participation, teamwork, and knowledge retention, class activities can be varied by incorporating student presentations, group discussions, and critical thinking tasks.

The table also presents that teachers exhibit “high” exertion of small group discussion regarding a certain topic ($w\bar{x} = 3.64$). Teachers allow students to engage in small group discussions to delve deeper into a particular topic and encourage collaborative learning among peers. The study of Tran *et al.* (2019) supports the current finding that organizing students into small groups, who then collaborate to help one another learn academic topics, has been documented throughout the literature as an effective learning approach for assisting students acquire practical learning skills and practical competencies for effective communication.

The data also indicate that teachers set forth a “high” implementation in terms of promoting collaborative learning by assigning pair projects ($w\bar{x} = 3.55$). Teachers create an environment of shared learning experiences by providing collaborative pair work. As emphasized by Khalilova (2023), one of the most effective ways to promote collaboration in English classes is to incorporate group activities, and pair work is one technique that encourages critical thinking, good communication, and active engagement. By using this pair activity, teachers can help students succeed in learning the language (Khalilova, 2023).

Task-Based Language Teaching Method

Table 3 indicates that teachers mainly have a “high” utilization of the Task-Based Language Teaching Method of instruction in their English class, as signified by the composite weighted mean of ($w\bar{x} = 3.62$). Particularly, teachers have a “high” usage of letting the students write prose or poetry with a criterion on how they are going to be graded ($w\bar{x} = 3.76$). Teachers utilize criteria for evaluating students' works to set clear objectives, establish consistency in evaluation, and provide constructive feedback for improvement. This result affirms the statement of Chowdhury (2019) that teachers should properly communicate their expectations to students by providing grading criteria. Some studies have shown that employing rubrics has teaching benefits. These scholars have demonstrated that using rubrics in the classroom eventually leads to increases in student learning and overall performance. Furthermore, multiple studies have found that rubrics improve the reliability and transparency of assessments (Chowdhury, 2019).

Table 3. Extent to which teachers utilize task-based language teaching (n = 300)

Indicators	Mean	VD	EoU
1. lets us write a prose or poetry with a criterion on how we are going to be graded.	3.76	O	H
2. lets us discuss concepts to our classmates using the English language.	3.68	O	H
3. lets us read a passage and do a short role play about it using the english language.	3.65	O	H
4. gives us real-life scenarios (e.g., a job interview) and allows us to act them out using the english language.	3.55	O	H
5. lets us engage in debate regarding a certain topic using the english language.	3.48	O	H
Composite	3.62	O	H

The table also points out that teachers illustrate the “high” application of letting the students discuss concepts with their classmates with the use of the English language ($w\bar{x} = 3.68$). Teachers encourage students to discuss concepts with their classmates to test their level of knowledge and mastery of the English language. Similarly, Bhandari (2020) postulated that teachers should prepare the students to engage in communicative tasks by allowing them to spend most of their time talking, discussing, negotiating, and assisting one another in learning the language through meaningful conversation. This communicative activity requires learners to interpret, manipulate, produce, or utilize the target language, with an emphasis on meaning rather than form (Bhandari, 2020).

The table further stipulates that teachers display “high” employment of letting the students read a passage and do a short role play about it using the English language ($w\bar{x} = 3.65$). Role-playing helps students master the target language by allowing them to use real-life communication skills engagingly and interactively. This finding is likewise evident in the study by Waluyo (2019), which found that role-playing provides teachers with opportunities to improve oral language production in the target language among students. Role-playing also promotes authentic interaction in a variety of roles and social contexts in the classroom. It can be used to provide meaningful classroom language practice in the task-based language teaching method (Waluyo, 2019).

Additionally, the data suggest that teachers set forth “high” utilization of giving the students real-life scenarios (e.g., a job interview) and allow them to act it out using the English language ($w\bar{x} = 3.55$). To enrich the learning process, teachers provide their students with the opportunity to practice their English language proficiency through authentic circumstances. This finding coincides with the claim of Khalil and Kholofelo Semono-Eke (2020) that task-based language learning (TBLT) stresses the use of authentic language, and students participate in meaningful tasks that require the target language. Teachers utilize TBLT to design and teach language using language-based tasks. In general English, such activities include visiting a friend, holding an interview, ordering meals at a restaurant, or contacting customer service for assistance (Khalil & Kholofelo Semono-Eke, 2020).

Moreover, the table shows that teachers exhibit “high” exertion of letting the students engage in debate regarding a certain topic using the English language ($w\bar{x} = 3.48$). Teachers employ debate in English class to help students develop critical thinking abilities, practice good communication, and engage in discussions about a variety of topics. Similarly, Saidah, Munir, and Anam (2020) asserted that debate can be utilized in task-based language teaching as a problem-solving and perspective activity. Debate allows students to negotiate meaning while also motivating them to utilize the target language because the teacher can change the topic to one that is challenging but still within the bounds of the students' thinking skills (Saidah, Munir & Anam, 2020).

Audio-Lingual Method

Table 4. Extent to which teachers utilize audio-lingual method (n = 300)

Indicators	Mean	VD	EoU
1. presents appropriate model of a structure (e.g., types of sentences) and lets us familiarize the structure and repeat it again and again.	4.11	O	H
2. gives us drills after our discussion like constructing the correct simple sentence structure or supplying the correct missing word in a sentence.	4.00	O	H
3. provides activities before the discussion like vocabulary, word combinations and pronunciations.	3.90	O	H
4. uses tongue twister to improve our articulation and pronunciation of English words.	3.66	O	H
5. utters a sentence, like "the door is red," then she'll tell us to replace it with a book. then we'll say, "the book is red," and she'll mention another item, and we'll repeat the sentence with the new object.	3.55	O	H
Composite	3.84	O	H

Table 4 shows that teachers generally have a “high” utilization of the Audio-Lingual Method of Instruction in their English class, as evidenced by the composite weighted mean of 3.84. Explicitly, teachers have a “high” utilization of presenting appropriate models of a structure (e.g., types of sentences) and let the students familiarize the structure and repeat it again and again ($w\bar{x} = 4.11$). In teaching, teachers provide the correct example of

a structure and allow students to become familiar with it through repetition. This finding is agreed upon by Mohan (2019), as he mentioned that using structure drills to teach sentence structures is very effective. The audio-lingual method and its structural drills could be an efficient way to teach English grammar, particularly sentence structures.

Furthermore, the data indicate that teachers display “high” usage of giving the students drills after the discussion such as constructing the correct simple sentence structure or supplying the correct missing word in a sentence. ($w\bar{x} = 4.00$). Teachers provide students with practice drills and exercises after the lesson discussion to reinforce learning and comprehension. As emphasized by Safitri (2019), teachers can use a variety of pattern drills to help language learners develop their listening and speaking skills. They may select to utilize one or more pattern exercises based on the specific patterns that students must acquire in their language learning (Safitri, 2019).

The table also reveals that teachers show “high” implementation of providing activities before the discussion, including vocabulary, word combinations, and pronunciations ($w\bar{x} = 3.90$). Teachers prepare students for discussion by imparting vocabulary, word combinations, and proper pronunciations through a variety of exercises. Hotimah (2022) likewise acknowledged that the audio-lingual method is one method of English language learning that can help pupils improve their speaking abilities. This method uses word combination exercises, vocabulary memorization, conversations, and pronunciation. Thus, the primary goal of this method is to foster proficient communication through the use of drills and dialogues (Hotimah, 2022).

In addition, the data signify that teachers set forth “high” practice of using tongue twisters to improve the students’ articulation and pronunciation of English words ($w\bar{x} = 3.66$). Teachers improve their students' ability to articulate and speak English words accurately by using tongue twisters, which is a fun and useful teaching technique. This finding strengthens the claim of Montaño Zeballos (2023) that using tongue twisters as a teaching tool could help students pronounce words more accurately. Additionally, tongue twister phrases may enhance the ability to employ proper short- and long-vowel words.

The table also reflects that teachers exhibit “high” application of uttering a sentence, like "The door is red." Then, the teacher will tell the students to replace it with a book, then the students will say, "The book is red." The teacher will mention another item, and the students will repeat the sentence with the new object. ($w\bar{x} = 3.55$). In the audio-lingual method, a technique known as single slot substitution drill involves students replacing one word for another in a sentence to develop vocabulary and language structure. With this drill, students can practice utilizing the target language more accurately by concentrating on one part at a time. This affirms the statement of Vinasih (2019) that in this strategy, the teacher utters a sentence. After speaking the sentence out, pupils are required to imitate by accurately adding a word to the sentence. The goal of this method is to make it easier for the pupils to use the target language. In addition, the Audio-Lingual method uses a variety of techniques to drill students (Vinasih, 2019).

Suggestopedia

Table 5. Extent to which teachers utilize Suggestopedia (n = 300)

Indicators	Mean	VD	EoU
1. keeps us motivated and interested throughout her class.	4.09	O	H
2. acts as our partners or parents throughout her class.	4.05	O	H
3. incorporates stories about our topic allowing us to use our imaginations.	3.98	O	H
4. participates in activities such as games or songs happily and genuinely.	3.68	O	H
5. lets us relax for a minute while listening to peaceful music before starting our class.	3.43	O	H
Composite	3.85	O	H

Table 5 depicts that teachers predominantly have “high” utilization of the Suggestopedia Method of instruction in their English class, as signified by the composite weighted mean of 3.85. Pointedly, teachers have “high” usage of keeping the students motivated and interested throughout their class ($w\bar{x} = 4.09$). Teachers keep a high level of engagement to ensure the students remain motivated and interested during their class. This finding is aligned

with what Colliander and Fejes (2021) found that suggestopedia lets the teacher motivate and enable students to acquire subjects through positive ideas. As a result, the teacher can overcome students' psychological barriers, and the students can enjoy themselves without fear of making mistakes (Colliander & Fejes, 2021).

The data also indicate that teachers display a “high” practice of acting as students’ partners or parents throughout their classes ($w\bar{x} = 4.05$). In the classroom, teachers often take on the role of students' partners or parents, providing guidance throughout their learning. This result confirms the statement of Dobryanskyj *et al.* (2021) that teachers should act as genuine partners with their students, developing a feeling of belonging and mutual respect to foster a positive learning environment.

In addition, the table exposes that teachers show “high” utilization of incorporating stories about the topics, allowing the students to use their imaginations ($w\bar{x} = 3.98$). By incorporating stories into lessons, teachers may engage students' imaginations while also making learning more participatory and relatable. This result is parallel to the discussion of Tay and Uran (2023) that teachers should incorporate context and stories from students' daily lives into the lessons. This method would assist with imagination, which entails silently visualizing a mental image to go with a new word (Tay & Uran, 2023).

The table also presents that teachers exhibit “high” exertion of participating in activities such as games or songs happily and genuinely ($w\bar{x} = 3.68$). Teachers demonstrate genuine involvement by actively participating in class activities. This result affirms the statement of Dobryanskyj *et al.* (2021) that teachers should “naturally” and “genuinely” participate in activities like games and songs. Although teachers use a variety of strategies, aspects such as “communication in the spirit of love, respect for man as a human being, and a specific humanitarian way of applying their techniques” are essential (Dobryanskyj, *et al.*, 2021).

Moreover, the data show that teachers set forth “high” implementation of letting the students relax for a minute while listening to peaceful music before starting the class ($w\bar{x} = 3.43$). Teachers should integrate a brief period of relaxation for pupils by playing soothing music prior to class discussion, to create a pleasant and focused learning atmosphere. Baihaqi and Rutiningsih (2019) proposed that educators can harness the power of music as a tool to facilitate relaxation and promote a calm atmosphere within the classroom environment. By integrating music into teaching practices, teachers can effectively assist students in achieving a state of tranquility, consequently enhancing their concentration and attentiveness during instructional sessions. Students will acquire confidence as they successfully participate in these activities on their own and can have a more enjoyable learning experience without feeling pressured (Baihaqi & Rutiningsih, 2019).

3.2 Learners’ Instructional Preference

Teacher-Centered Instruction

Table 6 shows that students generally have a “high” extent of preference for the Teacher-Centered Method of Instruction in their English class, as evidenced by the composite weighted mean of 4.09. Explicitly, students have a “very high” preference for teachers presenting a topic and providing plenty of examples ($w\bar{x} = 4.29$). Students learn best when they are provided with ample illustrations, as this exemplifies the practical applications and aids their comprehension. Correspondingly, Zhao (2019) argued that it is more helpful for pupils when teachers provide multiple examples to guide their knowledge, allowing them to generalize the concept spontaneously.

Table 6. Extent to which students prefer teacher-centered instruction (n = 300)

Indicators	Mean	VD	EoU
1. presents the topic and provides plenty of examples.	4.29	SA	VH
2. discusses the concepts of the lesson thoroughly.	4.26	SA	VH
3. delivers the content and facilitates our learning.	4.03	A	H
4. is the source of knowledge in the classroom.	3.97	A	H
5. takes charge of the learning process throughout the entire class.	3.93	A	H
Composite	4.09	A	H

Furthermore, the data signify that the students have a “very high” preference for teachers discussing the concepts of the lesson thoroughly ($w\bar{x} = 4.26$). Thorough discussions provide students with a comprehensive learning experience and enable students to absorb ideas effectively. The finding is parallel with the results obtained by

Murphy, Eduljee, and Croteau (2021) revealing that the students felt that they learned more when their teacher took time to thoroughly discuss and explain the lesson.

The table further reflects that the students exhibit a “high” preference for teachers delivering the content and facilitating their learning ($w\bar{x} = 4.03$). Students prefer teachers who actively facilitate their learning by creating an engaging environment that encourages participation and fosters a deeper understanding of the subject matter. This result affirms the statement of Naibaho (2019) that aside from delivering knowledge, one of the things that students seek from teachers is feedback on how well they utilize the language they are learning. This means that in addition to assisting the students in utilizing the language and correcting their errors, teachers must also facilitate and provide feedback, offer various forms of assessment, and encourage students’ learning (Naibaho, 2019).

In addition, the table displays that students set forth a “high” preference for the teacher being the source of knowledge in the classroom ($w\bar{x} = 4.04$). Students are strongly inclined to learn from their teachers. They are more receptive and prefer to learn when their teacher is their primary source of knowledge. This finding is in line with the result of Ghafar (2023), indicating that in a teacher-centered education, the teacher serves as the primary source of knowledge in the classroom. This method places the teacher at the center of the learning process, with students depending on the teacher for guidance and information. Essentially, teacher-centered education emphasizes the teacher’s role in guiding students’ learning experiences (Ghafar, 2023).

The results further reveal the students’ “high” preference for teachers taking charge of the learning process throughout the entire class ($w\bar{x} = 3.93$). Students tend to rely on teachers to direct class activities and maintain a planned and orderly environment. According to Naibaho (2019), the teacher is in charge of organizing and supervising a variety of language-learning activities for the students. Activities usually include instructing students, providing them with knowledge, splitting them up into study groups (either pairs or groups), and keeping them engaged throughout the entire lesson.

Cooperative Learning

Table 7 depicts that students predominantly have a “high” preference for the Cooperative Learning method of instruction in their English class, as seen in the composite weighted mean of 3.74. Pointedly, students have a “high” preference when the teacher provides group activities to engage the class ($w\bar{x} = 3.91$). The students’ preferences for group activities in their English class are driven by their desire for active engagement, collaborative learning, and opportunities for social interactions. As emphasized by Dörnyei and Muir (2019), students considered group activities fulfilling because of the variety of components involved. These include the enjoyment of participating in the activities, the satisfaction of achieving shared objectives, the sense of accomplishment gained by achieving these goals, and individual benefits, such as obtaining excellent grades and rewards (Dörnyei & Muir, 2019).

Table 7. Extent to which students prefer cooperative learning (n = 300)

Indicators	Mean	VD	EoU
1. provides group activities to engage us in the class.	3.92	A	H
2. allows us to have a peer tutoring with our classmates to enhance our learnings.	3.90	A	H
3. gives group presentations that would let us experience teamwork.	3.85	A	H
4. promotes collaborative learning by assigning by pair projects.	3.79	A	H
5. lets us have a small group discussion regarding a certain topic.	3.75	A	H
Composite	3.84	A	H

The table also indicates that students display a “high” preference when the teacher allows peer tutoring with their classmates to enhance their learning ($w\bar{x} = 3.79$). Students like it when their teacher encourages peer tutoring among classmates since it improves their learning experience through teamwork and shared knowledge. Correspondingly, Alwi, Samson, and Shahzadi (2019) maintained that tutoring is an excellent addition to classroom instruction because it is the most effective technique to improve students’ learning ability. Empirical research has justified peer tutoring, particularly for students who are in danger of failing or have been diagnosed with reading or learning difficulties (Alwi, Samson & Shahzadi, 2019).

The table shows that students show a “high” preference for teachers giving group presentations that would let them experience teamwork ($w\bar{x} = 3.79$). Students prefer group presentations as it allows them to engage in teamwork, which they value in the learning process. Group presentations also provide possibilities to promote cooperation and experience among students. This finding affirms the statement of Lar and Maulina (2021) that group presentations consist of two or more students presenting the content in class. Group presentations inspire teamwork and allow students to receive input from one another as they prepare the presentation.

The data also unveil that students set forth a “high” preference for teachers promoting collaborative learning by assigning pair projects ($w\bar{x} = 3.55$). Students find group learning and mutual support more engaging. They prefer their teachers to let them work on a project along with others. On a similar note, Khalilova (2023) asserted that pair work activities require students to work together to perform tasks or engage in discussions. This method allows students to work on their speaking and listening abilities while receiving quick feedback from their partner. Pair work also promotes active involvement and confidence in utilizing the English language.

The results further suggest that students exhibit a “high” preference when the teachers let them do small group discussions regarding a certain topic ($w\bar{x} = 3.64$). During their English class, students find it beneficial when teachers allow them to take part in small group discussions on a particular topic because it fosters a more collaborative environment in which they can share their knowledge, ideas, and opinions. This result affirms the statement of Tran *et al.* (2019) that in small groups, interpersonal and social skills could be improved when members communicate with one another more regularly. Through their learning reflection, members of small groups are more effective in helping the group achieve its goals.

Task-Based Language Teaching Method

Table 8 indicates that students mainly have a “high” preference for the Task-Based Language Teaching Method of instruction in their English class, as signified by the composite weighted mean of 3.74. Particularly, students have a “high” preference when the teacher gives them real-life scenarios (e.g., a job interview) and allows them to act it out using the English language ($w\bar{x} = 3.82$). When teachers provide opportunities for students to role-play using the English language and incorporate real-life circumstances, students find this to be more engaging. This result backs the statement of Khalil and Kholofelo Semono-Eke (2020) that the task-based method of teaching English is regarded to be appropriate for the nature of the material. TBLT works well in this situation because learners may concentrate on the specific language skill they need to improve. The implication of adopting TBLT is that an English teacher may easily teach technical and specialist vocabulary using a task-based method (Khalil & Kholofelo Semono-Eke, 2020).

Table 8. Extent to which students prefer task-based language (n = 300)

Indicators	Mean	VD	EoU
1. gives us real-life scenarios (e.g., a job interview) and allows us to act them out using the english language.	3.82	A	H
2. lets us read a passage and do a short role play about it using the english language.	3.75	A	H
3. lets us write a prose or poetry with a criterion on how we are going to be graded.	3.72	A	H
4. lets us engage in debate regarding a certain topic using the english language.	3.70	A	H
5. lets us discuss concepts to our classmates using the english language.	3.69	A	H
Composite	3.74	A	H

The table also stipulates that students have a “high” preference for their teachers letting them read a passage and do a short role-play about it using the English language ($w\bar{x} = 3.75$). When learning the target language, students prefer role-playing because it gives an authentic and engaging opportunity to practice language skills in real-life scenarios. It is also acknowledged by Waluyo (2019) that role-playing allows students to express themselves using the target language and boosts self-confidence to overcome speaking inhibitions, potentially leading to an improvement in their speaking skills.

Additionally, the data suggest that students set forth a “high” preference when the teacher lets them write prose or poetry with a criterion on how they are going to be graded ($w\bar{x} = 3.72$). Engaging students to write helps them

improve their sentence structure and express their creativity, while also assessing their work using established grading criteria. Saifudin, Setiawan and Anam (2020) likewise emphasized that in writing, students must be given a set of criteria for grading. A lot of emphasis is placed on model compositions that students can emulate, as well as how well a student's product is determined against a list of criteria that includes content, organization, vocabulary use, grammatical use, and mechanical considerations such as spelling and punctuation (Saifudin, Setiawan & Anam, 2020).

The table further shows that students exhibit a “high” preference when the teacher lets them engage in debate regarding a certain topic using the English language ($w\bar{x} = 3.70$). Debate not only improves critical thinking skills but also improves students' understanding of English language organization and communication. This result upholds the statement of Saidah, Munir and Anam (2020) that debate can facilitate task-based language learning by exposing learners to authentic situations and eliciting the use of communication methods. Debate also allows students to use a wide range of vocabulary, including comparing, reasoning, persuading, and forming conclusions.

Results also point out that students illustrate a “high” preference for discussing concepts with their classmates using the English language ($w\bar{x} = 3.69$). Students like it when teachers allow them to have discussions with their classmates because it allows them to share their thoughts, have a voice, and demonstrate their capacity to produce meaningful work. This finding is in line with the results of Bhandari (2020), wherein learners are given tasks that are relevant to their life skills and experiences. Language tasks such as communicative tasks, discussing, and reporting help students acquire both the subject content and communication skills. The success of proper implementation depends on the teacher's skills and the students' preparation (Bhandari, 2020).

Audio-Lingual Method

Table 9 shows that students generally have a “high” preference of the Audio-Lingual Method of Instruction in their English class, as evidenced by the composite weighted mean of 3.97. Explicitly, students have a “high” preference for teachers presenting appropriate model of a structure (e.g., types of sentences) and letting them familiarize the structure and repeat it again and again ($w\bar{x} = 4.12$). Students benefit more when their teacher provides them with an appropriate model of a structure and makes them practice and repeat it multiple times. This finding is aligned with what Mohan (2019) said that the teacher presents a model of a structure, and the students repeat the structure based on the model. After many repetitions of sentence structures, students “overlearn” them, and the structures become a part of the students' language behavior, giving them the ability to generate similar sentences autonomously in communicative contexts (Mohan, 2019).

Table 9. Extent to which students prefer audio-lingual method (n = 300)

Indicators	Mean	VD	EoU
1. presents appropriate model of a structure (e.g., types of sentences) and lets us familiarize the structure and repeat it again and again.	4.12	A	H
2. provides activities before the discussion like vocabulary, word combinations and pronunciations.	4.00	A	H
3. uses tongue twister to improve our articulation and pronunciation of english words.	3.95	A	H
4. gives us drills after our discussion like constructing the correct simple sentence structure or supplying the correct missing word in a sentence.	3.91	A	H
5. utters a sentence, like "the door is red,". then she'll tell us to replace it with a book. then we'll say, "the book is red," and she'll mention another item, and we'll repeat the sentence with the new object.	3.87	A	H
Composite	3.97	A	H

The table reveals that students show a “high” preference when the teacher provides activities before the discussion, like vocabulary, word combinations and pronunciations ($w\bar{x} = 4.00$). Students respond better to teachers who provide stimulating activities like word combination, pronunciation, and vocabulary practice because it enables them to actively engage and fully immerse themselves in the learning process. As what Hotimah (2022) emphasized, the audio-lingual method teaches vocabulary, word combinations, pronunciation, and grammatical patterns through conversations, with the goal of allowing students to reply rapidly and properly in

spoken language. This method educates pupils on grammatical sentence patterns rather than stressing vocabulary development (Hotimah, 2022).

The table also shows that students have a “high” preference when the teacher uses tongue twister to improve their articulation and pronunciation of English words ($w\bar{x} = 3.95$). When teachers use tongue twisters to assist students to improve their pronunciation and articulation of English words, students find it more enjoyable and effective. This finding is in line with the results of Montaña Zeballos (2023), wherein tongue twisters improved the students’ pronunciation and increase their interest in learning how to pronounce sentences on their own.

The table further exhibits that students display a “very high” preference when the teacher gives them drills after the discussion, like constructing the correct simple sentence structure or supplying the correct missing word in a sentence ($w\bar{x} = 3.91$). Students prefer it when the teacher provides drills after a discussion to reinforce their learning. These practice drills help learners apply what they have studied and improve their retention of the content. This is agreed by Safitri (2019), who claimed that the Audio-lingual Method emphasizes continuous practice and repetition through drills to help students develop strong language habits. This method considers language learning as a habit-forming process, allowing students to generate phrase patterns without hesitation (Safitri, 2019).

The table also reflects that students exhibit a “high” preference when the teacher utters a sentence, like "The door is red" and then tells them to replace the word “door” with “book,” allowing them to change the sentence to "The book is red." The teacher will then mention another item, and the students will repeat the sentence with the new object ($w\bar{x} = 3.87$). This drill emphasizes the repeating of language patterns to support students’ development of automatic responses and improve their integration of the target language. This finding affirms the statement of Mohan (2019) that slot-filling drills involve providing pupils with a sentence and having them fill it in. After the teacher gives another subject, the student is expected to pronounce the new subject plus the predicate. This structure drills under the audio-lingual method is an effective way to teach sentence structures (Mohan, 2019).

Suggestopedia

Table 10 depicts that based on the data, students predominantly have “high” utilization of the Suggestopedia Method of Instruction in their English class, as reflected in the composite weighted mean of 4.08. Pointedly, students have a “very high” preference when the teacher acts as their partner or parent throughout the class ($w\bar{x} = 4.21$). Students like it when teachers act as both partners and parents, providing guidance, support, and a caring learning environment. This result is affirmed by the statement of Dörnyei and Muir (2019) that teachers’ friendly and supportive behavior spreads across the classroom, producing a good and encouraging environment in which pupils are more likely to show similar attitudes and behaviors.

Table 10. Extent to which students prefer Suggestopedia (n = 300)

Indicators	Mean	VD	EoU
1. acts as our partners or parents throughout her class.	4.21	SA	VH
2. incorporates stories about our topic allowing us to use our imaginations.	4.12	A	H
3. keeps us motivated and interested throughout her class.	4.11	A	H
4. lets us relax for a minute while listening to peaceful music before starting our class.	4.00	A	H
5. participates in activities such as games or songs happily and genuinely.	3.99	A	H
Composite	4.08	A	H

The table further shows that students show a “high” preference when the teacher incorporates stories into their lesson allowing the students to use their imaginations ($w\bar{x} = 4.12$). Students appreciate it when teachers relate stories about the topics being taught because it stimulates their imaginative thinking and improves their learning experience. According to Putri and Kurniawati (2022), integrating stories into lessons creates a positive atmosphere that eliminates students' tension and mental pressure. It is easy to stimulate the student's imagination and memory so that the brain can efficiently work (Putri & Kurniawati, 2022).

The table also indicates that students display a “high” preference when the teacher keeps them motivated and interested throughout her class ($w\bar{x} = 4.11$). Students like it when their teacher keeps them motivated and engaged throughout the lesson, allowing them to stay focused and interested in learning. It is recognized by Colliander and Fejes (2021) that by motivating students, teachers instill confidence in their ability to learn. Students will learn more effectively when they feel confident.

The table unveils that students set forth “high” preferences when the teacher lets them relax for a minute while listening to peaceful music before starting the class ($w\bar{x} = 4.00$). Students enjoy it when teachers give them a minute to reset by listening to calming music before starting the lesson, allowing them to relax and keep their minds focused. As firmly stressed by Baihaqi and Rutiningsih (2019), music is used to relax students’ minds and improve their presentation of information. It allows students to enjoy the teaching and learning process by generating optimal conditions for their brains to process a large amount of content effectively. Relaxation and providing pupils with control over their learning experiences are important aspects of improving their comprehension (Baihaqi & Rutiningsih, 2019).

The data also signify that the students exhibit a “high” preference when the teacher participates in activities such as games or songs happily and genuinely ($w\bar{x} = 3.99$). Students appreciate it when teachers participate enthusiastically in activities, making the learning environment more engaging and interactive. This finding is likewise evident in the study of Shakhnoza (2022) who stated that teachers can utilize a variety of strategies, including active participation in songs and games, dramatic texts, and music in their lessons.

3.3 Students’ Academic Performance in English 8

Table 11 shows the students’ academic performance during the 1st quarter in their English 8 class. There are 25% of the students who obtained an outstanding rating; approximately 32% of them have a very satisfactory rating; and around 31% of them have satisfactory performance. Furthermore, about 12% of the students have a fairly satisfactory rating, while only 0.33% did not meet the expected performance rating in English 8. The students’ academic performance in English is determined by their Written Work (30%), Performance Task (50%), and Quarterly Assessment (20%) as stipulated in the components of Summative Assessment (DepEd Order No. 8, s. 2015).

Table 11. Students’ Academic performance in English 8 (n = 300)

Rating	Verbal Description	Frequency	Percent
90% - 100%	Outstanding	75	25.00
85% - 89%	Very Satisfactory	97	32.33
80% - 84%	Satisfactory	92	30.67
75% - 79%	Fairly Satisfactory	35	11.67
< 75%	Did Not Meet Expectations	1	0.33
Total		300	100.00
Mean = 85.71 (Very Satisfactory)			
SD = 5.05			

The overall performance of the students is 85.71% with a verbal description of very satisfactory. This signifies that, generally, the students at this level have developed the fundamental knowledge, skills, and core understanding of the concepts of English 8 and they can transfer them independently through authentic performance tasks (DepEd Order No. 73, s. 2012).

3.4 Relationship between the Extent of Teachers’ Utilization of and the Extent of Students’ Preference for the Five Methods of Instruction

Table 12. Relationship between the extent of teachers’ utilization of and the extent of students’ preference (n = 300)

	r_s	p-value	Decision	Remark
Teacher-Centered Instruction	0.407	0.000	Reject H_{o1}	Significant
Cooperative Learning	0.294	0.000	Reject H_{o1}	Significant
Task-Based Lang. Teaching	0.170	0.003	Reject H_{o1}	Significant
Audio-Lingual Method	0.226	0.000	Reject H_{o1}	Significant
Suggestopedia	0.223	0.000	Reject H_{o1}	Significant

Level of significance = 0.05

Table 12 presents the data identifying the relationship between the extent of teachers' utilization of and the extent of students' preference for the five methods of instruction. Using Spearman Rank Order Correlation, the results reveal p-values that are less than the level of significance (0.05). This finding is enough evidence to reject the null hypothesis, which means that the relationship between the extent of teachers' utilization and the extent of students' preference for the five methods of instruction is significant. This signifies that teachers who utilize teacher-centered instruction more tend to have students who highly prefer the same type of instruction. Similarly, the more teachers utilize cooperative learning, task-based language learning, audio-lingual method, and suggestopedia, the greater also is the preference of the students for these methods of instruction.

However, of all the r_s -values, it is the teacher-centered instruction that displays the highest degree of relationship between teachers' utilization and students' preference for this method of instruction. This connotes that generally, teachers utilize a teacher-centered method in delivering their English class. Teachers tend to have more utilization of the traditional teacher-centered method of instruction when teaching English because it provides a systematic and organized approach to lesson delivery. This method provides clear direction and instruction, resulting in a thorough transfer of knowledge to students.

The above findings corroborate the result gathered by Baghoussi (2021) that the teacher-centered method of instruction continues to be dominant in educational settings. Teachers continue to employ the teacher-centered method in their English classes because it establishes organized learning and mass transfer of knowledge. Baghoussi (2021) also revealed that the traditional physical classroom design, which consists of organized chairs and tables facing the blackboard with the teacher positioned close to the board and facing the pupils, promotes teacher-centeredness and lecturing. The finding is also parallel with the result of Upadhyia and Lynch (2019) that students are accustomed to and prefer the teacher-centered method to teaching since they were mostly educated in this manner in prior years of school, with the teacher playing a key role in imparting instruction and information.

3.5 Relationship between the Extent of Teachers' Utilization of the Different Methods of Instruction and the Students' Academic Performance

The data in Table 13 present the relationship between the extent of teachers' utilization of the different methods of instruction and the student's academic performance. Employing Multiple Linear Regression Analysis, it is shown that the F-test significance or overall p-value (0.000) is less than the level of significance (0.05). This means that the sample data provide enough evidence to reject the null hypothesis for the entire population. In other words, some of the explanatory or independent variables (5 different methods of instruction) are significant predictors of students' academic performance. Assessing the regression analysis output, it can be observed that only the extent of teachers' utilization of teacher-centered instruction can significantly predict the students' academic performance. ($p = 0.000$). Moreover, its coefficient (2.203) is positive, which denotes that the more teachers utilize teacher-centered instruction, the greater is the academic performance of the students. Because teachers generally use the teacher-centered method of instruction, children grow used to it and perform well academically as a result. The regulated and authoritative nature of teacher-centered instruction creates an environment in which students thrive and excel in their academic endeavors. This result is likewise evident in the finding of Gorowara and Lynch (2019) that the student's learning and academic performance improved, demonstrating that they gained knowledge using the teacher-centered learning method.

Table 13. Relationship between the extent of teachers' methods of instruction and the student's academic performance (n = 300)

Variables	Coefficients	SE	t Stat	p-value
Intercept	73.416	2.889	25.410	0.000
Teacher-Centered Instruction	2.203	0.502	4.392	0.000
Cooperative Learning	0.786	0.566	1.389	0.166
Task-Based Lang. Teaching	0.101	0.585	0.173	0.863
Audio-Lingual Method	-0.153	0.561	-0.273	0.785
Suggestopedia	0.132	0.567	0.232	0.816
$r = 0.293$				
$r^2 = 0.086$				
adjusted $r^2 = 0.070$				
F-ratio = 5.524				

Level of significance = 0.05

Meanwhile, other methods of instruction (i.e. cooperative learning, tasked-based language teaching, audio-lingual method, and suggestopedia) do not significantly relate to the academic performance of the students (all p-values $> \alpha = 0.05$). This result, however, contradicts the claim of Qureshi *et al.* (2023) that cooperative learning enhances student learning. The use of it in the classroom should be encouraged because it helps students progress academically. Additionally, in the study of Prianty, Ngadiso and Wijayanto (2021), it was found that task-based language teaching enhances learners' academic performance. The main reason teachers utilize task-based language teachings is that it increases students' academic outcomes.

Furthermore, in the study of Suwarno, Retnowati and Sundari (2023), results showed that the teacher effectively implemented the Audio-lingual Method, resulting in improved academic achievement of the students. Subsequently, according to the result of Budianto and Yuniar (2023), pupils who were taught with suggestopedia performed better academically. This study contributes both theoretically and practically to the field of English teaching and learning. It adds to our understanding of how suggestopedia affects student achievement.

3.6 Relationship between the Students' Extent of Preference on the Enumerated Methods of Instruction and Their Academic Performance

The data in Table 14 reveal the relationship between the extent of students' preference for the different methods of instruction and the student's academic performance. Utilizing Multiple Linear Regression Analysis, it is shown that the F-Test significance or overall p-value (0.001) is less than the level of significance (0.05). This means that there is enough evidence to reject the null hypothesis. This also indicates that some of the explanatory or independent variables (5 different methods of instruction) are significant determinants of the student's academic performance. Moreover, the regression analysis output unveils that only the extent of students' preference for teacher-centered instruction can significantly predict their academic performance ($p = 0.000$). Additionally, its coefficient (1.703) is positive, which suggests that the higher the extent of the student's preference for teacher-centered instruction is, the greater their academic performance. This result emphasizes the impact of teaching methods on students' learning outcomes and the need to adapt to student preferences to achieve effective academic results. Similarly, the finding of Gorowara and Lynch (2019) implied that students were more established to and preferred the teacher-centered method of instruction. Drill practice or repetitive learning has traditionally been students' preferred method of acquiring new knowledge. The increase in the student academic accomplishment level could be attributed to this learning method of instruction which is employed throughout their academic endeavor (Gorowara & Lynch, 2019).

Table 14. Relationship between the students' extent of preference and their academic performance (n = 300)

Variables	Coefficients	SE	t Stat	p-value
Intercept	74.625	2.894	25.788	0.000
Teacher-Centered Instruction	1.703	0.584	2.918	0.004
Cooperative Learning	0.600	0.593	1.013	0.312
Task-Based Lang. Teaching	0.785	0.593	1.324	0.186
Audio-Lingual Method	-0.367	0.635	-0.578	0.564
Suggestopedia	0.079	0.555	0.143	0.886
r = 0.254				
r ² = 0.064				
adjusted r ² = 0.048				
F-ratio = 4.043				
p-value = 0.001 (significant)				
Level of significance = 0.05				

Meanwhile, other methods of instruction (i.e. cooperative learning, task-based language teaching, audio-lingual method, and suggestopedia) do not significantly relate to the academic performance of the students (all p-values $> \alpha = 0.05$). However, this finding does not support that of Sintia, Rusnayati, and Samsudin (2019), who found that students prefer cooperative learning based on their preferred learning method, resulting in improved academic performance. From the findings of Adjei *et al.* (2022), it has also been revealed that cooperative learning is more accepted and preferred by students in doing tasks in the classroom. As a result of the findings, it can be inferred that collaborative learning results in higher levels of academic achievement.

Afifah and Devana (2020) also stated that students prefer task-based language learning because it makes learning English more enjoyable, and they agree that task-based activities are a great way to enhance English academically. As a result, task-based language teaching improves students' academic achievement. Additionally, in the study of Rustomi (2021), findings revealed that students respond favorably to the teacher's use of the audio-lingual method, resulting in improved academic performance. This finding does not align with what Iryna *et al.* (2023) found that the suggestopedia method has a positive impact on students' cognitive, motivational, emotional, and social development. Accordingly, the suggestopedia method of language teaching used in the study emphasized increasing students' linguistic competence and cultivating academic achievement.

4.0 Conclusion

Bertrand Russell said, "More important than the curriculum is the question of the methods of teaching and the spirit in which the teaching is given." This statement implies that successful learning depends not just on curriculum content, but also on diverse and engaging teaching methods tailored to different learning styles and preferences. In teaching English, it is clear that teachers employ various methods of instruction, which include teacher-centered instruction, cooperative learning, task-based language teaching, audio-lingual method, and suggestopedia. As a result, students highly prefer these methods of instruction in learning English as well, leading to students' exceptional academic performance in their English 8 class.

In addition, the researcher has inferred that among all methods of instruction studied, teacher-centered instruction demonstrated the strongest correlation with teachers' utilization and students' preferences. The academic performance of students also improved as teachers used more teacher-centered instruction. On the other hand, students' performance increased with a higher preference for teacher-centered instruction. This highlights the effectiveness of tailoring and employing classroom instructions and diverse methods in English language teaching that align with students' preferred methods of learning to enhance their knowledge and academic achievement.

5.0 Contributions of Authors

This study has a single author and her adviser reviewed and approved the final version of this paper.

6.0 Funding

No funding agency provided a particular grant for this work.

7.0 Conflict of Interests

The author declared that she has no conflicts of interest as far as this study is concerned.

8.0 Acknowledgment

The author expresses gratitude to the Foundation University graduate school faculty, her thesis adviser and her statistician, and the Department of Education for their invaluable cooperation and support in this undertaking.

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