In try-out I, the mean scores of the pre-test and post-test were 10.66 and 22.15, respectively, while in try-out II the mean scores of the pre-test post-test were 10.96 and 22.68, respectively. It means that the mean scores of the pre-test and post-test in try-out I and II were significantly different and the learning achievement in the post-test was much higher than the learning achievement in the pre-test. It was strengthened by the result of the paired sample t test, which showed that the probability value of 0.000 was smaller than the level of significance of 0.05, indicating a significant difference in statistical literacy learning achievement between the pre-test and post-test. Therefore, the use of a learning module for statistical literacy in try-out I and II was effective.

Based on try-out I and II, it can be concluded that a learning module for statistical literacy was effective. In other words, a learning module for statistical literacy was effective in improving statistical literacy learning achievement.

Conclusions

Referring to the above analysis and discussion, the researcher has come to the following conclusions: (1) there is an improvement in the students’ statistical literacy learning achievement, which fell into the moderate category, (2) a learning module for statistical literacy was effective in improving statistical literacy learning achievement that consisted of some aspects of statistical literacy, i.e., concepts, applications, calculations, and interpretations of simple linear regression.

References
The Effectiveness of a Learning Module for Statistical Literacy