

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and suggestions of this research. The researcher presents two main points from the result findings and two suggestions for improvement.

5.1 Conclusions

- a. The different mode of presentations results in different scoring because of the factor called *presentation effect*. Based on the result of this research, it was revealed that there was statistically difference on scores awarded on original handwritten than on single space and double space computer format. The F_{value} was higher than F_{table} in the significance level $p\text{-values} < .05$. In this research, the F_{value} was 5.5 and the F_{table} was 5.05, which means $F_{\text{value}} > F_{\text{table}}$ in the significance level of $p\text{-value} < .05$. The results suggested that the null hypothesis was rejected and the research hypothesis was accepted.
- b. The length of the essays did not eliminate nor reduce the presentation effect. The mean score of essay in double space version was lower than the mean score in single space.

5.2 Suggestions

- a. For future researchers, it is suggested to choose the different topic of essay when comparing the two different modes of presentations since it is assumed that the different topic might result in different result. Further, the future researcher needs to deeply analyze the causes of presentation effect on raters' scores. If it is caused by the errors visibility, then what happen if both formats contain no error? The future researchers might want to manipulate any spelling, punctuation, or capitalization mistakes in the transcribed format of handwritten, so raters will receive both formats in free error. The future investigation should prove whether the cause of presentation effect is still reliable or not.
- b. It is important that the issues of comparability between administration modes continue to be explored to ensure that the tests remain a valid measure of language proficiency. This exploratory study should be focused on the comparability of computer-based (CB) and paper-based (PB) writing assessment.
- c. For future teachers, raters, or assessors, it is suggested that they should be more aware of such presentation effect when scoring students responses in any formats to maintain the reliability of scoring.