# PRISMA 2020 Main Checklist

| **Topic** | **No.** | **Item** | **Location where item is reported** |
| --- | --- | --- | --- |
| **TITLE** |  |  |  |
| **Title** | 1 | Identify the report as a systematic review. | - EFL STUDENTS’ PERCEPTIONS OF USING YOUTUBE IN AN ACADEMIC LISTENING CLASS |
| **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. | - What are academic listening students’ perceptions about YouTube for their EFL listening skills? |
| **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 Collection Procedures In collecting the data, the researcher used semi-structured interviews in Bahasa Indonesia in order to make the interview session clearer. First, the researcher developed questions (see Table 1) for the interview sessions. Second, the researcher conducted the pilot test with three PBI-UKSW students who have taken Academic Listening courses during the COVID-19 pandemic using the same questions. Then, the researcher reviewed and analyzed the data from the pilot test to finalize the questions for the semi-structured interviews.  Data Collection Instruments In order to collect the data, the research employed semi-structured. According to Stucky (2013), “in a semi‑structured interview, the researcher sets the outline for the topics covered, but the interviewee’s responses determine the way in which the interview is directed” (p. 57). Stucky believed that this type of interview could give clear instructions to interviewers and could give reliable and comparable qualitative data.Finally, the researcher analyzed the data that had been collected. |
| **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. | - Data Analysis Procedures Thematic analysis was applied in this research study in order to analyze the interview data. Thematic analysis is the method of analyzing data by emerging themes from the data and is not imposed by the researcher (Dawson, 2009). “Thematic analyses move beyond counting explicit words or phrases and focus on identifying and describing both implicit and explicit ideas within the data, that is, themes” (Guest et al., 2012, p. 9). In data analysis procedures, there were several steps the researcher needed to accomplish. First, the researcher transcribed the interview data after acquiring the data needed to help the researcher find the information easier. Second, after transcribing the data, the researcher reread the transcription to analyze the data. Last, the researcher concluded the analysis findings at the end of the study. |
| 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. | - |
| 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. | - Theme 1: YouTube visuals help students to understand the listening materials better Five participants seemed interested since YouTube videos could help them to grasp the material better. It was because there were visuals they could watch, which would not make them bored when listening to the materials.  Theme 2: YouTube features help students to do note-taking The academic listening lecturers provided some materials taken from YouTube in order to make the learning process easier. The students found that this online platform had some features that could help them to do note-taking while listening to the listening materials, as some students mentioned in the interview  Theme 3: YouTube might help students to improve their listening skills After learning through YouTube, participants found that their listening skills improved, as evidenced by the interviewees  Theme 4: YouTube needs a good internet connection Even though some participants seemed comfortable using YouTube as their learning media, YouTube needs to be fully connected to the Internet connection.  Theme 5: YouTube has various EFL listening contents It is well-known that YouTube has a variety of content in every field. In the academic listening class, the lecturer provided materials taken from YouTube to make the listening activity more interesting.  Theme 6: YouTube has unsubtitled videos Some participants found an obstacle when watching the video from YouTube. They claimed that there were several videos that did not have subtitles, which confused them in understanding the materials. |
| **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. | - The findings show that students have their own perceptions about using YouTube in the academic listening class they took during the COVID-19 pandemic situation. The researcher found the pluses and minuses of using YouTube in an academic listening class since YouTube was one of the online learning resources that had been used in the class during the pandemic era. Based on the interview data, the students seemed to have positive beliefs about using YouTube as their learning media in this listening class. The pluses of using YouTube in this class are YouTube visuals help students to understand better, YouTube features help students to do note-taking, YouTube helps students to improve listening skills, and YouTube has various content.  The study came up with the following conclusions. There are pluses and minuses of using YouTube as the learning media in an academic listening class. The pluses are first, YouTube visuals can help them understand the material better. Second, YouTube features can help students to do note-taking. Third, YouTube helps students to improve their listening skills. Fourth, YouTube has various content that does not make students bored. However, there are some minuses such as YouTube needing a good internet connection to make the listening activity runs smoothly and some YouTube videos do not provide subtitle which made the students feel confused when they are trying to understand the material. |
|  | 23b | Discuss any limitations of the evidence included in the review. | - The limitations of this study should be acknowledged. The research findings are affected since the samples of this research were only a small number of participants. Additionally, the researcher had limited the data collection procedures due to the COVID-19 pandemic. Therefore, the researcher conducted the semistructured interview sessions online via Zoom Meetings. Also, the participants were not asked to list about what other platforms they used in their listening class. As a result, the researcher could not tell if other platforms could contribute to the student’s listening skills improvements. Furthermore, the researcher did not ask the participants about the effects of YouTube on their goals in their academic listening classes. |
| 23c | Discuss any limitations of the review processes used. | - |
| 23d | Discuss implications of the results for practice, policy, and future research. | - Based on the study conclusion, the researcher would like to suggest some recommendations, especially for the academic listening class. First, since this class only used two learning management systems such as Schoology and YouTube, it may be better if the lecturers can make YouTube channels to interact with the students by posting videos and commenting on them which is considered as a good method for both students and lecturers (Medoukali, 2015). Moreover, if the materials taken from YouTube do not have subtitles, the lecturers can implement the videos in the classroom to explain what the materials are about (Souha, 2019). Similarly, to cope with internet connection problems which can distract the learning process, the lecturers can provide laboratories for students to practice their listening comprehension (Medoukali, 2015). Furthermore, the lecturers can make different kinds of activities instead of the traditional method to increase the EFL students’ motivation, engagement, and interest (Souha, 2019). |
| **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. | - |
| **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](file:///C:\Users\Hp\Downloads\www.prisma-statement.org)