

The Effects of Using Genre-Based Approach via Miro Platform on English Composition Writing Skills

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Abstract

This study aimed to develop characteristics of the Genre-Based approach (GBA) via the Miro platform and to discover results on using this approach and the Gathering, Processing, Applying, and Self-Regulating (GPAS) process. The study employed experimental research using a true group pretest-posttest control group design with Grade 8 students divided into an experimental and a control group of 38 students per group by using cluster random sampling. The instruments were the lesson plans and the pre-and post-tests on English composition writing skills. The descriptive data analysis used to assess the results of the students' English composition writing skills were mean, standard deviation, and Repeated Measures MANOVA. The results from the study revealed that the researcher could develop a characteristic of GBA via the Miro platform for teaching because the statistical analysis results indicated that the experts approved the implementation of the lesson plans in this study using 5 levels of Likert Scale (mean = 4.72). Students who received teaching through the GBA via the Miro platform had significantly higher English composition writing skills than those taught through the GPAS process at the significant level of .05. These results confirm that using GBA via the Miro platform improved the students' composition writing skills.

Keywords: Genre-Based approach (GBA), Miro platform, English composition writing skills

1. Introduction

English is one of the world's most popular, influential languages, and impacts all professions (Nishanthi, 2018). In the same way, Putra (2020) stated that the use of English in everyday life, including in business, education, and technology, has increased in recent years. If one uses an effective approach to learning, English can assist in the development of important soft skills such as writing, speaking, listening, and reading. These types of English skills are highly valued in the workplace.

As a form of communication, effective writing needs essential conditions over several different linguistic systems (Padgate, 2008). Further, Chappell (2011) also stated that writing has several benefits, including expressing one's individuality, stimulating communication, enhancing thinking abilities, and constructing logical and compelling arguments. However, Hassan, Abdul Rahman, and Azmi (2021) mentioned that writing is far more complicated for English as a Second Language (ESL) students to grasp than speaking because it requires skills particular to writing, such as flow, correct spelling, grammar, and the ability to produce and arrange ideas into intelligible compositions.

In Thailand, the Ministry of Education (2008) requires that students successfully utilize all four language skills, writing, speaking, listening, and reading to graduate from middle school, and that in their writing, they write about various circumstances, feelings, or societal interests. As explained by Nguyen and Suwannabubpha (2021), however, regardless of the country's goals for raising Thai students' writing skills as stated in the Basic Education Core Curriculum's (BECC) ongoing efforts, Thai students' writing skills tend to fall short of expectations, and various factors may contribute to this. National exams, like the O-NET (Ordinary National Education Test) and General Aptitude Test, which are used to gauge Thai students' English proficiency levels, are also issued in the multiple-choice format. These kinds of exams are intended to assess grammar and semi-writing abilities by tasks that require the completion of dialogue or conversations as well as grammar and reading comprehension. Thus, there are few possibilities for Thai students to express their thoughts and expertise in writing (Nguyen, 2018; Stone, 2017 as cited in Nguyen & Suwannabubpha, 2021). In writing class, students are likely to show inactivity and lack of interest in expanding their knowledge outside of the classroom when they believe that the subject has no impact

on their growth. The process of learning a language takes time. Without the right motivation, students may quickly go off course (Stone, 2017).

Students' English education still needs to produce better results, particularly in terms of English writing, as illustrated in the study of Tanmongkol, Moonpim, Vimonvattaravetee, Suteerapornchai, and Kaniyoo (2020) about the primary cause of Thailand's high school students' failure to learn English. The results revealed that students face numerous problems because English is a foreign language. There are different reasons for this. For example, they are not professional writers, inexperienced or less practiced, and do not pay attention in class. Moreover, Nguyen and Suwannabubpha (2021) studied English as a foreign language writing at Thai secondary schools and found that the difficulties in writing skills were caused by teachers' lack of expertise on how to effectively teach writing, as well as students' lack of understanding of vocabulary and grammar. Furthermore, they face obstacles relating to deadlines, limited funds, low motivation, mixed-ability of students, and national test systems.

Similar to the context of Prakhonchaipittayakhom School, the subject school of this study, Grade 8 students learn basic English as a major subject. They have faced problems not only in English writing but also in English vocabulary. The students have a small vocabulary; consequently, they cannot construct effective sentences or paragraphs. As students still find it difficult to produce proper compositions in English writing in accordance with the core curriculum, this is an urgent situation that needs to be solved. In addition, teachers typically instruct the students by using the Gathering, Processing, Applying, and Self-Regulating (GPAS) process, which does not specifically teach English writing and results in writing outcomes from students that fall short of expectations for academic success.

Regarding the importance of learning English writing, studies have investigated means of effective writing approaches that may help students improve their composition writing skills. It has been found that the Genre-Based approach (GBA) may help students by efficiently guiding them through the writing process from initial or dependent to autonomous steps. Additionally, it encourages students and makes it easier for them to ultimately study on their own (Dirgeyasa, 2016). The word "genre" is used to classify works and indicate how authors commonly utilize language to handle situations that recur (Hyland, 2007). Derewianka (1990) proposed four GBA steps, including Building Knowledge of the Field, Modeling the Genre, Joint Construction, and Independent Writing. A genre perspective is unique because it considers conversations and related aspects of language use that could be neglected when focusing only on structures, functions, or processes. As a result, it may address the demands for ESL students to produce texts for readers as well as motivate teachers to think about how texts function as a form of communication (Hyland, 2003).

Raja and Nagasubramani (2018) stated that there are four roles of technology in the field of education: use in the curriculum, as a method of providing teaching, as a way to support instruction, and as an instrument to improve every aspect of learning. Furthermore, Stošić (2015) stated that the use of instructional technology improves skills and intellectual abilities. Technological development has led to increased learning and access to current knowledge, particularly via smartphones.

There are several digital whiteboards that can help improve students' writing skills, such as Miro, Padlet, Jamboard, and Microsoft Whiteboard. However, using GBA may not be adequate. Hence, the researcher utilizes the Miro platform to support the students in learning because of the capacity of this digital whiteboard to support collaborative learning by using mind mapping. It also has some unique features, such as pre-made templates, timer and voting functions, an activity log, and support on web browsers and apps for Windows, Mac, iOS, and Android (Henderson, Valdespino, & James, 2022).

Several studies mention the benefits of educational technology for the teaching of writing skills by using the GBA (e.g., Wardani, Gunawan, Emilia, & Kurniawan, 2021; Gustinefa, 2022; Uamsiri & Sukavatee, 2022). The results revealed that students' writing skills were also influenced by technology. In consequence, it could be seen that a combination of GBA and technology could assist students in reinforcing their writing skills. Finally, writing instruction through GBA has not been taught via the Miro platform before, which may be beneficial for students in the field of learning writing. In addition, recent studies (Mustika, 2016; Phonangrong, Phusawisot, & Phupatwiboon, 2015; Maneesak, 2017; Meesri, 2016; Sangarun, Lerdpreedakorn, & Tutwisoot, 2017) have demonstrated that the writing skills of the students were significantly better and the GBA activities were successful. Most of the studies use a single group study; however, the researcher employed both an experimental and a control group in the current study.

As mentioned above, students who have been taught writing through GBA show higher written ability and a positive attitude toward learning management. For GBA via the Miro platform, the researcher plans to use the Miro platform in the process of teaching such as the Building Knowledge of the Field and Joint Construction stage.

GBA is a language teaching approach that focuses on developing classroom learning activities, supporting language use in a specific situation, and social function (Morganna, 2017). Therefore, it may be concluded that writing instruction through GBA would help students understand the form of writing and the process of thinking, planning, and managing writing.

1.1 Research Objectives

1) To develop characteristics of GBA via the Miro platform.

2) To find a result regarding the use of GBA via the Miro platform.

2.1) To compare the differences between the pre-and post-test scores of the students in the experimental group and the control group on teaching English composition writing skills by using GBA via the Miro platform and GPAS process.

2. Method

2.1 Research Design

This research was experimental research using a true group pretest-posttest control group design (Intaraprasert, 2020).

2.2 Population and Sample

The population of this study was Grade 8 students at Prakhonchaipittayakhom School in Buriram, with approximately 38 students per class. There were 13 Grade 8 classrooms during the second semester of the academic year 2023. For the sample of this study, 5 of the 13 classrooms had low proficiency in English writing skills and mixed-ability students who enrolled in basic English subjects in the second semester of the academic year 2023. These 5 classrooms were divided into an experimental and a control group by using cluster random sampling through the lottery method. First, the researcher studied the initial characteristics of the population and divided the population into 5 classrooms, then randomized the classes by drawing the names of the classes already specified. As a result, the experimental group of this study constituted one classroom, and the control group another classroom. The experimental and control groups were approximately the same age and had no background in studying genres in English writing before.

2.3 Research Instruments

1) Lesson plans for the experimental and control groups

The researcher used the GBA via Miro platform lesson plans including three units: Unit 1, First day at school; Unit 4, What do you want to be?; and Unit 6, Day after day of New World 2 Book. The GPAS process lesson plans and the GBA via Miro platform lesson plans consisted of three units. The GPAS process lesson plans were adapted from Chokannuai (2018). There were 12 lesson plans per group, at 1 hour per plan. The researcher taught 3 hours per week. Each unit took 4 hours, and the total of the plans was 12 hours.

2) Pre-and post-tests on English composition writing skills

The researcher created writing essays from a designated picture to measure composition writing skills in Descriptive text. The test took approximately 45 minutes for students to write 60-80 words (Yuvasope, 2002). The pre-test was provided to the sample group one week before teaching by using the GBA via the Miro platform. The test was adapted from Unit 2, Where are you going? of New World 2 Book, according to the school's curriculum. To be able to score the students' writing performance, the assessment rubric score contained 5 parts: Grammar, Vocabulary, Mechanics, Content, and Organization, based on Jacobs, Zinkgraf, Wormuth, Hartfiel, and Hughey (1981) English as a Second Language Composition Profile. The post-test was the same as the pre-test. The post-test was used one week after teaching by using the GBA via the Miro platform. As soon as the test was constructed, the three experts checked and assessed for face validity. The Index of Item Objective Congruence (IOC) of face validity manifested that all experts accepted the test for this study.

2.4 Data Collection

The researcher studied the students' data and curriculum to create lesson plans and pre-and post-tests on English composition writing skills. Next, the researcher asked the students to take the pre-test on English composition writing skills. The pre-test was carried out one week before using the treatment. The researcher conducted the experimental study as a teacher-researcher, using 12 created lesson plans per group and 1 hour per plan, with the total being 12 hours. After the intervention, the researcher asked the students to take the post-test on English composition writing skills one week after the teaching.

2.5 Data Analysis

After data collection, quantitative data analysis was used to examine the obtained data from the current study. The pre-test and post-test on English composition writing skills results were examined by mean, standard deviation, and Repeated Measures MANOVA via the IBM SPSS Statistics 28 program.

3. Results

3.1 The Overall Result of the Genre-Based Approach via the Miro Platform

In reference to the first research question, “What are the characteristics of the Genre-Based approach via the Miro platform?”, the results showing characteristics of using GBA via the Miro platform on English composition writing skills are presented in Table 1.

Table 1. Characteristics of the GBA via the Miro platform

Steps	Activities of GBA via the Miro platform
1. Building Knowledge of The Field	This is the same method of instruction as pre-activity. A teacher asked students a series of questions to stimulate their thinking ability and to assist them in identifying key context variables; for instance, “How do you know?” and “Could you explain more about it?”. At this point, the researcher utilized the Miro platform to develop an activity for the students, such as brainstorming topic ideas and vocabulary. For example, the researcher gave the link of the Miro platform to students and asked them to share ideas about the word “school” by using mind mapping tools, indicating whether it was vocabulary, a sentence, or a phrase that came to mind when they saw it, to connect with the knowledge that students already had.
2. Modeling the Genre	The teacher allowed the students to grasp all required text components as they pertained to the genre being taught at this stage.
3. Joint Construction	This step of teaching supported cooperative learning. The teacher instructed students to work in pairs or groups to develop the text. The researcher utilized the Miro platform to list ideas before writing, such as vocabulary or sentences. For instance, the researcher grouped the students, gave them the link to the Miro platform, and asked them to brainstorm ideas with peers before creating a descriptive text in groups by using mind mapping tools. The topic was again about the school. Then, the researcher asked the students to write their first draft in groups (5–6 members per group). While the students were focusing on their text, the teacher circulated the room to assist and monitor their progress.
4. Independent Writing	At this stage, the teacher asked the students to compose texts in the learned genre on their own.

As reflected in the data shown in Table 1, the researcher used the Miro platform in the first and third steps of the GBA, in which the lesson plans were presented to the experts. The lesson plans were examined and assented to by the three experts using 5 levels of the Likert Scale. The results of the assessment are presented in Table 2.

Table 2. Overall results of lesson plans rated by three experts

Descriptions	Overall mean score	Interpretation
1. Learning objectives	4.67	Acceptable
2. Instruction	4.73	Acceptable
3. Activities	4.90	Acceptable
4. Assessments	4.58	Acceptable
Overall	4.72	Acceptable

As revealed in Table 2, the three experts rated the overall result of the lesson plans. The statistical analysis showed that the experts rated all lesson plans as acceptable for use, yielding an overall mean score of 4.72. This means that the experts accepted all components of the lesson plans of the GBA via the Miro platform.

3.2 The Overall Result of English Composition Writing Skills

In reference to the second research question, “What is the result regarding the use of the Genre-Based approach via the Miro platform?”, the results confirmed that using the GBA via the Miro platform enhanced the students’ English composition writing skills, as displayed in Table 3.

Table 3. Results in the English composition writing skills of the experimental group and control group before and after the intervention

Test	Group	N	Pre-test		Post-test	
			Mean	S.D.	Mean	S.D.
English composition	Experimental group	38	14.53	1.83	17.55	1.33
writing skills	Control group	38	14.79	2.19	15.21	1.89

According to the data shown in Table 3, the mean score of the pre-test in the experimental group was 14.53, and the standard deviation (S.D.) was 1.83. After the experimental group was taught through the GBA via the Miro platform, the mean score of the post-test was 17.55, and the S.D. was 1.33. In addition, the mean score of the pre-test in the control group was 14.79, and the S.D. was 2.19. After the control group was taught through the GPAS process, the mean score of the post-test was 15.21, and the S.D. was 1.89. This research indicated that after the instruction, the experimental group's writing accomplishment rate was 17.55, which was higher than the control group's rate of 15.21. In other words, the experimental group achieved a higher mean score than the control group after the teaching procedure.

Additionally, to determine whether the experimental and control groups could improve their scores by using the GBA via the Miro platform and GPAS process, a comparison of the scores was analyzed using Repeated Measures MANOVA. The results from the analysis, including the significant difference, are shown in Table 4.

Table 4. The multivariate test of the time of pre-and post-test scores on English composition writing skills between the experimental and control groups

Effect	Multivariate test	Value	F	Hypothesis df	Error df	Sig.
Time	Pillai's Trace	0.634	128.300	1.00	74.00	<.001
	Wilk's Lambda	0.366	128.300	1.00	74.00	<.001
	Hotelling's Trace	1.734	128.300	1.00	74.00	<.001
	Roy's Largest Root	1.734	128.300	1.00	74.00	<.001
Time*Group	Pillai's Trace	0.498	73.275	1.00	74.00	<.001
	Wilk's Lambda	0.502	73.275	1.00	74.00	<.001
	Hotelling's Trace	0.990	73.275	1.00	74.00	<.001
	Roy's Largest Root	0.990	73.275	1.00	74.00	<.001

Note. * $p < 0.05$.

Table 4 illustrates the multivariate test of the time of the pre-and post-test scores on English composition writing skills between the experimental and control groups. The results revealed that Wilk's Lambda yielded $F = 128.300$ and $p = <.001$. This could be explained through the time between the experimental and control groups differing significantly at 0.05. In other words, over time, the post-test on English composition writing skills of both groups was significantly different from the pre-test. Moreover, another result of Wilk's Lambda ($F = 73.275$, $p = <.001$) revealed that the teaching approaches interacted statistically significantly with time. That is, there were differences between groups. Therefore, it can be concluded that after teaching using the GBA via the Miro platform, the experimental group had English composition writing skills that were significantly higher than those of the control group at a significant level of 0.05. Furthermore, further analyzing how the independent variables affected the dependent variables, the results are shown in Table 5.

Table 5. Tests of between-subjects effects of pre-and post-test scores on English composition writing skills between the experimental and control groups

Source	Measure	SS	df	MS	F	Sig.
Time	Sphericity Assumed	112.901	1	112.901	128.300	<.001
	Greenhouse-Geisser	112.901	1	112.901	128.300	<.001
	Huynh-Feldt	112.901	1	112.901	128.300	<.001
	Lower-bound	112.901	1	112.901	128.300	<.001
Time*Group	Sphericity Assumed	64.480	1	64.480	73.275	<.001
	Greenhouse-Geisser	64.480	1	64.480	73.275	<.001
	Huynh-Feldt	64.480	1	64.480	73.275	<.001
	Lower-bound	64.480	1	64.480	73.275	<.001

Note. * $p < 0.05$.

As shown in the data in Table 5, the tests of between-subjects effects of pre-and post-test scores on English composition writing skills between the experimental and control groups revealed that Sphericity Assumed was $F = 128.300$ and $p < .001$. Thus, it could be concluded that the experimental group had English composition writing skills significantly higher than the control group at a significant level of 0.05. In addition, the study results indicate a substantial difference in each component of English composition skills, as shown in Table 6.

Table 6. Tests of between-subjects effects of the components of pre-and post-test scores on English composition writing skills between the experimental and control groups

Source	Measure	SS	df	MS	F	Sig.
Grammar	Sphericity Assumed	11.059	1	11.059	67.827	<.001
	Greenhouse-Geisser	11.059	1	11.059	67.827	<.001
	Huynh-Feldt	11.059	1	11.059	67.827	<.001
	Lower-bound	11.059	1	11.059	67.827	<.001
Vocabulary	Sphericity Assumed	0.947	1	0.947	4.698	<.001
	Greenhouse-Geisser	0.947	1	0.947	4.698	<.001
	Huynh-Feldt	0.947	1	0.947	4.698	<.001
	Lower-bound	0.947	1	0.947	4.698	<.001
Mechanics	Sphericity Assumed	9.007	1	9.007	69.483	<.001
	Greenhouse-Geisser	9.007	1	9.007	69.483	<.001
	Huynh-Feldt	9.007	1	9.007	69.483	<.001
	Lower-bound	9.007	1	9.007	69.483	<.001
Content	Sphericity Assumed	0.658	1	0.658	4.214	<.001
	Greenhouse-Geisser	0.658	1	0.658	4.214	<.001
	Huynh-Feldt	0.658	1	0.658	4.214	<.001
	Lower-bound	0.658	1	0.658	4.214	<.001
Organization	Sphericity Assumed	19.901	1	19.901	88.199	<.001
	Greenhouse-Geisser	19.901	1	19.901	88.199	<.001
	Huynh-Feldt	19.901	1	19.901	88.199	<.001
	Lower-bound	19.901	1	19.901	88.199	<.001

Note. * $p < 0.05$.

As reflected in Table 6, the tests of between-subjects effects of the components of pre-and post-test scores on English composition writing skills between the experimental and control groups show that all the components of the pre-and post-test scores of the experimental group had English composition writing skills that were significantly higher than those of the control group at the significant level of 0.05.

4. Discussion

4.1 Characteristics of the GBA via the Miro Platform

According to the GBA via the Miro platform's lesson plans, the statistical analysis results showed that the experts rated all lesson plans as acceptable for use, yielding a mean score of 4.72 in the overall results. This means that the experts accepted all components of the lesson plans of the GBA via the Miro platform. From this, it could be derived that the researcher could use the lesson plans for the instruction. This was consistent with Muslikhah (2023) who investigated the effectiveness of using the Miro platform for students' vocabulary. It was found that the Miro platform was effective in improving students' ability to learn vocabulary because the students were more motivated through the usage of the Miro platform creating an engaging learning environment and allowing them to acquire vocabulary by generating information and knowledge for themselves. Additionally, Johnson (2022) supported the idea that most students said they welcomed the platform because it allowed them to upload images, videos, and links, which is a departure from the typical discussion board of an instructional system. Students also mentioned that the Miro platform was simple to use and promoted cooperation and debate. Phan, Ho, and Nguyen (2022) added that students will have better engagement with their peers and, as a result, increased learning motivation and attentiveness when taught speaking skills in an online environment with the Miro platform's integration with Microsoft Teams, even in large classrooms.

Vikulova, Gerasimova, Makarova, and Vishnevskaya (2021) also found that the Miro platform could assist students in learning reading, including, a real setting that ensures learning motivation and collaborative work, promotes students' creative growth, encourages them to make decisions with each other, and the absence of area and duration limitations, which enables students of various activity levels and speeds to work independently. As a

result, they will gain more information while also increasing their self-esteem and confidence. This is in line with Adani (2022), who conducted a study about improving students' reading comprehension in narrative text through the Miro platform. The students' opinions on the Miro platform's ability to help them comprehend English text and debate certain ideas when writing English text with their classmates were also disclosed in the open-ended questionnaire replies. Finally, it can be argued that applying the mind mapping process with the Miro platform was effective in helping the students to become more proficient in English learning.

4.2 Results of the English Composition Writing Skills Regarding the Use of GBA via the Miro Platform and GPAS Process

Based on the results from the data analysis after the intervention, it could be concluded that the experimental group had English composition writing skills that were significantly higher than those of the control group at a significant level of 0.05. Additionally, it could be seen that the post-test on English composition writing skills of both groups improved. Regarding the results, the control group, which was taught using the GPAS process also improved their score, which supports the Institute of Academic Development (IAD) (2017) defining the GPAS process as an advanced systematic thinking process and a learning process that can create knowledge, process skills, and values harmoniously in various processes without being attached to the subject matter. Thus, it can be used for all subjects and learning. The GPAS process also enhances the learning skills of students and provides them with better learning methods as well as enabling them to learn on their own more efficiently (Funcheon, 2021). In summary, teaching English composition writing using the GPAS process may help students learn English composition writing skills.

However, in terms of using the GBA via the Miro platform, the results revealed that the experimental group improved in English composition writing skills more than the control group. It was also shown that all the components of the pre-and post-test scores on English composition writing skills of the experimental group had English composition writing skills that were higher than those of the control group at the significant level of 0.05. This result aligns with the study carried out by Gustinefa (2022) who reported the findings that the steps of teaching recommended by genre experts and the use of technology served as the foundation for the effective utilization of the GBA in the teaching of descriptive writing through online learning. The results were congruent with the results produced by Wardani et al. (2021) indicating that teachers have conducted the stages of GBA properly with technology. Using technology to teach writing may provide students with a foundational understanding of how to choose texts in a specific genre and improve the way they write effectively and purposefully. Therefore, integrating technology and the GBA into writing instruction was shown to be crucial to improving students' literacy skills.

Furthermore, the study of Uamsiri and Sukavatee (2021) attempted to investigate the effects of using the GBA with graphic organizers on the argumentative writing ability of English as a Foreign Language secondary school students. After using this strategy at school, the results showed that the students' argumentative writing skills considerably increased at a .05 level of significance and students' opinions of this type of writing training were good. This was also presented by Kinik and Genc (2022), who conducted a GBA study using many digital tools such as Zoom, Moodle, Kahoot, Google Forms, and Google Meet. The findings pointed out that the GBA provided positive results in terms of improving student teachers' argumentative essay writing in synchronous classes. This is consistent with Yunus, Syafi'I, and Dibdyaningsih (2022), who revealed that the use of technology with mind mapping as utilized in the study as Prezi and Padlet, the mind map and GBA allowed the students to write more systematically.

According to Vygotsky (1978), the GBA's grounding theories were based on Vygotsky's thoughts on learning. This task involved Vygotsky's ideas regarding the Zone of Proximal Development. During a phase known as joint construction, the students worked with their peers to explore the concept and process of composing genres under the guidance of their teacher. With the help of new technology, Stošić (2015) stated that the use of instructional technology improves skills and intellectual abilities. Technological development has led to increased learning and access to current knowledge, particularly via smartphones. In this study, the researcher used the feature of mind mapping from the Miro platform to help the students brainstorm ideas before writing. They did not share their ideas alone but also with their peers. Additionally, the requirement for group members to feel good about one another seems to be another crucial element in group productivity. This idea is in line with Arulselvi (2017) who indicated that mind mapping may be useful for creating essays and other writing assignments, particularly in the early stages when it is an effective method to arrange ideas. In conclusion, teaching English composition writing by using the GBA via the Miro platform may help students learn the fundamentals of creating texts in a certain genre and improve their capacity to write with the help of technology.

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Authors' contributions

Pornchanun Sa-ngiamsak was responsible for the study design, revising, and data collection with guidance and consultation from Assistant Professor Dr. Ong-Art Namwong. Pornchanun Sa-ngiamsak drafted the manuscript and Assistant Professor Dr. Ong-Art Namwong revised it. All authors read and approved of the final manuscript.

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