Research Article

EXAMINING THE CORRELATION BETWEEN THE HABIT OF WATCHING ENGLISH VIDEOS AND VOCABULARY MASTERY AMONG STUDENTS

ANGGREINI MOLE[1*], VIRGINIA GABRELLA SENGKEY[1]
[1]*Universitas Klabat, Minahasa Utara, Sulawesi Utara, Indonesia*
**Corresponding author: anggreinimole02@gmail.com*

Abstract

This study aimed to find out the correlation between students' habits of watching English videos and their English vocabulary mastery. This study also aimed to find the level of students' habit of watching English videos and students' vocabulary mastery. The researcher adapted the questionnaire and test from Adhim (2023) that was distributed to grade 8 parallel B, C, D, E, and F with a total number of 80 students at SMP X, which is in North Sulawesi who were enrolled in the second semester of the academic year 2023/2024. Descriptive analysis of the mean score and Pearson Product Moment Correlation Coefficient were used to answer the research questions. The results showed that: (1) the level of students' habit of watching English videos was 3.28, indicating a moderate level; (2) the level of students' English vocabulary mastery was 44.31, indicating a less level, and (3) the p = .308 and r = .115 showing no significant correlation between students' habit of watching English videos and their English vocabulary mastery. Therefore, since there is no significant correlation between the two variables, it is concluded that it is not the students' habit of watching English movies that helps improve their vocabulary mastery.

Keywords: *Habits; Students' Vocabulary Mastery; Watching English Videos*

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INTRODUCTION

In this modern era, the way students learn has changed. Previously, students often learned only through textbooks. Nowadays, video is a helpful medium that can be used in teaching and learning, especially in learning English. According to Erlangga (2021), videos with visual elements and sound enhance language comprehension by providing auditory and visual input. This means videos offer students auditory and visual input, which can lead to better language comprehension. This is supported by Ardianto (2021), who found that using video learning material, particularly instructional videos, can increase students' interest in

learning English. Furthermore, students have indicated enjoyment, confidence, and new experiences when using videos for learning. This means that the use of video materials can make the process of learning English more engaging and rewarding for students. A study found that watching videos is the most beneficial activity for learning English autonomously due to its benefits in vocabulary enrichment, listening enhancement, and pronunciation practice (Rahayu, 2020). In other words, watching English videos offers advantages in improving English language skills.

The researchers found some problems related to students' habit of watching English videos. Though English videos may be one medium for learning, it seems like not all students have a good habit of watching English videos. For instance, it was found that 40% of students of *Frontrunner* students in English First (EF) still have a low habit of watching English movies (Pratama et al., n.d.). It could be because the movies or videos they watch are inappropriate or irrelevant to their English goals. As Uchidiuno et al. (2017) explained, videos that may not be relevant to students' learning goals may lead to distraction and lack of engagement. As a result, students can get distracted while watching videos if the content does not suit their learning goals. Moreover, a study on fourth-semester students of the Department of Education of Suarif Hidayatullah State Islamic University in Jakarta found that students still have a relatively low habit of watching English films or videos (Rachmawati, 2018). In conclusion, the results of the previous studies indicated that students do not often watch English movies or videos.

Moreover, the researchers discovered problems regarding students' English vocabulary mastery. To begin with, studies show that there are students who still have poor vocabulary. For instance, Rahmawati (2012) found that the eighth grade students of SMP Negeri 1 Borobudur in Central Java had poor vocabulary mastery. Similarly, Ruben (2012), in her study conducted on senior high school graduates in Bulungan regency, found that the students' vocabulary mastery was in the poor category. These results show that Indonesian students still have poor vocabulary mastery. According to Tamba et al. (2022), who conducted a study at SMA GKPI Pamen Medan, students with poor vocabulary may struggle with expressing themselves clearly or understanding written or spoken texts due to insufficient words. In other words, a lack of vocabulary can make it harder for students to express themselves and master the language.

Furthermore, a previous study of the grade 10 students at MAN X Palembang by Azhar and Tridianti (2023) found a significant positive correlation between students' English movie-watching habits and their English vocabulary mastery. Similarly, Anastasia et al.

(2023) also found that the habit of students watching English movies at SMP Negeri 3 Palu significantly correlates with their English vocabulary mastery. The results of the two previous studies illustrate that students' habit of watching English movies helps improve their English vocabulary mastery. Conversely, no significant correlation was found between XI MIPA students' habit of watching English movies and their vocabulary mastery at SMA Nasional Makassar (Rachman et al., 2021). Also, Datsir (2019) found no significant correlation between the habit of watching English movies and the vocabulary achievement of the English students at Muhammadiyah University of Makassar. Therefore, since there is still inconsistency in the previous results, and since the earlier studies were conducted outside of North Sulawesi, the researchers were interested in finding whether there is a significant correlation between students' habit of watching English videos and their English vocabulary mastery, especially among students in a public junior high school in North Sulawesi.

Additionally, one of the researchers has asked one of the English teachers at a public junior high school in North Sulawesi about students' habit of watching English videos and their vocabulary mastery. Their English teacher explained that the first problem is that most of the students in grade 8 classes A, B, C, D, E and F might not be interested in watching English videos. In other words, the teacher observed that students have a low habit of watching English videos. This is because they would rather watch K-pop videos or movies, play games, and not English videos, as explained by the teacher. Furthermore, the teacher also explained that the students are poor in English vocabulary. They usually only learn new vocabulary in the classroom and do not use it when speaking. Hence, since this was what the researchers were told during the informal interview with the teacher, they were interested in researching the students' habit of watching English videos and their vocabulary mastery levels. Additionally, the researchers deemed it necessary to determine whether a significant correlation existed between the two variables.

Habit can be defined as something that humans do frequently. According to Oxford Dictionaries (n.d), "Habit is a thing that you do often and almost without thinking, especially something that is hard to stop doing". It means that habit is something that is conducted repeatedly and continuously. Moreover, according to Darnton et al. (2011), habit is like a regular thing people do, not just because people want to think about it, but it is a behavior that comes from the routines and practices. They continued to claim that habit as a practice is made of three elements: materials, which refer to object and hard infrastructure, competences, skills and know-how, and images, meaning, ideas, and interpretations. In other words, habit is not just doing things, it also involves the things people use. Furthermore, they claimed that it

is not just about individual behavior; it also involves the interaction between individuals and the social world. This means that the habit is shaped not only by personal actions but also by the social context and relationship.

Watching videos means viewing video content, which can be done in various ways. According to Vinicius et al. (2018), watching videos refers to the act of viewing first-person videos which use audiovisual media. In other words, videos are a form of media that combines audio and visual elements. Moreover, according to Martišius (2018), audiovisual media includes any type of media that incorporates both sounds and images, like TV, movies, and interactive content. This also means audiovisual media is a kind of media that has both sound and pictures. Ernawati et al. (2021) explained that audiovisual media serves different goals, like entertainment, education, and communication. For instance, it can be used in education to create videos that make learning more interesting and useful. In education, audiovisual media is used to create videos that make learning more engaging and effective. Hence, audiovisual media, like videos, is a powerful tool that combines sight and sound to serve various purposes, including enhancing the educational experience.

Habit of watching English videos takes time to develop, yet it can be beneficial for students. According to Riswanto (2019), watching English videos can be a habit that is developed over time, and it can be beneficial for language learners. His study has shown a significant correlation between the habit of watching English videos on YouTube and listening skill achievement. In other words, making it a routine to watch English videos, especially on platforms like YouTube or other platforms, can significantly enhance students' ability to understand spoken language. Additionally, Dewi and Anggraeni (2023) asserted that watching English videos can help students acquire English vocabulary. Thus, watching English videos can help students learn English word or vocabulary. Moreover, the habit of watching English videos can affect the level of students' English knowledge, particularly their speaking ability (Ni'mah, 2019). This means that the habit of watching English videos may impact students' vocabulary and speaking skills.

English vocabulary mastery is essential for students. There are two reasons why mastery of English vocabulary is essential. First, it can lead the students to the language skills. According to Supa (2018), mastery of English vocabulary is important because it can lead you to a strong foundation for language skills – listening, speaking, reading, and writing. Without a vocabulary base, learners may struggle to understand spoken and written texts, express their thoughts clearly, and communicate effectively in English. This means that mastering the vocabulary is crucial because it is the foundation for all language skills.

Without it, understanding speaking, reading, and writing can be difficult. Moreover, it can help students to be better in academic performance. As Dakhi and Fitria (2019) stated, research has shown a positive correlation between vocabulary knowledge and academic achievement. Students with strong vocabulary skills are more likely to excel in reading comprehension, writing, and overall academic performance. Thus, mastering vocabulary can help students succeed in their studies.

Previous studies on students' habit of watching English videos and their English vocabulary mastery have been conducted in different places in Indonesia. For instance, the article entitled "Relationship Between Habit in Watching English Movies and Vocabulary" was conducted by Anastasia et al. in 2023. This study was conducted at SMP Negeri 6 Palu. This research used a quantitative approach. The students in grade VIII-A, which had 25 students, were picked as the group to study. The researchers used surveys, vocabulary tests, and a computer program called SPSS 26 to collect and analyze the data. The results showed a positive relationship between the habit of watching English movies and vocabulary. This means students who often watch English movies tend to learn more new words.

Also, a study by Dewi and Handayani (2023) found similar results. The study was conducted at SMP K Bharata 2 Jumapolo in Karanganyar Regency, Central Java. The instrument used in this study is a 30-item questionnaire about students' habits of watching English movies. The result of the article indicates a significant positive correlation between students' habits of watching English movies and their vocabulary mastery. The alternative hypothesis is accepted, suggesting that watching English movies positively correlates students' vocabulary mastery. The null hypothesis is rejected, further supporting the conclusion that a significant relationship exists between watching English movies and vocabulary mastery.

However, a study by Rachman et al. (2021) titled "The Correlation Between Students' Habit in Watching English Movie and Their Vocabulary Mastery." The research used a descriptive quantitative approach, utilizing two data collection instruments: a questionnaire and a vocabulary test. The study was conducted in class IX at SMA Nasional Makassar, with a total sample size of 26 students. The findings of the research indicated that there is no significant correlation between the habit of watching English movies and vocabulary mastery. Thus, researchers found different results on whether the habit of watching English movies correlates significantly with students' vocabulary mastery.

Therefore, the objective of this research is to explore the levels of students' habit of watching English videos and their vocabulary mastery. Moreover, this study sought to

explore whether there is a significant correlation between the two variables. By examining this relationship, the study is expected to provide insights into the impact of video-based learning on language acquisition, particularly vocabulary development. Moreover, previous studies yielded inconsistent results regarding the correlation between English-video watching habits and vocabulary mastery, particularly in different regions. Hence, this study's focus on students in North Sulawesi offers a unique contribution to the body of research, potentially providing a clearer understanding of this relationship in a different geographical and cultural context.

METHOD

This study was a quantitative study with descriptive and correlational research designs. The respondents of this study were grade eight students from SMP X, especially those who enrolled in the second semester of the 2023/2024 academic year. The pilot study was conducted in grade eight class A with a total of 25 students. Furthermore, the respondents in the real study were conducted to grade 8 classes B, C, D, E, and F, with a total of 80 students. According to Cohen et al. (2007), convenience sampling, or opportunity sampling, is selecting available respondents during that time of data gathering. Thus, only students who were available during the data gathering were the samples of this study. One of the primary reasons the researchers opt for convenience sampling is its practical feasibility, one of which is concerned with the accessibility to the target population.

For data collection, the researchers used a questionnaire and multiple-choice test for this study. Firstly, the questionnaire was based on the theory of Ouellette and Wood (1998), and the vocabulary test was adapted from Adhim (2023). To ensure the questionnaire fits the nature of the present study, the researchers only adapted 15 questionnaire items and 20 vocabulary test items. The questionnaire items were translated to Bahasa Indonesia. The translation was validated by three English lecturers of Faculty of Teacher Training and Education of a private university in North Sulawesi. For the test, the researchers asked the help of the English teacher at the school understudy to see whether the test suited the student's level of English competency. Moreover, the three English lecturers helped check the face validity of the instruments. When the researchers distributed the questionnaire and test, the respondents were provided clear instructions on completing them. Also, the participants were not pressured in any way; instead, they were allowed to withdraw if they were unwilling to participate.

When conducting this research, it is important to undergo both validity and reliability processes. Reliability refers to the consistency or stability of the measurement tool, meaning that it should produce consistent results across different situations or over time. Validity, on the other hand, refers to the extent to which the measurement tool accurately measures what it is intended to measure. Middleton (2019) emphasized the importance of ensuring that measurement tools are reliable and valid for meaningful results. In line with this, the researchers performed validity, and reliability checks to ensure that the questionnaire was both consistent and accurately assessed the intended constructs. According to Liphadzi et al. (2015), the significance of item validity can be examined using *Pearson Product Moment Correlation*. A significant correlation (p-value of 0.05 or less) would indicate that the items in the questionnaire are meaningfully related to other variables, suggesting good construct validity.

To measure this, the researchers needed to ensure the Pearson Correlation result is acceptable based on the above-mentioned pre-determined number of significance level. Along with the validity process, the researchers also tested the reliability of the instruments. The reliability test result for the questionnaire was 0.91. According to Cohen et al. (2007), if the alpha coefficients are more than 0.90, it indicates very high reliability. Therefore, the questionnaire was reliable to be used.

The researchers used descriptive analysis of means scores to answer research questions one and two about the levels of students' habit of watching English videos and their English vocabulary mastery. For the last question, they used the *Pearson product-moment correlation coefficient* to find the correlation between the students' habit of watching English videos and their English vocabulary mastery.

FINDINGS AND DISCUSSION

The research question number one is to find the level of students' habit of watching English videos. The mean score was used to analyze the question (see Table 1). Based on the analysis, the mean score of students' habit of watching English videos was 3.28 (see table 1). Based on the interpretation scale, the mean score of students' habit of watching English videos fell between 2.50 – 3.49 which indicates a moderate level. Specifically, the researchers found that *frequency* had the highest mean score, while the other subscales had mean scores under 3.39 (see Table 1). Moreover, the subscale with the lowest score was found to be related to *attitude*. However, the mean scores of all the subscales are categorized as moderate.

Therefore, this helps explain why the level of students' habit of watching English movie is just moderate.

Table 1. The mean scores of students' habit of watching English videos

Aspect	N	Min.	Max.	Mean	Std. Deviation
Attitude	80	1.00	5.00	2.89	1.030
Frequency	80	1.00	4.86	3.39	.769
Automaticity	80	1.00	5.00	3.29	.818
Overall habit of watching English videos	80	1.00	4.92	3.28	.741
Valid N (listwise)	80				

Note. Verbal interpretation: 1.00–1.49 = very low; 1.50–2.49 = low; 2.50–3.49 = moderate; 3.50–4.49 = high; 4.50–5.00 = very high.

The result of this study is like the result found by Rahmah et al. (2020), who found a moderate level of students' habit of watching English videos. The study was conducted at the fourth semester of English education program in Islamic university of Kalimantan. They found that 65% of students have a moderate habit of watching English movies. Students had a moderate level of habit of watching English videos because of a few reasons based on the general information provided in the questionnaire. First, many students do not spend much time watching English videos. As shown in Figure 1, most students, namely 36 students representing 45% of the total, watch English videos for less than one hour. Moreover, based on the information in Figure 2, it shows that 21 students, representing 26% watch 2 – 4 English videos every day. Moreover, the moderate habit of students watching English videos could be due to a lack of motivation to watch. This aligns with the self-determination theory by Deci and Ryan (1985), wherein students' motivation is shaped by their sense of autonomy, competence, and relatedness. In other words, without intrinsic motivation to engage with the content, students might not watch English videos regularly or actively learn vocabulary, resulting in inconsistent video-watching habits.

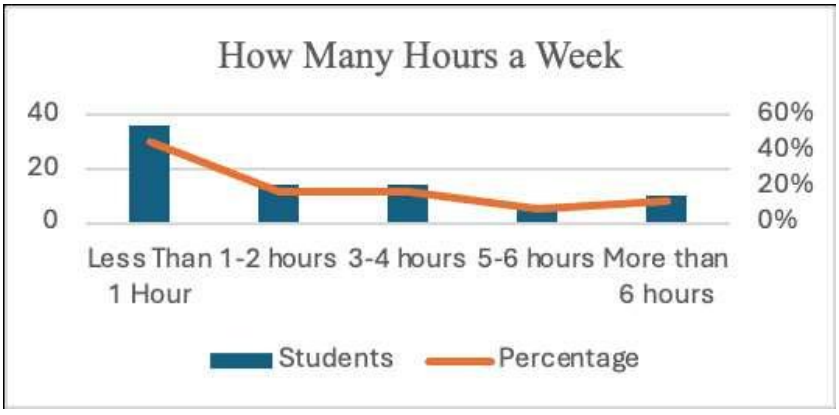


Figure 1. How many hours a week students watch English videos

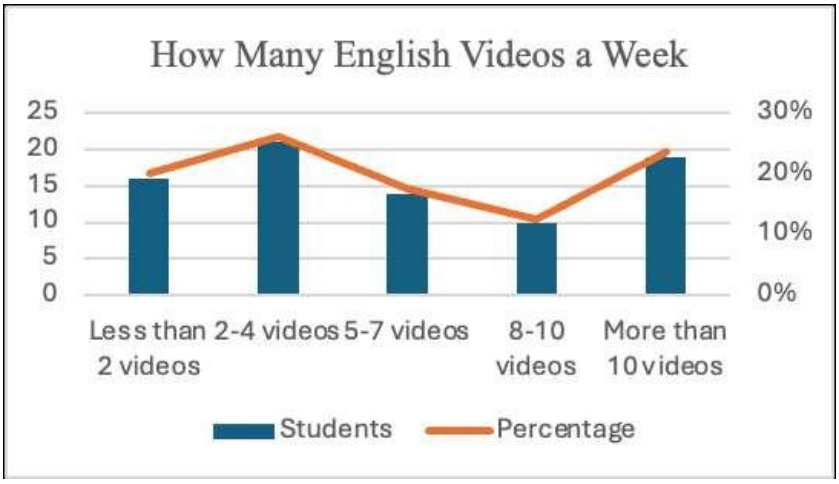


Figure 2. How many English videos students watch a week

To find the answer to research question number two which tried to address the level of students' English vocabulary mastery, the mean score was employed. Table 2 shows the mean score of their English vocabulary mastery is 44.3. Based on the interpretation scale, the mean score for English vocabulary mastery is in the range of <71 which indicates a less level. Furthermore, the researcher found that lexical words such as nouns, adjectives, verbs, and adverbs had the highest mean score, while the other subscale had a mean score under 50. It was observed that the subscale related to grammatical words such as prepositions, conjunctions, pronouns, articles, and demonstratives had the lowest score. Nevertheless, even though the lexical word subscale has the highest mean score compared to the other subscales, the mean scores of all the subscales of vocabulary mastery are found to be less. This shows that students still have difficulty understanding grammatical words, lexical words, synonyms and opposites, and appropriate words.

Table 2. The mean scores of students' English vocabulary mastery

Subtest	N	Min.	Max.	Mean	Std. Deviation
Lexical word	80	0	100	57.50	28.672
Grammatical word	80	0	75	35.94	24.145
Synonym and opposite	80	0	100	39.50	27.370
Appropriate word	80	0	100	38.75	32.506
Overall English vocabulary mastery	80	0	90	44.31	21.180
Valid N (listwise)	80				

Note. Verbal interpretation: < 71 = less; 71–80 = enough; 81–90 = good; 91–100 = very good.

Amri (2019) similarly found that the mean score of students' English vocabulary mastery at a state junior high school 30 Pekanbaru grade 8 was at a less level with a score of 47.70. It was explained that this could be because the students did not understand the

difference between verb and adjective use. Another reason why students got less level in their English vocabulary mastery might be because there are factors influencing it.

According to Rianti (2023), there are two factors influencing students' vocabulary mastery: internal factors (self-confidence and motivation) and external factors (family and school environment). Some students lack the self-confidence and motivation to learn English vocabulary because they feel unable to master vocabulary and apply it in daily life. Sari (2019) pointed out that students who are motivated to learn English tend to have good vocabulary mastery. Therefore, students' less vocabulary mastery in the current study could be due to students' lack of understanding of the grammatical words and lack of internal factors (self-confidence and motivation).

Moreover, as Bandura (1977) in his Social Learning Theory emphasized the importance of observation, imitation, and modeling in learning, if there is no interaction with peers, teachers, or engagement in the practical application of the vocabulary, students may not effectively internalize the new vocabulary. In other words, without actively using the new vocabulary in communicative contexts, students may struggle with vocabulary mastery. Thus, these reasons might help explain the students' low vocabulary mastery level in the current study. Similarly, in his Cognitive Load theory, Sweller (1988) emphasized that learners have a limited capacity for processing information. Hence, students could be overwhelmed by the language input, which in this case refers to the vocabulary, if they are not actively engaged or if the content is too difficult.

The third research question of this study investigated whether there was a significant correlation between variable x (students' habit of watching English videos) and variable y (their English vocabulary mastery) using the *Pearson Product Moment Correlation Coefficient,* as shown in Table 3. The findings showed that the r = .115 and p = .308. It is explained that the null hypothesis is rejected when the p-value is equal to or lower than the significance level (α) .05. Conversely, if the p-value is higher than the significance level (α) .05, the null hypothesis cannot be rejected (Johnson & Christensen, 2014). Hence, since in this study the p = .308, the researcher retains the null hypothesis and rejects the alternative hypothesis since the result shows that there is no significant correlation between students' habit of watching English videos and their English vocabulary mastery.

Table 3. Correlation between students' habit of watching English videos and their English vocabulary mastery

		Students' English vocabulary mastery
Students' habit of watching English videos	Pearson correlation	.115
	Sig. (2-tailed)	.308
	N	80

Based on the findings, the output result indicated a correlation coefficient of .115 (refer to Table 3). This indicates that although there is a weak correlation between the two variables, it is not significant. Schober et al. (2018) state that the range value for correlation 0.10 – 0.39 indicates a weak correlation. Therefore, the result suggests that the students' low English vocabulary mastery is not primarily due to their habit of watching English videos.

A similar result was found by Rachman et al. (2021) about the correlation between students' habit in watching English movie and their vocabulary mastery conducted in class IX at SMA Nasional Makassar in which no significant correlation between students' habit of watching English videos and their vocabulary mastery. In contrast to the result of this study and Rachman et al.'s study, a study about the correlation between students' habit of watching English movie and their vocabulary mastery conducted by Dewi and Handayani (2023) discovered that there is a positive significant correlation of the research between students' habit of watching English videos and their English vocabulary mastery. Thus, whether or not a significant correlation exists between the two variables is still debatable.

The reason why the correlation between students' habit of watching English videos and their English vocabulary mastery was not significant in the present study could be because other significant factors are related to students' English vocabulary mastery, especially at the junior high school level. For example, a study about the vocabulary teaching and vocabulary learning: Perception, strategies, and influences on students' vocabulary mastery of the private junior high school and 30 grades in the chosen school was conducted by Asyiah (2017) showed that there is a significant relationship between students' vocabulary learning strategy and their vocabulary mastery. Additionally, as Sa'diyah (2021) argued, the grade 7 at Junior high school of MTs Hasyum Asy'ari Sukodono proved that extensive reading effectively improves students' vocabulary mastery. Thus, how students learn words and their strategies for learning, and their extensive reading strategy could be significant factors that correlate significantly with their English vocabulary mastery.

In addition, Vygotsky's Sociocultural theory (1978) could explain why there is no significant correlation between the two variables in the study as it emphasizes the importance

of social interaction and scaffolding in language development. Therefore, a lack of scaffolding or interaction may explain the lack of significant correlation between watching English videos and vocabulary mastery. If students are watching videos in isolation without guidance, feedback, or support, they might be unable to internalize and fully apply the vocabulary they encounter.

CONCLUSION

Since the result of the students' habit of watching English videos was moderate level, the researchers found from the result that students do not spend much time watching English videos, there is an inconsistent frequency of watching videos over time, and they only watch a limited number of videos each day. Perhaps this is because students are not internally motivated to watch English videos, resulting in moderate video-watching frequency. Moreover, based on the result of students' vocabulary mastery, it is concluded that students still lack understanding and mastery of English vocabulary. This lack of vocabulary mastery might be related to the cognitive overload students face when they try to process too much new information too quickly, especially if they are not consistently exposed to the language in manageable amounts. Students may struggle to retain and fully understand new words without regular, repeated exposure and active engagement with vocabulary. This is consistent with Sweller's Cognitive Load theory and Vygotsky's Sociocultural theory. Lastly, since there is no significant correlation between the two variables, it is concluded that other factors significantly correlate with students' English vocabulary mastery. In other words, students' limited English vocabulary, as shown in the lower level of their English vocabulary mastery, is due to other factors that this study does not examine. Thus, this finding suggests that vocabulary mastery is likely influenced by a combination of factors not examined in the study, such as individual learning styles, quality of instructional methods, or the context in which learning occurs.

Based on the results, the researchers recommend that the teachers motivate and facilitate their students to find strategies to improve the students' vocabulary mastery. This can be achieved by using various teaching methods. Additionally, teachers should provide motivational activities to improve students' English vocabulary mastery. This is because other previous researchers have shown that when teachers match their teaching methods to the students' learning styles, students will be more successful and interested in learning. Thus, it can increase the students' English vocabulary mastery.

However, this research study had several limitations. Firstly, the researcher could not avoid some of the possibilities that the students might not answer the questionnaire items well or had difficulties answering the vocabulary test due to various factors that were beyond the researchers' control. For instance, some respondents were not serious when completing the questionnaire and test as some finished them very fast. In addition, other factors such as urgency and interruptions from their friends could have disrupted their focus, leading to unseriousness in answering the questionnaire and test. Lastly, since this study was only conducted on a limited number of junior high school students, the results of this study cannot be overgeneralized to all junior high school students in Indonesia.

Therefore, future researchers who would like to conduct a similar study about students' habit of watching English videos and their English vocabulary mastery can consider the limitations of this study and conduct the study at a different place or at a different education level. Also, other researchers can conduct the study at the same school to find out what other factors might contribute to students' vocabulary mastery and how the habit of watching English videos can benefit their English learning.

AI USE AND DISCLOSURE

The authors used Grammarly to assist with grammar checking, proofreading, and improving the clarity and readability of the manuscript. All AI-assisted suggestions were carefully reviewed and verified by the authors, who take full responsibility for the accuracy, integrity, originality, and final content of the article.

ETHICAL STATEMENT AND INFORMED CONSENT

Permission to conduct the study was obtained from the relevant institution before data collection. Informed consent was obtained from all participants after they were informed about the study's purpose, procedures, and their rights to participate voluntarily and withdraw at any time without penalty. Participants' confidentiality and anonymity were protected by excluding personally identifiable information from the research data and using pseudonyms or participant codes in data analysis and reporting. All collected data were securely stored and used solely for research purposes.

CRediT AUTHORSHIP CONTRIBUTION STATEMENT

- Anggreini Mole: Conceptualization, Methodology, Investigation, Formal analysis, Writing – original draft, Writing – review & editing.

- Virginia Gabrella Sengkey: Investigation, Formal analysis, Writing – review & editing.

CONFLICT OF INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this article.

DATA AVAILABILITY

The data supporting the findings of this study are available from the corresponding author on reasonable request.

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