



The Relationship between Cognitive and Social Strategies on Students' Speaking Self-Efficacy: A Mixed-Method Study

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Article Info	Abstract
Received: 2026-05-12 Revised: 2026-09-11 Accepted: 2026-09-15 Keywords: cognitive strategies; social strategies; speaking self-efficacy; EFL speaking; mixed-method study; vocational students DOI: 10.24256/ideas.v14i2.10553 Corresponding Author: Fadhilah fadhilahila7@gmail.com English Education Department, Graduate Program, State University of Makassar	<i>This study investigated the relationship between cognitive and social strategies and students' speaking self-efficacy in English. The research was conducted at UPTD SMKN 1 Rangas, a vocational high school where students are expected to develop English speaking competence for academic and workplace communication. The study was motivated by the fact that several students experienced difficulty speaking English confidently and fluently, especially in internship and customer-service contexts. A mixed-method approach with a convergent parallel design was employed to obtain both statistical and qualitative evidence. The quantitative data were collected from 103 students selected through cluster random sampling from three classes: DKV, TGR, and Animation. The qualitative data were obtained from 15 students selected purposively based on high, middle, and low strategy-use profiles. The instruments consisted of an adapted Strategy Inventory for Language Learning questionnaire, a speaking self-efficacy questionnaire, and semi-structured interview guidelines. The quantitative data were analyzed using descriptive statistics, reliability and validity testing, normality testing, and Pearson Product Moment correlation through SPSS. The qualitative data were analyzed thematically to explore students' perceptions of the role of cognitive and social strategies in their speaking self-efficacy. The findings showed that cognitive strategies were used at a good level, with an overall achievement of 64.29%, while social strategies also appeared as meaningful interaction-based supports. Pearson correlation analysis revealed a significant moderate positive relationship between cognitive strategies and speaking self-efficacy ($r = 0.444$; $p = 0.000$). Social strategies showed a stronger moderate positive relationship with speaking self-efficacy ($r = 0.585$; $p = 0.000$). Interview findings confirmed that practicing, organizing ideas, asking questions, cooperating with peers, and receiving feedback helped students feel more confident in speaking English. The study concludes that cognitive and social strategies are significantly related to students' speaking self-efficacy and should be integrated into vocational English instruction.</i>

1. Introduction

Speaking is one of the most important skills in English language learning because it enables learners to communicate ideas, express opinions, negotiate meaning, and participate in academic and professional interactions. In the context of English as a Foreign Language (EFL), speaking is often considered the most visible indicator of communicative competence because it requires learners to combine vocabulary, grammar, pronunciation, fluency, confidence, and interactional ability in real time. Unlike reading and writing, speaking occurs under immediate communicative pressure. Students must listen, process meaning, select appropriate words, organize sentences, manage pronunciation, and respond to others almost simultaneously.

For vocational high school students, English speaking ability is particularly important. Vocational education prepares students not only for academic achievement but also for workplace readiness. Students in vocational schools are expected to communicate in professional settings such as customer service, technology, hospitality, design, business, and workplace collaboration. In these contexts, English is not merely a school subject but a practical skill that may support internship success, career opportunities, and professional communication. Richards (2015) argues that language teaching should be connected to learners' communicative needs and real-life purposes. Therefore, English speaking instruction in vocational schools should help students develop the confidence and strategies needed to communicate beyond the classroom.

However, many EFL students still experience problems in speaking English. These problems include limited vocabulary, inaccurate pronunciation, lack of fluency, fear of making mistakes, anxiety, and low confidence. In many cases, students may know grammar rules or perform well in written tasks but still hesitate when they are required to speak. This condition shows that speaking competence is not only a matter of linguistic knowledge but also a matter of psychological readiness. Students need to believe that they are capable of speaking before they are willing to participate actively in oral communication.

This belief is known as speaking self-efficacy. Bandura (1977, 1997) defines self-efficacy as individuals' beliefs in their ability to organize and execute actions required to achieve certain performances. In speaking contexts, speaking self-efficacy refers to students' belief that they can speak English successfully in classroom, social, or workplace situations. Students with high speaking self-efficacy tend to participate more actively, take more risks, persist despite mistakes, and recover more quickly from communication breakdowns. In contrast, students with low speaking self-efficacy may avoid speaking tasks, feel anxious, interpret mistakes as failure, and become reluctant to communicate.

At UPTD SMKN 1 Rangas, speaking self-efficacy is a relevant issue because students are expected to use English in vocational and internship contexts. The thesis data indicate that some industry partners reported that internship students were unable to communicate fluently and confidently with customers or clients, even when their written English skills were considered stronger. This gap between classroom learning and workplace speaking demands shows the need to examine factors that may support students' confidence in oral communication. If students are not confident in speaking, they may fail to demonstrate their competence in real professional situations.

One factor that may influence speaking self-efficacy is the use of language learning strategies. Oxford (1990) explains that language learning strategies are actions, behaviors, steps, or techniques used by learners to improve their language learning. Among the different categories of language learning strategies, cognitive and social strategies are highly relevant to speaking. Cognitive strategies involve mental processes that help learners manipulate, practice, organize, analyze, and produce language. Social strategies

involve interaction with others to ask questions, cooperate, seek feedback, and develop communicative competence.

Cognitive strategies are important because speaking requires active language processing. Students who use cognitive strategies may practice pronunciation, repeat expressions, analyze sentence patterns, organize ideas before speaking, summarize information, and prepare responses. These strategies help students control language forms and reduce hesitation. For example, a student who practices a hotel check-in dialogue several times may feel more prepared and confident when performing the dialogue in class or during internship practice. Cognitive strategies can provide mastery experiences, which Bandura (1997) identifies as one of the strongest sources of self-efficacy.

Oxford (1990) classifies cognitive strategies into several types, including practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Practicing strategies include repeating, rehearsing, and using language in natural contexts. Receiving and sending message strategies help students understand the main idea and respond effectively. Analyzing and reasoning strategies help students infer meaning, compare language structures, and use logical thinking in communication. Creating structure for input and output helps students organize information through note-taking, summarizing, and planning. These strategies can strengthen students' readiness to speak because they provide both linguistic preparation and cognitive control.

Social strategies are also crucial in speaking because language is inherently social. Speaking does not occur in isolation; it requires interaction with others. Students who use social strategies may ask for clarification, request correction, cooperate with peers, practice conversations, and learn from more proficient speakers. These interactions provide verbal persuasion, feedback, modeling, and emotional support, all of which can strengthen self-efficacy. Vygotsky's (1978) sociocultural theory also emphasizes that learning develops through social interaction and scaffolding. In speaking classrooms, peer interaction and teacher feedback can help learners move from hesitation to more confident participation.

Social strategies are especially important for vocational students because workplace communication requires collaboration and interaction. Students must learn how to ask questions politely, respond to customers, negotiate meaning, clarify misunderstandings, and maintain professional communication. In this sense, social strategies do not only support classroom speaking activities but also prepare students for real communication demands in internships and future careers. When students cooperate with peers or practice role plays, they simulate workplace interaction and develop confidence in using English for practical purposes.

Previous studies have indicated that cognitive and social strategies are related to language learning success and self-efficacy. Research on EFL learners has found that students who use cognitive strategies more frequently tend to show better speaking confidence and stronger language control. Other studies have shown that social strategies can reduce anxiety, increase exposure to English, and support interactional competence. However, much of the existing research focuses on university students or general EFL learners rather than vocational high school students. There is still a need for studies that investigate how these strategies relate to speaking self-efficacy in vocational contexts, where English speaking is connected to workplace performance.

Another gap concerns the integration of quantitative and qualitative evidence. Many studies examine the correlation between strategy use and speaking performance or self-efficacy using questionnaires, but fewer studies explain how students themselves perceive the role of these strategies in building confidence. Numbers can show whether variables are related, but interviews can explain why and how the relationship occurs. For this

reason, a mixed-method approach is useful. Creswell (2018) explains that mixed-method research allows researchers to combine quantitative trends with qualitative insights, providing a more complete understanding of a research problem.

Based on this background, the present study investigated the relationship between cognitive and social strategies and students' speaking self-efficacy at UPTD SMKN 1 Rangas. The study was guided by five research questions: the extent to which students use cognitive strategies, the extent to which students use social strategies, whether cognitive strategies significantly correlate with speaking self-efficacy, whether social strategies significantly correlate with speaking self-efficacy, and how students perceive the role of cognitive and social strategies in their speaking self-efficacy.

This study is significant theoretically and practically. Theoretically, it contributes to the literature on language learning strategies and self-efficacy by connecting Oxford's strategy framework with Bandura's self-efficacy theory in an Indonesian vocational school context. Practically, it provides English teachers with evidence about which strategies may support students' confidence in speaking. The findings may help teachers design speaking activities that combine cognitive rehearsal, structured output, peer cooperation, feedback, and authentic communication practice. For students, the study may raise awareness that speaking confidence can be developed through deliberate strategy use rather than viewed as a fixed personal trait.

2. Method

This study employed a mixed-method research design using a convergent parallel approach. The design was selected because the study aimed to measure the statistical relationship between cognitive strategies, social strategies, and students' speaking self-efficacy while also exploring students' perceptions of how those strategies influenced their confidence in speaking English. Creswell (2018) explains that a convergent parallel design allows researchers to collect quantitative and qualitative data during the same phase, analyze the two types of data separately, and then integrate the results to obtain a more comprehensive interpretation.

The quantitative strand used a correlational design. This design was appropriate because the study examined the relationship between naturally occurring variables without manipulating them. The independent variables were cognitive strategies and social strategies, while the dependent variable was speaking self-efficacy. The qualitative strand focused on students' perceptions of the role of cognitive and social strategies in speaking self-efficacy. The integration of the two strands allowed the researcher to compare statistical patterns with interview-based explanations.

The research was conducted at UPTD SMKN 1 Rangas. The population consisted of second-grade vocational students from nine classes. For the quantitative component, cluster random sampling was used because the classes already existed as natural clusters. Three classes were selected: DKV with 34 students, TGR with 33 students, and Animation with 36 students. The total quantitative sample was 103 students. For the qualitative component, purposive sampling was used. From the 103 students, 15 students were selected for semi-structured interviews. The interview participants consisted of five high scorers, five middle scorers, and five low scorers based on their strategy-use profiles. This maximum variation sampling was used to capture diverse perspectives from students with different levels of strategy use and self-efficacy.

The quantitative instruments consisted of an adapted Strategy Inventory for Language Learning questionnaire and a speaking self-efficacy questionnaire. The strategy questionnaire measured students' use of cognitive and social strategies using a Likert scale. Cognitive strategy indicators included practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Social strategy

indicators included asking questions, cooperating with others, and empathizing with others. The speaking self-efficacy scale measured students' beliefs in their speaking capability, including linguistic, self-regulatory, performance, and delivery dimensions.

The qualitative instrument was a semi-structured interview guide. The interviews explored students' experiences in using cognitive and social strategies, their confidence in speaking English, the strategies they found helpful, and the difficulties they experienced when speaking. Semi-structured interviews were used because they provided flexibility for students to explain their experiences in their own words while still keeping the discussion aligned with the research questions.

The quantitative data were analyzed using SPSS. First, validity and reliability tests were conducted to ensure instrument quality. Reliability was examined using Cronbach's Alpha. The reliability values showed that the instruments were acceptable: the social strategy variable obtained Cronbach's Alpha of 0.754, while the speaking self-efficacy variable obtained Cronbach's Alpha of 0.648. Second, descriptive statistics were used to calculate minimum scores, maximum scores, means, standard deviations, and percentage achievements. Third, normality testing was conducted to determine whether Pearson Product Moment correlation could be used. Finally, Pearson correlation analysis was applied to examine the relationship between cognitive strategies and speaking self-efficacy and between social strategies and speaking self-efficacy.

The qualitative data were analyzed thematically. Interview responses were reduced, coded, grouped into themes, and interpreted based on the research focus. The qualitative findings were then integrated with the quantitative results to determine whether the two data sources supported, explained, or expanded each other. This integration strengthened the interpretation because the statistical findings showed the level of relationship among variables, while the interview findings explained how students experienced the role of strategies in their speaking self-efficacy.

3. Result

The findings of this study are presented in five main parts: students' use of cognitive strategies, students' use of social strategies, students' speaking self-efficacy, the correlation between cognitive and social strategies and speaking self-efficacy, and students' perceptions of the role of strategies in their speaking confidence.

The descriptive analysis showed that students used cognitive strategies at a good level. The cognitive strategy variable consisted of 20 statement items and was answered by 103 respondents. The minimum score was 34, the maximum score was 92, the mean score was 64.29, and the standard deviation was 9.246. The overall cognitive strategy achievement was 64.29%, categorized as good. This result indicates that students generally used cognitive strategies in English speaking, although some aspects still needed improvement.

Among the cognitive strategy indicators, creating structure for input and output obtained the highest percentage, 66.05%, categorized as good. This means that students were relatively capable of organizing their ideas, taking notes, summarizing information, and preparing language output before speaking. This strategy is useful because speaking requires not only vocabulary knowledge but also organization. Students who can structure their ideas are more likely to speak coherently and confidently.

Practicing strategies achieved 64.62%, also categorized as good. This indicates that many students practiced English through repetition, pronunciation rehearsal, or speaking exercises. Practicing helped students become more familiar with words, expressions, and sentence patterns. However, the result also suggests that not all students practiced

consistently. Some students still needed encouragement to rehearse speaking outside formal classroom tasks.

Receiving and sending messages achieved 63.80%, categorized as good. This result shows that students were fairly able to understand incoming messages and convey responses during communication. In speaking activities, this strategy helps students listen carefully, identify key meanings, and respond appropriately. Nevertheless, some students still needed improvement in understanding and delivering information effectively.

Analyzing and reasoning achieved 62.67%, categorized as good but lower than the other indicators. This suggests that students had begun to use reasoning strategies, such as analyzing expressions, comparing language structures, and making inferences, but this ability was not yet fully developed. Since analyzing and reasoning require higher cognitive processing, students may need more guided practice to apply this strategy in speaking tasks.

The descriptive analysis of social strategies also indicated meaningful use among students. The social strategy variable consisted of 15 items and was answered by 103 respondents. The minimum score was 29, the maximum score was 72, the mean score was 48.74, and the standard deviation was 7.791. This result indicates that students used social strategies in learning speaking, particularly through asking questions, cooperating with peers, and using interaction as a means of learning. Social strategies were important because they provided students with opportunities to practice English with others rather than learning speaking individually.

The results also showed that the research instruments were reliable. The social strategy variable obtained a Cronbach's Alpha value of 0.754, which indicated a good level of internal consistency. The speaking self-efficacy variable obtained a Cronbach's Alpha value of 0.648, which was considered acceptable. These reliability results indicate that the questionnaire items were sufficiently consistent for measuring the intended constructs.

The correlation analysis revealed that cognitive strategies had a significant relationship with students' speaking self-efficacy. The Pearson correlation coefficient between cognitive strategies and speaking self-efficacy was $r = 0.444$, with a significance value of $p = 0.000$. Since the significance value was lower than 0.05, the relationship was statistically significant. The correlation coefficient of 0.444 indicates a moderate positive relationship. This means that students who used cognitive strategies more frequently tended to have higher speaking self-efficacy.

The correlation between social strategies and speaking self-efficacy was stronger. The Pearson correlation coefficient was $r = 0.585$, with a significance value of $p = 0.000$. This result also indicates a statistically significant moderate positive relationship. The higher correlation coefficient suggests that social strategies may have a stronger association with speaking self-efficacy than cognitive strategies. Students who often asked questions, cooperated with peers, sought clarification, and practiced through interaction tended to believe more strongly in their speaking capability.

The qualitative findings supported the quantitative results. Interview data showed that students perceived cognitive strategies as helpful for building speaking confidence. Students explained that practicing helped them remember expressions and reduce hesitation. Repetition and rehearsal made them feel more prepared before speaking in front of others. Some students also stated that organizing ideas before speaking helped them avoid confusion. When they had prepared key points or structured their responses, they felt more confident and less anxious.

Students also described the importance of analyzing and reasoning. Some students reported that they tried to understand the meaning of expressions, compare English phrases with Indonesian meanings, and think about sentence patterns before speaking. This process helped them feel more secure because they understood what they wanted to

say. However, some lower-strategy students still found this difficult. They tended to rely on memorization and felt confused when they had to speak spontaneously.

The interview results also revealed that social strategies played a major role in speaking self-efficacy. Students stated that speaking with friends made them feel less afraid of making mistakes. Peer cooperation provided a safer environment for practice because students felt that their friends shared similar difficulties. Asking questions also helped students clarify meaning and correct errors. When teachers or peers gave feedback, students felt that they could improve their speaking.

Students with high strategy use tended to perceive social interaction positively. They believed that cooperation, discussion, and role-play helped them become braver in speaking. They also saw mistakes as part of learning. In contrast, students with lower strategy use often felt shy, afraid of being laughed at, or uncertain about how to ask for help. This difference suggests that social strategies may not only provide language practice but also shape students' emotional readiness to speak.

The integrated findings show that cognitive and social strategies are both related to speaking self-efficacy, but they may support self-efficacy in different ways. Cognitive strategies help students prepare, organize, analyze, and control language. Social strategies help students interact, receive feedback, reduce anxiety, and gain support from others. Together, these strategies support students' belief that they can speak English more successfully.

4. Discussion

The findings of this study confirm that cognitive and social strategies are significantly related to students' speaking self-efficacy. The relationship between cognitive strategies and speaking self-efficacy was moderate and positive, with $r = 0.444$ and $p = 0.000$. This result indicates that students who more frequently used cognitive strategies tended to report stronger confidence in their ability to speak English. This finding is consistent with Oxford's (1990) view that cognitive strategies help learners manipulate and transform language through practice, analysis, reasoning, and organization.

The role of cognitive strategies can be understood through Bandura's self-efficacy theory. Bandura (1997) argues that mastery experience is one of the strongest sources of self-efficacy. When students practice speaking, rehearse expressions, organize ideas, and analyze language forms, they create opportunities for successful performance. These experiences gradually strengthen their belief that they can speak English. In this study, practicing, receiving and sending messages, analyzing and reasoning, and structuring input and output all contributed to students' speaking preparation.

The finding that creating structure for input and output had the highest cognitive strategy percentage is important. Speaking is often difficult because students must organize ideas quickly. When students use notes, outlines, summaries, or mental structures, they reduce confusion and increase their ability to speak coherently. This supports cognitive load theory, which suggests that learning becomes easier when information is organized and cognitive demands are managed. In speaking, structured preparation can reduce anxiety because students know what to say and how to say it.

Practicing strategies also played an important role. Students who repeatedly practiced pronunciation, vocabulary, and expressions were more likely to feel prepared for speaking tasks. Repetition helps language become more automatic, which can reduce hesitation during oral communication. In vocational contexts, practicing is particularly important because students must use specific expressions in workplace-like situations.

Rehearsing customer service dialogues, presentation openings, or role-play responses can strengthen both language accuracy and self-confidence.

However, analyzing and reasoning had the lowest percentage among the cognitive indicators. This suggests that students still need support in using higher-level cognitive strategies. Many students may practice or memorize expressions, but fewer students may consciously analyze sentence patterns, infer meaning, or transfer knowledge from one context to another. This has implications for teaching. Teachers should not only ask students to repeat expressions but also guide them to understand how expressions work, why certain phrases are used, and how they can adapt language to new situations.

The second major finding is that social strategies had a stronger relationship with speaking self-efficacy than cognitive strategies. The correlation between social strategies and speaking self-efficacy was $r = 0.585$ with $p = 0.000$, which indicates a moderate positive relationship. This result suggests that interaction-based strategies are strongly associated with students' confidence in speaking English. This is understandable because speaking is a social skill. Students build confidence not only by preparing language individually but also by using language with others.

Social strategies support speaking self-efficacy through several mechanisms. First, asking questions helps students clarify meaning and reduce uncertainty. When students do not understand a word or expression, asking for clarification prevents misunderstanding and helps them continue communication. Second, cooperating with peers gives students more practice opportunities. Peer interaction can create a supportive environment where mistakes are less threatening. Third, feedback from teachers and peers provides verbal persuasion, another source of self-efficacy in Bandura's theory. Positive feedback and constructive correction can help students believe that they are improving.

The qualitative findings strengthen this interpretation. Students reported that speaking with friends made them feel less afraid. They also stated that feedback helped them correct mistakes and become more confident. These findings show that social strategies do not only improve interaction; they also influence emotional readiness. For students who are shy or anxious, social support can reduce fear and increase willingness to communicate. This explains why social strategies had a stronger correlation with speaking self-efficacy in this study.

The findings also align with Vygotsky's sociocultural theory. Vygotsky (1978) emphasizes that learning occurs through interaction and scaffolding. In speaking classes, students learn not only from teacher explanation but also from peer modeling, collaborative practice, and negotiated meaning. Social strategies create a learning environment where students can receive help, observe others, and gradually develop independence. This process is important for vocational students who need to speak in real workplace contexts.

The relationship between strategies and speaking self-efficacy also has practical implications for English for Specific Purposes instruction. Vocational students need to use English in practical situations. Therefore, strategy instruction should be embedded in speaking activities that reflect workplace needs. Teachers can design role plays, simulations, pair work, and group discussions where students practice both cognitive and social strategies. For example, before a hotel service role-play, students can organize key phrases, practice pronunciation, analyze possible customer questions, and then cooperate with peers to perform the dialogue.

The mixed-method design provided a richer understanding of the findings. The quantitative data showed that both cognitive and social strategies were significantly related to speaking self-efficacy. The qualitative data explained how students experienced these relationships. High-strategy students described strategies as tools for preparation and confidence. Middle-strategy students often recognized the benefits but needed more guidance. Low-strategy students tended to experience barriers such as anxiety, fear of

mistakes, and uncertainty about how to practice. This variation indicates that strategy instruction should be differentiated according to students' needs.

The study also suggests that speaking self-efficacy should not be treated as a fixed personality trait. Students' confidence can grow when they experience successful speaking practice, receive support, and learn effective strategies. Teachers can help students build self-efficacy by providing achievable speaking tasks, offering positive feedback, encouraging peer support, and teaching students how to prepare for speaking. When students know what strategies to use, they may feel more in control of their learning.

Another implication is that cognitive and social strategies should not be taught separately. Although they have different functions, they can support each other. Cognitive strategies prepare students internally, while social strategies provide external practice and feedback. A student may first organize ideas and practice expressions individually, then use those expressions in pair work or group discussion. Through this combination, students gain both preparation and interaction, which can strengthen speaking self-efficacy more effectively.

Despite the positive findings, the moderate correlation values suggest that speaking self-efficacy is influenced by other factors as well. Anxiety, vocabulary mastery, previous speaking experiences, teacher support, classroom climate, and assessment pressure may also affect students' confidence. Therefore, cognitive and social strategies should be viewed as important but not exclusive contributors to speaking self-efficacy. Future studies may examine additional variables such as speaking anxiety, motivation, classroom environment, and actual speaking performance.

Overall, this study shows that cognitive and social strategies are meaningful factors in students' speaking self-efficacy. Cognitive strategies help students prepare, process, and organize language, while social strategies help students interact, receive feedback, and reduce fear. In vocational English learning, both strategies are essential because students must be prepared not only to know English but also to use it confidently in real communication.

5. Conclusion

This study examined the relationship between cognitive and social strategies and students' speaking self-efficacy at UPTD SMKN 1 Rangas. Using a mixed-method approach with a convergent parallel design, the study combined questionnaire data from 103 students and interview data from 15 selected students. The findings showed that students used cognitive strategies at a good level, with an overall achievement of 64.29%. The cognitive strategy indicators included practicing, receiving and sending messages, analyzing and reasoning, and creating structure for input and output. Among these, creating structure for input and output showed the highest achievement, while analyzing and reasoning still required further development.

The correlation analysis revealed that cognitive strategies had a significant moderate positive relationship with students' speaking self-efficacy, with $r = 0.444$ and $p = 0.000$. This indicates that students who used cognitive strategies more frequently tended to have stronger beliefs in their ability to speak English. Social strategies also had a significant moderate positive relationship with speaking self-efficacy, with $r = 0.585$ and $p = 0.000$. The stronger correlation suggests that interaction, cooperation, clarification, and feedback are highly important for building students' confidence in speaking.

The qualitative findings supported the quantitative results. Students perceived cognitive strategies as helpful for preparing ideas, practicing pronunciation, organizing responses, and reducing hesitation. They perceived social strategies as useful for asking

questions, practicing with peers, receiving feedback, and reducing fear of mistakes. These findings indicate that speaking self-efficacy develops through both individual preparation and social interaction.

In conclusion, cognitive and social strategies are significantly related to students' speaking self-efficacy. English teachers in vocational schools are encouraged to integrate strategy-based speaking instruction into classroom practice. Speaking activities should include rehearsal, idea organization, reasoning, peer cooperation, role-play, clarification, and feedback. Future researchers may examine the relationship between these strategies, speaking anxiety, actual speaking performance, and workplace communication readiness.

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