



Integrating YouTube Video Analysis into Pre-Writing Activities to Foster Idea Generation and Coherence in Writing

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Abstract: *This study explored how integrating YouTube video analysis into pre-writing activities can support idea generation and coherence in students' writing. Writing is often challenging for EFL learners, especially in developing ideas and organizing them logically. To address this, the study used YouTube as a pre-writing tool that provides visual and auditory input to stimulate creativity and critical thinking. This research employed a descriptive qualitative method using a YouTube video titled "Writing Process: Pre-Writing" from Mr. Paige's English Writing Center and open-ended questionnaires answered by 30 English Literature students. The findings showed that 70% of students agreed that watching or analyzing YouTube videos before writing helped them generate ideas more easily, while 56.7% found the activities more engaging and 53.3% reported better organization of thoughts. Additionally, 50% of participants felt more confident to start writing, and 63.3% believed that teachers should integrate video analysis into writing classes. These results indicate that YouTube-based pre-writing activities enhance idea generation, coherence, and motivation in writing. Overall, YouTube video analysis proves to be an effective digital learning strategy that combines creativity, engagement, and logical organization in the writing process.*

Keywords: *Coherence; Idea Generation; Pre-Writing; Writing Skills; Youtube Video Analysis.*

1. INTRODUCTION

Writing is one of the most important abilities for learning English because it helps students say what they want to say, organize their thoughts, and talk to others clearly. But a lot of students have a hard time with writing at first, especially when it comes to coming up with topics and keeping their writings coherent. To fix this, pre-writing activities are very important for helping students come up with ideas, plan, and organize their writing. In this day and age of technology, sites like YouTube can be useful at this point. YouTube has a lot of different pictures and sounds that can make students think critically, examine what they see, and come up with ideas before they start writing.

Murray (2016, pp. 46-51) says that pre-writing is an important part of the writing process where students think about their ideas, acquire information, and plan what they want to say before they start writing a draft. It makes authors feel less anxious and gives them a clear idea of what they need to do with their writing. Hyland (2022), also says that pre-writing activities help students organize their thoughts in a logical way, which makes their papers more coherent overall. At the same time, Almurashi (2021), points out that using digital platforms like YouTube in language learning might help students understand what they are studying better by giving them real-life and engaging experiences. Sari and Wahyuni (2023), also discovered that incorporating YouTube videos into writing education helps stimulate learners, promote critical

thinking, and improve their capacity to create more logical and organized pieces of writing.

This study examines the use of YouTube video analysis into pre-writing activities to assist students in idea generation and enhance the coherence of their writing. Many of students have trouble writing clear texts because they don't have enough ideas or because they don't integrate their thoughts in a logical way. Students are encouraged to watch, think about, and talk about the content of videos before writing using video analysis. This can help them be more creative and make their arguments stronger. Therefore, this study aims to examine the effective application of YouTube video analysis in the pre-writing phase and its impact on students' capacity to produce ideas and maintain coherence in their writing.

2. LITERATURE REVIEW

Writing is one of the most difficult and important abilities in learning English since it requires cognitive, creative, and linguistic precision. Students must go through numerous steps before writing, including pre-writing. Writers choose a topic, identify an audience, brainstorm, and organize ideas during the pre-writing stage. Ecampus Ontario (2020) states that pre-writing activities help generate ideas and organize thoughts to improve text quality. Pre-writing is not just the first stage; it shapes writing's coherence and logic.

In the digital age, using technology in schools has had a big impact on how kids learn and interact with information. YouTube is one of the most popular digital platforms for learning a language. It has a huge library of real-world materials. YouTube videos give both visual and audio input, which makes them engaging tools that can help people understand and stay interested. Widiantari, Dewi, and Artini (2022) say that YouTube is a different way to learn that helps people study on their own and gives them real-life language exposure. Lumban Raja and Napitupulu (2023) also say that YouTube can help pupils improve their writing skills since it makes them more creative and helps them comprehend the context. Nurhelfa, Herawati, and Wahyuni (2023) discovered that utilizing YouTube videos for writing instruction in Indonesia enhanced students' enthusiasm and the structuring of their thoughts. So, using YouTube videos in the early phases of writing can help people become more digitally literate and help them come up with ideas and write content.

One of the hardest parts of writing is coming up with ideas. There are a number of strategies that have been made to help students become ready to write. They are all based on ideas that are well-known. In his Creative Problem-Solving Theory, Osborn (1953, pp. 10-15) came up with the idea of brainstorming. It makes people think of ideas on the moment without criticizing them immediately away. This technique allows students to say whatever they want,

and then that can be translated into useful writing. Schema Activation Theory, Anderson, (1984, pp. 100-110) states that students remember and connect what they already know to new material by constructing visual lists of words or phrases that are related. This is the opposite of listing. Elbow (1973, pp. 5-7) says that freewriting is a part of Expressivist Composition Theory. This happens when students write without bothering about language or structure. This helps them get past writer's block and come up with real ideas. Additionally, ignoring syntax and spelling in the pre-writing stage aligns with Process Writing Theory (Flower & Hayes, 1981), which prioritizes meaning creation and thought exploration over accuracy in preliminary versions. Finally, Metacognitive and Experiential Learning Theories, Kolb (1984, pp. 40-42) say that reflection and self-discovery are important. They tell the students to link the themes of their work to their own life. These strategies work together to help people become more fluent in concepts, think critically, and be creative, all of which are crucial for strong pre-writing and writing that makes sense.

Coherence is an important part of good writing because it makes sure that concepts are logically connected and easy for readers to understand. It means that your thoughts are clear and flow smoothly from one sentence to the next. Rahman, Latief, and Ilmiah (2022) say that cohesive devices like reference, substitution, ellipsis, and conjunctions must be used correctly in order to write coherently. Takriyanti, Chaniago, and Hamdan (2022) assert that coherence is attained when writers uphold consistency of ideas via repetition, logical sequencing, and suitable transitions. Agustini, Ramendra, and Adnyani (2023) also stress that thematic progression, or how themes change over the course of a paragraph, is another approach to make things more coherent. such, coherence depends not only on syntax and cohesion but also on how well the writer can organize their ideas such that each sentence and paragraph adds to the main point.

Previous studies from show that pre-writing strategies enhance students' idea generation, organization, and coherence in writing. *Writing Unleashed* by Priebe et al. (2019, pp. 15– 19) and Brooks' *Building Blocks of Academic Writing* (2020, pp. 9–13) emphasize brainstorming, outlining, and mind mapping as essential pre-writing tools for coherent essays. Nafiah et al. (2020) found that graphic organizers help students logically arrange ideas, while Beiki et al. (2020) reported that unstructured collaborative pre-writing promotes fluency and creativity. Riswanto (2021) and Itani (2024) highlighted that explicit instruction in cohesion and coherence improves essay structure, and Rahmawati (2022) confirmed that brainstorming boosts writing performance. Similarly, Ameen et al. (2023) showed that structured pre-writing improves fluency and confidence, whereas a Kodepena Journal study (2024) revealed that

collaborative, media-based learning strengthens engagement and coherence. Finally, Vinh and Dan (2025) demonstrated that small-group pre-writing discussions significantly enhance coherence, cohesion, and motivation. Collectively, these studies underline that integrating interactive and visual media such as YouTube video analysis into pre-writing stages can effectively foster idea generation and coherence in EFL writing.

3. METHOD

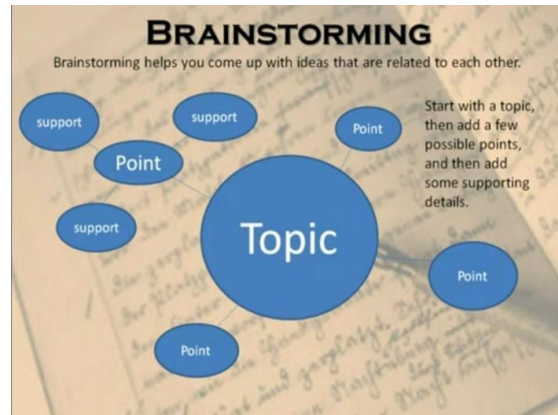
This study employed a descriptive qualitative to analyze how Youtube video analysis can be used in pre-writing activities to foster students idea generation and coherence in writing. The focus of the research was to describe students' perceptions and experiences toward the integration of multimedia resources in the writing process. The participants consisted of 30 students from the English Literature.

This study employed a descriptive qualitative design to explore how integrating YouTube video analysis into pre-writing activities can enhance students' idea generation and coherence in writing. The primary data source was a YouTube video by **Mr. Paige English Writing** Center titled "*Writing Process: Pre-Writing.*" (<https://youtu.be/8j27mMyGWfM?si=3f46dhnUtBCVNLVG>), which demonstrated pre-writing strategies such as brainstorming, listing, ignoring grammar, and self-discovery. The researchers analyzed the video content and classified the pre-writing strategies according to these observed techniques. In addition, students from the English Department writing class completed a questionnaire with open-ended questions to capture their perceptions regarding the usefulness of pre-writing strategies and whether they believed these strategies could support idea generation and coherence in writing.

The data analysis consisted of three steps. First step is findings from the YouTube video were classified based on the pre-writing strategies demonstrated. Second step is responses from the open-ended questionnaire were categorized according to emerging themes related to the effectiveness and perception of pre-writing activities. Third step is the results were presented narratively, showing patterns and trends in how students perceived the usefulness of each pre-writing strategy. This approach provided a comprehensive understanding of how YouTube video-based pre-writing activities can inform and enhance students' writing processes.

4. RESULT AND DISCUSION

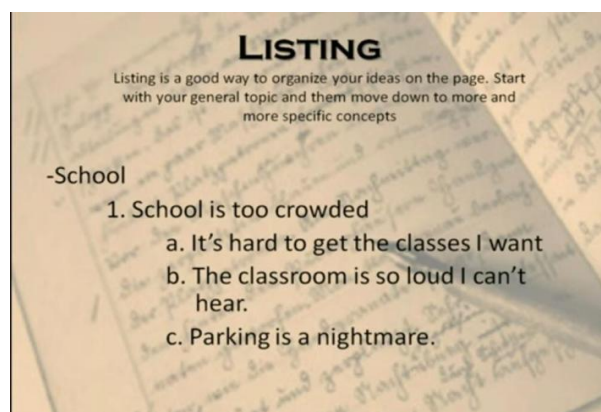
Brainstorming



Minute: 03.16

Mr. Paige explains brainstorming, also known as clustering, as a technique to generate related ideas around a central concept. He demonstrates this by starting with a general topic such as school and narrowing it down to a more specific idea like school is too crowded. This technique supports idea generation by encouraging students to freely produce as many ideas as possible without worrying about correctness, helping them uncover new perspectives and potential subtopics. At the same time, brainstorming improves coherence because it allows writers to visualize connections between related ideas, making it easier to organize paragraphs logically when drafting later.

Listing

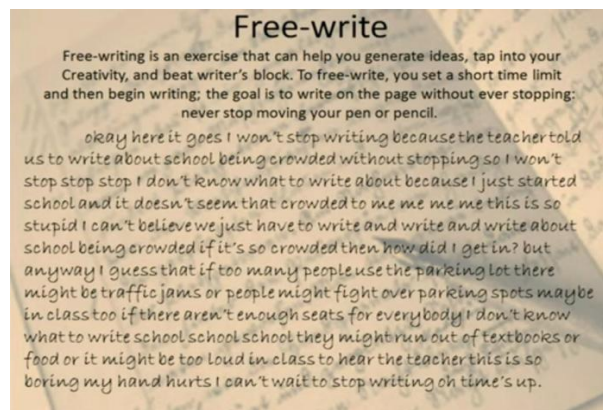


Minute: 04.49

Listing, as described by Mr. Paige, is a flexible technique for recording all ideas related to a topic, from general to specific. Unlike outlining, listing does not require the writer to decide

the final structure right away, which supports idea generation by allowing students to quickly jot down every idea before it fades. This technique enhances coherence by enabling writers to review and group their ideas into logical categories, naturally creating an organized flow of thought that contributes to clearer, more structured writing.

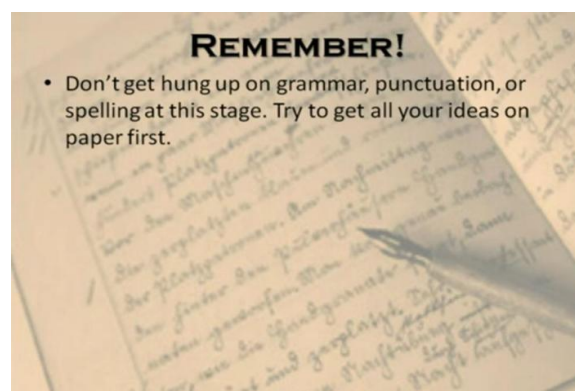
Free Writing



Minute: 05.40

According to Mr. Paige, freewriting is one of the most exciting pre-writing techniques because it allows writers to write continuously for a set period without stopping or worrying about mistakes. This process supports idea generation by helping students overcome writer's block and encouraging creativity to flow freely, often leading to unexpected and original ideas. Although the initial results of freewriting may seem disorganized, it improves coherence by revealing recurring themes or key points that can later be refined and arranged into a meaningful structure.

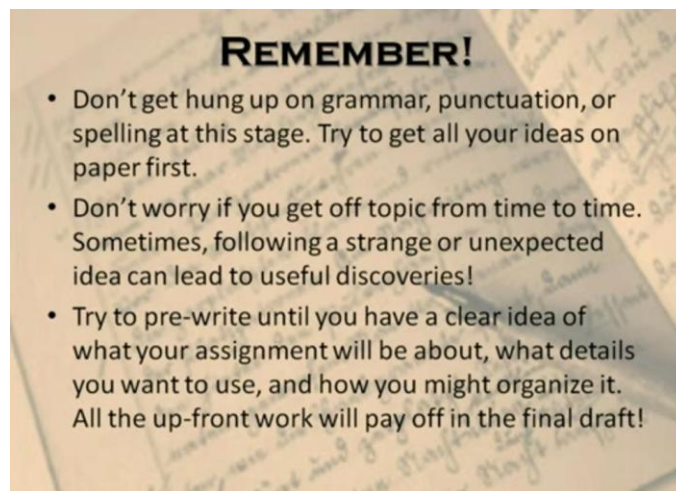
Ignoring Grammar



Minute: 08.54

The video also highlights the importance of not focusing on grammar, spelling, or punctuation during the pre-writing stage. This approach supports idea generation because it removes the pressure to be perfect, allowing writers to express their thoughts freely without self-censorship. It also enhances coherence by allowing students to focus first on the logical flow of ideas and meaning, which can later be refined during the drafting and editing stages to achieve both clarity and accuracy.

Reflection / Self-Discovery



Minute: 10.00

Finally, the video emphasizes the reflective stage, where writers review the ideas generated through brainstorming, listing, or freewriting to determine which ones are most meaningful to their purpose. Reflection supports idea generation by helping students select and refine the most relevant ideas, transforming scattered thoughts into purposeful concepts that reflect their stance or message. This stage also improves coherence because it allows writers to identify logical and thematic connections between ideas, forming a natural outline for a well-structured and unified draft.

DATA ANALYSIS

The examples used in the following analysis are taken from responses to open-ended questions in a questionnaire, specifically questions 8, 9, and 10. For each pre-writing technique, one example is taken from each question: question 8 (about how YouTube videos help generate ideas before writing), question 9 (about how videos help organize and connect ideas coherently), and question 10 (about challenges faced and suggestions for improvement). This method allows us to show how each technique is applied in different contexts and perspectives.

a. Brainstorming

Example 1 (Q8):

“Watching YouTube videos helps me brainstorm because they often explain concepts visually, and that gives me new angles to write about.” (R)

This is an example of brainstorming because it shows the process of generating many ideas freely from one topic. The phrase “new angles to write about” means the writer explores different perspectives the main goal of brainstorming.

Example 2 (Q9):

“By following how the speaker connects ideas in the video, I can see how to make my own writing flow more naturally.” (R)

This also shows brainstorming because the writer explores how ideas are connected. They observe how others build relationships between ideas, which helps them think of possible patterns and directions for their own writing.

Example 3 (Q10):

“Sometimes the videos have too much information, so it would help if the key points were highlighted.” (Z)

This is part of brainstorming because the writer is sorting and choosing ideas from too much information. Highlighting the main points is a common step after generating many ideas during brainstorming.

All three examples represent brainstorming because they show how writers explore, connect, and select ideas from different sources before writing. In brainstorming, ideas are produced freely first, and later filtered to find the most relevant and interesting ones.

b. Listing

Example 1 (Q8):

“YouTube videos help me generate ideas before writing by giving visual examples, real-life contexts, and different perspectives that inspire new topics or angles to explore.” (J)

This shows listing because the writer mentions several related points (“visual examples, real-life contexts, different perspectives”) as if they are making a list of ideas to develop later.

Example 2 (Q9):

“They help me organize and connect my ideas more coherently because I can see how

information is structured in the video, making it easier to plan my paragraphs logically.” (A)
This is also listing because the writer organizes ideas step by step, just like making a list of points before writing.

Example 3 (Q10):

“Sometimes the videos are too long or off- topic, making it hard to focus on relevant points. The activity could be improved by choosing shorter, more focused videos with guiding questions.” (A)

This is listing because the writer mentions several problems and suggestions (“too long,” “off- topic,” “guiding questions”) in a clear list form.

All three examples fit listing because they show how writers collect ideas, issues, or examples in order. In this technique, writers make a list of important points without worrying about final structure it helps them see all their ideas clearly before organizing them into paragraphs.

c. Freewriting

Example 1 (Q8):

“YouTube videos act as a visual and auditory idea-starter, exposing you to new topics and perspectives quickly. They help by showing how different creators frame and present information, sparking angles for your own writing.” (N)

This is freewriting because it shows how ideas flow naturally and freely. The writer lets their thoughts move from one idea to another without stopping or worrying about grammar.

Example 2 (Q9):

“By watching how information is presented step by step in a video, I can learn how to structure my own writing logically. The visuals and narration also help me see the connection between main ideas and supporting details, making my writing flow more smoothly.” (S)

This represents freewriting because the focus is on the natural flow of ideas. The writer learns to let ideas move continuously, similar to how freewriting keeps thoughts flowing without interruption.

Example 3 (Q10):

“One challenge when using videos as pre- writing material is that information may move too quickly, making it difficult to take notes or capture every important idea.” (H)

This also reflects freewriting because the difficulty comes from the fast flow of ideas just like in freewriting, where ideas come quickly and must be captured before they fade.

All three examples show freewriting because they focus on freedom, fluency, and continuous thinking. In this technique, writers don’t stop to correct mistakes or judge ideas; they just let thoughts flow naturally to discover new insights.

d. Ignoring Grammar and Spelling at the Pre-Writing Stage

Example 1 (Q8):

“by giving me inspirations, so that I could brainstorm ideas easily.” (T)

This is ignoring grammar because the writer focuses on expressing ideas, not grammar rules.

The sentence is simple but still delivers the message clearly.

Example 2 (Q9):

“General knowledge into structural ideas that provided by YouTube videos.” (N)

This also shows ignoring grammar because the writer focuses on the content instead of the correct structure. It shows that at this stage, the main goal is to get ideas out, not to make perfect sentences.

Example 3 (Q10):

“too much info can be confusing shorter clips or guidance would help.” (M)

This clearly shows ignoring grammar because the sentence is incomplete and lacks punctuation, but the meaning is still understandable.

All three examples fit ignoring grammar and spelling because they show writers focusing on ideas instead of language accuracy. At the pre-writing stage, the goal is to think freely and express ideas without being limited by grammar rules.

e. Reflection / Self-Discovery

Example 1 (Q8):

“YouTube videos inspire me by showing real examples and perspectives related to the topic, which makes it easier to come up with ideas for my writing.” (A)

This is reflection because the writer looks back on what they watched and finds meaning or inspiration that connects to their own thoughts.

Example 2 (Q9):

“Watching how ideas are presented step by step in the video helps me outline my writing better.” (Z)

This shows reflection because the writer reflects on how the video organizes ideas and applies that learning to improve their writing.

Example 3 (Q10):

“It’s challenging to connect the video content directly to the writing topic. A short discussion after watching could help clarify ideas.” (Z)

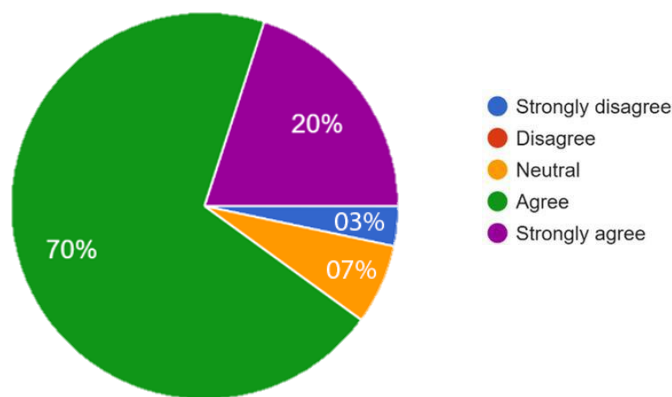
This is reflection because the writer realizes a personal challenge and suggests a solution based on what they learned from the process.

All three examples show reflection/self- discovery because the writers think about their experiences, identify what they learned, and find ways to improve. Reflection helps writers understand their own ideas, make connections, and prepare for clearer and more meaningful writing.

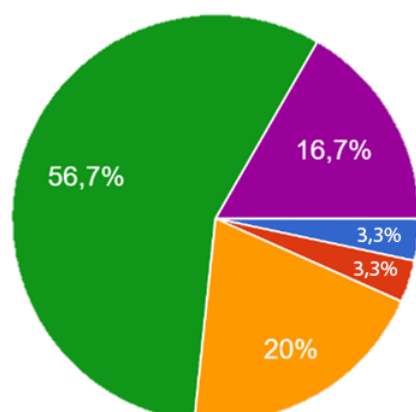
3. RESULT & DISCUSSION

Watching or analyzing YouTube videos before writing helps me generate ideas more easily.

The findings reveal that 70% of participants agreed that watching or analyzing YouTube videos before writing helps them generate ideas more easily, showing that videos play an important role in stimulating creativity and idea generation. Additionally, 20% of respondents strongly agreed, emphasizing that video-based activities are highly effective in helping them think more critically and creatively before writing. Meanwhile, 7% remained neutral, suggesting that they were unsure about the effectiveness of this method, and only 3% disagreed, indicating that very few students did not find YouTube videos useful for generating ideas. No one strongly disagreed, highlighting an overall positive perception of using videos as a pre-writing strategy.

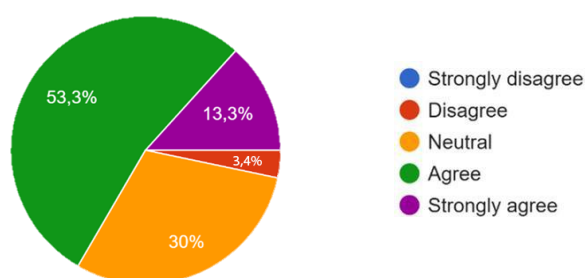


YouTube videos make the pre- writing stage more interesting and engaging for me.



More than half of the respondents (56.7%) agreed that YouTube videos make the pre-writing stage more interesting and engaging, implying that visual media can increase students' motivation and enjoyment in the early phase of writing. Around 16.7% strongly agreed, showing that for some learners, videos significantly enhance engagement and reduce boredom during writing preparation. However, 20% of participants stayed neutral, suggesting that while they may find videos somewhat engaging, they do not see them as a major influence. A small number (6.6%) disagreed or strongly disagreed, meaning that only a few students did not find video-based pre-writing activities enjoyable. Overall, the data indicates that most students feel that YouTube videos make writing preparation more dynamic and appealing.

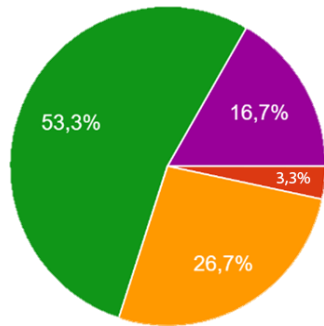
I can organize my thoughts better after analyzing a video before starting to write.



According to the results, 53.3% of participants agreed that analyzing a video before writing helps them organize their thoughts better, suggesting that videos assist students in structuring ideas and forming logical connections before composing a text. Another 13.3% strongly agreed, indicating that for some, video analysis provides a clear framework for planning their writing. On the other hand, 30% of respondents chose neutral, showing that a considerable number of students may still rely on other strategies for organizing ideas. Only 3.4% disagreed or strongly disagreed, meaning very few participants felt that videos did not help with organization. Overall, the majority perceived that video-based pre-writing activities

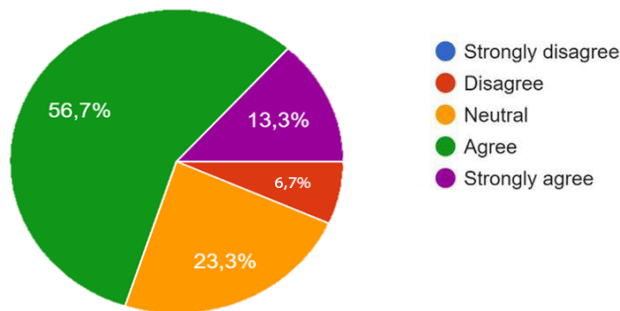
contribute positively to mental organization before writing.

Watching YouTube videos helps me connect my ideas logically in my writing.



The data shows that 53.3% of respondents agreed that watching YouTube videos helps them connect ideas logically in their writing, suggesting that visual input supports coherence and logical flow in composition. Meanwhile, 16.7% strongly agreed, indicating that videos are highly beneficial in linking ideas smoothly. However, 26.7% of respondents were neutral, which might imply that they see videos as somewhat useful but not essential for connecting ideas. Only a small number (3.3%) disagreed, showing minimal opposition. These findings highlight that most students perceive YouTube videos as helpful tools for improving the logical connection between ideas in writing.

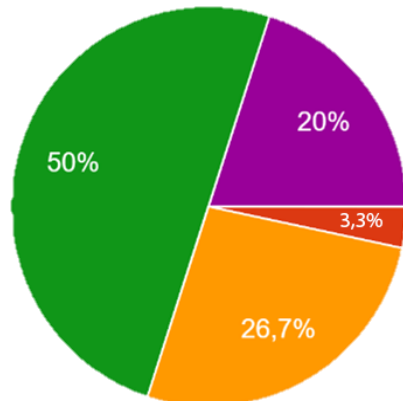
Analyzing videos improves the flow and unity of my paragraphs.



A majority of participants (56.7%) agreed that analyzing videos improves the flow and unity of their paragraphs, indicating that video-based analysis encourages coherence and better paragraph organization. In addition, 13.3% strongly agreed, reinforcing that some students view videos as an essential resource for maintaining paragraph unity. Around 23.3% remained neutral, showing that a portion of students may not clearly feel the effect or may depend on other techniques for maintaining flow. A small percentage (6.7%) disagreed or strongly disagreed, meaning only a few found no improvement. Overall, most participants

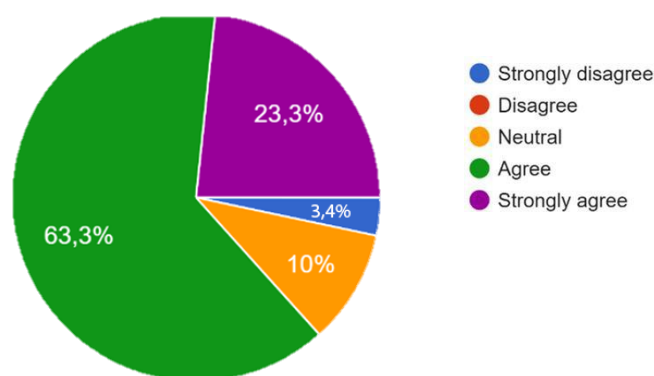
acknowledged that analyzing videos can strengthen the overall structure and connection between ideas in their writing.

I feel more confident and prepared to start writing after video-based pre-writing activities

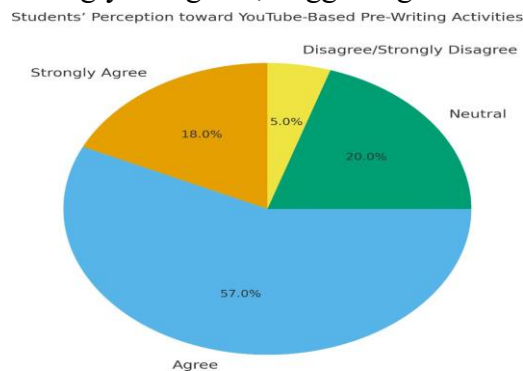


Half of the respondents (50%) agreed that they feel more confident and prepared to start writing after engaging in video-based pre-writing activities, suggesting that these tasks can enhance readiness and reduce anxiety before writing. About 20% strongly agreed, showing that video analysis greatly boosts their motivation and self-assurance. Meanwhile, 26.7% were neutral, meaning some students did not experience a noticeable change in confidence. A small group (3.3%) disagreed, implying that only a few did not feel any benefit from such activities. In general, the findings highlight that video-based pre-writing activities can effectively increase students' confidence and preparedness in the writing process.

I believe teachers should integrate YouTube video analysis into writing classes to improve students' ideas and coherence.



The majority of students (63.3%) agreed that teachers should integrate YouTube video analysis into writing classes, reflecting strong support for the use of videos as a pedagogical tool. Additionally, 23.3% strongly agreed, emphasizing that video-based learning could meaningfully enhance students' idea development and coherence. Around 10% remained neutral, which may indicate uncertainty or a need for more exposure to such methods. Only 3.4% disagreed or strongly disagreed, suggesting minimal opposition. Overall, the findings



clearly demonstrate that most students favor incorporating video analysis into writing instruction to enrich classroom engagement and improve writing quality

5. CONCLUSION

This study explored how YouTube video analysis can be integrated into pre-writing activities to help students generate ideas and maintain coherence in writing. Based on students' responses, the integration of video-based activities was perceived positively. As illustrated in Figure 1, the majority of participants (around 75%) agreed or strongly agreed that YouTube videos helped them generate ideas more easily, organize their thoughts, and connect ideas logically before writing. Only a small percentage (5%) expressed disagreement, while 20% remained neutral, showing that most students found YouTube analysis beneficial in the pre-writing phase.

The findings from both the data analysis and discussion indicate that activities such as brainstorming, listing, freewriting, ignoring grammar, and reflection played essential roles in developing creativity, confidence, and coherence. Students mentioned that watching YouTube videos encouraged them to think critically, visualize ideas, and plan their writing more effectively. These results demonstrate that using multimedia resources like YouTube not only enhances engagement but also supports meaningful learning and the development of writing skills.

In conclusion, integrating YouTube video analysis into pre-writing activities provides an innovative and engaging approach for EFL writing instruction. It allows students to explore ideas freely, reduce writing anxiety, and build coherent and well-structured drafts. Therefore, teachers are encouraged to adopt video-based strategies to support students' idea generation, organization, and overall writing performance in academic contexts.

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