

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

1.1 Conclusion

Based on the statistical evidence, the study concludes that prior knowledge is positively and significantly associated with the speaking skill of eighth-grade students at SMP IT Ahmad Dahlan Jambi. Students with richer prior knowledge resources achieved higher scores in speaking assessments. Although the effect size is moderate ($r^2 \approx 35\%$), the finding underscores the pedagogical importance of building and activating students' background knowledge as part of speaking instruction.

5.2 Suggestions

1. For English Teachers: Incorporate pre-speaking activities that activate students' background knowledge (e.g., brainstorming, think-pair-share, visual prompts) to scaffold oral production. Provide varied topic familiarity to broaden students' schemata.
2. For Students: Engage actively in reading and experiential learning to enrich background knowledge. Practice speaking in contexts that connect with personal experiences to enhance fluency and confidence.
3. For School Administrators: Facilitate English clubs or task-based projects that allow students to explore topics in depth before speaking tasks.
4. For Future Researchers: Examine additional variables (e.g., motivation, anxiety, interaction patterns) or employ experimental designs to establish causality between prior knowledge activation strategies and improvements in speaking proficiency.