

YOUTUBE IMPLEMENTATION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE: A REVIEW

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YOUTUBE IMPLEMENTATION IN TEACHING ENGLISH AS A FOREIGN LANGUAGE: A REVIEW

Rama Setiawan¹⁾, Dian Novita²⁾

¹⁾Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

²⁾Pendidikan Bahasa Inggris, Universitas Muhammadiyah Sidoarjo, Indonesia

Email Penulis Korespondensi: 188820300052@umsida.ac.id

Abstract As social media becomes increasingly woven into people lives, educators are exploring its impact on learning, particularly in English as a Foreign Language (EFL). This study investigates the effectiveness of YouTube, a platform brimming with engaging educational content in EFL classrooms. Through qualitative research and analysis of existing studies, the research confirms YouTube's potential. Students not only experience improved proficiency in various skills like vocabulary, grammar, and listening, but also increased interest, motivation, and autonomy in their learning journey. For teachers, YouTube offers a treasure trove of diverse content enabling them to create captivating instructional materials and enhance the overall teaching process. Ultimately, this study reveals the effectiveness and relevance of using YouTube in EFL classrooms, empowering both teachers and learners with easily accessible resources that boost language skills while fostering a more engaging learning environment.

Keyword effectiveness; Teaching EFL; Youtube; review

Abstrak Seiring dengan media sosial yang semakin terintegrasi ke dalam kehidupan kita, para pendidik mulai meneliti dampaknya terhadap pembelajaran, khususnya untuk Bahasa Inggris sebagai Bahasa Asing (EFL). Penelitian ini menyelidiki efektivitas YouTube, platform yang penuh dengan konten edukasi yang menarik, di kelas EFL. Melalui penelitian kualitatif dan analisis studi yang ada, penelitian ini menegaskan potensi YouTube. Siswa tidak hanya mengalami peningkatan kemampuan dalam berbagai keterampilan seperti kosakata, tata bahasa, dan mendengarkan, tetapi juga peningkatan minat, motivasi, dan kemandirian dalam perjalanan belajar mereka. Bagi guru, YouTube menawarkan harta karun konten yang beragam, memungkinkan mereka untuk membuat materi pengajaran yang menarik dan meningkatkan proses pembelajaran secara keseluruhan. Pada akhirnya, penelitian ini mengungkapkan keefektifan dan relevansi penggunaan YouTube di kelas EFL, memberdayakan guru dan siswa dengan sumber daya yang mudah diakses yang meningkatkan kemampuan bahasa sambil menumbuhkan lingkungan belajar yang lebih menarik.

Kata Kunci efektivitas; Mengajar EFL; Youtube; tinjauan

I. INTRODUCTION

Languages serve as a crucial roles in communication, and English, being a global language, is extensively utilized for both spoken and written communication worldwide. It serves as either the primary or secondary language in certain nations and is adopted as a foreign language in developing countries. Indonesia is no exception, English assumes a pivotal role as a primary subject within formal curricular, despite its classification as a foreign language. Moreover, it is sometimes used as a prerequisite for entry into advanced levels of higher education.. Here, the goal of teaching English as a Foreign Language (EFL) is to help students become proficient in reading, listening, speaking, and writing [1].

Social media has woven itself into the fabric of global society, with a staggering 49% of the world's population using it regularly [2]. Seeing the booming phenomenon of social media usage among the student around the world, there's a surge of interest among experts in exploring the impact of social media on EFL teaching, particularly the use of YouTube in classrooms. Among social media platforms, YouTube emerges as a popular choice for accessing learning content in the digital age [3]. YouTube is a widely used online video-sharing platform established in 2005. It allows users to upload, share, and watch videos across various genres, such as music, tutorials, vlogs, and educational content. Content creators can establish channels to share their videos globally, and viewers can engage by liking, commenting, and subscribing to channels. YouTube is an internet platform for sharing videos capable of displaying a variety of educational content. If the content is delivered through YouTube with eye-catching,

legible images, students will have no trouble understanding it [4]. Hanim also state that YouTube needs to be utilized as a resource and medium to meet the demands of both teachers and students, all the while capturing their interest and enhancing the way they learn [5].

Ghozali conducted a study that test the implementation of YouTube video [15] to see the effect to the students speaking fluency. This research was implemented on the intermediate students. The result of the study showed that students' speaking proficiency were increased [6]. Yuyun and Simamora also conducted the study but they focused on improving listening skill. The research was implemented on private university students. The study result proved that YouTube may boost students' self-esteem, help them enjoy studying, make learning more enjoyable, and intrigue their interest in learning [7]. Another research was also conducted to know what the effect of YouTube implementation on reading skill. It was conducted by Helingo [8]; it was implemented on university students and the result showed that YouTube can encourage students' desire and interest in learning English. Besides, it improved their reading skill. There also research to test YouTube effect on reading skill conducted by Prihatini et al. implemented on junior high school students. The result showed that students got better writing skill after exposed to YouTube learning material [9].

As mentioned earlier, several prior research have proven the advantages of YouTube as a learning tool for teaching EFL. Some researchers use the Preferred Reporting Items for Systematic reviews and Meta-Analyses (PRISMA) to improve the accuracy and completeness of reporting, ultimately enhancing the reliability of systematic reviews and meta-analyses in reviewing literature. PRISMA initially released in 2009, aimed to assist systematic reviewers in clearly detailing the purpose, methods, and findings of researchers' reviews. Due to progress in systematic review methodology and terminology over the last decade, an update to the guideline became essential. The 2020 version of the PRISMA statement supersedes the 2009 edition, incorporating new reporting instructions that incorporate advancements in the identification, selection, assessment, and synthesis of studies [10]. There is studies from Widiyanti and Dewi [11] that using PRISMA method to reviews and analyze literature for the studies to ensure the quality and transparency of reporting in systematic reviews. The study review the literature correspond to Youtube usage as an alternative educational resources for self-directed bilingual young learners., while this study will focus on the impact of YouTube implementation in teaching EFL, especially on four language skills: reading, writing, speaking and listening. Therefore, this study deployed PRISMA method to analyze and review the literature about YouTube implementation in teaching EFL systematically. The researcher choose reviewing YouTube implementation in teaching EFL over other social media platforms because YouTube offers advantages that support the learning process. These advantages include allowing longer video durations compared to other social media platforms, providing options for video resolution to accommodate different connection conditions, and having a default horizontal video orientation that is more visually appealing when displayed through a projector compared to vertical-oriented videos. Furthermore, delivering feedback to students and teacher while also analyze its effect hence they can utilize YouTube as one of their learning media. As a result, YouTube can be used as an alternative learning medium teaching EFL.

This study aims to conduct a literature review focusing on the utilization of YouTube in the context of teaching English as a Foreign Language (EFL). Based on introduction above, the researcher raised a question for the study:

1. How effective is YouTube as a teaching tool for EFL?
2. How YouTube influence student on EFL learning process?

Moreover, providing details on how YouTube can be utilized as a viable educational resource meets the requirements of EFL seeking advanced learning tools that can be accessed easily and guide their ability to improve EFL students' skill.

II. METHODOLOGY

The research methodology constitutes the roadmap guiding researchers through their inquiry, encompassing the definition of the research problem and objectives, and culminating in the presentation of findings derived from the study period's data collection [12]. As per this statement, research design is described as a system or technique that employed to analyzed or interpreting the data in a research study. This study employs qualitative research with systematic empirical review to analyze the empirical research on the YouTube implementation in teaching EFL. Qualitative research involves the detailed examination of individuals' experiences through the application of specific research methods, gathering rich data through diverse qualitative methods, including individual interviews, group discussions, firsthand observation, textual and visual analysis, and examination of personal narratives. [13].

As Tranfield et al. stated that cited by Martina et al. [14] the concept of a systematic review involves methodically gathering existing evidence and subsequently providing an assessment of the evidence based on

predetermined criteria, as opposed to conducting an unsystematic review that includes only select studies deemed suitable by the researcher. To ensure a good-quality systematic review, the PRISMA guidelines are used by providing checklists and flowcharts, these guidelines offer a clear and actionable approach to crafting high-quality review reports. PRISMA Flowchart were used to identify and screen the literatures for this review study (appendix 1), while PRISMA Checklist used to help researcher reviews the literatures for the studies (appendix 2).

Following an adaptation of Kusmaryono et al. [15] method, the authors identified and screened relevant studies on YouTube implementation in EFL teaching: establishing inclusion criteria (Table 1), exploring online databases (Crossref, Scopus and Google Scholar) with targeted keywords, limiting the search to 2018-2023 publications, comprehensively examining each study, and formulating a final analysis with conclusions.

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Table 1. Research Article Inclusion and Exclusion

Inclusion	Exclusion
YouTube usage for Teaching English as Foreign Language	YouTube usage for non-teaching English as Foreign Language purpose
Published between 2018 – 2023	Published before 2018
Journal article and Thesis	Non Journal article and Thesis
Have complete element of article	Missing element of article

At the start of the review, the researcher established inclusion criteria, encompassing both quantitative and qualitative research, also choose strictly to literature published between 2018 and 2023 because the old findings and knowledge that has been used has been updated, evaluated with the latest findings available, make it more relevant to current era. These criteria serve as the benchmarks for determining the relevance of a subject in the study, dictating whether it should be included or excluded from the review.

The data analysis approach suggested by Popenoe et al. [16] was used to examine the selected researcher article. The stages in assessing the selected articles are as follows: 1) compile the study purpose, methodology, and findings into a research matrix; 2) choose the data that addresses the research question; 3) arrange the data; and 4) synthesize and present the data.

III. FINDINGS AND DISCUSSION

The literature search start with identification using PRISMA Flowchart help, with first step of identification retrieved around 1585 publications (appendix 3). In the end, 32 papers were ultimately chosen based on identification – screening phase. The selection includes 1 paper from 2018, 6 from 2019, 8 from 2020, 6 from 2021, 7 from 2022, and 4 from 2023.

Table 2. Article Publication Years Distribution

No.	Research Area	Publication Year	Number of Papers	References
1.	Youtube Effectiveness in teaching EFL	2019	1	Febriani and Nur Haifah
		2020	1	Fadhil Abbas and Ali Qassim
		2021	1	Kristiani and Pradnyadewi
		2022	2	Velecela, Audina et al.
		2023	2	Aliliche et al.
2.	YouTube effect on improving writing skill	2019	2	Kusumawardhani, Prihatini et al.
		2020	1	Yusuf
		2022	1	Muthoharoh et al.
3.	YouTube effect on improving listening skill	2019	1	Mostajeran
		2020	3	Hoque, Latifah, Chien et al.
		2021	1	Yuyun and Simamora
		2023	1	Dewi

4.	YouTube effect on improving speaking skill	2018	1	Mustafa
		2019	2	Alkathiri, Hamad et al.
		2020	2	Binmahboob, Ilyas and Putri
		2021	4	Syafiq et al., Abidin, Kristiani and Pradnyadewi, Wahyuni and Utami
		2022	1	Attar and Aqachmar
5.	YouTube effect on improving reading skill	2023	1	Ghozali
		2020	1	Nakamura and Spring
		2022	3	Kurniasari et al., Zulfi, Helingo
Total			32	

A. EFFECTIVENESS OF YOUTUBE IMPLEMENTATION IN TEACHING EFL

The popularity of using YouTube in teaching is irrefutable, especially in teaching EFL. Since the pre-COVID 19 era YouTube had been used to make a variation in teaching EFL, then in COVID 19 era that YouTube at its finest usage because teachers cannot conduct face-to-face meetings for learning, online learning through media is implemented, and one of the solutions is the use of YouTube for teaching EFL. Kristiani and Pradnyadewi [17] stated that YouTube not only offers entertaining content but also serves as an educational platform, providing a variety of educational videos across beginner, intermediate, and advanced levels. Because of the wide variety of content that YouTube provides, Fadhil Abbas and Ali Qassim [18] found that students agree to the possibility of YouTube take over the role of teacher because sometimes it had more variation, more fun and more engaging than the traditional teaching process that provided by teacher. Velecela [19] found that YouTube also improve students motivation in learning process and help them in collaborate work and individual participation in classroom. YouTube also helps students to acquire or improve their EFL skills when they get frequent exposure of the material from YouTube [20]

The teacher also get a benefit from using YouTube in teaching EFL. Febriani and Nur Haifah [21] in their study found teacher believe that YouTube create a chances for students to demonstrate their proficiency in various language domains, facilitate the rapid acquisition of lesson content by students, engage approach to teaching EFL, and also fun and entertaining way to teaching EFL. YouTube also have a wide variety of content that can help teacher to find an appropriate and ideal material for students. [22], [20], [25], [26] Teacher also should be encouraged to use technology like YouTube in teaching process because it show that YouTube had a many benefit and easy to use [23], [24], [25].

B. EFFECTIVENESS OF YOUTUBE IN ENHANCING ENGLISH LANGUAGE SKILL

1. Improving Writing Skill

Yusuf [27] found that YouTube implementation in teaching is improving writing skill on students, in this case is procedure text. The use of YouTube as a learning tool not only enhances students' proficiency in crafting procedural texts but also aids in the development of their ability to articulate ideas effectively. It enables students to comprehend the purpose of procedural texts, convey information, and outline steps with precise and clear grammar. Kusumawardhani [28] also prove that YouTube implementation in teaching is improve students' comprehension on simple past tense materials, like when they must use regular verb or irregular verb. Additionally, for educators, leveraging YouTube as a teaching aid facilitates seamless material explanation. Prihatini et al. [9] also found that YouTube can increase motivation on students because they say it more engaging than the regular learning and aid them in identifying the text's fundamental idea. Cohesively, Mutoharoh et al. [29] also found that YouTube is an attractive media for teaching EFL, it show students' interest in learning EFL while improve the writing skill on students that showed in their score. It also beneficially for the teacher, because teacher can find and make more engaging teaching media and make teaching process more effectively [27], which demonstrates that YouTube implementation in teaching EFL' writing skill bring a fresh learning experience to the students than the conventional or traditional teaching media.

2. Improving Listening Skill

YouTube implementation also seemingly take effect on students listening skill. Mostajeran [30], Hoque [22], Yuyun and Simamora [7], Latifah [31], and Chien et al. [32] found that YouTube implementation in teaching improve students listening comprehension, outperform the student who didn't provided with YouTube media teaching. While also engage their interest in learning process, it said that YouTube make students feel easier and fun to learn, make them easier to improve their EFL listening skill. YouTube offers a more exciting and fun way to improve their listening skill comprehension and their retention than the traditional teaching media, because YouTube visual helps students to understand and easily get the knowledge or the context of the conversation [7], [32], [33]. Some problem occur when sometimes students doesn't understand what the videos say because the audio's video had a poor quality, or they speak too fast nor the accent are difficult to comprehend, but it solved by change to the other video with better audio quality or repeating the video several times [22].

3. Improving Speaking Skill

Many researchers found and agreed that YouTube implementation in teaching EFL also improve student' speaking skill. Syafiq et al. [34] stated that implementing YouTube in teaching can help student to understand about how to fluently speak, increase vocabulary knowledge, understand the grammar correctly, helps the pronunciation, and also what content or topic to be spoken, and it shows on the increase of students score in speaking subject. In line with that, Abidin [1], Ghozali [6], Kristiani and Pradnyadewi [35], Attar and Aqachmar [36], Alkathiri [37], Hamad et al. [38], Mustafa [39], Wahyuni and Utami [40], Binmahboob [41], and Ilyas and Putri [42] have also demonstrated that the implementation of YouTube has a positive effect on students. When they are under any kind of strain, students cannot learn other languages effectively [1]. Therefore, YouTube usage in teaching EFL' speaking skill can resolve the issue through wide variety of materials in YouTube library that are suitable for students, ultimately making the learning process more fun and exciting while also increase student motivation, confidence, and comfortable while in learning process or in the speech [6], [37], [38], [41], [42]. Nonetheless, YouTube implementation in teaching still a good choice to improve students speaking skill.

4. Improve Reading Skill

Reading skill is also one of the language skills, it is needed because reading skill plays a vital role in enhancing students' speaking, listening, and writing skills, contributing significantly to language acquisition. Brown & Abeywickrama in Kurniasari et al. [23] stated that reading skill serves as a key element in reinforce the abilities developed through the processes of hearing, speaking, writing initially. The implementation of YouTube in teaching EFL' reading skills also appears to indicate that the use of YouTube can enhance students' reading comprehension. It shows on Kurniasari et al. [23], Nakamura and Spring [43], Helingo [8], and Zulfi [24] studies that YouTube implementation in teaching process improve students reading comprehension. It also improves their reading speed [43] and develops their knowledge [8] while also still engaging and fun to learn [24]. Students response were also positive when using YouTube in learning process; they said that YouTube is very easy to use, very informative, and enjoyable while also still retain the educational or linguistic aspect of the video [24], [43]. The implementation of YouTube for teaching EFL reading skill has proven to be a breakthrough in transforming it into an effective learning tool.

IV. CONCLUSION

The objectives of this study are to assess the effectiveness of utilizing YouTube for teaching EFL and examine the incorporation of YouTube to improve English language proficiency. From the findings and discussion, researchers found that YouTube implementation in teaching EFL is proved to be effective as learning media, while beneficially for students YouTube also benefit teacher in teaching process. For students, YouTube indicated positive assistance in enhancing students' English proficiency across vocabulary, grammar, listening, reading, speaking, and writing skills. Additionally, improvements were observed in their interest, motivation, and autonomy in learning. While for teacher YouTube provide a wide variety of content that can utilized as teaching media, create more captivating instructional media and enhance the effectiveness of the teaching process. As a result, the utilization of YouTube in teaching EFL

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proves to be an effective, pertinent, and advantageous teaching tool, especially when engaging with teenagers, warranting its integration into classroom activities through diverse and creative approaches.

Regardless the benefits, there were issues with technological and pedagogical preparedness. Teachers who are willing to improve their technical abilities through training that evaluates and supports their practices are needed to address technical difficulties. When employing this instructional resource in the EFL classroom, essential factors such as the quality of sound and the duration YouTube videos play a pivotal role. If the sound quality is inadequate, learners may encounter difficulty comprehending the target language, even if the content aligns with the teaching objectives. Moreover, lengthy videos can lead to boredom among learners. Therefore, it is recommended to assess the length, sound, and content of videos before the class to enhance teaching and learning outcomes. Clear instructions before, during, and after the use of YouTube videos in the EFL classroom are also crucial for enhancing teenagers' grasp of the target language and helping them maintain focus on the lesson in the long term. Teachers can attain more favorable learning outcomes from their students by providing precise instructions and continually monitoring their progress. It is crucial to reflect upon these suggestions, given the numerous advantages of incorporating YouTube in teaching EFL.

To gain a deeper insight into the impact of incorporating YouTube in teaching EFL, it is advisable to conduct additional research. Further researchers are encouraged to explore alternative methodologies, including action research, experimental studies, grounded theory, or also conduct the review with advanced method and more references to make it more comprehensive. Additionally, researchers can analyze the difficulties associated with integrating YouTube as a learning tool to enhance English language skills and examine how teachers and students address and overcome these challenges.

APPENDIX

Appendix 1 (PRISMA Checklist) PRISMA Checklist' list

PRISMA 2020 Main Checklist

Topic	No.	Item	Location where item is reported
TITLE			
Title	1	Identify the report as a systematic review.	-
ABSTRACT			
Abstract	2	See the PRISMA 2020 for Abstracts checklist	-
INTRODUCTION			
Rationale	3	Describe the rationale for the review in the context of existing knowledge.	-
Objectives	4	Provide an explicit statement of the objective(s) or question(s) the review addresses.	-
METHODS			
Eligibility criteria	5	Specify the inclusion and exclusion criteria for the review and how studies were grouped for the syntheses.	-
Information sources	6	Specify all databases, registers, websites, organisations, reference lists and other sources searched or consulted to identify studies. Specify the date when each source was last searched or consulted.	-
Search strategy	7	Present the full search strategies for all databases, registers and websites, including any filters and limits used.	-
Selection process	8	Specify the methods used to decide whether a study met the inclusion criteria of the review, including how many reviewers screened each record and each report retrieved, whether they worked independently, and if applicable, details of automation tools used in the process.	-
Data collection process	9	Specify the methods used to collect data from reports, including how many reviewers collected data from each report, whether they worked independently, any processes for obtaining or confirming data from study investigators, and if applicable, details of automation tools used in the process.	-
Data items	10a	List and define all outcomes for which data were sought. Specify whether all results that were compatible with each outcome domain in each study were sought (e.g. for all measures, time points, analyses), and if not, the methods used to decide which results to collect.	-
	10b	List and define all other variables for which data were sought (e.g. participant and intervention characteristics, funding sources). Describe any assumptions made about any missing or unclear information.	-
Study risk of bias assessment	11	Specify the methods used to assess risk of bias in the included studies, including details of the tool(s) used, how many reviewers assessed each study and whether they worked independently, and if applicable, details of automation tools used in the process.	-
Effect measures	12	Specify for each outcome the effect measure(s) (e.g. risk ratio, mean difference) used in the synthesis or presentation of results.	-
Synthesis methods	13a	Describe the processes used to decide which studies were eligible for each synthesis (e.g. tabulating the study intervention characteristics and comparing against the planned groups for each synthesis (item 5)).	-
	13b	Describe any methods required to prepare the data for presentation or synthesis, such as handling of missing summary statistics, or data conversions.	-
	13c	Describe any methods used to tabulate or visually display results of individual studies and syntheses.	-
	13d	Describe any methods used to synthesize results and provide a rationale for the choice(s). If meta-analysis was performed, describe the model(s), method(s) to identify the presence and extent of statistical heterogeneity, and software package(s) used.	-

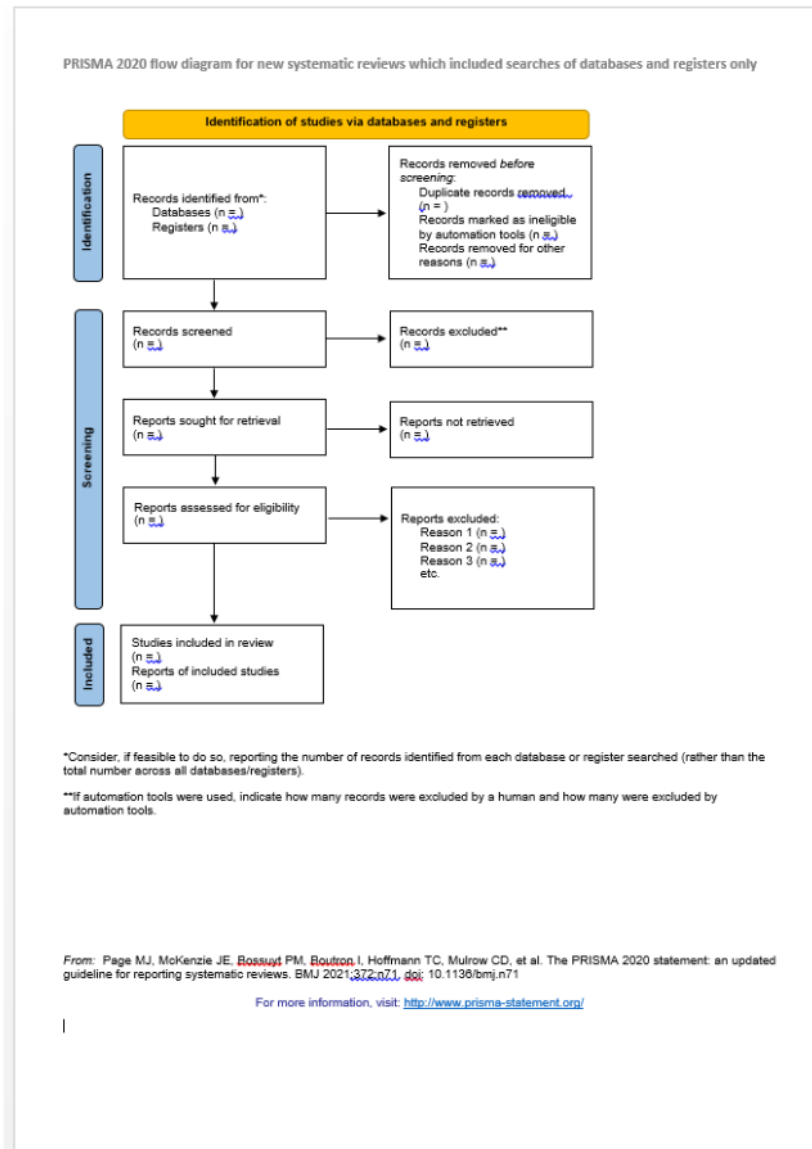
Topic	No.	Item	Location where item is reported
	13e	Describe any methods used to explore possible causes of heterogeneity among study results (e.g. subgroup analysis, meta-regression).	-
	13f	Describe any sensitivity analyses conducted to assess robustness of the synthesized results.	-
Reporting bias assessment	14	Describe any methods used to assess risk of bias due to missing results in a synthesis (arising from reporting biases).	-
Certainty assessment	15	Describe any methods used to assess certainty (or confidence) in the body of evidence for an outcome.	-
RESULTS			
Study selection	16a	Describe the results of the search and selection process, from the number of records identified in the search to the number of studies included in the review, ideally using a flow diagram.	-
	16b	Cite studies that might appear to meet the inclusion criteria, but which were excluded, and explain why they were excluded.	-
Study characteristics	17	Cite each included study and present its characteristics.	-
Risk of bias in studies	18	Present assessments of risk of bias for each included study.	-
Results of individual studies	19	For all outcomes, present, for each study: (a) summary statistics for each group (where appropriate) and (b) an effect estimate and its precision (e.g. confidence/credible interval), ideally using structured tables or plots.	-
Results of syntheses	20a	For each synthesis, briefly summarise the characteristics and risk of bias among contributing studies.	-
	20b	Present results of all statistical syntheses conducted. If meta-analysis was done, present for each the summary estimate and its precision (e.g. confidence/credible interval) and measures of statistical heterogeneity. If comparing groups, describe the direction of the effect.	-
	20c	Present results of all investigations of possible causes of heterogeneity among study results.	-
	20d	Present results of all sensitivity analyses conducted to assess the robustness of the synthesized results.	--
Reporting biases	21	Present assessments of risk of bias due to missing results (arising from reporting biases) for each synthesis assessed.	-
Certainty of evidence	22	Present assessments of certainty (or confidence) in the body of evidence for each outcome assessed.	-
DISCUSSION			
Discussion	23a	Provide a general interpretation of the results in the context of other evidence.	-
	23b	Discuss any limitations of the evidence included in the review.	-
	23c	Discuss any limitations of the review processes used.	-
	23d	Discuss implications of the results for practice, policy, and future research.	-
OTHER INFORMATION			
Registration and protocol	24a	Provide registration information for the review, including register name and registration number, or state that the review was not registered.	-
	24b	Indicate where the review protocol can be accessed, or state that a protocol was not prepared.	-
	24c	Describe and explain any amendments to information provided at registration or in the protocol.	-
Support	25	Describe sources of financial or non-financial support for the review, and the role of the funders or sponsors in the review.	-

Topic	No.	Item	Location where item is reported
Competing interests	26	Declare any competing interests of review authors.	-
Availability of data, code and other materials	27	Report which of the following are publicly available and where they can be found: template data collection forms; data extracted from included studies; data used for all analyses; analytic code; any other materials used in the review.	-

From: Page MJ, McKenzie JE, Bossuyt PM, Boutron I, Hoffmann TC, Mulrow CD, et al. The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *MetaArXiv*. 2020, September 14. DOI: 10.31222/osf.io/v7gm2. For more information, visit: www.prisma-statement.org

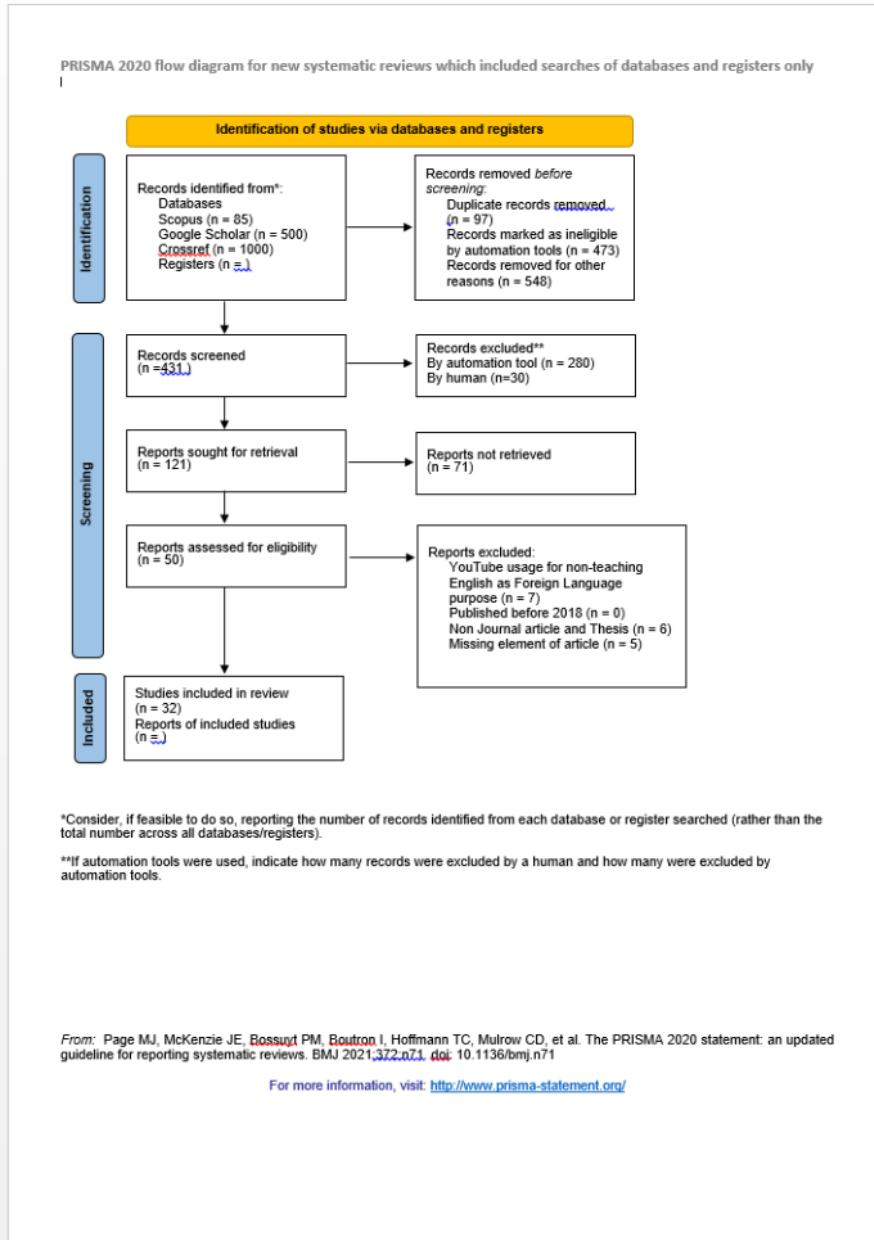
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Appendix 2 (PRISMA Flowchart) PRISMA Flowchart diagram



Appendix 3 (Identification result)

(PRISMA Flowchart search and identification result)



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