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Dari: International Journal of Instruction (editor.eiji@gmail.com)

Kepada: btlia@rocketmail.com; toto.nusantara.fmipa@um.ac.id

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Title (Mrs/Ms/Dr etc): Dr
Your email: : btlia@rocketmail.com
Scope of the Article:: instruction
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Kepada: editor.eiji@gmail.com
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your article

Dari: iji@ogu.edu.tr

Kepada: btlia@rocketmail.com; toto.nusantara.fmipa@um.ac.id

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Kepada: btlia@rocketmail.com; toto.nusantara.fmipa@um.ac.id

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The Influence of Infusion Learning Strategy on Students' Mathematical Argumentatıon Skill

This study aimed to see the influence of infusion learning strategy on students' mathematical argumentation, in particular to those who were prospective math teachers. Method: It used experimental research design involving 70 respondents. The experimental group implemented infusion learning strategy, while the control group did not apply the strategy. Both experimental and control groups had a post-test for data collection dealing with students' mathematical argumentation. The data would further be analyzed using t-test key by means of SPSS. Findings: The result showed a significant difference between those two groups. Therefore, this study defined that infusion learning strategy brough effects on the mathematical argumentation of prospective math teachers. Implications for Research and Practice: The limitation of this study was infusion learning strategy was only tested on small samples. The researcher's suggestion for the next research is that this learning strategy can be implemented on a larger sample.

Keywords: Proof, Argument, Pre-Service Teacher, Infusion Learning, Mathematıcal

Comment [u1]: *while the control group apply the conventional strategy*.

Comment [u2]: be analyzed using t-test through SPSS software

Comment [u3]: Therefore, this study foun that infusion learning strategies have had an effect on the mathematical arguments of prospective math teachers.

Comment [u4]: Proof, mathematical argumentation skill, Pre-Service Teacher, Infusion Learning

INTRODUCTION

When solving an proofing problem, problem solvers require argument support (Krummheuer, 1999; Cho, & Jonassen, 2002; Hoyles, & Küchemann, 2002; Verheij, 2005). This argument is needed to determine, produce and support a reasonable solution. Through argumentation, problem solvers can give reasons to strengthen or oppose, support or reject an idea. When a problem solver has the ability to argue, he can justify his solutions and actions, so he can leave doubts and uncertain in solving a problem. He is also more free in choosing, can even choose rational solutions

One problem of teaching mathematics in university level is students' low competence in mathematical argumentation, especially in solving argumentation problems. In the context of mathematical argumentation, some students sometimes do not use deductive argument (Inglis, Mejia-Ramos, & Simpson, 2007; Tristanti, 2019). Whereas, deductive arguments is the only argument considered as a valid argument, since its premises are based on verified definition, theorem, and/or facts (Rodd, 2000; Harel, 2001; Tall, 2004; Lodder, 2009).

Comment [u5]: Add information on students' poor mathematical argumentation skills at universities where the authors teach do research!

There are students not using deductive arguments, where students use intuitive and structural intuitive arguments (Inglis, Mejia-Ramos, & Simpson (2007). Inductive argument is when students make sure for themselves and persuade others about the truth of the allegation by evaluating the allegation in one or more specific cases to reduce the uncertainty of a conclusion. Intuitive structural argument is when students use observations about, or experiment with, a kind of mental structure, be it visual or vice versa, which persuades them to draw conclusions.

Comment [u6]: Inglis et al.(2007), not all authors should be mentioned in the second time (see APA style)

In building deductive arguments, students first use non-deductive arguments. There are students who start from an intuitive structural argument, then he can build a deductive argument (Tristanti, et al 2015). There are students who start from inductive arguments then they can build deductive arguments (Tristanti, et al 2016). Students also experience an argument scheme malformation in the construction of evidence (Fuat, 2020). Schematic arguments that experience malformation in 0,1,2,3 and 4. Malformation 0, namely students can not express arguments. Malformation 1: students can express some pronouncements but not arguments. Malformation 2, namely students can express some pronounceme but the argument is incomplete. Malformation 3: students express arguments without conclusions. Malformation 4: students express incomplete arguments.

Students' low competence in mathematical argufmentation is due to their less understanding on the importance of argumentation. Furthermore, they are not trained to carry out good argumentations. To develop their argumentation competence, non-deductive argumentation should be shifted into deductive argument (Harel, & Sowder, 1998). Therefore, the teaching objectives should be clearly explicit in order to gradually improve students' mathematical argumentation competence to reveal formal evidence (Harel, 2001). Finally, students judge the difficulty in understanding and evaluating mathematical arguments because of their difficulty in understanding and using natural mathematical statements to prove.

Comment [u7]: What learning strategies/models have other researchers trie to address students' lack of competency in mathematical argumentation, and what result have they gotten? (if any)

The ability of mathematical argumentation can be developed in mathematics learning through the application of infusion learning strategies. Infusion Learning Strategy is a learning strategy that aims to assist students in developing their competence of mathematical argumentation. The infusion learning strategy phases is actively thinking, having argumentation out of dialogue, having argumentation in a small dialogue and having argumentation in a class dialogue.

Comment [u8]: What is the novelty of this study when compared to previous research conducted by researchers

This study aimed to determine the effect of learning with Infusion Learning Strategy in order to improve students' competence on mathematical argumentation. As applying the strategy, three advantages were expected, as follow: (1) resulting in product of Infusion Learning Strategy, (2) improving students' competence on mathematical argumentation, and (3) automatically strengthening their competence in solving problems of proving which was the core of learning mathematics in university level.

Comment [u9]: Add a reason: why do authors use infusion strategies to overcome students' weak in mathematics argumentatio skills?

CONTEXT AND REVIEW OF LITERATURE

Mathematical argumentation

The term argument and argumentation reflect two definitions. The term argument refers to product, and argumentation refers to the process (Kuhn, & Udell, 2003). Someone constructs an argument to support a claim. On the other hand, a process of dialogue through which two or more people engaged in debating the claim is called argumentation of argumentative discourse. Argumentation is a kind of someone's rhetoric to influence other's arguments and attitudes just so they believe and finally behave as what the author or speaker expected (Keraf, 2010). From such description, it is clearly apparent that, through argumentation, someone tries to construct some facts for showing whether or not an argument is right. The facts he uses should be reasonable, not just because of his preference or emotional approach, so that he may deliver his argument along with its reasonable evidence respectively and critically.

Mathematical argument is a dynamic process of social discourse to find new mathematical ideas and convince others that the claim is true (Rumsey & Langrall, 2016). Justification is part of a mathematical argument because students provide evidence and reasons to convince others that their claims are valid. Meanwhile, according to Inglis, Mejia-Ramos, & Simpson (2007) mathematical arguments include informal reasoning and formal evidence. Arguments can be seen both as elements and as products of mathematical reasoning processes (Viholainen, 2011). The purpose of the reasoning process is to build an argument. This process can be inductive, deductive or the use of intuition in making and testing guesses. Based on the opinion of Rumsey & Langrall; Inglis, Mejia-Ramos, & Simpson and Viholainen that mathematical proofs and reasoning are types of mathematical arguments.

In a logical perspective, a valid argument is an argument that is based on an acceptable premise and uses rules in drawing conclusions, so as to produce an acceptable conclusion (Lodder, 2009). Only deductive arguments satisfy valid arguments because the premise is based on definitions, theorems or facts that have been verified. A valid argument if the form is valid (Purwanto, 2015). The purpose of a valid form of argument is that each premise is properly substituted with any particular statement producing a correct conclusion.

Formally valid arguments are arguments based on deductive thinking (Toulmin, 2003). Whereas a valid argument is not formally an argument that is based on non-deductive thinking. Valid arguments are arguments based on correct and correct interpretation (Kane, 1990). While Nussbaum (2011) revealed that a valid argument is an argument that can be accepted by others without a rebuttal. Kane and Nusbaumm's opinion stated the validity of an argument based on a rhetorical perspective. Arguer concocts facts, so he is able to show and convince others about an opinion that is true or not. A valid argument in the rhetorical perspective is not only from the correct premises and procedure but the conclusion can be accepted without rebuttal (Lodder, 2009).

From some of these opinions it can be concluded that the mathematical argument in this study is a series of mathematical statements consisting of hypotheses (or premises), and conclusions (conclusions). Valid arguments are arguments based on true and correct deductive thinking. Deductive thinking can be seen when arguer uses definitions, axioms, rules, algebraic manipulation, or the use of examples of denial in his mathematical arguments. The conclusions generated by arguer can also be logically accepted

Statements on mathematical argumentation are seen as a kind of argumentation which structure corresponds to what has been developed by Toulmin. This model is used to compare and analyze the content of argumentation and proving from cognitive perspective. It is known as Toulmin Scheme (Toulmin, 2003). The scheme consists of three components, including: claim (C), in the form of speaker’s statement/utterance, data (D), in the form of data justifying the claim (C), warrant (W), in the form of rules of inference which makes data (D) connect to the claim (C) and backing/support (B). In argumentation, the first stage is a statement/premise based on the perspective of someone who is arguing things. This stage is called claim (C). The second stage is data exploring (D) which aims to support the claim. To correlate between C and D, warrant (W) presents to do justification on the data to make it easy to understand by showing the correlation of those two components (i.e., C and D). In case that there are rules (W) which are not yet revealed, other pertinent rules (i.e., Backing) can be taken into account. The following figure presents Toulmin Scheme.

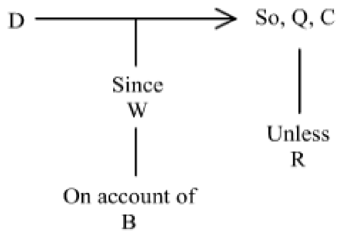

Figure 1
Toulmin Scheme

There are two types of arguments namely formal and informal arguments (Viholainen, 2011). Formal argument, when warrant is based on definitions, axioms and theorems. Generally formal arguments are more thorough and detailed, so that formal arguments can be used to remove all doubts and uncertainties from the truth of a statement. Whereas informal arguments, when warrant is based on concrete interpretations of mathematical concepts, are based on visual or other illustrative representations. The characteristics of informal arguments that mathematical concepts are interpreted using illustrative representations, for example mathematical concepts can be illustrated by several physical contexts. The representation depends on personal experience, situational factors and the field of mathematics.

Infusion learning strategy

Before someone constructed an argument, he should have logical reasoning at first (Walton, 1990). Mathematical reasoning is the main component of thinking that involves the construction of generalization and figures out a valid conclusion about ideas and those ideas are interrelated to each other (Artzt, & Yaloz-Femia, 1999; Peressini, & Webb, 1999; Krulik, Rudnick, & Milou, 2003). The example of having logical reasoning which is not in the form of argument is when playing chest. It is about having logical reasoning when understanding an explanation. Furthermore, another example that shows logical reasoning with argument is when someone speaks perfectly and it is easy to understand by others. It should be noted that logical reasoning differs from having argumentation. Logical reasoning may happen without any specific purposes/aims, while having argumentation aims to reveal a directed argument that convinces and ensure others to receive and understand any explanation an arguer has just delivered. Arguments may arise in bother dialogue and non-dialogue.

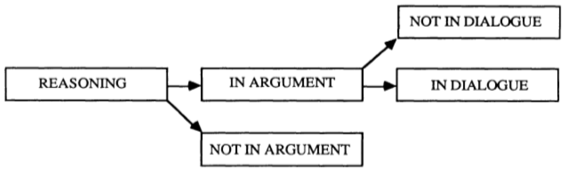

Figure 2
Correlation Between Reasoning And Argument

Such theory by Walton (1990) applies in infusion learning strategy. It is a learning strategy that aims to assist students in developing their competence of mathematical argumentation. The infusion learning strategy phases as follow.

Table 1
Infusion Learning Strategy Phases

Phases	Description
actively thinking	Students got a mathematical problem which asked them to investigate the truth of a statement. They were asked to think actively to construct ideas and apply them for argumentation of the problem
having argumentation out of dialogue	Students were asked to show and convince the right view through an argument which was referred to them. They tried to convince themselves, and thus, they would have an approach and self-debate.
having argumentation in a small dialogue	Students were divided into small groups consisting of 3 students for each. The division was based on the heterogeneity of ideas in solving problem of argumentation. They had to discuss critically in which each of the member tried to express their correct view through an argument they referred to another member. Having argumentation in a dialogue aimed to make their speaking skill perfect and easy to understand, as well as having other's acceptance which made them sure and believe to what the speaker said
having argumentation in a class dialogue	A student expressed his arguments in his class and the other students responded to his argument. This phase aimed to make his speaking skill perfect and easy to understand, as well as having other students' acceptance since they were sure and believe to what he said.

METHOD

Experimental Design

This study was a quantitative experimental method since this study aimed to ensure the effect of treatment of learning with Infusion Learning Strategy on students' mathematical argumentation. While the design of this research is posttest-only control group design. The following figure presented the research design of this study.

E	X	O1
C		O2

Figure
Experimental Design

E is the experimental group, while C is the control group, and X is the treatment to the experimental group is in the form of a learning implementation by Infusion Learning Strategy. O1 is the post-test result of students in experimental group, particularly to their mathematical argumentation after having such treatment. O2 is the the post-test result of students in control group; those with no treatment.

The treatment was considered having significant effect on students' competence of mathematical argumentation if it found a significant difference on the result of post-test between experimental and control groups. Although the control group was not given the same treatment as the experimental grup, it did not mean that the control grup had no treatment or teaching. The control group would have an instruction but it was not Infusion Learning Strategy. The following hypotheses of this study.

Comment [u10]: group

H0: No difference is found on post-test score between experimental and control groups

H1: There is a difference on post-test score between experimental and control groups

Participant

The population of this study was 150 prospective-math-teacher students at a tertiary institution in East Java, Indonesia. All prospective-math-teacher students are around 20 years old. The sample of this study was 70 prospective-math-teacher students. They were divided into control group (35 students) and experimental group (35 students). The control group consisted of 10 males and 25 females, while the experimental group consisted of 11 males and 24 females. The sample was chosen using random techniques, it randomly selected two groups; experimental and control groups, i.e the sample class was chosen randomly with the consideration that all classes had a homogeneous average of mathematical abilities. This was based on the preliminary test result data given to all classes. So the control group and the experimental group had equivalent initial abilities.

Instrument

This instrument was a test. This test is used to collect data on students' mathematical argumentation abilities. The following described the elements of students' competence in mathematical argumentation.

1. The completeness of mathematical argumentation, as follow.
   a. Revealing facts/claims
   b. Revealing warrant
   c. Making conclusion
2. The quality of mathematical argument required students to use deductive argument correctly.

The data of students' mathematical argumentation competence was analyzed quantitatively by giving scores to each of the elements. The guidelines of scoring were as follow.

1. Score 2, If the students revealed the elements correctly

2. Score 1, if the students revealed the elements wrongly
3. Score 0, if the students did not reveal any element

Procedures

Learning with Infusion Learning Strategy was implemented in experimental group for three meetings and posttest was given at the fourth meeting. It took 100 minutes for each meeting. In control group, the students got the same material as the experimental group had. However, they did not apply Infusion Learning Strategy as the treatment. Furthermore, both groups had the same validated post-test which is the test mathematical argumentation.

Technique of Data Analysis

The data of this study was in the form of students' post-test scores to be analyzed using a statistic calculation. To see the treatment (i.e., the effect of learning with Infusion Learning Strategy) on its significance, a difference-test analysis using t-test was conducted. The treatment was considered having significant effect if it found a significant difference between experimental and control groups on their post-test score.

The criteria of not supporting H0 was "H0 is not supported if the Sig. value < 0,05", indicating a difference between experimental and control groups on their post-test scores. If a significant difference was found between those two groups, it indicated that the treatment gave significant effect on the experimental group. In this case, the treatment referred to implementing a Infusion Learning Strategy in a learning process.

Before analyzing the data through t-test, a test of normality and homogeneity should be conducted at first. The test of normality aimed to see whether or not the data distribution was normal, the data distribution is considered normal if the valued of Asymp. Sig. was > 0.05. The test of homogeneity aimed to test the similarity between both groups; experimental and control groups. This test aimed to compare two groups of data, whether or not they had similarity in variance. Both of the groups could be compared only if they had the same variance. The data was considered homogeneous if the Sig. value > significant rate at 5%.

FINDINGS

Test of Normality

The following table presented the result of normality test on post-test data in experimental and control groups

Comment [u11]: Add the information abo the number of questions in the instrument

Comment [u12]: Add information about: Whether the instrument is validated

Comment [u13]: **Add the information about the reability of the instrument**

Comment [u14]: **Describe first the avera score of the student's argumentation abilit on both class (experiment and control) before conducting normality test and homogeneity test**

Table 2
Result Of Normality Tes

	posttest_control	posttest_experiment
Chi-Square	5.971[a]	5.714[b]
Df	5	4
Asymp. Sig.	.309	.222

The Output of SPSS showed that the value of Asymp. Sig for experimental grup on their post-test data was .222 > 0.05, while the control group was .309 > 0.05. It indicated that the data distribution of post-test in both experimental and control groups were normal.

Test of Homogeneity

The following table presented the result of homogeneity test.

Table 3
Result of homogeneity test

Levene Statistic	df1	df2	Sig.
13.326	1	68	.001

The result of homogeneity test as presented in Table 4 showed that the Sig. value was.001 < 0.05. Indicating a not homogeneity on the data of both experimental and control groups. As the data of both groups was not homogeneous, it used equal variances not assumed t-test.

The effect of infusion learning strategy on students' competence of mathematical argumentation

The following table showed the result of equal variances not assumed t-test through SPSS to test the hypotheses of this study

Table 4
Result of t-test

Comment [u15]: Simplify table 4, table 4 should contain only: statistical values t, df, a sig.

			Post test score Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		13.326	
	Sig.		.001	
t-test for Equality of Means	T		-9.854	-9.854
	Df		68	51.191
	Sig. (2-tailed)		.000	.000
	Mean difference		-21.54286	-21.54286
	Std. Error difference		2.18625	2.18625
	95% Confidence Interval of the Difference	Lower	-25.90545	-25.93154
		Upper	-17.18026	-17.15418

Based on Table 4, the Sig. value (2-tailed) was .000 < 0.05. Thus, H0 was not supported, while H1 was supported since a difference on post-test score between experimental and control groups was found. Thus, implementing learning with Infusion

Learning Strategy affected the competence of mathematical argumentation students. Supported this finding, the following table presents the mean score of post-test between those two groups.

Table 5

Mean score of post-test

	Group	N	Mean	Std. Deviation	Std. Error Mean
Post test score	control group	35	56.3143	11.47061	1.93889
	experiment group	35	77.8571	5.97614	1.01015

Mean score of post-test in experimental group was 77.8571, while the control group was 56.3143. It indicating that the mean score of experimental groups is significantly higher than the control group, and thus, it showed a significant difference between them on their scores.

DISCUSSION

The results showed that there was a significant difference between the posttest score in the experimental group and the posttest score in the control group (students' mathematical argumentation competence). Students in the experimental group had a higher posttest score than students in the control group. The experimental group was a class that was given treatment in the form of the implementation of learning with an the infusion learning strategy . This means that the infusion learning strategy could be used to train the competence of mathematical argumentation of prospective mathematics teacher students, and it was main finding of this study.

Based on the search of researchers in previous studies, researchers had not found a learning strategy that was used to improve or practice the ability of mathematical argumentation at the university level. Previous studies focused on analyzing students mathematical argumentation, not on learning strategies that could train students' mathematical argumentation. As research conducted by the pattern of arguments and dimensions of scientific practice of high school students when discussing (Jiménez-Aleixandre, Muñoz, & Cuadrado, 2000), activities to develop arguments and evidence under the guidance of teachers (Durand-Guerrier et al, 2011), methods of analyzing the process of interaction in mathematics classrooms - analysis of arguments and analysis participates (Krummheuer, 2015), explores the concepts of argumentation, reasoning, and proof as understood by mathematicians and educators and presents some of the implications for mathematics education (Hanna, 2020).

These researches are focused on analyzing students mathematical argumentation, not on learning strategies that could train students' mathematical argumentation in proofing. But that did not mean these studies were not important. These studies were very important because all of these results of research were the basis of researchers to found infusion learning strategy that could train students' mathematical argumentation. To find out the mathematical argumentation of students.

The result of this study found that implementing infusion learning strategy could improve students' mathematical argumentation competence. It also found that students' competence on argumentation progressed/improved. Durand-Guerrier et al, (2011), Boero (1999) and Boero et al (2010) also suggested that having logical reasoning during an argumentation played an important role to construct arguments. This allowed students to intentionally explore a variety of alternative ways to define a statement (notion) and justify whether or not the subsequent notions would be logical. Any correlation between argumentation and proof in mathematics could be considered as reasonable justification (Pedemonte, 2007).

The implementation of infusion learning strategy might increase the number of students in revealing facts/claims (D), warrant, and conclusion as well. Hence, they enabled to identify what became facts in argumentation. It was the initial asset for students to prove by applying mathematical and logical argumentation rules. They enabled to identify what became the conclusion in mathematical argumentation. Such conclusion was considered as the final phase in an argumentation, and it constituted the result of argumentation process. Students enabled to show warrant as things that bridged facts, arguments, and conclusion. In this case, the rules applied were officially mathematical theorem and axiom.

The implementation of infusion learning strategy might also improve students' competence on mathematical argumentation and proving. Both argumentation and proof in mathematics developed when someone wanted to ensure himself or others about the truth of a statement (Hanna, 1989). Therefore, this study could be a foothold to implement a learning strategy that improved students' competence on mathematical argumentation. However, it still needed further researches to see the effectiveness and influence of infusion learning strategy in improving students' competence on mathematical argumentation and proving with bigger sample.

Before implementing an infusion learning strategy, the lecturer must ensure that students have initial abilities that are basic material and prove. This initial ability is used by students in producing mathematical arguments. As a result of initial abilities that are not owned by students is that students do not know how to start building evidence. Alcock & Weber (2010) states that the inability to use definitions in formal mathematics and poor understanding of important mathematical concepts is one of the causes of students' difficulties in constructing evidence. A common mistake in writing evidence is that students don't know how to start writing it (Stavrou, 2014). []

Comment [u16]: Compare the results of th study with some of the findings from prior research on the use of infusion strateges in improving mathematical achievement, kemudian bandingkan, is the result in line?

The last discussion was about the causes of the low control group's post-test results. If seen from the mean of the control group's post-test which were quite low compared to the experimental group's, this could be due to the material discussed was about geometry which students have already received so that for the students in the control group was rather than difficult in answering questions because in learning not specifically trained or accustomed to the dealing with proof problems. Students in the control group were not specifically trained to express statements in the form of mathematical arguments, nor were they trained in preparing valid mathematical arguments to convince others in a dialogue. In the control group, the lecturer provides proof of problems and immediately asks students to discuss in solving them. So students are not ready to solve problems and discussions. The limitation of this study was infusion learning strategy was only tested on small samples. The researcher's suggestion for the next research is that this learning strategy can be implemented on a larger sample.

CONCLUSION

This study can prove that the infusion learning strategy in the learning process can affect the mathematical argumentation ability of prospective mathematics teachers. The phases of infusion learning strategy involved actively thinking, having argumentation out of a dialogue, and having argumentation in class dialogue. To train students' competence on mathematical argumentation, the researchers suggested implementing infusion learning strategy in mathematical learning process. The specific implications of this study for research and practical context were that: (1) the result of this study might inspire education observers -especially those who dealt with mathematical argumentation- to do further research, and (2) infusion learning strategy could be useful as an alternative to explore students' mathematical argumentation competence in mathematics class, and as the result, it might bring positive effects to their problem-solving skills, in particular to argumentation.

Comment [u17]: The suggestions based on the results of this research should include: 1. suggestions related to the implementation of fusion strategies in learning mathematics and 2. suggestions for further research

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Comment [u18]: Irawati

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Are the conclusions and generalizations based on the findings?	☐	☒	☐
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Title- Abstract-Summary	The abstract summarizes the research method and findings but its not well structured.The abstract can be better presented in prose form rather than in subsections
Introduction and Literature Review	The introducton is clear and the literature reviview adequate although some statements are not suported with citations. In addition, most of the refences are old. Recent literature would make this study more relevant
Research Methods	The methodology section needs additional information on how the threats to internal and external validity were controlled. The examples of the items in the test should be shown. The author need to be more elaborate on the experimental procedure. The procedure given

	is too shallow and not appropriate for an empirical study
Research Findings	The validity and reliability of the instrument is not shown. This raises doubts about authencity of the findings.
Discussion	The discussion is supported by the findings
Conclusion and Suggestions	The conclusion is well expressed and the author gives the relevance of the study and suggestions for future research
References and Citation	More than 30 references have been used in the study showing a well researched work. The citation is follows the APA format
Language	The language is clear and understandable except for some grammatical errors that need to be corrected
Other issues	The topic is generally interesting and i would strongly recommend the authors to review the method section especially on the procedure and the instrument. The results in the tables should also be presented accordi ng to the APA format

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Title- Abstract-Summary	
Introduction and Literature Review	
Research Methods	
Research Findings	

Discussion	
Conclusion and Suggestions	
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Other issues	

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Section of the Manuscript	Comments and Notes
Title- Abstract- Summary	good
Introduction and Literature Review	excellent
Research Methods	good
Research Findings	good overall

Discussion	good overall
Conclusion and Suggestions	good
References and Citation	good, we recommend that you add a reference to several articles from IJI Journal
Language	good
Other issues	enough

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Introduction and Literature Review	1. Add information on students' poor mathematical argumentation skills at universities where the authors teach or do research! 2. What learning strategies/models have other researchers tried to address students' lack of competency in mathematical argumentation, and what results have they gotten? (if any) 3. What is the novelty of this study when compared to previous research conducted by

	researchers 4. Add a reason: why do authors use infusion strategies to overcome students' weak in mathematics argumentation skills? 5. Enrich the introductory section by adding some quotes related to infusion startegy in mathematics learning in the last five years. for example, see: - Lia Budi Tristanti and Toto Nusantara (2021). "Improving Students' Mathematical Argumentation Skill Through Infusion Learning Strategy" J. Phys.: Conf. Ser. 1783 012103 (https://iopscience.iop.org/article/10.1088/1742-6596/1783/1/012103/pdf) -Dian Kurniati, Purwanto Purwanto, Abdur Rahman As'ari, Cholis Sa'dijah, (2020). "Changes of the Students' Truth-Seeking Behaviour during the Infusion Mathematics Learning" Tem Journal, 9(4). https://www.temjournal.com/content/94/TEMJournalNovember2020_1711_1720.pdf
Research Methods	1. Add the information about the number of questions in the instrument 2. Add information about: Whether the instrument is validated 3. Add the information about the reability of the instrument
Research Findings	1. It is recommended that exposure to the results of the study begins with the presentation of the average score of the student's argumentation ability on both class (experiment and control) before conducting normality test and homogeneity test. 2.Simplify table 4, table 4 should contain only: statistical values t, df, and sig.
Discussion	Compare the results of this study with some of the findings from prior research on the use of infusion strateges in improving mathematical achievement, kemudian bandingkan, is the result in line?
Conclusion and Suggestions	The suggestions based on the results of this research should include: 1. suggestions related to the implementation of fusion strategies in learning mathematics and 2. suggestions for further research
References and Citation	There are some errors in writing the author name in the reference list, for example: Fuat, F., Nusantara, T., Hidayanto, E and Irawat, S. (2020). The Exploration Of Argument Scheme Expression In Students' Proof Construction. International Journal Of Scientific & Technology Research, 9 (01), 2369-2372 (see my comment on the manuscript)
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