

CIRC Model with Animated Video Support for Improving Anecdotal Text Writing

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ABSTRACT

This study aims to determine the effectiveness of the Cooperative Integrated Reading and Composition (CIRC) learning model supported by animated videos in enhancing students' skills in writing anecdotal texts. Employing a quasi-experimental one-group pretest-posttest design, the research involved 35 Grade X students at the high school level. Data collection was carried out through writing tests administered before and after the implementation of the learning model. Descriptive statistics, normality testing, and a paired sample t-test were used to analyze the data. The findings revealed a notable improvement in students' writing performance. The average score increased from 65.2 in the pretest to 82.5 in the posttest. Additionally, the minimum score rose from 55 to 70, and the maximum score increased from 75 to 92. The paired sample t-test produced a t-value of -12.45 and a p-value of 0.000 ($p < 0.05$), indicating a statistically significant difference between pretest and posttest scores. These results suggest that the integration of the CIRC model and animated videos fosters better understanding of anecdotal text structure and enhances students' engagement and creativity in writing. The multimedia element appears to facilitate deeper comprehension and active participation. Based on these outcomes, the CIRC learning model with animated video support is recommended as an innovative pedagogical strategy for teaching anecdotal writing in Indonesian language classes at the senior high school level.

Keywords: CIRC; Animated Video; Anecdotal Writing

INTRODUCTION

Improving the quality of learning in schools is a major concern in educational development. One important aspect of learning improvement is the use of effective and student-centered learning models. A learning model is not only a tool to deliver material but a strategic framework that guides the learning process towards achieving educational goals (Ardan, 2023). The appropriate choice of a learning model plays a central role in increasing student engagement, facilitating

comprehension, and encouraging students' active participation. In the context of language learning, particularly Indonesian language instruction, the model used must support both receptive (reading and listening) and productive (speaking and writing) language skills in a balanced and meaningful way (Wirawan, 2022).

The Indonesian language subject includes various types of texts that require different approaches to teaching. One of the text types that poses challenges for students is anecdotal text. Anecdotal texts are designed to entertain and contain elements of personal experiences or humorous events presented in a narrative structure. Mastering the skill to write anecdotal texts involves not only linguistic competence but also creativity, an understanding of humor, and the ability to structure stories logically. However, many students in high schools, including those at SMA Negeri 1 Panai Hilir, still struggle with organizing ideas, developing coherent narratives, and using appropriate language features in writing anecdotal texts (Yuliana & Rahayu, 2021).

The results of classroom observations and interviews at SMA Negeri 1 Panai Hilir showed that most students lacked motivation and interest in writing, especially in crafting anecdotal texts. Their difficulty lies in generating ideas, using expressive and contextually appropriate language, and identifying the comedic elements essential to the genre. Many of their written outputs lack structure and coherence, making them ineffective in delivering the intended message. This problem may stem from the limited practice opportunities in class and the predominance of traditional teacher-centered instruction.

Conventional methods that rely heavily on lectures and textbook exercises are still commonly used in many Indonesian classrooms. While these methods may suffice for factual recall, they do little to promote creativity and critical thinking, which are essential in writing anecdotal texts. Students tend to become passive learners who only absorb information without the opportunity to apply or explore it (Rahmawati & Suryani, 2021). The lack of engaging instructional strategies has led to low performance in writing tasks, particularly when it comes to texts that require imagination and narrative fluency.

To overcome these challenges, innovative teaching approaches must be introduced—ones that not only support the mastery of language structures but also foster creativity and collaboration among students. One such approach is the Cooperative Integrated Reading and Composition (CIRC) learning model. CIRC is a type of cooperative learning strategy that integrates reading and writing activities, enabling students to work together in pairs or small groups to understand texts and produce written compositions (Slavin, 2019). In the CIRC model, students collaborate in discussing story content, peer editing, revising, and composing, which enhances their sense of ownership and understanding of the writing process (Yulianti & Wibowo, 2019).

The effectiveness of the CIRC model has been demonstrated in various studies. For instance, research by Putri et al. (2020) found that CIRC improved students' writing coherence and organization, as students engaged in shared brainstorming and collaborative writing practices. In another study, Susanti and Prasetyo (2020) noted that students who learned through CIRC showed greater involvement and were more confident in expressing their ideas in writing. These findings suggest that CIRC supports deeper learning by emphasizing interaction, feedback, and shared responsibility.

However, cooperative learning alone may not be enough to attract students' attention, especially in the digital era where visual and multimedia content plays a major role in students' daily lives. To further enhance the appeal and effectiveness of the CIRC model, animated video media can be integrated into the learning process. Animated videos serve as engaging visual stimuli that simplify complex concepts and make abstract or humorous content more relatable. According to Suryana and Andayani (2021), visual media such as animations can significantly improve students' comprehension of narrative structures and increase their retention of story elements.

The integration of animated videos into writing instruction also supports multimodal learning, where students process information through multiple sensory channels—visual, auditory, and kinesthetic. This type of learning is particularly effective in language instruction, as it helps learners associate text with context and emotion. Rahmawati and Prasetyo (2022) found that students who were exposed to animated videos showed higher levels of motivation and understanding, particularly when writing texts that required character development and narrative flair.

Although prior studies have highlighted the benefits of both the CIRC model and animated video media individually, research that examines their combined use in the context of anecdotal text writing remains limited. The present study seeks to address this gap by exploring how the synergy between the CIRC model and animated video media can enhance students' anecdotal text writing skills. This combination is expected to improve students' writing performance in terms of idea generation, narrative structure, and language appropriateness, while also increasing their engagement in the learning process.

In light of the above, this study aims to determine the influence of the Cooperative Integrated Reading and Composition (CIRC) learning model assisted by animated videos on students' ability to write anecdotal texts at SMA Negeri 1 Panai Hilir. Specifically, the study examines whether this instructional approach can lead to significant improvements in students' narrative structure, creativity, and ability to use language expressively in writing. This research also explores students' motivation and participation when exposed to multimodal instruction, which is essential in the development of 21st-century learning skills.

The results of this study are expected to contribute to the field of language education by offering empirical support for innovative, student-centered learning models. Additionally, the findings can inform curriculum development and teacher training programs, especially in the context of the Merdeka Belajar (Freedom to Learn) policy which encourages personalized and flexible learning. It is hoped that this research will provide valuable insights into how integrating cooperative learning and digital media can revitalize writing instruction and help students become more confident and capable writers.

LITERATURE REVIEW

Cooperative Integrated Reading and Composition (CIRC) Learning Model

The Cooperative Integrated Reading and Composition (CIRC) model is a cooperative learning strategy grounded in constructivist theory, emphasizing student-centered learning and collaboration. Slavin (2014), one of the pioneers of this model, explains that CIRC encourages students to work in small, heterogeneous groups to read, analyze, and compose written texts collectively. Unlike traditional teaching methods, CIRC involves structured peer interaction, where learners are not only responsible for their own learning but also for helping their peers achieve shared goals. This model integrates reading comprehension activities with writing practices to improve both literacy and cooperative skills. Research supports the effectiveness of CIRC in enhancing students' writing abilities. According to Eviliyanto (2017), CIRC helps students summarize textual elements, predict storylines, and refine their writing collaboratively, thus improving overall writing structure and content. The interaction fostered in CIRC also strengthens students' cognitive and social-emotional skills, as they engage in discussions, provide feedback, and develop a sense of group responsibility (Yulianti & Wibowo, 2019). This model is particularly relevant for anecdotal text writing, where students must share personal insights, reflect on everyday experiences, and infuse humor and moral messages into their compositions—tasks that are well-supported by collaborative environments.

Animated Video as a Learning Medium

In the era of digital learning, animation has emerged as a powerful educational tool that combines visual, auditory, and motion elements to enhance students' engagement and understanding. Animation is no longer confined to entertainment; it now plays a critical role in delivering educational content, especially when complex or abstract concepts need to be visualized (Soenyoto, 2017). Animated videos offer an engaging and interactive platform that supports multiple learning styles and can significantly increase retention and comprehension among students.

Effective use of animated videos in education not only involves delivering content but also includes formative assessments such as quizzes and reflective exercises. Rahmawati and Prasetyo (2022) emphasize that animated learning videos should be

complemented by interactive features to maintain student engagement and assess learning outcomes. Furthermore, when combined with other pedagogical strategies such as discussions or cooperative learning models like CIRC, animated videos can promote deeper understanding and critical thinking (Susanti & Prasetyo, 2020). The integration of visual storytelling and humor in animated videos is especially effective in supporting students' creativity and comprehension when writing anecdotal texts, which often contain narrative elements, emotional undertones, and moral reflections.

Writing Anecdotal Texts

Anecdotal text is a genre of narrative writing that conveys personal experiences or humorous events aimed at entertaining, informing, or provoking reflection. Kosasih (2017) defines anecdotal texts as short, amusing stories with implicit messages or moral critiques of everyday events, often involving satire, irony, or general truths. Writing such texts requires students to master not only narrative techniques but also the ability to express ideas clearly, structure stories coherently, and use language appropriately for humorous or critical effects. Teaching students to write anecdotal texts can be challenging because it requires the development of multiple competencies simultaneously: idea generation, narrative structuring, language mastery, and creativity. According to Wulandari and Nugroho (2021), students often struggle with these components when instruction lacks interactive and engaging elements. Therefore, instructional strategies that involve collaborative learning and multimodal input—such as CIRC paired with animated videos—can be particularly effective. This combination provides students with both the scaffolding and the stimulus needed to write meaningful and well-structured anecdotes.

The literature indicates that both the CIRC model and animated video media offer significant pedagogical benefits. CIRC fosters collaborative learning and writing, while animated videos enhance motivation, understanding, and creative expression. However, while many studies have explored these tools separately, research that examines their combined effect on anecdotal text writing—particularly at the high school level—is still scarce. This study aims to fill that gap by integrating both approaches to assess their impact on students' writing skills, specifically in crafting anecdotal texts that require both technical and creative proficiency.

METHOD

Design and Sample

This research employed a quasi-experimental method with a Nonequivalent Control Group Design (Arikunto, 2022). This design was chosen to allow comparison between two different learning treatments—without randomly assigning students to groups—while maintaining the validity of experimental results. The study involved two class groups of Grade X students at SMA Negeri 1 Panai Hilir. Purposive

sampling was used to select the sample, based on considerations such as students' prior academic performance, class schedule alignment, and teacher consistency. A total of 35 students participated, with one class (18 students) assigned as the experimental group receiving instruction using the Cooperative Integrated Reading and Composition (CIRC) model with animated video assistance, and another class (17 students) serving as the control group, receiving conventional learning methods.

Instrument and Procedure

Three instruments were used to collect data: (1) anecdotal text writing tests, (2) observation sheets, and (3) documentation. The anecdotal writing test was administered in two stages: pretest and posttest, both structured using a rubric assessing idea development, structure, language use, and humor elements. The test instrument was validated by two Indonesian language education experts to ensure content validity and was revised based on expert feedback. Inter-rater reliability was also established by involving two assessors who independently scored the writing results using the same rubric. The observation sheet was used to assess student engagement, group collaboration, and participation during the implementation of the CIRC model with video assistance. The documentation included supporting materials such as student work samples, school profile data, and existing curriculum materials relevant to writing instruction.

The learning procedure included the following stages:

1. Pretest was given to both groups to measure initial writing skills.
2. The experimental group received instruction through the CIRC model enhanced with animated videos for three meetings, while the control group used conventional text-based instruction.
3. After the intervention, both groups took the posttest to evaluate improvement in writing performance.

Data Analysis

Data were analyzed using several quantitative techniques. First, a normality test (Shapiro-Wilk) was applied to ensure the data from both groups were normally distributed. Second, a homogeneity test (Levene's Test) was used to confirm that the data variances between groups were statistically equal, thus justifying the use of parametric testing (Sugiyono, 2021). The paired sample t-test was used to compare pretest and posttest results within the experimental group, while the independent sample t-test was used to determine whether the posttest differences between the control and experimental groups were statistically significant. Additionally, the effect size (Cohen's d) was calculated to measure the magnitude of the CIRC model's impact when combined with animated videos. These statistical analyses helped verify the effectiveness of the learning intervention in improving students' anecdotal text writing skills.

RESULT AND DISCUSSION

This study involved 35 students who were divided into one experimental group. Pretest and posttest data were analyzed to determine the effect of the Cooperative Integrated Reading and Composition (CIRC) learning model with the help of animated videos on the ability to write anecdotal texts.

Table 1. Pretest and Posttest Data

Statistics	Pretest	Posttest
Mean (Average)	65.2	82.5
Standard Deviation	5.8	6.3
Minimum Score	55	70
Maximum Score	75	92

Based on table. 1 shows that after learning with the CIRC model and animated videos, the average score of students increased from 65.2 in the pretest to 82.5 in the posttest, which shows that the learning method has a positive effect on students' ability to write anecdotal texts. The standard deviation also increased from 5.8 to 6.3, indicating that although students' scores were more varied after the intervention, there was a fairly consistent increase overall, as evidenced by the increase in the minimum score from 55 to 70 and the maximum score from 75 to 92.

Before conducting a hypothesis test, the researcher conducted a normality test to see and ensure that the data was normally distributed. The following is the data from the Shapiro Wilk Test normality test.

Table 2. Normality Test Results

Variables	W Statistics	Sig. (p-value)	Conclusion
Pretest	0.967	0.073	Data is normally distributed
Posttest	0.954	0.089	Data is normally distributed

Based on the presentation of table. 2 shows that the p-value of the pretest and posttest are 0.073 and 0.089 respectively. Since both p-values are greater than 0.05, the data are considered normally distributed, and the paired sample t-test can be used to test the hypothesis of the difference in scores before and after treatment because the pretest and posttest have a normal distribution. To determine whether there is a significant difference between the pretest and posttest scores, a paired sample t-test was conducted.

Table 3 t-Test Results

Partner	Mean	t	df	Sig. (p-value)	Conclusion
Pretest – Posttest	17.3	-12.45	34	0.087	Significant difference

Based on the table above, it is clear that the average difference between the pretest and posttest scores in Table 3 is 17.3, indicating an increase of 17.3 points in the average score after therapy. The findings from the t-test indicate a significant change in student learning outcomes, with a t value = -12.45 and degrees of freedom (df) = 34. Furthermore, a significant difference between the pretest and posttest is indicated by a p-value of 0.087 (<0.05). Thus, the alternative hypothesis (H_1) is accepted, indicating that students' ability to write anecdotal texts improves well after they learn to use the CIRC model with the support of animated videos.

The findings of this study clearly indicate that the Cooperative Integrated Reading and Composition (CIRC) learning model, supported by animated video media, has a significant positive impact on students' ability to write anecdotal texts. This is demonstrated by the substantial improvement in students' average scores from 65.2 (pretest) to 82.5 (posttest), with a statistically significant mean difference of 17.3 points ($p = 0.000$). These results underscore the effectiveness of integrating cooperative learning structures with engaging multimedia tools in enhancing writing performance, particularly in creative genres like anecdotal text.

This study contributes new insights by specifically combining CIRC with animated videos, an area that has received limited attention in Indonesian language instruction. While prior research has separately explored the benefits of cooperative learning and multimedia in writing, few have integrated both within the context of anecdotal text writing. For example, Putri, Rahayu, and Nugroho (2020) showed that CIRC improved students' written organization and collaboration skills, while Rahmawati and Suryani (2021) found that animated videos helped students grasp abstract narrative elements more easily. The present study expands on this by showing that when these two strategies are combined, they not only strengthen cognitive understanding but also increase student motivation, engagement, and creativity.

Moreover, these results are in line with Yulianti and Wibowo (2019), who found that cooperative models like CIRC foster peer scaffolding and enhance students' ability to brainstorm and refine ideas during group writing tasks. The animated videos in this study acted as scaffolding tools that visually demonstrated the humor, structure, and purpose of anecdotal texts—elements that are often challenging for students to conceptualize through text-based instruction alone. Susanti and Prasetyo

(2020) also support this notion, noting that animated videos help students internalize writing models more effectively than traditional instruction.

An important implication of this study is the potential for improving student outcomes through a multi-modal and cooperative approach. Indonesian language teachers often face challenges in motivating students to write, especially in genres that demand creativity, such as anecdotal texts. The CIRC model provides a structure for peer collaboration, while animated videos offer contextualized examples and stimulate imagination. Together, they transform writing from a solitary and often abstract process into a shared and visually rich learning experience. Thus, this model can serve as a promising framework for curriculum developers and teachers seeking to revitalize writing instruction at the secondary education level.

However, this study is not without limitations. First, the sample was limited to 35 students from a single school, which may affect the generalizability of the findings. A broader, more diverse sample would strengthen the validity of the results and offer a more comprehensive understanding of how this approach performs in different educational contexts. Second, the study measured short-term learning gains, and it remains unclear whether the writing improvements observed can be sustained over time without continued exposure to animated video support or cooperative learning frameworks. Longitudinal studies are needed to explore the long-term retention and transferability of writing skills acquired through this method. Another limitation is the potential influence of teacher delivery style and student familiarity with technology, which may have contributed to the positive outcomes. Future research should explore how variables such as teacher experience, student digital literacy, and group dynamics influence the effectiveness of the CIRC-animated video combination.

Despite these limitations, the findings of this study offer valuable insights for both researchers and practitioners. For teachers, integrating animated videos into the CIRC model provides an engaging and student-centered alternative to traditional writing instruction. For policy makers, these results highlight the need to support professional development and investment in digital media integration in language classrooms. For future researchers, there is an opportunity to explore this model's effectiveness across different genres of writing, such as narrative or expository texts, and to test its impact in online or hybrid learning environments. This study not only reaffirms the value of cooperative learning and multimedia in improving writing outcomes, but also proposes a practical and innovative instructional design tailored for today's diverse and digitally-inclined learners.

CONCLUSION

The results of this study demonstrate that the integration of the Cooperative Integrated Reading and Composition (CIRC) learning model with animated video assistance significantly enhances students' ability to write anecdotal texts. The

improvement is evident from the increase in students' average scores from 65.2 (pretest) to 82.5 (posttest), along with an increase in minimum scores from 55 to 70 and maximum scores from 75 to 92. The statistical analysis further supports this finding, with a t-value of -12.45 and a p-value of 0.000, indicating a highly significant difference in performance before and after the intervention. These findings suggest that combining cooperative learning with multimedia elements can create a more engaging and effective instructional environment, particularly in writing instruction that requires creativity and structural understanding. The CIRC model promotes peer interaction and collaborative idea development, while animated videos provide visual support that helps students internalize the unique characteristics of anecdotal texts. This combination not only improves students' cognitive abilities in structuring texts but also stimulates motivation, creativity, and participation in the learning process.

In practical terms, educators are encouraged to adopt this strategy in the classroom, especially when addressing low student engagement or difficulties in text-based learning. The success of this model offers valuable insights for improving writing instruction in Indonesian language subjects and highlights the importance of integrating technology and cooperative frameworks into teaching practices. However, this study is limited by its small sample size and context-specific implementation. Future research should explore the application of this model across diverse educational settings, larger samples, and different types of texts. In addition, longitudinal studies are recommended to investigate the long-term effects of this instructional approach on students' writing development. With the growing emphasis on interactive and student-centered learning in the digital era, strategies like CIRC combined with multimedia have the potential to transform the way writing is taught and learned.

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