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Scaffolding strategies to support english language learning in reading comprehension: A case study

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Abstract

Reading is one of the most challenging language skills for elementary school students. To obtain a literacy grasp of reading English texts, appropriate learning tactics and approaches are required. This study aims to explore the scaffolding strategy and the students' perception on the strategy they used to understand reading text. The study used the descriptive method by collecting data from interviews and questionnaires. Twenty-nine students were given questionnaires to know the impact and usefulness of the Scaffolding. Observation and interviews were used to see the situation in the learning process. Data collected was analyzed using qualitative data analysis techniques. Based on the result, there are three types of strategies, namely the pre-reading stage, the reading stage, and the post-reading stage. The types of Scaffolding given by the teacher are Modeling, Bridging, Contextualizing, Schema Building, and Metacognition. It indicates that scaffolding strategy helps the student pronounce the words and understand the meaning. The study implies that the scaffolding technique is expected to be a reference material and choice for every teacher in learning to read and understand English texts. Scaffolding is a structured learning support technique used at an early stage to encourage students to learn independently.

Keywords: Children's Learning Process, Reading Comprehension, Scaffolding Technique

INTRODUCTION

As a foreign language, English is a curriculum policy applied in Indonesian education (Peter et al., 2023). For instance to develop students' reading skills (Alford and Windeyer, 2014). However, the English language curriculum policy has changed at the elementary school level (*english teachers' experiences in teaching online classes in junior high school*, n.d.) , has become a benchmark for introducing English from an early age. Introduction to English includes four skills, one of which is reading. Reading is the interaction between the reader and the text. In learning English, readers must be able to understand what they read. When readers have sufficient knowledge about the text they are reading, they may find strategies to understand the meaning of the text. Conversely if students cannot understand the text they are reading, they will not find the meaning of the reading.

According to dalman, (2017), reading comprehension literacy is "a reading activity to grasp the meaning of the reading text." Literal understanding may be developed by practicing recognizing information in texts, comparing information in texts, and identifying information in texts. Previous researchers investigated reading activities, especially reading comprehension about students' difficulties in understanding reading texts. Peng et al., (2022) this studies show that reading difficulties are associated with a comprehensive set of cognitive deficits, but there are large individual differences among individuals with reading difficulties in most cognitive skills. Meanwhile in Indonesia student problems are the lack of student motivation, teaching practice strategies that are monotonous and uninteresting. so as an obstacle to improve students' reading skills (Halimatussakdiah et al., 2023). in addition the Previous study by Rofii & Susilo's (2022), stated that the lack of interest in reading English texts in elementary schools is due to the low motivation of students during the reading process. it was very difficult for young learners to read English texts. Due to limited vocabulary, wrong pronunciation, students' interest in reading English texts. Thus reading comprehension literacy activities are still challenging for students to do. It can be proven from the results of the preliminary study, which shows that there are difficulties experienced by students, including students having difficulty understanding the text. In the same situation students are difficulty answering questions about the text. So, students still need help carrying out reading activities.

To solve this problem a strategy will need to develop students' knowledge and creativity in learning. A technique of assistance from teachers to students to overcome the difficulties faced by students. One of the best strategies is scaffolding. According to Bassiri, 2013 said that there are six types of strategies for applying Scaffolding in learning a second language. Namely, 1) modeling, 2) bridging, 3) contextualization text, 4) Scheme 5) text representation and 6) Developing Metacognition. Previous research identified that Scaffolding is one of the critical dimensions of the sociocultural theory that has been proposed in a substantial work as a potential metaphor for promoting second language (L2) learning (Hamidi and Bagherzadeh, 2018). However, this study stated that implementing individualized scaffolds in a classroom with many students would be challenging in learning English. The fact that the scaffolds are transitory is a crucial feature of scaffolding education. Further, researchers such as De, 2007 and Guerrero and Villamil, 2002 regarded the ZPD, scaffolding, and mediation as inextricably linked. It is claimed that scaffolding as a concept involves a noteworthy ZPD formulation, in which the attention is allegedly on the learner, but control actually rests in the expert peer or instructor until the learner gains the capacity to take responsibility for the work. This indicates that scaffolding in the L2 would consist of supportive behaviors used by the more expert peer in interaction with the L2 learner, which could help the learners progress. Scholars such as bruner jerome s, 2023, on the other hand, stated that scaffolding is a metaphor for a mother's spoken attempt to maintain conversation with her child and improve language acquisition, or, as Wertsch (1979) defined, scaffolding is an interactive interpretation chological procedure by which learners acquire knowledge. Nassaji and Swain, 2023 and Hossein, 2016, for example, assessed the effectiveness of two types of feedback-related aid for two English as a second language (ESL) learners' grammar learning.

The previos study by Safa and Rozati, 2016 has been conducted on the effectiveness of scaffolding on second or foreign language learning, the authors investigated the application of different forms of scaffolding to improve listening comprehension of Iranian intermediate English as a foreign language (EFL) learners. The findings of the study underscore the positive potentiality of scaffolding in its different forms for the EFL learners' listening comprehension development. Meanwhile, different from this research, the research focus is on the reading ability of elementary school students using a scaffolding strategy, where elementary schools have greater difficulty learning material than middle schools because they study material at a lower level but with the target of learning achievement, namely being able to understand the content of reading texts in English books to identify objects, verbs and numbers (read, write, listen and speak) in English (Cummins and Early, 2015). By using

the scaffolding strategy, it is hoped that the teacher can integrate the material in the English book into the process of reading and understanding the material well. It is very important for language development (Kayi-Aydar, 2013). However, although many researchers note the potential benefits of scaffolding for English proficiency, research is different and limited (Mahan et al., 2018). This study will only evaluate the use of strategies that have been implemented in grade 6 elementary school. With this research it is expected to contribute to foreign language learning in schools, especially the scaffolding strategy learning strategies that involve teachers (experts) and coequal peers apply in their interaction.

Furthermore, the Scaffolding given by the more knowledgeable individual gradually fades as the learner's abilities improve. Finally, the learner is capable of completing the work or mastering the concepts on his or her own (Chen et al., 2022). Therefore. when adopting the scaffolding teaching technique, the educator's goal the student to become an independent and self-regulating learner and problem solver (Hartman et al., 2010). As a result of paying attention to this fact of literacy ability in elementary school, the writer is motivated to do additional research using the scaffolding approach to develop deals in literacy ability of primary students in reading English text.

METHOD
Research Design
This study was conducted by a qualitative research. A qualitative research helps gather information about the thought of individuals (MeriamTisdel, 2015) and describe the specific situation.
Participants
The participants in this study were 29 students and 1 teacher. They came from class 6 elementary school who learned English reading skills using the scaffolding approach. In the meantime, the teacher serves as a facilitator in the learning process. For the criteria of the participants: 1) They had completed one month of learning reading comprehension utilizing the Scaffolding strategy. 2) Professional teachers provide internship learning with a scaffolding method to participants so that students may follow the learning process successfully. 3) They were also asked to describe the difficulties they encountered while reading and the ease with which they comprehend the meaning of the text during the learning process. 4) The class having 29 students which consist of 19 female and 10 male to get more reliable data.
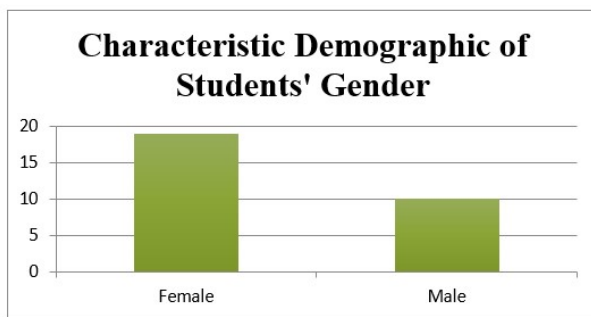

Figure 1. Characteristic Demographic of 6th Grade Students' Gender at The Madrasah Ibtidaiyah Negeri Medan

Instrument
The data gathered through questionnaires, observation, and interview. This study used a questionnaire adapted from Diab, 2005 to indicate how the scaffolding strategy can support teaching activities and to know students' perception about scaffolding in reading English tex. How the scaffolding strategy support them in reading English text. The questionnaire use scale likert and generated close
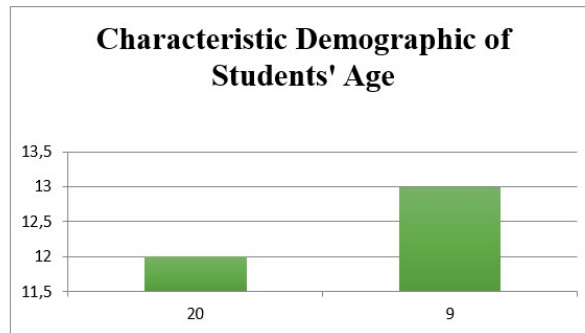
Figure 2. Characteristic Demographic of 6th Grade Students' Age at The Madrasah Ibtidaiyah Negeri Medan

Table 1. The Identity of English Teacher at Madrsah Ibtidaiyah Negeri Medan

Name	Gender	Age	Identity
ZF	Female	36th	She is an English teacher in a public elementary school at Medan. She is also as the English teacher private in Medan. She was born on Mei 1988. He is an alumni from State University of North Sumatra and has been teaching for 10 years as an English teacher.

– ended. Due students can directly pick response the question. Meanwhile interview and observation analyzes qualitatively.

Table 2. Students' perception of the scaffolding strategy in reading text

No	Question
1	Scaffolding is to guide students to do task step by step.
2	Scaffolding helps the students to know their purpose in reading.
3	Scaffolding is to facilitate the task through teacher-student interaction.
4	Scaffolding motivates the students to follow the text.
5	Scaffolding helps the student to understand the content of the text.

Procedure

This study uses three stages to analyze the data as described by (Ary, 2010, p. 283). Firstly, the researcher monitoring the research issue, 2) getting ready for a collection of data by creating a questionnaire, interview and observation 3) collecting data 4) carrying out analysis data, 5) The obtained data is then evaluated, and data reduction is created, which is subsequently presented and completed as a research report.

Data Analysis

There are four stages carried out in analyzing the data in this study by matthew, 2021 namely: coding, data presentation, data reduction, and data display. To collect data, research questions are employed. Second, the text-based interview results give an explanation of students' perceptions of the scaffolding approach used in the learning process. Finally, the research conclusion was obtained.

Table 3. Students' perception of the scaffolding strategy in reading text

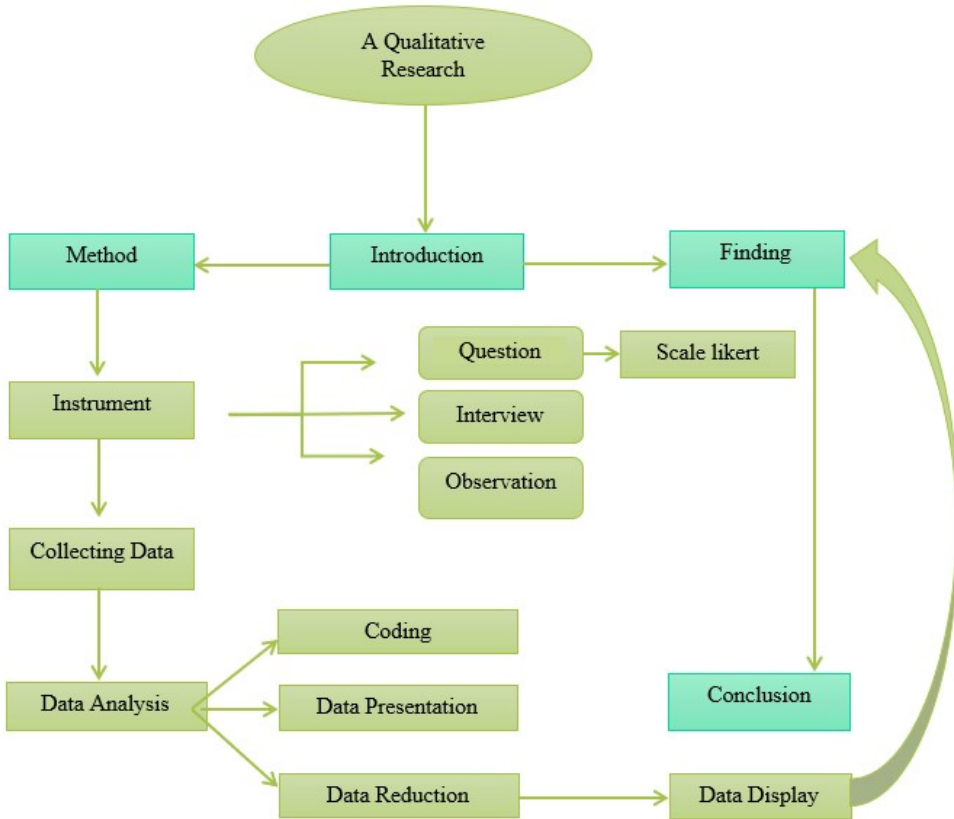| No	Question
1	What is the strategy you used in the reading comprehension activity?
2	How do you start the learning process?
3	Before use scaffolding do you find students difficult to read English text?.

Figure 3. Flowchart of Data Retrieval

Result

The research findings show that the scaffolding technique in reading comprehension of English text is particularly successful in developing the ability to read and understand text for young learners such as elementary school students. It is proven based on the student's perception of the learning approach used and classroom observations.

1. Students' Perception of the scaffolding Strategy in Reading Comprehension of English Text
   Based on the result of the questionnaire students' perception of scaffolding strategy in the reading process was running well.
   The findings of this survey reveal students' perceptions of the scaffolding method used. Based on data showing that 0% of respondents disagreed, scaffolding was used to help students complete assignments step by step. Most of the disciples agreed at the same time. In response to question

Table 4. The percentage of the student's perception of scaffolding strategy

No	Items	SD	D	N	SA	A
1	Scaffolding is to guide students to do task step by step.	0%	0%	6,4%	20%	76,6%
2	Scaffolding helps the students to know their purpose in reading.	0%	5%	15,2%	70,4%	6,8%
3	Scaffolding is to facilitate the task through teacher-student interaction.	6,3%	0%	7,7%	55%	32%
4	Scaffolding motivates the students to follow the text.	0%	0%	0,5%	12%	87,5%
5	Scaffolding helps the student to understand the content of the text.	0%	1%	8,1%	20%	71.9%

number 2, the majority of students found that scaffolding enabled them to understand why they were reading. A frequency of 70.4% indicates strongly agree. Students agree with the scaffolding used to facilitate teacher–student interaction regarding the task in response to question no. 3, but 6.3% of them strongly disagree. Students agreed that the scaffolding encouraged them to read the book in full. The frequency reading is 87.5%. Lastly, the majority of students concurred that scaffolding aids in their comprehension of the text. It can be inferred from the frequency of 71.9%. Thus, can be said that this method has worked well. By reading English–language texts and developing strong literacy abilities, students' enthusiasm for learning will increase. It indicates that the language acquisition process employs this technique effectively. Besides that to show how effective this method can be seen how this strategy helps students manage their learning motives and attitudes. The method encourages collaboration between students and teachers by allowing them to ask questions and work together while reading English-language texts. Interacting with teachers and peers allows students to communicate with them, ask questions, and work together. In addition, based on the result of interview, teacher state that the implementation of the six steps scaffolding, have the significant influences on the success of the teaching and learning process in reading; each one increases student creativity, such as students are not reluctant to ask questions and stimulate student reflection so that they are motivated to follow the text and help them to understand the text. It can be seen from the student's responses to the results of the questionnaires, which showed a positive impact on students from the use of Scaffolding (Table. 2) so, that this research revealed that the Scaffolding Strategy helps support teaching English processes in reading comprehension, children in language classes have improved that the role of Scaffolding can support their learning accomplishment in reading comprehension of texts.

2. Scaffolding Strategy Helped Students to Make Meaning in Reading English Texts

Based on the data above, previously students had trouble comprehending the contents of the reading text. Students were unable to comprehend the reading's content. Students are unable to respond to the teacher's queries. This is due to students' lack of vocabulary mastery, poor reading abilities, and uninspiring learning techniques. This finding is consistent with Salvia's (2021) observation that students' difficulty reading descriptive texts is caused by both internal and external variables. Limited vocabulary knowledge, reading interest, lack of word recognition, and uninteresting reading tactics during the learning process are examples of these issues. For instance, pupils discover new terms that are challenging for them to comprehend. Aside from that, the pupils struggle to remember characters, describe events, and recall events or events that occurred in the text. Students also have difficulty recalling the first or last paragraph of the reading content. Thus, scaffolding tactics are extremely important for pupils when reading English literature.

Meanwhile, scaffolding approaches help students understand the text, pronounce the words, and make meaning in reading English comprehension. The findings showed that scaffolding strategy enhanced students' learning outcomes in the area of reading comprehension literacy, specifically that students could understand the title and reading text and relate them to the topic covered,

that students could predict the title and reading text, and that students could recall important information from the text. For example, when the teacher gives some words on how to read with proper pronunciation, he or she is modeling (demonstrating). Students can also predict the title and mention the significant information from the text. In addition, students understand the substance of the reading when the teacher reads with hand movements and gestures. Then students are also able to complete the work by looking at examples.

The teacher fills in the knowledge gaps between the material to be addressed and the students' prior knowledge. The teacher quizzes the pupils to determine whether they have heard and understood the topics being talked regarding whether they have studied the topic being presented. The teacher also quickly explains the themes being addressed to avoid misconceptions when information is being received. By talking about details from students' experiences and relating them to the story of the Prophet, the teacher contextualizes the narrative of the Prophet. Students are exposed to material that is clearly related to Muslims, such as a synopsis of the Prophet's life. This material relates to Islamic life. For instance Children can study the history of Islam, Rasulullah's personality, hobbies, and family. To make it simple for pupils to understand and follow along with the teacher's discussion of the material, the subject is explained in simple terms. The teacher uses a variety of techniques to create the schema, including discussions about the title, giving students several readings of the text, and creating a chart on the chalkboard.

Its objective is to help students comprehend a subject entirely before breaking it down into digestible pieces. Together with the students, the teacher represents the text by converting it from paragraphs to tables or concept maps and back again. The teacher also presents the subject as a table, after which the students present it using straightforward language. The next category is the growth of metacognition. By talking with and assisting students in coming up with plans for completing projects on their own, the instructor aids in the development of metacognition. Training in metacognition teaches students how to identify and fix their errors. This is consistent with Walqui's (2006) definition of scaffolding, which also mentions flow, handover/takeover, intersubjectivity, contingency, continuity, and contextual support.

3. Exploring the Process of Scaffolding in Reading Comprehension

There are three stages in the learning process of reading comprehension: the pre-reading stage, the reading stage, and the post-reading stage, with six types of Scaffolding. In terms of stages, the teacher begins learning with the pre-reading stage. The first is the general purpose of learning, and the second is the specific purpose of learning to read. The specific goal is for students to comprehend the reading's content and obtain the reading's content. The teacher read a descriptive text of the Prophet Muhammad's life story. Before beginning the stages, the private teacher first understood his story and asked some questions by connecting students' knowledge with the text of the Prophet Muhammad's story. Further, the teacher reads the topic, writes it down in a notebook, and then discusses it with the students. Following an explanation of the material, the teacher writes down keywords related to the text to be given. The teacher then gives one word and asks students to predict what they will read. Then predicting words involves predicting the content of the reading based on keywords since children will find it easier to read when they know what they will read. So that pupils may more easily foresee the contents of the reading in greater detail, the teacher then writes the title of the work to be read. Students and teachers can guess what they will read by looking at the opening sentence if the reading text lacks a title.

This is referred to as predicted from the title of the first sentence. Due to the shared ethnic background of the teacher and pupils, the mother tongue of certain students, Indonesian, as well as English, is occasionally used in the classroom. At the beginning of their studies, students are encouraged to discuss the content and explanations in English or their native language, Indonesian. This kind of storytelling is referred to as mother tongue Gibbons, 2023. Along with

anticipating headings, initial lines, and keywords, the teacher often poses a few questions on the subjects covered and gets the pupils to respond. With friends, students can collaborate to address issues, but this activity encourages students to be proactive and independent in their search for solutions. Students will learn responsibility and independence from this project.

After the pre-reading stage then, enter the reading stage. The teacher starts by modeling reading, which entails presenting a specific example of how to read the material and doing it in front of the class so that the students may hear the pronunciation and learn how the text is read. This illustrates how the pronunciation and meaning of the reading text in English are different. The explanation of the vocabulary is also provided so that students can save some new words for each sentence. This helps students get used to hearing English readings that are different from their pronunciation. To ensure that the students are able to read and pronounce each sentence correctly, the teacher reads the text aloud to them from beginning to end. The teacher will then explain difficult sentences or terms to the students; this practice is known as text-scamming.. This activity aims to find specific information; that is, students can find information from texts by scamming and scanning text without having to read the entire text. The teacher also teaches students to look at keywords to find information that was spoken at the start of the lesson. The teacher then instructs students to read slowly and carefully, underlining difficult words and writing them down in a book. The teacher then pauses and predicts after fully comprehending and reading the text.

In this activity, the teacher will read the reading text, then stop and ask what information is obtained from the reading text that has been read. Students must read and comprehend the text before they can respond to it. The students and teacher then both predict the information in the next paragraph. However, even though the students have read the text because the following paragraph has not been explained. The students predict from the text that has been discussed by taking the information in its entirety. After this activity, the teacher reads to the last paragraph and then predicts the text with students. The teacher writes sentences or words that are difficult to understand and pronounces the words. Next, students gave meaning using the dictionary or facilities provided, and then the teacher returns to explain them. The final stage of this reading activity is reading aloud, in which the teacher asks students to reread the entire contents of the text well and clearly/aloud for students to remember the intent and content of the descriptive text reading.

The post-reading stage is the final stage of Scaffolding. After the teacher has determined that the students have understood the text's contents, they will receive feedback. To strengthen students' metacognition and train their critical thinking, the teacher gives them a group of friends questions to discuss. Along the way, they also talk about the response. To start, the teacher asks a few questions regarding the reading text to see if the pupils have understood it (for example, guessing a word, title, or sentence, sharing prior information, skimming and scanning the text, and identifying the book's main idea). Then, depending on their conversation, the students should respond to the teacher's inquiries concerning the text of Rasulullah Saw. The teacher oversees and controls students when responding to inquiries by re-reading the text that has been read. This shows that the pupils understood the reading's subject matter and were able to answer to instructor inquiries about it. By reading the reading text again for this task, the students will determine whether or not their answers were right. This process of scaffolding in line with Gibbons, 2023 proposed types of the scaffolding approach in learning activities, such as predicting from words, predicting from titles or sentences, storytelling in the mother tongue, sharing existing knowledge, modeling reading, scamming and scanning text, reading detail, pause and predict, summarizing the text the reading aloud, and questioning text. These activities are called scaffolding stages.

Discussion

After collecting data through questionnaires, class observations, and teacher interviews, it can be concluded from the reading comprehension learning process using scaffolding strategies is an effective to improve students reading ability. Scaffolding can overcome the problems of children in reading English text. Thus the use of this strategy overcomes the problems that occur to students in the reading process. Because the scaffolding strategy can bring the student learning process to be driven by social interaction with step-by-step guided the teacher. In line with Viriyapanyanon (2021) scaffolding reading experience is beneficial for students in reading with scaffolding strategies. Therefore the previous study by Rofi'i Susilo's (2022)has been broken by this research. In fact young learners have the ability to read English texts well. The students understood the contents of the text and have good pronunciation.

Scaffolding also helps them to do their assignments well, know the purpose of their reading and understand the contents of the reading text; they can also interact with the teacher, so students are active during the reading process. The students also motivated to follow the reading process to the end. These results in line with Wong and Aziz, 2019 that implementing a scaffolding strategy in reading classes at the Malaysian National University. The study stated with the six scaffolding strategies has a specific function in assisting the participants in taking an active role in extracting meaning from the provided texts, improving their reading comprehension. Additionally, the students feel that using the learned tactics enhances their reading comprehension, fosters their higher-order thinking abilities, and inspires them to read. The results of this study support research from Manshur et al., 2022 who applied Scaffolding to students' reading power in the Aqidah Akhlak Subject. Students' reading power has increased drastically, so it impacts student learning outcomes and achievement. Furthermore, Kuru-Gonen (2015) discovered that utilizing Scaffolding helps readers to identify essential ideas, clarify unclear words, phrases, or sentences, infer hidden messages as well as summarize the main ideas of the text to compensate for comprehension breakdowns. Meanwhile, this result refutes the previous research who revealed that in the scaffolding learning process, students sometimes feel boredSutomo, 2019a. It because the learning process applies many conventional strategies; they cannot try new things. Whereas the study can answer previous research that scaffolding strategy motivated students to participate reading English text. In fact, students are very enthusiastic in the process of reading the text.

Furthermore, Hasan and Ahmad, 2018) in their research stated Scaffolding help students master reading skills. The results reveal that scaffolding designed for students to understand words and sentences. The scaffolding strategy is the right choice to help students with reading comprehension. Therefore, Scaffolding strategy can improve student learning outcomes. Thus the scaffolding learning strategy is designed to overcome students' difficulties and built their abilities to increase theirs understanding of the text. **agus_2021** also stated that the scaffolding strategy in reading practice has a positive impact on student learning. It was found that in the learning process, the scaffolding strategy can direct students to have better reading, fun, and a better future. Then, applying an effective scaffolding strategy as a meaningful learning strategy in reading English texts.

Furthermore, This strategy also not only has a positive impact on reading skills but can improve the ability of the four English language skills such as reading, listening, writing and speaking. Another skill that has a positive impact on using this strategy is listening. It is found from the findings, of Safa and Rozati, 2016 which underlines the positive potential of the scaffolding strategy towards the development of EFL learners' listening comprehension. It was found that scaffolding in second or foreign language learning, that scaffolding is the most effective procedure for developmental middle-EFL learners' listening comprehension level. Moreover, peer scaffolding proved to be a second effective procedure for increased listening comprehension. The findings underscore the relative efficacy of the various forms of scaffolding procedures and scaffolding advantages and implicit scaffolding strategies more frequently used by expert colleagues. The findings are also consistent

with those of Garcia and Asención, 2001 and Al-Yami, 2023, who found that scaffolding procedures can assist learners increase their listening comprehension skills.The reason for the superiority of expert peer scaffolding over coequals, groups may be that the learners in this group took advantage of an individual with a higher expertise and less social distance from them than their teachers, and thus they took advantage of the opportunity to discuss the matters much more freely compared to the time that they had to negotiate with their teachers or even had no choice of interaction with either their peers or tea. The current study is also in line with the previous study by Mahan et al., 2018 which proposes a paradigm for objectively identifying and classifying scaffolding. Using the framework, the study analyzes how three Norwegian CLIL teachers use scaffolding to promote learning for second language learners (SLL). The data suggest that CLIL teachers help their students understand the content by scaffolding them. They offer several ways to assist pupils in completing tasks, such as modeling and strategy utilization. The results imply that natural and social science teachers complement each other. This finding generally supports the notion that the purpose of scaffolding is to promote student autonomy (van et al., 2010). This objective is achieved by providing students with individualized support from teachers or more experienced peers, and the responsibility for learning gradually passes from the teacher to the student (Lin et al. 2012). Meanwhile, this result refutes the previous research who revealed that in the scaffolding learning process, students sometimes feel bored Sutomo, 2019b. It because the learning process applies many conventional strategies; they cannot try new things. Whereas the study can answer previous research that scaffolding strategy motivated students to participate reading English text. In fact, students are very enthusiastic in the process of reading the text.

CONCLUSION AND RECOMMENDATION

As the result of the current study, the scaffolding strategy can help students solve difficulties in reading text. students understand English texts, and answering questions about the text. The use of scaffolding techniques help students develops her mental functions within the ZPD as she co-constructs knowledge with a more capable peer or an adult. By three stages used teacher, namely: the pre-reading stage, the reading stage, and the post-reading stage, can effect the students motivation. As addition, in future the teacher can engages in a variety of activities by modeling, bridging, contextualizing, schema building, re-presenting text, and developing metacognition. Because the strategy influence young learners to overcome difficulties and achieve good grades. So it can prove that Scaffolding is a structured learning support technique used at an early stage to encourage students to learn independently.

AUTHOR CONTRIBUTION STATEMENT

I.S .conceived of the presented idea, developed the theory, verified the analytical methods, and analyzed the data and interpreted it. U.D. encouraged, to investigate and supervised the findings of this work. All authors discussed the results and contributed to the final manuscript.

DECLARATION

The authors of this study certify that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript.

DATA AVAILABILITY

ACKNOWLEDGMENT

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