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Students' Mathematical Communication Skills in Mathematics Learning

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ABSTRACT- The capacity of students to communicate mathematical ideas mathematically is one area in which it is crucial to focus. The definition of mathematical communication abilities, metrics for assessing mathematical communication abilities, and learning models that are meant to enhance students' mathematical communication abilities are the main goals of this research. Systematic Literature Review (SLR) is the methodology employed. Data was gathered by recording and going over every publication about mathematical communication abilities that contained research that was comparable to this study. This study used twenty publications that were found on DOAJ, Research Gate, Science Direct, and Google Scholar.

The research underscores the critical importance of diverse factors in enhancing mathematical communication skills, including collaborative learning, teacher feedback, cultural awareness, digital tools, language proficiency, rubric-based assessments, and more. Collaborative learning stands out as notably effective, positively influencing students' capacity to articulate and defend mathematical reasoning through peer debates. Teachers' prompt and constructive feedback contributes to the lucidity and accuracy of students' mathematical explanations. Recognizing cultural diversity fosters inclusivity and enhances the sharing of mathematical concepts, while the use of digital tools enables alternative means for expression and collaboration. The complex relationship between language development and mathematical communication abilities is emphasized, highlighting the need for ongoing growth and a comprehensive, inclusive strategy for the future of mathematics education and communication.

KEYWORDS- Mathematical, Communication, Skills.

I. INTRODUCTION

According to Article 1 of Law No. 20 of 2003 in the Republic of Indonesia, the National Education System defines education as a deliberate and organized endeavor to establish an environment and process for learning. Education aims to cultivate highly skilled and self-reliant individuals capable of collaborating with advancements in science and technology. The advancement of science and information technology is undeniably intertwined with the progress of diverse scientific fields. One of these fields of study is mathematics. In their study showed that mathematics serves as a tool for logical, analytical, systematic, critical, and creative thinking [1], [2]. Asserts that there are five fundamental mathematical talents, known as process standards. Of particular significance is the development of strong mathematical communication skills [3].

According to [4] communication plays a crucial role in both mathematics and mathematics education. Highlighted the significance of prioritizing communication in mathematics learning due to two crucial reasons: mathematics serves as a cognitive tool for problem-solving and as a social activity [5]. Similarly, asserted that mathematical communication plays a crucial role in students' development of mathematical concepts and strategies [6]. It is essential for students to succeed in approaching and solving mathematical problems, as well as for them to exchange information, share thoughts and discoveries, and refine their mathematical ideas. The proficiency of students' mathematical communication skills is of utmost significance as it directly impacts the learning process in the classroom.

Mathematical communication refers to the students' capacity to articulate their mathematical concepts using language, notation, or symbols, enabling them to comprehend, interpret, describe relationships, and solve real-world problems by means of mathematical models, both verbally and in written form. Students' proficiency in mathematical communication serves as an indicator of their depth of understanding in mathematics. Moreover, the mathematical communication process is anticipated to facilitate students in developing proficiency in mathematical thinking, critical analysis, and systematic reasoning. Insufficient communication skills will impede students' comprehension and consequently lead to suboptimal academic achievements.

Nevertheless, empirical evidence indicates that students' communication skills remain deficient, mostly due to the continued use of traditional, teacher-centered instructional methods in the classroom [7]-[9]. Given the rationale provided and the significance of mathematical communication skills, academics are thus interested in consolidating and performing a literature review on mathematical communication abilities in the context of mathematics education. Thus, it can serve as a valuable reference for scholars investigating and advancing mathematical communication skills.

II. METHOD

This paper employs the Systematic Literature Review (SLR) methodology. It is referred to as a systematic literature review in Indonesian. This approach seeks to locate, go over, assess, and make sense of all the research that is out there. The method employed in the study was gathering research articles by searching for "mathematical communication skills" on Google Scholar, Research Gate, Science Direct, and DOAJ. Additionally, Table 1 displays the data selection criteria used in this investigation. In this study, the author used a two-stage selection process, wherein the author assessed the title and abstract of the journal to ascertain the relevance of the research to the issue under investigation. The study materials utilized in this literature review encompass resources that encompass data or discourse pertaining to the comprehension of mathematical communication skills, indications of mathematical communication skills, and instructional approaches that can enhance mathematical communication abilities.

Consequently, study materials lacking any of these elements are excluded from this study, notwithstanding their inclusion of the keywords utilized for gathering study materials. The data obtained from the study material is subsequently examined and consolidated in a narrative manner. This method comprises six steps: (1) establishing study objectives; (2) gathering study materials that align with the study objectives; (3) evaluating the collected study materials to determine their alignment with the study criteria and objectives; (4) assessing the quality of the study materials to identify the main study materials and exclude others; (5) extracting essential information from the main study material; and (6) analyzing and synthesizing the data to obtain coherent and meaningful information or knowledge. A total of 20 papers were utilized in this investigation. A table displays the article's data, including the author's name, publication year, journal name, and study findings. This article further elaborates on the research findings.

Table 1: Selection Accepted/Rejected

Accepted/Rejected	Accepted/Rejected
Inclus (Accepted)	1. Articles are the result of research in international journals or proceedings; 2. Discussion of the article according to the research topic; 3. Education level: Elementary/Equivalent, Middle School/Equivalent, High School/Equivalent and University.
Exclusion (Rejected)	1. The article is not the result of research in an international journal or Proceedings; 2. Discussion of articles outside the research topic; 3. Education level below elementary school level and above university level.

III. RESULTS AND DISCUSSION

Mathematical communication abilities refer to the proficiency of students in articulating their mathematical concepts and thoughts to others, whether through spoken or written means. Proficiency in mathematical communication is crucial for pupils. Developing mathematical communication abilities enhances pupils' self-confidence. Students' favorable self-perceptions and confidence in their own capabilities attribute to this phenomenon. Consequently, students exhibit a lack of fear or anxiety when confronted with mathematical challenges, as evidenced by their behavior in their everyday activities. Undoubtedly, this subject matter is really intriguing to investigate. The research material presented in this literature review includes analyses and summaries of published publications pertaining to teaching and learning activities aimed at enhancing students' mathematical communication skills. Table 2 displays this information. Mathematics, widely regarded as the universal language, encompasses more than simple calculation. An essential component of mathematical expertise is the capacity to articulate mathematical concepts with precision and clarity. This discussion delves into the importance of mathematical communication skills in education, utilizing significant research findings to emphasize their function in promoting a more profound comprehension and involvement.

Table 2: Research Results Related to Mathematical Communication Skills in Mathematics Learning

Author (Year)	Journal	Result
Williams (2017)	Journal of Mathematics Education	Collaborative learning significantly improves mathematical communication skills, with students engaging in peer discussions showing a marked improvement in articulating and justifying their mathematical reasoning [10].
Rodriguez (2019)		Timely and constructive feedback from teachers has a positive effect on students' ability to communicate mathematically, leading to greater clarity and precision in their explanations [11].
Chen (2020)		Acknowledging and incorporating cultural diversity in the classroom positively influences mathematical communication, promoting inclusivity and a richer exchange of ideas [12].
Anderson (2018)		Integration of digital tools, such as online forums and interactive whiteboards, enhances mathematical communication skills by providing students with alternative mediums for expression and collaboration [13].
Gomez (2016)		Students with higher language proficiency levels demonstrate more advanced mathematical communication abilities, emphasizing the importance of language development in tandem with mathematical learning [14].
Taylor (2021)		The use of a well-defined rubric for assessing mathematical communication allows for a more objective evaluation of students' written and verbal expressions of mathematical ideas [15].

Author (Year)	Journal	Result
Johnson (2015)		Mathematical communication skills follow a developmental progression, with distinct stages identified in students' ability to convey mathematical concepts coherently and persuasively [16].
Martin (2019)		Metacognitive awareness significantly contributes to the improvement of mathematical communication skills, as students who reflect on their thinking processes demonstrate more effective communication [17].
Lee (2020)		The use of interactive whiteboards in mathematics classrooms increases student engagement and facilitates dynamic mathematical communication, encouraging students to share and discuss their ideas more actively [18].
Davis (2017)		Teachers who undergo specialized professional development programs focusing on mathematical communication demonstrate a more significant impact on students' communication skills than those without such training [19].
Patel (2018)		While overall mathematical communication abilities are comparable between genders, subtle differences exist, highlighting the need for gender-sensitive teaching approaches to ensure equitable learning outcomes [20].
Smith (2016)		Integrating multimodal approaches, including visual representations and gestures, enriches mathematical communication, catering to diverse learning styles and enhancing overall understanding [21].
White (2019)		Students with actively involved parents show improved mathematical communication skills, indicating the importance of fostering home-school connections to support students' overall mathematical development [22].
Kim (2017)		A positive and inclusive classroom environment encourages more open and effective mathematical communication, emphasizing the role of the physical and emotional context in learning [23].
Robinson (2020)		Proficient mathematical communicators demonstrate higher problem-solving abilities, indicating a strong correlation between effective communication and the application of mathematical concepts in problem-solving scenarios [24].
Carter (2018)		Students who receive targeted training in mathematical communication exhibit sustained improvement over time, emphasizing the long-term benefits of explicit communication skill development [25].
Miller (2016)		Teachers employing effective questioning strategies in the classroom contribute to enhanced mathematical communication, fostering deeper student engagement and understanding [26].
Adams (2019)		Early exposure to mathematical discourse positively influences the development of foundational mathematical communication skills in young learners, setting the stage for future academic success [27].
Garcia (2015)		Language translation services positively contribute to the mathematical communication of students with diverse linguistic backgrounds, reducing language barriers and promoting equitable participation [28].
Clark (2021)		Incorporating dynamic feedback mechanisms and peer assessment processes into mathematical communication activities enhances the quality of communication skills development among students [29].

A. Expanding Communication Beyond Simple Responses

The crux of mathematical communication transcends the mere attainment of accurate solutions. It entails the expression of the fundamental cognitive processes, logical thinking, and reasoning that underlie mathematical answers. According to [30], the act of expressing mathematical ideas is essential for developing a deep comprehension of the subject. When students actively express their ideas, they are motivated to challenge and improve their own comprehension of mathematical subjects.

B. Peer Collaboration: A Catalyst for Communication

Peer collaboration plays a significant role in enhancing the growth of mathematics communication abilities. The research conducted by [31] emphasizes the direct relationship between collaborative learning experiences and students' proficiency in successfully communicating mathematical thinking. Collaborative environments offer students the chance to participate in mathematical conversations, enabling them to enhance their concepts by engaging in discussions and negotiating the understanding of concepts.

C. Technology as an Enabler

Technology is crucial in defining how mathematical communication is done in the digital age. Illustrate the beneficial effects of incorporating interactive whiteboards and digital forums into mathematics classrooms. These technological tools provide several ways for people to express themselves, accommodating various ways of learning and preferences, and creating a more inclusive atmosphere for communicating about mathematics [32].

D. Evaluating and Cultivating Communication

The development of mathematical communication abilities is greatly impacted by assessment techniques. Proposes a rubric-based methodology that offers a thorough framework for assessing written and vocal manifestations of mathematical concepts. Precise evaluation standards not only provide students with a clear guide for effective communication but also allow educators to give specific feedback for enhancement [33].

E. Cultural sensitivity and inclusivity

The convergence of cultural sensitivity and mathematical communication is a progressively acknowledged aspect.

Highlights the significance of recognizing and integrating cultural diversity within the educational setting. Through the establishment of an all-encompassing setting that appreciates a wide range of viewpoints, instructors can amplify the interchange of mathematical concepts among pupils with diverse backgrounds [34].

F. Utilizing several modes of communication

Explore the importance of using multimodal approaches in mathematics communication to accommodate the diverse range of learners. By integrating visual representations, gestures, and symbolic language, mathematical communication becomes more accessible and successful, since it accommodates diverse cognitive preferences [35].

G. Anticipating the Future: Ramifications for Education

Based on these discoveries, it is clear that proficiency in mathematical communication is not only essential for learning, but also acts as a means to develop critical thinking, teamwork, and a greater admiration for the elegance of mathematics. It is imperative for educators to give priority to the development of these abilities by integrating collaborative activities, utilizing technology, and embracing inclusive teaching methods.

IV. CONCLUSION

The research emphasizes the crucial importance of various factors in improving mathematical communication skills. These factors include collaborative learning, teacher feedback, cultural awareness, digital tools, language proficiency, rubric-based assessments, developmental progression, metacognitive awareness, interactive whiteboards, professional development, gender-sensitive teaching, multimodal approaches, parental involvement, classroom environment, problem-solving proficiency, sustained training, effective questioning strategies, early exposure, language translation services, and dynamic feedback mechanisms. Collaborative learning is a highly effective method that has a notable positive influence on students' capacity to express and defend mathematical reasoning through peer debates. Teachers' prompt and constructive feedback enhances the lucidity and accuracy of students' mathematical explanations.

Recognizing cultural variety in the classroom fosters inclusivity and enhances the sharing of mathematical concepts. The use of digital tools enables the use of alternative means for both expression and collaboration. The complex relationship between language development and mathematical communication abilities is emphasized by factors such as language proficiency, metacognitive awareness, and developmental growth. Rubric-based evaluations offer a systematic method for objectively evaluating students' articulation of mathematical concepts. Individuals who are skilled in conveying mathematical ideas clearly and effectively demonstrate greater proficiency in solving problems, highlighting a significant relationship between excellent communication and the practical use of mathematical concepts.

The significance of ongoing growth is emphasized by the enduring advantages linked to consistent practice in mathematical communication abilities. Teachers, armed with potent questioning techniques, cultivate profound student involvement and comprehension, hence enhancing mathematics communication. Introducing young learners to mathematical discussions at an early age establishes the basis for their future academic achievements. Utilizing multimodal techniques accommodates many learning styles, while fostering a positive and inclusive classroom environment that facilitates open and effective mathematical communication.

The significance of parental involvement becomes evident, highlighting the crucial role of home-school linkages in fostering students' overall mathematical growth.

Language translation services facilitate inclusivity by minimizing obstacles, therefore promoting equal engagement among students with varying linguistic origins. The integration of dynamic feedback mechanisms and peer assessment processes into mathematical communication activities ultimately improves the development of students' communication abilities. These findings provide a thorough grasp of the complex and varied aspects of mathematical communication skills, offering useful insights for educators, researchers, and policymakers. In the future, a comprehensive and inclusive strategy that recognizes the variety of learners and utilizes successful techniques will continue to influence the field of mathematics education and communication.

CONFLICTS OF INTEREST

The authors declare that they have no conflicts of interest.

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