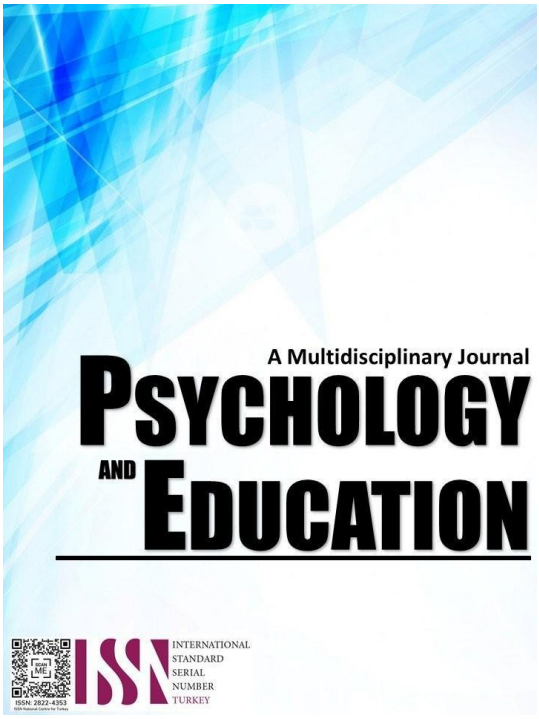
LOVE CORNER: ENHANCING STUDENTS' ENGLISH VOCABULARY



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Research Article

Love Corner: Enhancing Students' English Vocabulary

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Abstract

This study assessed the impact of the LOVE Corner strategy on students' vocabulary competence using a quasi-experimental pre-test-post-test one-group design. It involved five Grade 9 students selected from a larger group of 30 participants who achieved the highest scores in the quantitative part. The findings revealed a significant improvement in students' vocabulary competence after implementing the LOVE Corner strategy. Nearly half of the students achieved satisfactory scores in the post-test, indicating a substantial enhancement in their vocabulary skills. The strategy also positively affected writing, speaking, and sentence construction skills as students acquired new words.In conclusion, the LOVE Corner is an effective tool for enhancing students' English vocabulary. It is recommended that English teachers integrate the LOVE Corner into their vocabulary instruction, and the school administration should organize seminars, training sessions, and workshops for faculty members to facilitate its effective use. Furthermore, the language department should develop learning guides and instructional materials that incorporate the LOVE Corner, particularly for basic English courses. Encouraging students to actively participate in classroom activities can further enhance their vocabulary. Future research should explore the applicability of the LOVE Corner in different settings and with diverse participant groups to validate the study's results.

Keywords: *LOVE corner, vocabulary competence, pre-test and post-test, strategies*

Introduction

Vocabulary is vital to reading comprehension as it directly impacts students' communicative language skills. Kirsch, (1993) accentuated that proficient readers expand their vocabulary by contextual learning and repeated exposure, gaining a deep understanding of diverse words. In contrast, adults with poor reading skills tend to read less, limiting their chances to acquire new vocabulary through reading. Some struggling readers resort to bluffing, potentially leading to misconceptions about word meanings.

Proficiency in vocabulary empowers students to articulate their thoughts effectively in various forms of communication. In the realm of English language education, vocabulary takes on a pivotal role, enabling learners to comprehend instructional content and engage with materials more effectively. Additionally, a rich vocabulary facilitates meaningful and nuanced conversations. However, teaching English to young students can be challenging due to their limited attention span and self-control, typical of their tender age. Hence, acquiring vocabulary skills becomes an essential component in developing overall literacy.

Thai students commonly face difficulties in learning English, except for those attending international programs where English is the medium of instruction. Despite exposure to the English language both inside and outside the classroom, students still grapple with learning challenges, with a lack of vocabulary knowledge being the primary obstacle. Insufficient vocabulary knowledge hinders second language acquisition, as vocabulary plays a crucial role in language use. Mastering vocabulary poses a significant challenge for language learners, as underscored in various studies. Wilkins emphasized the indispensability of vocabulary, stating that grammar alone cannot convey meaning; vocabulary is essential for effective communication. Therefore, the importance of vocabulary learning strategies in language teaching and learning is widely acknowledged. Furthermore, research consistently demonstrates that lexical difficulties frequently impede language learning, underscoring the heightened interest in vocabulary as a critical component of language acquisition.

In the Philippines, a strong vocabulary foundation holds particular significance for junior and senior high school learners to meet the competencies mandated by the Department of Education (DepEd) and excel in academic reading requirements. However, not all students in higher grades are adequately prepared to meet these demands. Poor vocabulary skills can stem from various factors such as poverty, limited exposure to meaningful conversations, insufficient vocabulary instruction, and poor reading habits. Consequently, inadequate vocabulary hampers students' fluency, performance on standardized tests, and overall reading comprehension.

Limulan Integrated School also faces challenges in students' vocabulary development, particularly in their ability to apply newly learned words in oral and written activities. This limitation arises from their struggle to understand the usage and meaning of new vocabulary. To address this issue, teachers at Limulan Integrated School have implemented the Learn One Vocabulary Everyday (LOVE) Corner as a strategy to introduce new words to students. The aim of this study is to assess the effectiveness and impact of the LOVE Corner in enhancing students' vocabulary skills. Recognizing the significance of words as the fundamental building blocks of language, the researcher was motivated to pursue this investigation.

Research Questions

This study aimed to evaluate the utilization of Learn One Vocabulary Everyday (LOVE) Corner in the English classroom in enhancing the vocabulary skills of the students at Limulan Integrated School during the school year 2022 – 2023. Specifically, this study sought

answers to the following questions:

1. What is the vocabulary competence level of the grade 9 students before the LOVE Corner is utilized?
2. What is the vocabulary competence level of the grade 9 students after the LOVE Corner is utilized?
3. Is there a significant difference between the vocabulary competence levels of the students before and after the utilization of the LOVE Corner?
4. What are the benefits obtained by the Grade 9 students in the utilization of LOVE Corner?

Methodology

This section presents the method employed in this quantitative and qualitative research. This includes the research design, locale of the study, research respondents, research instrument, data gathering procedure and data analysis.

Research Design

This study used a mixed method which was the combination of the quantitative and qualitative research designs. The questions numbers one (1) to three (3) were classified as quantitative method and number four (4) as qualitative. Stratified Sampling and Purposive Sampling for students were used in this study to get the numbers of respondents from grade 9 students in Limulan Integrated School. The result of the study was used as the basis in determining the impact of LOVE corner in students' vocabulary.

Respondents

The study encompassed Grade 9 students from Limulan Integrated School. In the quantitative segment of the research, a cohort of thirty (30) students underwent pre and post-tests. Furthermore, for the qualitative data collection, a purposive sampling method was employed to select five (5) students for a Focused Group Discussion (FGD). The selection of these five FGD participants was based on their performance in the quantitative phase of the study, with a specific emphasis on those who achieved the highest scores.

Instruments

This study employed two research instruments. For the quantitative aspect, Pre-Test and Post-Test assessments were used to evaluate the vocabulary competence of the Grade 9 students both before and after their engagement with the LOVE Corner. These assessments consisted of 30 vocabulary items. For the qualitative component, a Focus Group Discussion (FGD) was conducted.

The FGD questions were carefully crafted to address and explore the research inquiries, aligning with the study's objectives. In addition, a questionnaire was developed to gather insights into the benefits of utilizing the LOVE Corner for the students, specifically through the "Learn One Vocabulary Everyday" approach. The questionnaire featured open-ended questions to allow students to express their perspectives without bias. By employing open-ended questions, the researchers aimed to stimulate critical thinking and collect more in-depth responses. Students were encouraged to seek clarification from the researchers if they encountered any challenges in comprehending the questions.

Procedure

The researcher crafted a formal letter addressed to the Schools Division Superintendent of Sultan Kudarat Division, seeking permission to conduct the study at the selected school. This letter underwent a thorough review and acknowledgment by the researcher's adviser. Subsequently, it was approved by the Dean of the Graduate School. Following this approval, the researcher approached the school principal, presenting the officially approved letter. Before this step, a pilot test was conducted at another school to ensure the reliability of the research.

Upon presenting the approved letter, the Master Teacher of the school recommended a teacher to assist the researcher and provided an orientation to the study's respondents, elucidating the study's procedures. Subsequently, the researchers prepared the research instruments and delivered detailed instructions on how to execute the study.

A six-week period was allocated for the class meetings, with one-hour sessions held daily in the English class exclusively. The students' pre-test scores were promptly collected, checked, and recorded. In the following week, the lessons incorporating the LOVE Corner as a teaching strategy were conducted. After the intervention, the post-test was administered to the students. The pre-test and post-test scores were then compared to calculate the mean gains. The researchers computed and analyzed the mean gain scores of the students using a T-Test to determine if there was a significant difference between the vocabulary competence levels of the students before and after the utilization of the LOVE Corner.

Finally, upon the completion of the Focused Group Discussion (FGD), the researcher gathered information and analyzed it using thematic analysis in conjunction with the interpretation of the collected data.

Ethical Considerations

The researchers were unwavering in their adherence to a set of ethical principles throughout the study. These principles included a

profound commitment to upholding the dignity and rights of the participants, ensuring that their vulnerabilities or weaknesses were not exploited. The study was driven by its social significance, with the primary goal being to assess the effectiveness of the LOVE Corner to the vocabulary development of junior high school students.

Informed consent was meticulously obtained from the teachers, offering a clear and comprehensive explanation of the study's purpose and objectives. The researchers assured strict confidentiality and engaged in explicit discussions regarding potential consequences and implications of their participation. The principle of privacy and confidentiality was rigorously observed, with all personal and professional disclosures by participants held in the strictest confidence to shield them from any potential harassment or adverse repercussions. These ethical considerations remained central to safeguarding the well-being and rights of the study participants throughout the entire research process.

Results and Discussion

The gathered data are presented in this chapter. Together with the presentation of the gathered data are the corresponding analysis and interpretation.

The Students' Pre-test Scores

Table 1 shows the vocabulary competence of the students before LOVE Corner is utilized in English class.

Table 1. *The Frequency Distribution of the Students' Pre-test Scores before the utilization of LOVE Corner*

Scores	*f*	*%*	*Description*
30-25	2	6.67	Very Satisfactory
24-19	6	20	Satisfactory
18-13	9	30	Fair
12-7	13	43.33	Poor
6-0	0	0	Very Poor
Total	30	100	Very Poor
Mean		15.33	Fair
Standard Deviation: 5.78		Perfect Score: 30	
Highest Score: 29		Lowest Score: 7	

There were nine students (9) or 30% whose scores were fair. Their scores range from 13 to 18. Thirteen (13) or 43.33% of the students had poor scores ranging from 7 to 12. The highest score obtained was twenty-nine (29) and lowest score was seven (7). The obtained mean score is 15.33 described as fair. The data entails that the student lack of vocabulary competence. Getting low scores in a vocabulary test can have significant implications in both academic and practical contexts. One of the key consequences is limited communication skills. Vocabulary is essential for expressing thoughts, ideas, and emotions accurately. With a limited vocabulary, individuals may find it challenging to participate in conversations, both academically and socially, as they struggle to understand and convey their thoughts effectively. Moreover, a strong vocabulary is crucial for reading comprehension. Individuals with a limited vocabulary may experience difficulties understanding written texts, leading to slower reading speed and potential misunderstandings. This can negatively impact academic performance, as reading is a fundamental skill across various subjects.

Insufficient vocabulary skills can have a detrimental impact on academic performance in various subjects, including language arts, literature, social sciences, and even sciences. These subjects rely heavily on a solid foundation of vocabulary, and a lack thereof may indicate weaknesses in related areas of study. Inadequate knowledge of vocabulary presents significant challenges for learners, hindering their progress in acquiring the English language (Alqahtani, 2015).

In many cases, students tend to prefer using their mother tongue over the English language, given that the Philippines is a multilingual country (Sumalinog, 2019). Vocabulary comprehension presents a challenge for second language learners in understanding the essential components of language, including phonemes, morphemes, lexemes, syntax, semantics, and pragmatics (Yule, 2010). The results of the PISA 2018 National Report of the Philippines indicate that Filipino students obtained an average score, with only one in five students achieving the minimum proficiency level in overall reading literacy, indicating poor vocabulary skills (PISA 2018, 2019).

Undoubtedly, vocabulary forms the foundation for language skills, namely listening, speaking, reading, and writing. Without a solid grasp of vocabulary, achieving proficiency in any language becomes exceedingly difficult. Vocabulary acquisition is fundamental to acquiring a second language, and without it, communication in the second language becomes considerably more challenging (Rohmatillah, 2017).

The Students' Post-test Scores

The students' grammatical competence after the utilization of LOVE corner is presented in Table 2.

Table 2. *The Frequency Distribution of the Students' Post-test Scores after the utilization of LOVE Corner*

Scores	*f*	*%*	*Description*
30-25	14	46.67	Very Satisfactory
24-19	11	36.67	Satisfactory
18-13	4	11.33	Fair
12-7	1	3.33	Poor
6-0	0	0	Very Poor
Standard Deviation: 5.27		Perfect Score: 30	
Highest Score: 30		Lowest Score: 17	

As gleaned in Table 2, out of 30 students, 14 or 46.67% scored within the range of 25-30; 11 scored within the range of 19-24; 4 scored within the range 0f 13 -18; 1 scored 9; and none scored lower than the range 0-6.

The data purports that almost half of the students got satisfactory scores in their posttest. The data imply further that after the utilization of the LOVE Corner, the students gained improvement in their scores. This suggests that LOVE Corner was effective strategy in enhancing students' English vocabulary. Individuals who achieve high scores in a vocabulary test often exhibit advanced writing proficiency. With an extensive vocabulary at their disposal, they can select words that precisely convey their ideas, resulting in well-crafted and compelling written work. Their ability to choose from a broader range of words enhances their descriptive capabilities, making their writing more engaging and impactful. Whether it's academic essays, reports, creative writing, or professional correspondence, individuals with high vocabulary scores have an advantage in expressing themselves effectively through the written word. This proficiency in writing can contribute to academic success, career advancement, and overall communication competence.

Achieving high scores in a vocabulary test can boost an individual's self-confidence. A strong vocabulary provides a sense of mastery and empowers individuals to express themselves effectively. This confidence can extend beyond academic contexts and positively impact personal and professional interactions. It's important to remember that high vocabulary scores are not the sole indicator of intelligence or success. While vocabulary skills are valuable, they are just one aspect of language proficiency. Developing other language skills, such as grammar, syntax, and cultural understanding, is also important for overall language competence.

According to Alqahtani (2015), the acquisition of vocabulary is a crucial aspect of learning a foreign language, emphasizing the importance of understanding the meanings of new words. This study provides a comprehensive overview of vocabulary research and explores the teaching techniques employed by teachers in vocabulary instruction. Similarly, Farjami and Aidinlou (2013) argue that learning a foreign or second language at different proficiency levels requires a substantial number of words, and learners make efforts to retain these words in their long-term memory. The study addresses learners' difficulties in vocabulary learning and offers practical strategies to overcome these challenges, with an emphasis on long-term vocabulary techniques. One practical approach suggested by Farjami & Aidinlou, (2013) is to present new vocabulary items in rich contexts that provide learners with clues to infer their meanings

From the perspective of students, it is argued that learners should expand their plans and develop autonomous learning strategies. Lawson and Hogben (1996) propose that foreign language learners can actively learn the meanings of new words by employing deliberate vocabulary acquisition strategies and utilizing contextual clues to generate the meanings of unfamiliar words. Activation strategies, such as practicing new words in various contexts, can complement other essential learning strategies like metacognitive strategies, cognitive strategies, and memory strategies (Goundar, 2016).

Furthermore, several studies were conducted examining the size and composition of college undergraduates' vocabularies. The research revealed that students with the largest vocabulary had twice the number of words compared to those with the smallest vocabulary, ranging from 100,000 to 200,000 words. This suggests that students with higher vocabularies learned a greater number of words and achieved higher scores in vocabulary acquisition compared to students with lower vocabularies.

The Students' Pre-test and Post-test Scores

Table 3 shows the significant difference on the mean gain scores obtained by the students in Pre-Test and Post Test given. As reflected in Table 3, the pre-test result has a mean and standard deviation of X=15.33 and SD=5.78, respectively. Meanwhile, the post-test result has a mean and standard deviation of X=23.80 and SD=5.27, respectively. The mean difference is 8.47 with t=7.761. The computed P-value is 0.000 which is significant at 1% and 5% level of significance.

Table 3. *Significant Difference Between the Pretest and Posttest Scores*

Variables	*Mean*	*Mean difference*	*SD*	*t-value*	*p-value*	*Interpretation*
Pretest	15.33	8.47	5.78	7.761	0.000*	Significant
Post-test	23.80		5.27			

* Significant at 0.05 level

Therefore, the hypothesis stating that there is no significant difference between the pre-test and post-test of students' score is rejected. That is, there is a significant difference between the pre-test and post-test performance of students. This implies that using of LOVE Corner has significant effect on the students' scores. The significant difference may be attributed to the treatment which was the

integration of LOVE Corner during class instruction. This result supported the study of Kelim (2003) as cited by Torres (2009) which concluded that students had rich vocabulary acquisition when exposed to vocabulary drill activities. Moreover, the students' comprehension had also improved since they become familiar with words used in the context.

Effective foreign language learning necessitates the utilization of appropriate learning strategies. These language-learning strategies are employed by English-as-a-second (foreign) language (ESL/EFL) learners to enhance their proficiency in English. Numerous studies suggest a correlation between language learning strategies and English proficiency (Magno, 2010), indicating that a greater use of strategies is associated with increased desired English proficiency.

The learnability of vocabulary by learners is influenced by two primary types of factors: intralexical and extralexical factors. Intralexical factors pertain to the characteristics inherent to the words themselves, such as spelling, length, and semantic features (Laufer, 1997). Extralexical factors, on the other hand, are not directly associated with the internal properties of words but encompass aspects like the role of memory in vocabulary learning, the influence of the learners' first language and other languages, and individual differences among learners (Takac, 2008). Second language learners often face the challenge of acquiring an extensive vocabulary in their target language. Vocabulary learning strategies (VLSs) aid learners in this process, enabling them to acquire a large and diverse repertoire of words (Nation, 2001). Over the past two decades, there has been an increasing focus on VLSs, with a growing body of research dedicated to exploring these strategies (Khatib & Hassandeh, 2011).

Asgari and Mustapha (2011) define VLSs as the steps taken by language learners to acquire new English words. Therefore, VLSs are commonly employed not only to uncover the meanings of unfamiliar words but also to retain them in long-term memory and retrieve them when needed. Vocabulary acquisition has proven to be crucial for academic development, as learners require a strong foundation of knowledge, including grammar, to succeed in fundamental skills and comprehend content-area materials.

Benefits of LOVE Corner

Table 4 presents the beneficial impacts of LOVE corner to the vocabulary development of the students that help them help expand their word knowledge by exposing them to new words, their definitions, and appropriate usage. Regular practice enables learners to accumulate a broader vocabulary repertoire, which enhances their ability to express ideas more precisely and to understand a wider range of texts.

Table 4. *Benefits obtained by the students in the utilization of LOVE Corner*

Participant	*Significant Response*	*Formulated Meaning*	*Emergent Themes*	*Code*
1	I learned how to construct sentence correctly and to pronounce the words properly	Student gained competence in writing and speaking	Enhanced Vocabulary	000
2	I easily grasped the meaning of the sentence.	Student can comprehend of what he is reading.	Enhanced Vocabulary	000
3	I learned how to make sentence and at the same time its parts of speech.	Students can identify the function of words used in a sentence	Enhanced Sentence Construction	001
4	I overcome my fear in sharing my answer.	Students are not hesitant in answering the question.	Enhanced Speaking Skills	002
5	I learned lots of unfamiliar words.	Students acquire words whose meanings are difficult.	Enhanced Vocabulary	000

Data on Table 4 reflects the benefits obtained by the students in the utilization of LOVE Corner. Three themes emerged from the participants coded 000, 001, and 002 respectively.

Three (3) out of 5 participants coded 000 have an emergent theme Enhanced Vocabulary which refers to an expanded knowledge and understanding of words in a language. It signifies an individual's increased repertoire of words, encompassing a broader range of vocabulary and a deeper grasp of word meanings, nuances, and usage. In fact, Participant 1 stated that "I learned how to construct sentences correctly and to pronounce the words properly" which meant that student gained competence in writing and speaking. Participant 2 also recounted that "I easily grasped the meaning of the sentence." which meant that the student could comprehend what he is reading. Participant 5 also narrated that "I learned lots of unfamiliar words." which implied students acquire words whose meanings are difficult.

From the excerpt above it implied that having an enhanced vocabulary offers several benefits. It enhances reading comprehension by allowing individuals to understand a wider range of texts and extract meaning from complex vocabulary. It also improves writing skills, enabling individuals to select the most appropriate words for their intended message and convey ideas more vividly and persuasively.

Participant 3 coded 001 with the Enhanced Sentence Construction refers to the ability to create well-formed and effective sentences that convey meaning clearly and coherently. It involves using proper grammar, syntax, and punctuation to structure sentences in a way that accurately communicates thoughts, ideas, and information. In fact, she purported that "I learned how to make sentence and at the same time its parts of speech." which referred to that student could identify the function of words used in a sentence. This implied that enhanced sentence construction aids in reading comprehension. When reading well-constructed sentences, individuals can follow the logical flow of information, understand the relationships between ideas, and extract meaning more efficiently.

Participant 4 coded 003 has an emergent theme Enhanced Speaking Skills entails that the improved ability to communicate effectively and confidently through spoken language. When someone has enhanced speaking skills, they demonstrate proficiency in expressing themselves clearly, fluently, and appropriately in various social, academic, and professional contexts. In fact, he said "I overcome my fear in sharing my answer." which meant students are not hesitant in answering the question. This implied that effective speaking skills involve active listening and responding appropriately to others. This includes demonstrating attentive listening skills, asking relevant questions, and providing thoughtful and articulate responses.

LOVE Corner is an effective method for enhancing students' speaking skills. According to Norbert Schmitt in Setiawandi (2006), vocabulary forms the foundation of language and must be mastered first. Without a strong command of vocabulary, speaking fluently and understanding written material becomes challenging. Schmitt emphasizes that effective communication in a foreign language cannot occur meaningfully without a wide range of words to express a variety of meanings. To communicate effectively in a specific language, one must first master its vocabulary. Vocabulary acquisition is a fundamental aspect of language learning, enabling learners to express their ideas and feelings orally during speaking activities. The words we possess greatly influence the effectiveness of our communication. In reading, vocabulary is crucial for comprehending the text. Without a strong vocabulary, understanding a passage becomes difficult. The number of words a person knows directly impacts their reading ability. It is impossible to understand a text if the meanings of the words used within it are unfamiliar.

A key aspect of vocabulary teaching is understanding what it means to "know" a word. Lexical knowledge is considered a continuum, ranging from recognizing the sense of a word to using it productively (Richards, 1979). Schmitt (1995) identifies various types of word knowledge that native speakers typically possess, including the spoken and written form of a word, the part of speech, derivative forms, grammatical patterns, collocations, frequency of use, stylistic appropriateness, conceptual meaning, and semantic associations. Schmitt suggests that as learners repeatedly encounter and use a word, their understanding of its form and meaning strengthens, while additional aspects of word knowledge are gradually acquired. Mastery of collocations and stylistic nuances may require extensive exposure to the language, and native-like competence in these areas is only attained by a minority of second language learners. Similarly, Ur (1996) suggests teaching various aspects of vocabulary, such as pronunciation, spelling, grammar, collocation, meaning relationships, and word formation.

Additionally, the lexical approach to second language teaching has gained interest as an alternative to grammar-based approaches. This approach emphasizes the development of learners' proficiency in lexical phrases or "chunks," which are unanalyzed combinations of words. It recognizes that language acquisition involves perceiving patterns of language as fixed expressions and considers lexis as the foundation of language, challenging the assumption that grammar mastery is necessary for effective communication (Lewis, 1993). Instruction focuses on frequently used, contextually relevant expressions rather than on constructing original sentences. The lexical approach, introduced by Michael Lewis, suggests that lexis should be a central component of meaning-centered syllabi (Lewis, 1993).

Furthermore, students benefit from LOVE Corner by improving their vocabulary skills. A wide vocabulary range enhances reading comprehension and writing ability in young learners. Acquiring vocabulary at an early age, before puberty, is considered the optimal time for language learning, as children can naturally absorb and speak a language. Strong vocabulary skills or efforts to improve limited vocabulary have been shown to contribute to academic success. Mastery of English vocabulary is essential for learners to grasp the meanings and use of words effectively. Vocabulary learning strategies (VLS) play a crucial role in learners' independent vocabulary development. Researchers have noted the importance of implementing effective vocabulary teaching strategies in ESL and EFL learning environments to enhance vocabulary acquisition. Additionally, exposing students to high-frequency vocabulary and utilizing appropriate teaching strategies can support vocabulary consolidation and engagement in the ESL classroom.

In summary, vocabulary mastery is fundamental to language learning and proficiency in various language skills. LOVE Corner effectively enhances students' speaking, writing, and vocabulary skills. Vocabulary forms the basis of language, and without a strong command of words, communication becomes challenging. The lexical approach highlights the importance of teaching and acquiring lexical phrases as unanalyzed units. The role of vocabulary in reading comprehension, writing, and overall language development is significant. Therefore, a comprehensive and well-implemented vocabulary instruction approach, such as LOVE Corner, can greatly benefit language learners in their language acquisition journey.

Conclusion

Based on the findings, the vocabulary competence level of students had improved therefore, it is concluded that the LOVE Corner is effective in enhancing the student's English vocabulary. It further enhanced the writing and speaking skills of the students as they continually learn new words.

Based on the findings and conclusions, the following recommendations are posed: (1)The English teachers may consider using the LOVE Corner as primal tool in teaching vocabulary. (2) The school administrator of Limulan Integrated School may consider conducting seminar, trainings, and workshops to the faculty members with emphasis in the use of LOVE Corner. (3) A learning guide or instructional materials integrating Love Corner must be developed by the language department and be used particularly in teaching basic English courses. (4) The students may consider active engagement in classroom activities leading to vocabulary enhancement. (5) Further research could be conducted by upcoming researchers in other setting and participants using other to further validate the

result of the study.

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