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Artificial Intelligence-Powered Integrity: Unveiling Students' Strategies for Plagiarism Management in Thesis Proposal Writing

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ABSTRACT

The research was conducted to investigate students' strategies in managing plagiarism concerns in thesis proposal writing with the assistance of artificial intelligence such as chatgpt. This research employed a qualitative method with a case study design. Eight students from English Education Study Program of State University of Makassar were chosen as the subject of this research. Data were gathered through semi-structured interviews and document analysis. The findings reveal that students utilize paraphrasing strategies to manage the plagiarism concern regarding to writing thesis proposal with the assistance of artificial intelligent. Three types of strategies were identified: quillbot paraphrasing, self-paraphrasing, and a combination of Quillbot and self-paraphrasing. These strategies proved highly effective in ensuring the academic integrity of students' work and producing high-quality proposals. The findings imply that integrating tools like chatgpt can help to address plagiarism concerns, while identifying paraphrasing strategies underscores the need to equip students with skills to navigate ethical issues. This enhances academic integrity and fosters critical thinking, contributing to scholarly discourse.

Keywords: Artificial Intelligence, Chatgpt, Plagiarism, Thesis Proposal

INTRODUCTION

Technology is available everywhere and it is an undeniable fact in this current digital era. One of the technology trends currently is Artificial Intelligence or mostly known as AI (Ribeiro et al., 2021). Artificial intelligence (AI) is a subdivision of computer science. It entails the creation of computer programs that can perform activities that would typically necessitate human intelligence. Artificial intelligence algorithms are capable of addressing tasks related to learning, vision, problem-solving, language comprehension, and logical reasoning (Ziyad, 2019). AI-based technological tools have grown importantly in the area of English academic writing. One important way that AI is used in academic field is through chatgpt, a smart language tool developed by OpenAI company.

The utilization of artificial intelligence (AI), such as chatgpt, has transformed academic writing practices, introducing new opportunities and concerns regarding plagiarism (Ziyad, 2019). Plagiarism, the unauthorized use of others' work, is exacerbated by AI's capacity to generate content resembling existing texts. Using chatgpt into academic research processes like thesis proposal writing, provides a lot of possibility. Alberth (2023) underscored the effectiveness of using AI tools like chatgpt in the proposal writing phase, revealing a substantial improvement in the coherence and persuasiveness of thesis proposals. AI utilizes its powers to transform conventional learning paradigms in the field of education. Its adaptive learning algorithms and data analytics to customize educational experiences, addressing the unique demands and learning preferences of each learner (Nuryadin, 2023).

However, one of the major duties as students in the university is to do research, but before conducting research, the first step that student must pass was preparing a complete thesis proposal. In this context, thesis proposal writing must follow the academic standard. Therefore, the students were required to have such a good writing skill to develop and complete their thesis proposal (Swales, 2018), yet some of them did not meet the requirement. After doing preliminary interview, the researcher figured out that there were several students who admitted that they did not have such a good writing skill, especially when it came to a thesis proposal writing. They felt difficult to develop their ideas, made good paragraph, and so on. This aligns with the statement from the book of Cognitive Process Theory of Writing, writing emphasizes the importance of planning, translating ideas into text, and revising (Flower & Hayes, 1981). For students, this means they might struggle with organizing thoughts, expressing ideas clearly, or effectively revising their works. Thus, they need to have such a good writing ability.

Chatgpt's ability to produce coherent text based on input prompts raises the risk of unintentional plagiarism. Moreover, its continuous learning from diverse sources complicates the attribution of generated content, challenging traditional plagiarism detection methods, (Uzun, 2023). Additionally, tailored technological solutions, like AI-driven plagiarism detection, can aid in identifying AI-generated content (Jarrah et al., 2023). Balancing AI's benefits with plagiarism prevention is crucial for maintaining academic integrity. The use of chatgpt as a helpful tool in academic writing such as thesis or disertation has become very interesting. This AI-powered helper could offer insightful advices, recommend enhancements, and assist in organizing research proposals in a way that matches to academic rules and requirements (Zhang et al., 2023). However, owing to the nascent nature of chatgpt, there remains a paucity of scholarly investigations into its application in addressing plagiarism concerns. chatgpt was unveiled in November 2022 and gained widespread attention in early 2023, yet there exists a dearth of research delving into its potential

uses, particularly regarding plagiarism mitigation strategies. Researcher identified a significant gap in the literature concerning the interplay between chatgpt and plagiarism concerns, prompting a deeper exploration into the strategies employed by students to manage the challenges of plagiarism.

Review Of Literature

Concept of experience

Experience in education is the process of learning that involves active interaction between individuals and their surrounding environment (John Dewey in Fontanari & Theumann, 1986). Dewey's theory, as outlined in his seminal work Experience and Education, emphasizes the importance of experiential learning, in which people learn through direct engagement with their surroundings. In the context of this research, experience can be defined as the subjective process experienced by students in using chatgpt to write thesis proposals. This includes various aspects such as perception, challenges, usage strategies, and the impact of using the technology on students' proposal writing.

The exploration of students' experiences in educational field is extremely important. Experiential Learning Theory provides a framework that identifies four stages in the learning process, such as concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb et al., 2014). This theory emphasizes the repetitive aspect of experiential learning, implying that students cycle through various stages as they interact with new knowledge and instrument. Prensky, (2001) who pioneers the discourse on technology-mediated experiences, highlights the unique relationship of younger generations with technology.

Concept of plagiarism

Plagiarism refers to the act of taking a work without properly acknowledging the source of the idea, opinion, or work as Kolhar & Alameen statement in Raisyah et al., (2020) that plagiarism is an act of using someone else's ideas, originality, and written work without giving credit to the source. Including AI-generated ideas or sentences in one's work is considered plagiarism and breaches academic norms (Singh, et al., 2020). This refers to the unapproved appropriation of AI-generated content without appropriate acknowledgement, which contradicts the norms of academic honesty and authentic scholarship. These activities not only ignore ethical principles but also violate academic guidelines that require the recognition of sources and the development of original ideas in scholarly pursuits (Jarrah et al., 2023).

It is important to use an artificial intelligence, especially chatgpt wisely since its use is closely linked to plagiarism and can lead to reliance, at some point making students less motivated to be creative (Uzun, 2023). Chatgpt uses information and patterns found in the training data to produce

text as a language model. Alberth, (2023) suggests that students should edit and adjust the text generated from chatgpt to match their own writing style. However, concerns about plagiarism occur in the context of employing chatgpt principally because of the possible difficulty in differentiating between human-generated and AI-generated content. Integrating students' original ideas into the chatgpt text is crucial for maintaining the originality of the proposal. By combining their own ideas with the text generated by chatgpt, students can demonstrate their intellectual contribution to the proposal (Mahapatra, 2024).

Concept of thesis proposal

Thesis proposal is a kind of academic writing. Academic writing involves producing of numerous forms of documents including research proposals, with the objective of presenting ideas and research findings to a specified audience and it is important to write a research proposal that is coherent, concise, and attractive (Sim, 2000).

According to the academic writing help center, (2007), a thesis proposal is a written document that delineates a research method designed to address a specific issue within a certain academic field. The value of a thesis proposal lies in its role as an exhaustive plan for conducting academic research (Ahmed, 2023). Thesis proposal is a detailed plan for an intended study, expressing the details of the research project for science or academic purposes. It is made to explain and uphold a research topic as well as the practical manner in which the study should be conducted (Sim, 2000).

Concept of Artificial Intelligence

Artificial intelligence (AI) is a subdivision of computer science (Ziyad, 2019). It entails the creation of computer programs that can perform activities that would typically necessitate human intelligence. Artificial intelligence algorithms have the ability to address tasks related to learning, perception, problem-solving, language comprehension, and logical reasoning. AI has the capacity to significantly transform the field of education in the future. AI systems can utilize extensive data to understand individual learning habits and strengths, hence improving engagement and academic success through personalized learning efforts (Jordan & Mitchell, 2015).

AI-driven adaptive learning platforms have the ability to modify instructional content in response to students' progress, providing customized experiences and immediate feedback to enhance learning results (Berland et al., 2014). Intelligent tutoring systems replicate individualized interactions, offering tailored assistance and adjusting teaching methods to accommodate the unique learning speeds of each individual (Woolf et al., 2010). AI allows educators to allocate more time to teaching and mentoring by automating repetitive administrative duties like grading and record-keeping (Siemens & Baker, 2012). In addition, artificial intelligence (AI) enables improved

accessibility and inclusion in education by using assistive technologies that are customized to meet the specific needs of individuals. AI analytics technologies utilize data-driven decision-making to find trends and insights that can be used to inform instructional design and policy decisions (Jordan & Mitchell, 2015).

Concept of ChatGPT

ChatGPT is an artificial intelligence language model developed by OpenAI. It is programmed to produce text that imitates the writing style of humans, using a large amount of pre-existing text data that it has been trained on (Khyber et al., 2023). ChatGPT-3.5 and ChatGPT-4, has made much easier for educators and students to use AI technology in educational activities (Taecharungroj, 2023). It has the finest ability to produce a human-like performance for a variety of academic and professional work (Rasul et al., 2023).

Chatgpt is one of the best artificial intelligent tools released to general public at the end of 2022 (Roose, 2022). Its capability to generate answers akin to those produced by humans, harnessing intricate algorithms and sophisticated neural networks, represents an immensely potent force within the realm of Artificial Intelligence, marking a significant leap forward in computational linguistics and cognitive computing capabilities (Zhai, 2023). Besides, Konstantis et al., (2023) believes that the use of chatgpt may affect the demand for knowledge works. It may influence decision-making because people may rely on the tool to provide automatic replies that can influence the decision-making process (García-Peñalvo, 2023). However, the use of ChatGPT in students' thesis proposal writing relies on a clear understanding and persuasive communication of research ideas, which is essential for scientific progress, (Mahapatra, 2024). AI-driven language models into the academic writing process might result in briefer and engaging proposals, eventually contributing to greater grant application success rates (Zhang et al., 2023).

RESEARCH METHOD

Research Method

The research was conducted by using qualitative methodology to gain a thorough understanding of the concepts related to technology tools used by students as helpful tools in developing thesis proposal. Researchers who employ the qualitative approach need to present and investigate phenomena comprehensively (Creswell & Creswell, 2018). The design of this research was a qualitative case study. A qualitative case study is a research design in which the researcher doing a detailed exploration of real-life situation, activity, process, or group of individuals within their natural context (Yin, 2014).

Subjects of the research

The research involved eight students from the major of English Education Study Program of Postgraduate Department at State University of Makassar. The students were selected based on the criteria required for this research, such as the students who already completed writing their thesis proposals with the assistance of chatgpt.

Instruments

In collecting the data, two instruments were used, namely interview guide and documentation. The interview guides served as the primary instrument for collecting the data from the students, whereas documentation functions as supplementary data source to make sure the accuracy of the information obtained from the students.

Interview guidelines is a widely used research instrument in qualitative research. The type of interview employed in this research was semi-structures interview. It is a reliable tool for collecting comprehensive information, allowing researcher to explore students' experiences, perspectives, feeling, and attitudes on certain subjects in more depth, (Cresswel, 2018).

A documentation instrument is a tool used in research to collect data from written or visual documents, such as notes, reports, archives, or images, (chanda, 2022). In the context of this research, researcher employed two types of documentation, namely screenshots and document files of students' thesis proposals. Screenshots provided visual evidence of students' interactions with chatgpt and the strategies they used in overcoming the plagiarism challenges as well as AI-generated text detection. Whereas, the students' thesis proposal document file provided concrete data about the contents of the proposal and also proved that their proposal has met academic standards. The combination of these two types of documentation provided a more comprehensive understanding of students' experiences in writing thesis proposals with the assistance of chatgpt.

Data Analysis

The researcher used Miles and Huberman's (2014) Qualitative Data Analysis (QDA), which consists of three key stages: data condensation, data display, and conclusion drawing/verification. This technique is suitable for identifying and analyzing key themes and patterns in qualitative data gathered from interviews and documentations.

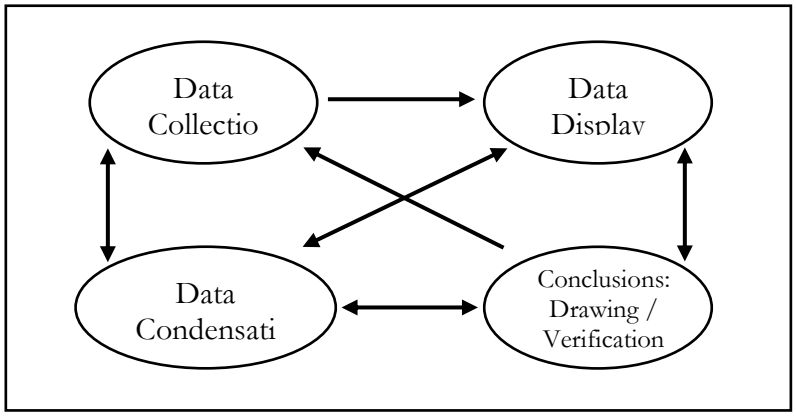


Figure 1. *Component of Data Analysis: interactive model*

After performing data collection through semi-structured interviews and documentation, the first step in data analysis was to perform data reduction or condensation. The process involved a complete and thorough transcription of the interview as well as analysis of the students' thesis proposal document. The data would have been encoded using a variety of relevant categories in order to find the needed data about plagiarism concern. The aim of this phase was to simplify complex data into more grouped and manageable units, thus enabling more in-depth analysis in the next phase.

After the data have been reduced, the next step was the data display. At this stage, the data that have been reduced will be organized and displayed in an easy-to-understand form. Display data allowed researcher to see patterns and relationships between categories that have been categorized, as well as facilitating a better understanding of the findings that emerge from the data. Through display data, researcher could identify crucial information that arise from data analysis and organized those findings for further analysis purposes.

The final stage in data analysis was verification and drawing conclusions. At this stage, researchers confirmed the validity of findings that have been identified through display data. This was done by matching and comparing the findings from interviews and documents, as well as considering the interpretations made. The researcher then drew the data based on the analysis that have done, answered the research questions, and presented the research results holistically. These data were then verified and rearranged according to the findings emerging from the data analysis, thus ensuring the integrity and reliability of the research.

By employing this QDA technique, (Miles & Huberman, 2014), the researcher effectively explored and clarified the findings obtained from the students. However, to strengthen the validity of the collected data, the researcher utilized additional technique called data triangulation. Triangulation is a qualitative research approach used to assess the validity of findings by integrating multiple sources of information (Cope, 2014). This involved not just collecting data from a wide range of students but also carefully examining the paperwork collected from the students' thesis

proposals and the website investigated. The careful and thorough strategy taken in this analysis ensured that it was complete and strong, hence increasing the trustworthiness of the research results. It was effectively answering the research questions and supporting the objectives of the research.

RESULTS AND DISCUSSION

Results

Plagiarism concerning is one of the main challenges that students who using chatgpt in their thesis proposals must face. Plagiarism is a strongly prohibited action in academic writing, especially in proposal and thesis. Since chatgpt is a type of AI that can generate text, this results in the possibility of chatgpt being involved in AI-based writing plagiarism actions.

Based on the data obtained from interviews with students, researcher found several interesting facts related to plagiarism concerns, starting from their awareness level regarding to plagiarism. The awareness level refers to how students understand that copying and pasting answers from chatgpt can lead to their proposal being detected as AI-generated writing. From the experience of students using chatgpt, all of them were very aware that directly copying text from chatgpt could violate campus rules and be detected as plagiarism or AI-generated text. The high awareness of students regarding plagiarism was very reasonable. This is due to the latest rules that require the plagiarism similarity percentage for students to be minimal twenty percent, while the AI-generated text level should be zero percent. This is a good rule because as master's students, it is only appropriate not to directly copy answers from chatgpt, but rather to understand them and then write them in their own words.

Moreover, it is imperative for students availing themselves of chatgpt's aid in crafting their thesis proposals to adeptly circumvent instances of plagiarism or measures enacted for the detection of AI-generated content. The data gleaned from interviews and documentary evidence amassed by researchers unveil intriguing revelations concerning the strategies employed by students to manage the plagiarism challenge. The researchers discovered that students employ several strategies to manage plagiarism. These strategies include paraphrasing techniques such as utilizing quillbot, paraphrasing in their own words, and combining quillbot with their own language.

Quillbot is an AI that provides paraphrasing features. The key advantage of utilizing the paraphrasing feature in quillbot lies in its ability to generate results that are less susceptible to detection as AI-generated content. This is attributed to the fact that users can directly modify the paraphrased sentences within the quillbot interface, thereby allowing for greater customization and

refinement of the text. As per the accounts provided by students, Quillbot demonstrates exceptional proficiency in paraphrasing sentences while preserving the original meaning intact. This reputation for accuracy has contributed to its continued popularity and reliance among users seeking effective paraphrasing solutions.

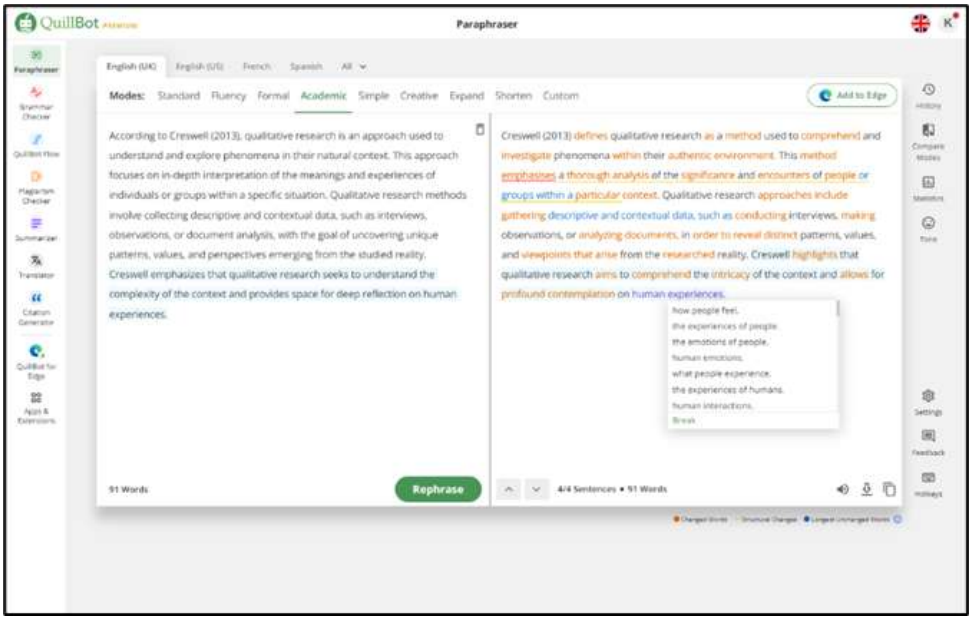


Figure 2. *The display of Quillbot*

As seen in the figure 2 above, quillbot has a good ability to paraphrase sentences, offering various types of paraphrasing such as standard, fluency, formal, academic, simple, creative, expand, shorten, or custom modes. Another advantage is that the paraphrased results can be edited directly with many options for word variations available, as shown by the red box highlighting the phrase "human experiences" in the figure above. The findings indicate that students felt it easier to paraphrase sentences using quillbot because not only does it provide results that align with the original sentences, but it also has a quick response time. Therefore, it is not surprising that many students use this tool alongside chatgpt.

The second strategy was self-paraphrasing. It is a strategy that does not rely on AI but rather on one's own abilities. The researcher found that ttudents who using this strategy did not directly copy answers from chatgpt. They read and understood the response from chatgpt and then paraphrase it using their own sentences. The paraphrasing strategy using their own sentences has become a common approach employed by all students who used ChatGPT. According to their statements, none of them directly copy answers from ChatGPT, instead, they modify the sentences into their own words.

Furthermore, students who remain unsatisfied with the outcomes obtained from the first and second strategies even venture to combine both. Researchers have found that implementing this third strategy results in paraphrased outputs that are significantly less prone to detection as

plagiarism or AI-generated text. Based on students' admissions, this approach proves more effective as it incorporates two rounds of sentence restructuring, thereby minimizing the likelihood of detection as original sentences. In addition, researchers have corroborated students' claims with Turnitin data from their thesis proposals, affirming the authenticity of their assertions.

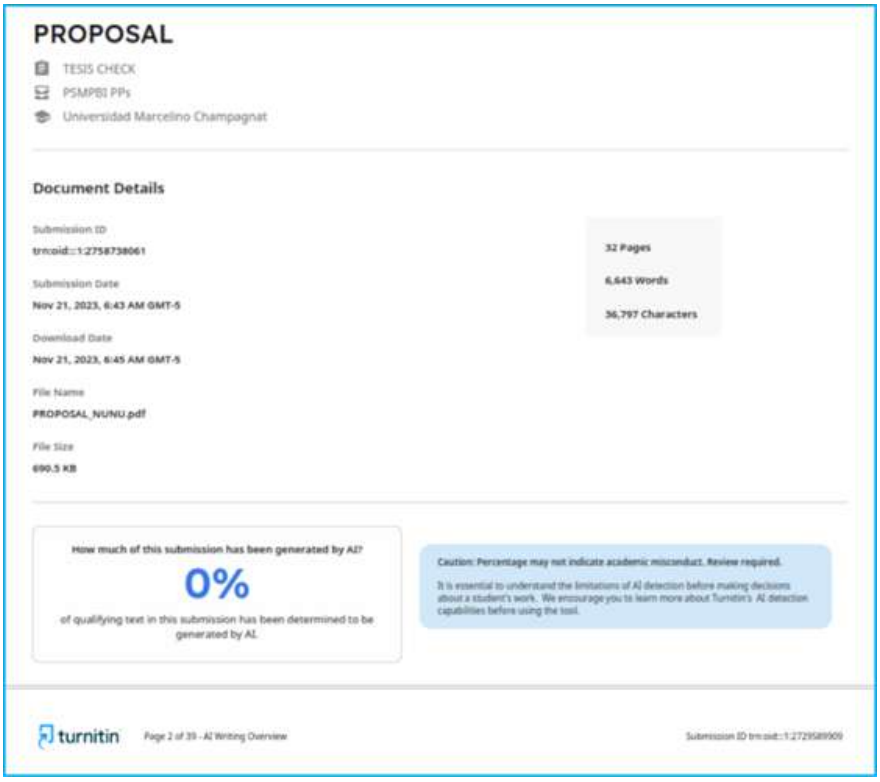


Figure 3. *Turnitin result of students' thesis proposal*

The findings from Turnitin indicate that students' admissions were indeed accurate, and the strategies they employ are effective in managing plagiarism. This validation underscores the efficacy of the approaches adopted by students in navigating the complexities of plagiarism detection. With Turnitin's data corroborating students' claims, it becomes evident that their methods not only yield favorable outcomes but also demonstrate a proactive stance towards academic integrity.

Discussion

Drafting an initial text for a thesis proposal becomes notably more convenient and efficient when aided by chatgpt's assistance. Chatgpt could significantly enhances the process by efficiently assisting in organizing and improving the content of the proposal. Using chatgpt's help not only increases efficiency but also guarantees the development of a thorough and well-expressed thesis proposal. However, it is crucial to consider several factors before relying solely on chatgpt, given the risk of plagiarism detection or AI-generated text. Directly copying text from chatgpt without editing can heighten the risk of plagiarism. Students recognize the importance of avoiding

plagiarism and AI detection (Rasul et al., 2023). Interviews and documentation analysis reveal insightful strategies employed by students to overcome these challenges. In order to overcome plagiarism and AI detection challenge, students applied three kinds of strategies.

The first strategy used by students was paraphrasing by using quillbot. Quillbot is an artificial intelligence-based website and it is well-known among students. Quillbot was indeed very good at paraphrasing sentences without changing the meaning of the original sentences, as well as the research finding by Xuyen (2023), that quillbot was effective in English writing and paraphrasing. However, quillbot has a good ability to paraphrase sentences, offering various types of paraphrasing such as standard, fluency, formal, academic, simple, creative, expand, shorten, or custom modes. It is in line with the research by Alberth, (2023) who found that students should edit and adjust the text generated from chatgpt to match their own writing style. It is also supported by the theory from Kolhar & Alameen in Raisyah et al., (2020) who stated that students must adjust their work to make sure it is free from the similarity and plagiarism. Moreover, the data finding showed the significance of students possessing positive excitement and insights when utilizing AI-mediated tools such as quillbot to paraphrase the sentence from chatgpt as well as the previous research from Mohammad et al., (2023), who found that quillbot could give a simpler sentence from the original sentence and it made students easy to understand the meaning.

The second strategy was self-paraphrasing. It is a strategy that does not rely on AI but rather on one's own abilities. Students perused and comprehended the answer generated by chatgpt, subsequently rephrasing it using their own articulations. This strategy aligns with the theory from Aprianto et al., (2024) who stated that the best techniques or the best way to avoid plagiarism is by rephrasing quoted sentences in the own words. Students should edit and adjust the text generated by chatgpt to match their own writing style (Mahapatra, 2024). Self-paraphrasing helped reduce the likelihood of plagiarism detection and enhances the originality of the writing. This technique was very good because it involved a critical thinking, Zhang et al., (2023) mentioned the same statement in his research that that students self-paraphrasing is the best way to remake sentence because the students needed to think deeply about it to make a new sentence with the same meaning. Many students opt for the use of synonyms, as highlighted by Pertiwi (2019) in her research, where students utilize synonyms of the vocabulary they use to alter the structure of their sentences without changing the meaning of the sentences. Moreover, the act of self-paraphrasing not only reduces the possibility of being caught for plagiarism but also enhances the uniqueness of the written content. This technique not only reduces the chance of academic dishonesty but also promotes a more thorough comprehension of the topic as students actively rephrase and interpret the information (Uzun, 2023). Furthermore, the results emphasize the significance of

using artificial intelligence such as chatgpt not only for producing text but also for promoting creativity and analytical thinking abilities. Integrating self-paraphrasing procedures with AI aid can greatly contribute to the development of genuine and perceptive scholarly work.

The third strategy was the use of quillbot in combination with self-paraphrasing, which emerged to avoid plagiarism that was generated by artificial intelligence and originated from chatgpt (Syahnaz & Fithriani, 2023). The students' process of copying sentences from chatgpt into quillbot for the purpose of paraphrasing, and then subsequently revising the meaning of the paraphrased sentences in their own language, or vice versa, is an example that illustrates this process. This strategic approach demonstrated their cognizance of the perils of plagiarism and their endeavors to circumvent it as the previous research by Uzun (2023) that highlighted the importance of paraphrasing and revising the chatgpt text to avoid plagiarism detection and follow the academic integrity. The technique of paraphrasing with the own sentences is highly effective in enhancing the originality level of written works (Meteer & Shaked, 1988), especially when supplemented with other paraphrasing methods such as quillbot, which offers various forms of paraphrasing (Xuyen, 2023). By restructuring sentences and using different words, students could enhance the originality of the text. Through the act of self-paraphrasing, students exhibited a sense of accountability towards maintaining academic honesty, the using quillbot after copying material from chatgpt demonstrated their endeavor to manipulate AI-generated content in order to reduce the probability of being identified as AI writing. Syahnaz & Fithriani, (2023) emphasize the same point in his research, where they highlight that the more varied the techniques utilized by students, the better the results of the sentences they produce from paraphrasing.

CONCLUSION

The use of three strategies to avoid AI writing detection and plagiarism showed a fairly careful effort on the part of students. By using a paraphrasing tool like quilbot, students could quickly transform original text into a significantly different form, reducing the likelihood of plagiarism detection. Additionally, students' ability to paraphrase using sentences they created themselves demonstrated skills in understanding and reformulating information independently. The combination of these two methods increased the chances of hiding plagiarism more effectively. However, the research results offer the description of the strategies employed by students to address plagiarism concerns. This provides a foundation for future investigations to explore the comparative efficacy of these strategies. For instance, researchers will be possible to analyze which strategies yield the best outcomes in mitigating plagiarism. Such comparisons can contribute to

enhancing academic integrity practices within educational institutions. Overall, this study serves as a starting point for further inquiry into plagiarism prevention strategies among students.

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ETHICAL STATEMENT

This research was conducted following the ethical principles and standards established by Universitas Negeri Makassar and in accordance with the Declaration of Helsinki. Before data collection, all participants were informed about the objectives, methods, and potential benefits of the study. Participation was entirely voluntary, and written or electronic consent was obtained from each respondent. Participants were assured that their responses would remain confidential and used solely for academic purposes. No personally identifiable or sensitive information was collected. Participants also retained the right to withdraw from the study at any point without any negative consequences.

The authors declare that this research was carried out with academic honesty and transparency, without any form of manipulation or data fabrication. Ethical approval for this study was granted by the English Education Department, Universitas Negeri Makassar. The research aligns with institutional ethical standards for studies involving human participants and promotes responsible research practices in the field of language education and technology integration.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

- **Zulkifli:** Conceptualization, Methodology, Data collection, Investigation, Writing – original draft.

- **Nurdin Noni:** Validation, Formal analysis, Supervision, Writing – review & editing.
- **La Sunra:** Resources, Project administration, Funding acquisition, Final manuscript approval.

All authors have read and agreed to the published version of this manuscript. The authors collaboratively contributed to data interpretation, discussion development, and the refinement of the final paper.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest related to the publication of this article. They have no financial, institutional, or personal relationships that could have influenced the outcomes or interpretations of this research. The study was conducted independently, and the results presented reflect academic and scientific integrity without external bias or commercial influence.

DATA AVAILABILITY

All data supporting the findings of this study are included within this published article or are available from the corresponding author upon reasonable request. To ensure confidentiality and protect participant privacy, raw qualitative data (such as interview transcripts) are not publicly shared. However, anonymized data excerpts, research instruments, and coding guidelines can be made available for academic and non-commercial research purposes by contacting the corresponding author at zhulkifly007@gmail.com.

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