

# Unveiling Language Horizons: Exploring the Role of Social Media Platforms on Learning English- A Systematic Review

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## Abstract

*This systematic review delves into the dynamic realm of language acquisition, focusing on the role of social media platforms in enhancing English proficiency. In an era where digital communication prevails, this study systematically examines and synthesizes 51 existing literatures to unravel the multifaceted impact of social media on language learning. Through a meticulous analysis of diverse studies, the nuanced ways in which social media platforms contribute to the development of English language skills are unveiled. The findings highlight the potential of these digital landscapes to foster immersive language experiences, cultivate cultural understanding, and provide collaborative learning opportunities. Additionally, the challenges and opportunities posed by social media in the context of language education are explored. This systematic review not only consolidates current knowledge but also serves as a guide for educators, researchers, and policymakers seeking to harness the educational potential of social media for English language proficiency.*

**Keywords:** English language learning, Social media, Language acquisition, Digital learning.

## 1. INTRODUCTION

English is an international language spoken in many countries as a native and second or foreign language (Rao, 2019). Therefore, it is vital that this language is taught in such a way that it not only helps the learners speak, write, and listen but also to communicate. The traditional methods, including lectures and rote learning, have reduced English language learning to mechanical memorization and have failed miserably in developing language competency amongst the learners (Bakeer, 2018). These stereotyped techniques and teaching materials often make the learning process monotonous and create distaste among the learners, making them passive receptors of language rather than active participants in the learning process (Sumathi, 2016). Therefore, the need to deviate from these grand methods to more innovative methods has been indicated.

One of the innovative methods adopted in the current technological era is the use of social media platforms, such as Facebook, YouTube, WhatsApp, Telegram, etc. Students and other users often use these social media platforms for multiple tasks. First, social media users can easily contact their friends and family from different places across the world (Sawyer & Chen, 2012). Users can also get up-to-date information on what goes around them faster than other information media such as newspapers. Additionally, social media may aid students in learning new languages. In this context, social media can give the students insights into the customs and traditions of native speakers, which is valuable in enhancing the linguistic competence and cultural sensitivity necessary for effective communication (Harrison, 2013; Harrison & Thomas, 2009). Furthermore, videos on social media can help learners improve their language listening and speaking skills.

To further understand how social media affects language learning, this literature review on the use of various social media platforms in learning English is carried out focusing on the four most researched social media platforms, i.e., Facebook, WhatsApp, YouTube, and Telegram.

## 2. METHODOLOGY

### 2.1 Information Sources and Searches

The CrossRef, ProQuest, and Google Scholar databases were extensively searched for potential primary studies published from January 2010 to 2023. Furthermore, retrieving grey literature was avoided since they contain unpublished data that would interfere with the scientific purpose of the study.

The search strategy employed to identify studies from the databases above was as follows: (Social Media OR Social networks OR Social media platforms OR Facebook OR YouTube OR Telegram OR WhatsApp) AND (learning OR learn OR Teach OR Teaching) AND (English OR English as a Second language OR ESL OR English as a foreign language OR EFL).

## **2.2 Eligibility Criteria**

The reviewer conducted a comprehensive analysis of studies retrieved from electronic databases, adhering strictly to predefined eligibility criteria. Inclusion parameters necessitated studies published in English, utilizing any social media application as an English learning tool, and involving students learning English as a foreign or native language. Exclusion criteria encompassed articles that did not meet these stipulations, such as reviews, conference abstracts, theses, and letters to the editors. Furthermore, studies evaluating the impact of social media from the teachers' perspective were excluded, emphasizing a focused exploration of how social media influences students' learning. Any discrepancies encountered throughout this process were independently addressed and resolved through constructive self-reflection and analysis.

## **2.3 Data Extraction**

Necessary data for qualitative analysis was abstracted and subsequently recorded this data in distinct Excel files for comparative purposes. In instances of discrepancies, efforts were made to address them through constructive debates. If a consensus proved elusive, a third-party reviewer was engaged. The abstracted data included Author ID (Primary author(s) and publication date), Study location (country), study setting (institution type), relevant participant characteristics (sample size and gender distribution), Students' English proficiency level, type of social media network utilized, and study outcomes.

## **2.4 Quality Appraisal.**

The methodological quality assessment of studies included in the present systematic review was performed with the Newcastle Ottawa Scale (NOS). Using this scale, studies were independently assessed according to the selection, comparability, and outcomes. For every domain, a maximum of one star was assigned for every criterion fully addressed. Otherwise, no star was assigned. Moreover, the overall study quality was assessed by converting the NOS scores to the AHRQ standards.

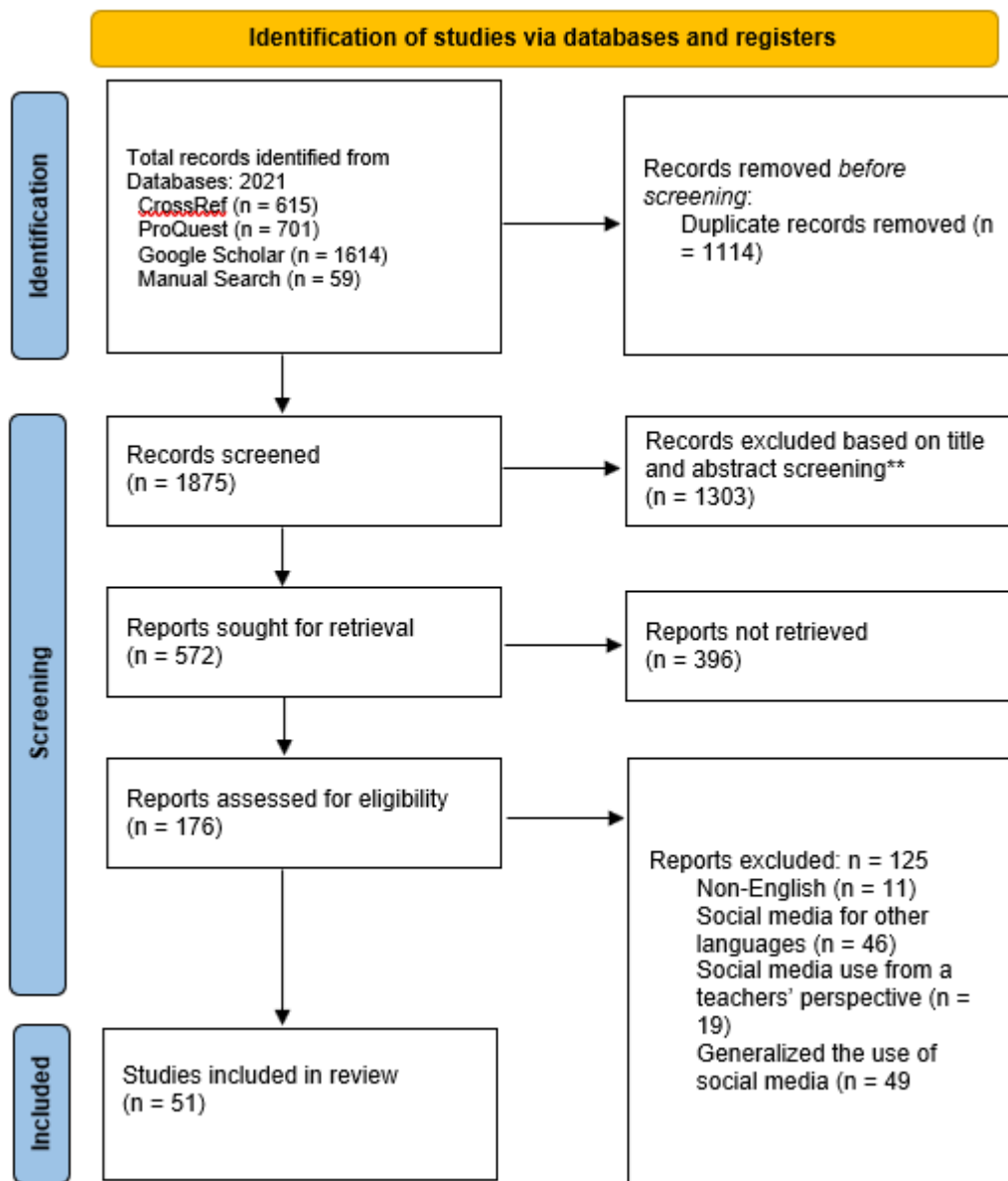
## **2.5 Data Synthesis**

Once the data from the included articles was abstracted, Excel was used to create diagrammatic charts on students' perspectives towards social media networks as English learning tools. Furthermore, meta-analyses were not performed due to variations in study designs, sample sizes, study outcomes, and settings.

# **3. RESULTS**

## **3.1 Study Selection**

The thorough literature search resulted in 2930 and 59 articles from the electronic database and manual search. A review of these records led to the exclusion of 1114 articles deemed exact or close duplicates. Additionally, 1303 of the remaining 1875 papers were eliminated as their titles and abstracts did not match the objective of the current systematic review. Furthermore, 396 scientific literatures were not retrieved as they were review articles, letters to the editors. Finally, only 51 articles were included for this systematic review, while the other 125 were excluded as follows: 11 were published in different languages, 46 evaluated the use of social media in learning other languages, 49 generalized the use of social media, and 19 evaluated the use of social media from a teaching perspective (figure 1).



*Figure 1: PRISMA flow diagram for study selection*

### 3.2 Summary of Study Characteristics.

Of the 51 included studies, 10 evaluated the use of Facebook as an English tool, 16 the use of YouTube, 9 the use WhatsApp, and 16 the use Telegram. Furthermore, all the studies were carried out in individual countries. (Table1)

**Table 1: Study Characteristics**

Author ID	Study Location	Study setting	Participant characteristics		Social Media	English proficiency level	Outcomes
			Sample	M/F			
Cetinkaya & Sutcu, 2019	Turkey	High School	112	53/59	WhatsApp	NR	Vocabulary learning.
Abdul Manan, 2017	Indonesia	High School	120	NR	WhatsApp	Intermediate	Speaking skills and students' perceptions.
Ahmed, 2019	Yemen	University	20	20/-	WhatsApp	NR	Vocabulary learning, grammar, reading comprehension, and writing skills.
Wahyuni & Febianti, 2019	Indonesia	University	40	NR	WhatsApp	NR	Writing skills.
Linda & Ri'aeni, 2018	Indonesia	University	22	NR	WhatsApp	NR	Students' perceptions.
Embi, 2016	Malaysia	University	20	NR	WhatsApp	NR	Students' perceptions.
Fathy et al., 2015	Saudi Arabia	University	30	NR	WhatsApp	NR	Writing skills.
Hamad, 2017	Saudi Arabia	University	36	-/36	WhatsApp	NR	Listening, speaking, reading, vocabulary, and writing skills.
Jafari & Chalak, 2016	Iran	High School	60	30/30	WhatsApp	NR	Vocabulary learning.
Ardestani, 2017	Iran	University	50	-/50	Telegram	Intermediate	Vocabulary learning.
Momani, 2020	Jordan	University	70	NR	Telegram	NR	Reading skills.
Alakrash et al., 2020	Malaysia	High School	40	30/10	Telegram	Beginners	Vocabulary learning.
Kaviani & Mashhadi Heidar, 2017	Iran	University	50	-/50	Telegram	Intermediate	Vocabulary learning.
Dollah et al., 2021	Malaysia	High School	100	NR	Telegram	NR	Writing skills.
Heidari Tabrizi & Onvani, 2018	Iran	NR	31	-/31	Telegram	Beginners	Vocabulary learning.
Khasana & Saputri, 2021	Indonesia	High School	24	NR	Telegram	NR	Listening skills.
Naderi & Akrami, 2018	Iran	University	103	48/55	Telegram	Intermediate	Reading Comprehension
Abbasi & Behjat, 2018	Iran	University	50	NR	Telegram	Intermediate	Speaking skills.
Heidari et al., 2018	Iran	University	60	NR	Telegram	Intermediate	Narrative writing skills.
Maharani & Arisanti, 2023	Indonesia	High School	30	NR	Telegram	NR	Narrative writing skills.
Ammade et al., 2021	Indonesia	High School	14	NR	Telegram	NR	Reading comprehension.
Ghobadi & Taki, 2021	Iran	University	60	30/30	Telegram	Intermediate	Vocabulary learning.
Suci et al., 2022	Indonesia	High School	104	NR	Telegram	NR	Reading comprehension
Abu-Ayfah, 2020	Saudi Arabia	University	300	100/200	Telegram	NR	Students' perceptions
Aghajani & Adloo, 2018	Iran	University	70	NR	Telegram	Intermediate	Writing skills.
Michael & Shah, 2020	Malaysia	Primary School	120	55/65	YouTube	Beginners (17) Intermediate (68) Advanced (35)	Students' perceptions.
Kabouha & Elyas, 2015	Saudi Arabia	University	100	-/100	YouTube	Intermediate	Vocabulary learning.

Maulana, 2023	Indonesia	High School	100	NR	YouTube	Intermediate	Vocabulary learning.
Kurniawan, 2019	Indonesia	University	40	NR	YouTube	NR	Speaking skills
Heriyanto, 2018	Indonesia	University	100	NR	YouTube	Intermediate	Vocabulary learning.
Qomariyah et al., 2021	Indonesia	University	90	NR	YouTube	NR	Listening skills.
Ilyas & Putri, 2020	Indonesia	University	48	NR	YouTube	NR	Speaking skills.
Tahmina, 2023	Bangladesh	University	60	NR	YouTube	NR	Students' perceptions.
Riswandi, 2016	Indonesia	High School	28	NR	YouTube	NR	Speaking skills.
Rizkan et al., 2019	Indonesia	University	95	NR	YouTube	NR	Listening skills.
Shafwati et al., 2021	Indonesia	University	23	NR	YouTube	NR	Listening skills.
Kabooa & Elyas, 2018	Saudi Arabia	University	100	-/100	YouTube	Intermediate	Vocabulary learning.
Chien et al., 2020	Taiwan	University	38	NR	YouTube	High Intermediate	Listening skills.
Abbas & Qassim, 2020	Baghdad	University	26	NR	YouTube	NR	Students' perceptions.
Jawad & Mansour, 2021	Libya	University	60	NR	YouTube	NR	Students' perception
Saed et al., 2021	Jordan	University	80	28/52	YouTube	Intermediate	Speaking skills.
Suthiwartnarueput & Wasanasomsithi, 2012	Thailand	University	83	NR	Facebook	Intermediate	Writing skills.
AbuSa'aleek, 2015	Saudi Arabia	University	65	NR	Facebook	NR	Students' perceptions.
Ahmed, 2016	Saudi Arabia	University	1200	NR	Facebook	NR	Writing Skills.
Dweikat, 2016	Palestine	University	50	12/38	Facebook	Intermediate	Communication skills.
Al-Tamimi et al., 2018	Jordan	University	30	NR	Facebook	NR	Writing skills.
Alsaleem, 2018	Jordan	University	20	NR	Facebook	NR	Communication skills
Bani Hani et al., 2014	Jordan	University	42	NR	Facebook	NR	Students' perceptions.
Srirat & Mai, 2014	Thailand	University	50	28/22	Facebook	NR	Communication skills and students' perceptions.
Abraham et al., 2017	Japan	University	88	63/25	Facebook	NR	Students' perceptions.
Mahmud & Ching, 2012	Malaysia	University	50	30/20	Facebook	Intermediate	Students' perceptions.

**Note:** NR: Not Report

### 3.2 Quality Appraisal Outcomes

The analysis of the NOS scores reveals that among the 51 reviewed articles, 30 exhibited fair methodological quality, while 21 demonstrated poor quality. Notably, no study attained a score exceeding two stars in the selection domain, a limitation attributed to the uniformity observed in the studies, all of which were conducted within singular institutional settings and relied on questionnaire-based data collection methods (refer to Appendix A for details).

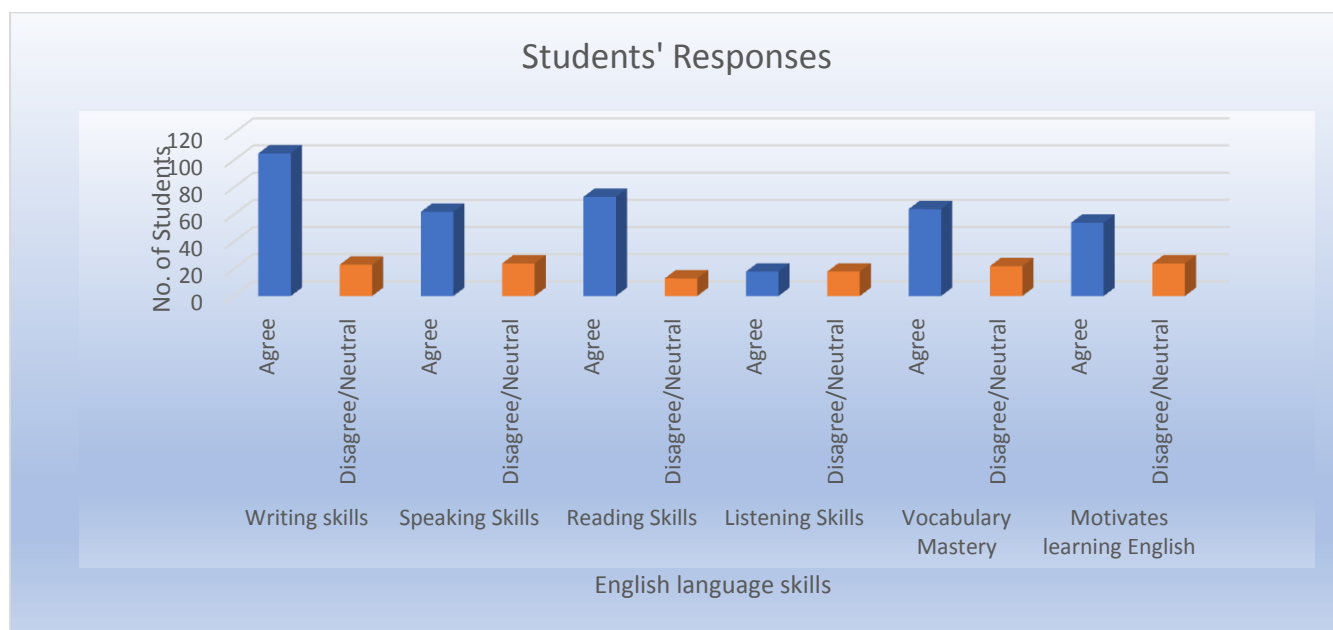
### 3.3 Students' Perceptions on the Use of Social Media to Learn English

Among the 9 articles exploring the utilization of WhatsApp for English learning, 5 studies were identified providing data on students' perceptions. Analysis of this data revealed that the majority of students viewed WhatsApp as instrumental in enhancing their writing, reading, speaking, and listening skills. Additionally, WhatsApp proved effective in improving vocabulary and motivating students to engage in English learning (see Figure 2).

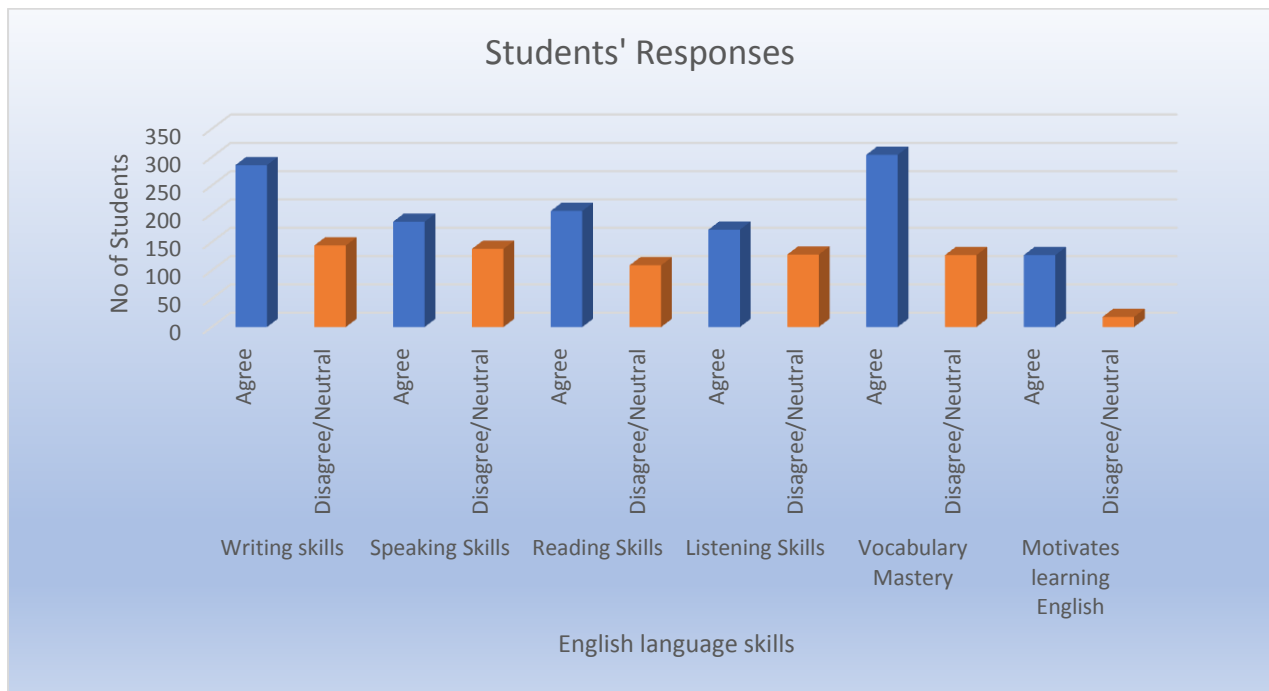
Similarly, data synthesis for the use of Telegram and YouTube in English learning indicated significant benefits. Most students, as suggested by findings, improved in writing, reading, listening, and speaking skills using these platforms. Moreover, students reported improvements in vocabulary mastery and increased motivation to learn English, as illustrated in Figures 3 and 4.

Conversely, the investigation found that Facebook is predominantly perceived by students as a valuable tool for improving writing, reading, and communication skills. The majority also acknowledged that Facebook facilitates the acquisition of new vocabulary and serves as a motivation to engage with the language, as depicted in Figure 5.

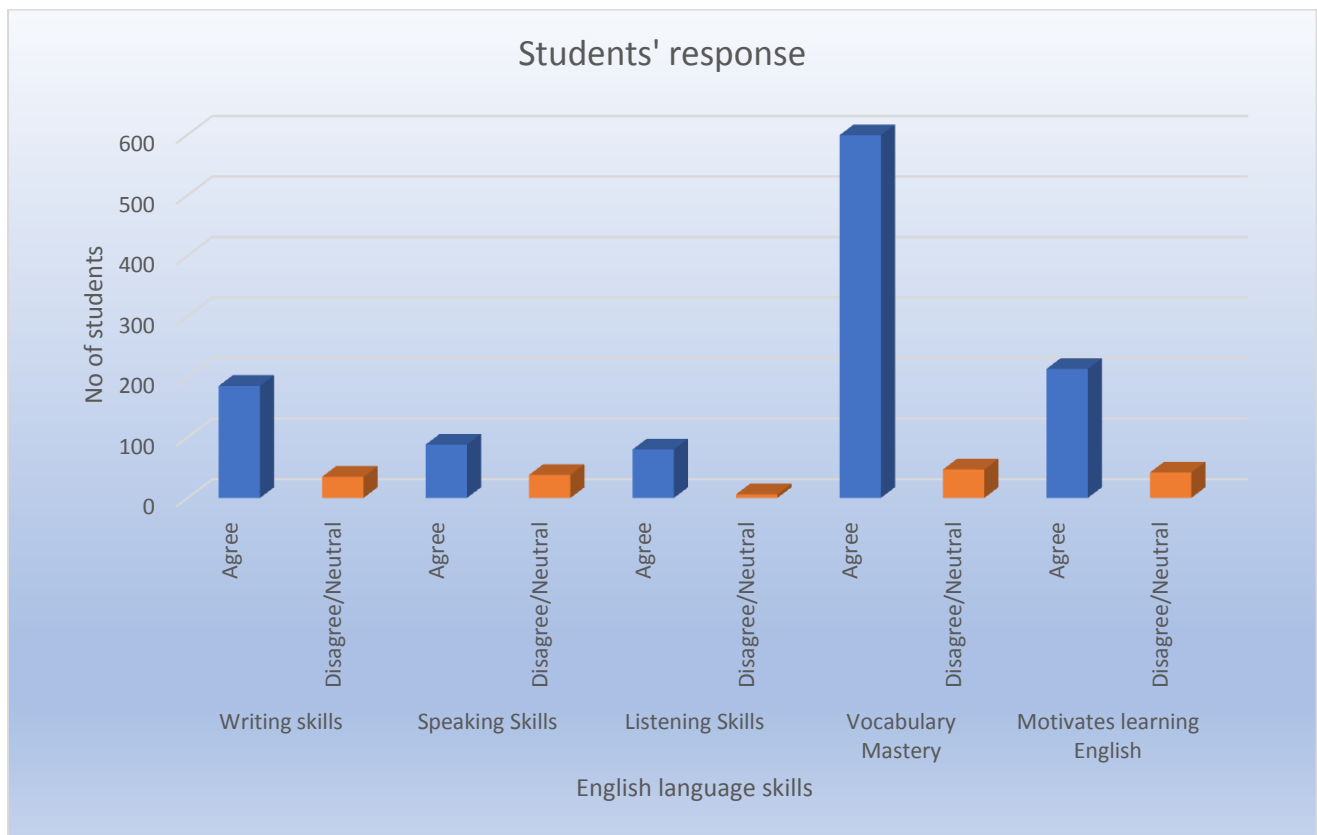
**Figure 2: Students' perceptions on the use of WhatsApp to learn English.**



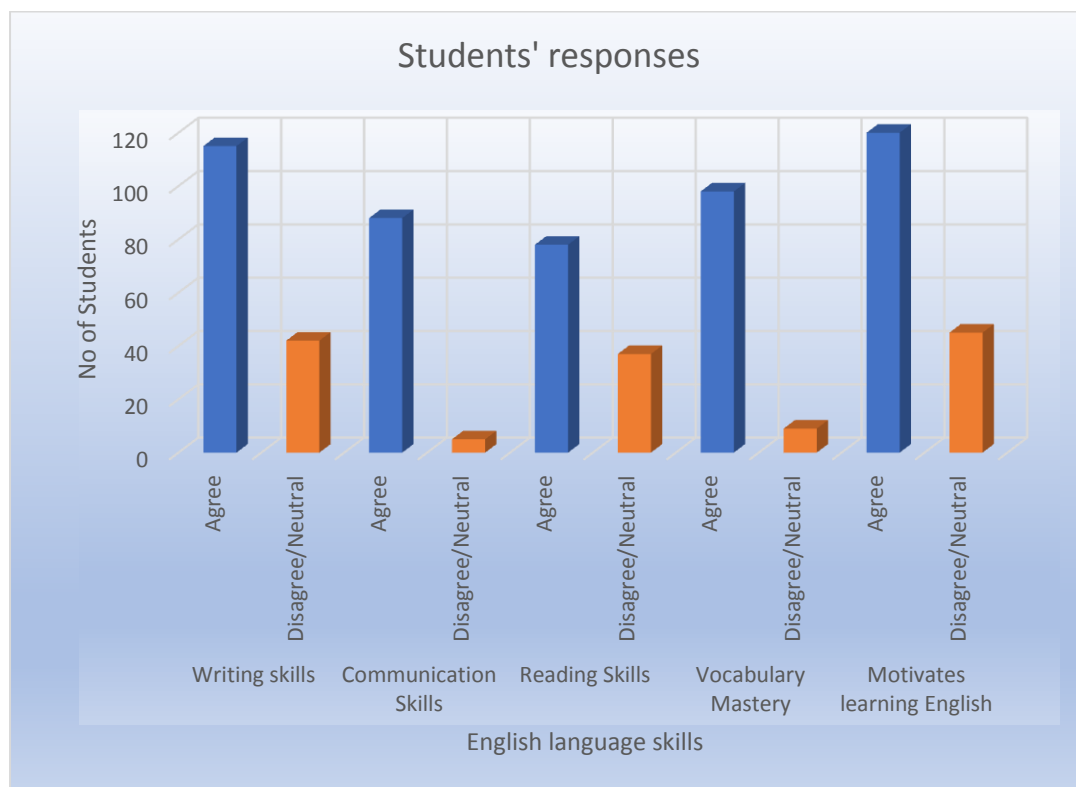
**Figure 3: Students' perceptions on the use of Telegram to learn English.**



**Figure 4: Students' perceptions on the use of YouTube to learn English.**



**Figure 5: Students’ perceptions on the use of Facebook to learn English.**



#### 4. DISCUSSION

The substantial popularity of social media platforms among the youth has resulted in an increased demand to integrate social networks into learning activities. Therefore, it is essential to understand how social media networks impact the learning progress of students. In this study, the evidence concerning the utilization of social media platforms is summarized, namely YouTube, WhatsApp, Telegram, and Facebook, in the context of learning English.

##### 4.1 The Role of WhatsApp in Learning English.

WhatsApp, as evidenced by research findings as of December 2022, has emerged as one of the foremost social media networks, boasting a user base exceeding 2 billion active individuals globally (Iqbar, 2023). Recognized for its robust functionalities, such as facilitating flexible and asynchronous learning opportunities, fostering seamless material sharing, and enriching teacher-student interaction, WhatsApp has garnered widespread adoption in educational contexts across the globe (Bansal & Joshi, 2014; Gon & Rawekar, 2017). In the course of the systematic literature review, a consensus among students emerged, affirming that WhatsApp significantly contributed to the enhancement of their English writing skills. This consensus aligns with experimental research; notably, a quasi-experimental study in 2019 demonstrated a substantial improvement in students' writing performance when WhatsApp discussion groups were employed, surpassing conventional teaching methods (Wahyuni & Febianti, 2019). This improvement was attributed to the platform's facilitation of English practice beyond traditional classroom settings, coupled with enhanced student-teacher interaction, allowing for clarification and comprehension assistance.

Moreover, a quasi-experimental study involving 30 Saudi Arabian University students revealed significantly elevated post-test means in the WhatsApp group, particularly in punctuation marks, sentence structure, and overall vocabulary learning (Fathy et al., 2015). These improvements were attributed to the students' pre-existing familiarity with mobile communication, fostering keen interest in leveraging phones for educational purposes. Additionally, the freedom afforded by WhatsApp to write spontaneously at any time and location contributed to these advancements.

The present investigation also discovered that most students perceive WhatsApp as a valuable tool for refining their English-speaking skills. This observation is validated by a 2017 experimental study on WhatsApp's application in English as a Second Language (ESL) learning, demonstrating significantly higher post-test means and thereby indicating pronounced improvements in speaking skills following the integration of WhatsApp into the learning process (Abdul Manan, 2017). The enhanced speaking skills were attributed to sustained discussions beyond the



classroom, reinforcing comprehension of English topics, and the platform's facilitation of seamless communication, fostering language style development and motivation for English communication during daily activities.

Furthermore, the review suggests that students consider WhatsApp helpful in improving reading skills and vocabulary acquisition. A quantitative, mixed-method study highlighted the efficacy of multimedia annotations in WhatsApp for successful vocabulary acquisition, specifically using texts coupled with pictures and audio (Cetinkaya & Sutcu, 2019). In parallel, an experimental study focused on teaching vocabulary to Junior High School students in Iran highlighted the significant post-test score increase and subsequent enhancement in vocabulary acquisition linked to WhatsApp usage (Jafari & Chalak, 2016).

However, while WhatsApp emerges as a valuable educational tool, inherent limitations must be acknowledged. Notably, the potential that student leave WhatsApp groups poses a challenge, as there is no way to enforce group participation. To mitigate this, incentivizing active participation through bonus scores could be considered. Also, the diverse behavioral traits within WhatsApp groups may expose students to inappropriate content, necessitating effective moderation strategies. Lastly, time constraints, particularly among higher education students, may limit active participation in forums due to demanding curricula.

#### **4.2 The Role of Telegram in Learning English.**

Telegram is one of the most used social media networks by students from primary schools to universities, boasting over 700 million active monthly users as of July 2023 (Ruby, 2023). While conventionally employed for chat and media sharing across diverse age groups, its potential utility in the realm of teaching and learning merits examination, particularly in the context of English language acquisition. Students affirm that Telegram significantly contributes to the enhancement of their writing skills, aligning with experimental evidence. In a comparative study by Heidari et al. (2018), Telegram's efficacy in narrative writing surpassed face-to-face instruction. A 2018 experimental study also acknowledged these findings by showing that students in the Telegram group outperformed those in the face-to-face group in terms of content, organization, vocabulary, language use, and language mechanics (Aghajani & Adloo, 2018).

Moreover, this review underscores Telegram's potential as a pivotal platform for advancing English vocabulary acquisition. This observation is supported by a 2017 experimental study involving 100 female EFL students with upper-intermediate English proficiency revealing significantly higher post-test means in the Telegram group compared to the control group (Ardestani, 2017). This noteworthy improvement aligns with the consensus found in other empirical studies, attesting to Telegram's efficacy in enhancing vocabulary learning among English students (Alakrash et al., 2020; Ghobadi & Taki, 2021; Heidari Tabrizi & Onvani, 2018; Kaviani & Mashhadi-Heidar, 2017). Furthermore, Telegram emerges as a significant tool in enhancing reading and listening skills. Research by Naderi and Akrami (2018) demonstrated a substantially higher mean gain score in the Telegram group, signifying a significant impact on the reading comprehension abilities of university students with intermediate English proficiency. Correspondingly, a case study at a Jordanian university reported Telegram's efficacy in enhancing reading ability through audio-visual materials and motivational stimuli (Momani, 2020).

Despite its definitive role in aiding English learning, Telegram faces several challenges as a learning tool. First, Telegram usually has several stickers that can confuse different learners when used to enhance vocabulary learning. Also, learning via telegram can increase dependency and cheating because some students might wait for others to share their completed assignments for them to copy. Additionally, some students within the telegram groups are likely to send disturbing materials that may take the attention of other students away from the main issue. Moreover, Telegram depends on an internet connection; therefore, poor connectivity in some areas may disturb the learning process. Finally, the absence of supervision in Telegram-based learning may render it less effective for students lacking self-discipline and motivation.

#### **4.3 The Role of YouTube in Learning English.**

Over the past two decades, YouTube has become a rich and relevant social media platform hosting a diverse array of activities. Within the realm of language learning, particularly English acquisition, YouTube has emerged as a valuable resource for fostering speaking and listening skills. This hypothesis is confirmed in the current review as results suggest that students view YouTube as an important tool in improving their English speaking and listening skills. This observation gains additional support from a quasi-experimental study conducted in 2021, which demonstrated a notable impact of YouTube videos on students' listening comprehension compared to audio recordings (Qomariyah et al., 2021). Furthermore, other experimental studies have acknowledged the findings of the present research by demonstrating the importance of YouTube videos in enhancing listening and speaking skills (Ilyas & Putri, 2020; Riswandi, 2016; Rizkan et al., 2019; Saed et al., 2021; Shafwati et al., 2021).

In addition, the present research has shown that students view YouTube as a vital English learning tool for improving vocabulary mastery. An experimental study employing the vocabulary knowledge scale (VKS) to assess

vocabulary proficiency revealed that, after seven weeks of incorporating YouTube videos into the learning process, students demonstrated efficient understanding and recognition of the target vocabulary (Kabouha&Elyas, 2015). Similarly, an experimental study evaluating the effect of YouTube videos on vocabulary comprehension of EFL learners found that YouTube video clips resulted in better post-test means than the control, meaning that YouTube is effective in enhancing vocabulary mastery (Maulana, 2023).Heriyanto (2015) also reported that integrating YouTube into reading classes of EFL learners results in significant improvements in vocabulary mastery.

However, despite its educational merits, YouTube, like other social media platforms, poses certain challenges as a learning tool. Firstly, the platform's inherent features, such as the availability of captivating videos, may serve as distractions, potentially diverting students' attention from the intended learning objectives. Secondly, the lack of a direct interaction mechanism between teachers and students on YouTube hinders the timely clarification of queries. Thirdly, YouTube's dependency on internet connectivity introduces challenges in areas with limited access, impeding the seamless progression of the learning process. Lastly, the presence of inaccuracies in some YouTube videos raises concerns about misinformation, potentially leading to misinterpretation among learners.

#### **4.4 The Role of Facebook in Learning English.**

Facebook stands as the preeminent global social media network, boasting over 3.8 billion active monthly users as of October 2023 (Stacy Jo, 2023). Educators are increasingly recognizing its potential as a potent learning tool, necessitating a comprehensive understanding of its application in the context of English language learning. The literature assimilated in the present study illuminates that Facebook not only enhances the writing and reading skills of English learners but also contributes significantly to the improvement of their communication skills. Dweikat (2016) reported that the communication skills of students using Facebook improved significantly compared to those who did not use this platform. This improvement resulted from various posts and tasks uploaded to the Facebook group over an 8-week period. Similarly, AlSaleem (2018) reported that students in the Facebook outperformed those in the control group in terms of how they conversed without prior preparation, inquired the meaning of vague points, portrayed their views, commented on other's opinions, and talked with other students. Furthermore, Srirat (2014) found a significant difference in the post-test means between the Facebook and control groups, suggesting that Facebook helped the students improve their English communication skills.

However, Facebook, when employed as a learning tool, encounters various challenges. Firstly, the potential for distraction arises as students may be diverted from the learning process by the posting of unsettling videos and images by peers. Secondly, the delayed response of educators to student queries may lead to waning student interest. Thirdly, the acceptance of Facebook as a learning tool is not universally embraced by community members, who predominantly perceive it as an entertainment and socializing platform. Fourthly, the effectiveness of Facebook in remote areas may be curtailed by limited internet connectivity. Finally, the exigencies of a congested curriculum, particularly in higher education, may impose constraints on students' availability for active participation in forums.

#### **5. Limitations of the Study**

The current review is constrained by several noteworthy limitations that ought to be acknowledged. First, the exclusion of articles published in languages other than English represents a notable limitation, potentially omitting valuable insights and expanding the scope of our scientific inquiry. Second, the heterogeneity observed in outcomes, methodologies, and settings across the selected studies precluded the aggregation of findings through meta-analyses. Consequently, the generalizability of our conclusions is restricted. Lastly, an assessment of methodological quality revealed that a significant proportion of the included studies exhibited poor or fair methodological quality, thereby introducing biases into our qualitative review. These limitations underscore the need for cautious interpretation of the review's outcomes and suggest avenues for future research refinement.

#### **6. CONCLUSION**

The present systematic review posits that social media platforms, namely Telegram, WhatsApp, YouTube, and Facebook, constitute viable avenues for ameliorating students' proficiency in reading, listening, speaking, and writing skills, concurrently fostering heightened motivation for English language acquisition. Additionally, Facebook emerges as a potential platform for augmenting the communication skills of English learners. However, it is imperative to acknowledge the inherent limitations of these platforms, precluding their wholesale substitution for traditional learning methods. Instead, they are better conceived as supplementary tools, serving as conduits to facilitate English language learning both within and beyond the conventional classroom setting.

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**Appendix A**

**Table 2: Methodological Quality using the Newcastle Ottawa Scale**

Author ID	SELECTION	COMPARABILITY	OUTCOME	METHODOLOGICAL QUALITY
Cetinkaya & Sutcu, 2019	2	1	2	Fair
Abdul Manan, 2017	2	1	2	Fair
Ahmed, 2019	2	1	2	Fair
Wahyuni & Febianti, 2019	2	2	1	Poor
Linda & Ri'aeni, 2018	2	1	1	Poor
Embi, 2016	2	1	1	Poor
Fathy et al., 2015	2	2	2	Fair
Hamad, 2017	2	1	1	Poor
Jafari & Chalak, 2016	2	2	2	Fair
Ardestani, 2017	2	2	2	Fair
Momani, 2020	2	2	2	Fair
Alakrash et al. 2020	2	2	3	Fair
Kaviani & Mashhadi Heidar, 2017	2	2	1	Poor
Dollah et al. 2021	2	1	2	Fair
Heidari Tabrizi & Onvani, 2018	2	2	2	Fair
Khasana & Saputri, 2021	2	1	1	Poor
Naderi & Akrami, 2018	2	2	3	Fair
Abbasi & Behjat, 2018	2	2	2	Fair
Heidari et al., 2018	2	2	2	Fair
Maharani & Arisanti, 2023	2	1	1	Poor
Ammande et al. 2021	2	1	1	Poor
Ghobadi & Taki, 2021	2	2	2	Fair
Suci et al. 2022	2	1	1	Poor
Abu-Ayfah, 2020	2	1	1	Poor
Aghajani & Adloo, 2018	2	2	2	Fair
Michael & Shah, 2020	2	1	1	Poor
Kabouha & Elyas, 2015	2	2	2	Fair
Maulana, 2023	2	2	2	Fair
Kurniawan, 2019	2	1	1	Poor
Heriyanto, 2018	2	2	2	Fair
Qomariyah et al. 2021	2	2	2	Fair
Ilyas & Putri, 2020	2	2	2	Fair
Tahmina, 2023	2	1	1	Poor
Riswandi, 2016	2	1	1	Poor
Rizkan et al., 2019	2	2	2	Fair
Shafwati et al., 2021	2	1	1	Poor
Kabooha & Elyas, 2018	2	2	1	Poor
Chien et al., 2020	2	1	1	Poor
Abbas & Qassim, 2020	2	1	2	Fair
Jawad & Mansour, 2021	2	1	1	Poor
Saed et al. 2021	2	2	3	Fair
Suthiwartnarueput & Wasanasomsithi, 2012	2	1	2	Fair
AbuSa'aleek, 2015	2	1	1	Poor
Ahmed, 2016	2	2	3	Fair
Dweikat, 2016	2	2	3	Fair
Al-Tamimi et al., 2018	2	2	2	Fair
AlSaleem, 2018	2	2	2	Fair
Bani-Hani et al., 2014	2	1	2	Fair
Srirat & Mai, 2014	2	1	2	Fair
Abraham et al., 2017	2	1	1	Poor
Mahmud & Ching, 2012	2	1	1	Poor