Improving Student's Grammar in Writing Short Story through Collaborative Learning (A Case Study of Eleventh Grade at SMAN 1 Batangan)

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Abstract: One of the language English components is writing. Writing is the ability to articulate and express ideas or emotions that arise in the mind in the form of words, phrases, and paragraphs. Throughout the writing process, some students have expressed that learning to write feels tedious and unimportant to them. When teaching writing, there are numerous strategies that must be employed to promote written communication among students. Collaborative learning is a strategy that can be employed in pairs or groups and has been proven to be effective in addressing students' writing challenges. A short story is a type of concise fiction, considering the events portrayed, the content of the story, the number of characters, and the word count used. To write a short story students must have capable in grammar. This research aims to determine the influence of the collaborative learning to improve students' grammar in writing short story at eleventh grade students of SMAN 1 Batangan. The research used both qualitative and quantitative research. Some inferences that can be made in light of the research findings and the comments in section four are as follows: Incorporating collaborative learning into the classroom can boost students' interest and motivation while also helping them write better short stories. It is evident from the table analysis conducted before and after treatment that there was an improvement, going from 39% in cycle 1 to 87% in cycle 2. There is a 48% improvement.

Key word: student's grammar, collaborative learning, short story

INTRODUCTION

Writing is one of the skills that is difficult to master because in writing, a person must exert all his abilities. Writing is the most difficult skill to master compared to the skill aspects other languages. As stated by Sakura Ridwan (2011: 83), writing ability is a complex ability, because writing requires someone to give their all abilities in the form of strengthening linguistic aspects, writing content, writing techniques, and also about what to write and how to convey it in written language.

Based on the researcher's experience while teaching at SMAN 1 Batangan, the researcher found various unpleasant problems related to students' short story writing abilities, namely the discovery of several students who had low short story writing abilities, with scores below 70, some even got a score of 50. When researchers asked students' opinions about the activity of

writing short stories, they think and assume that the activity of writing short stories as an activity that is difficult, boring, drains time and thought, demands more attention, and must be done seriously. Here it can be seen that students are interested in writing short stories are very lacking.

Researchers also asked students about what difficulties they faced when writing short stories, most students answered that they had difficulty getting ideas, theme, or topic about which he will write. Ideas, themes or topics will be easy for students to get if they have extensive experience, insight and knowledge. Apart from that, the story idea or theme in the short story can be drawn from life experiences.

Apart from the experience above, what is no less important is that students can write well and correctly if they have the ability to master grammar. In this study, researchers used collaborative learning to improve grammar's ability to write short story texts.

Writing is a complex and cognitively demanding activity that is acquired since elementary education and continues to be developed throughout life. The complexity relates to imagination and experience to cultivate intrinsic and extrinsic elements. Therefore, the use of words, diction and sentence structure must be able to convey the intent and message to the reader, which is a difficulty faced by students in the process of making short stories. T. Feeney and C. Gajaseni (2020), Writing short stories is an effort to convey knowledge from the author's point of view, where each writer can convey ideas that are in line with their thoughts and cultural background. S. Rezaei and M. Naghibian (2018), Confidence in writing skills also motivates students to be creative, supported by feedback that can have an impact on the development of intrinsic motivation and encourage their desire to find better solutions and strategies. A. Nikcevic-Milkvic, et. al (2022).

A short story is characterized by a limited number of characters and a shorter reading period. The story can be an entertaining and instructive tool in the learning process. One of the most effective cognitive resources that students have at their disposal for creatively interacting with science is stories. Our emotional perception of content is shaped by stories. It can create both fictional and real-world content. What offers the most potential for educational benefit is the creation of real-world narratives. The references align with the results. A short story can inspire pupils to learn English. In situations where students lack motivation, it might serve as a power bank. The observation is also corroborated by the questionnaire's results. There were

Kirgkoz (2012) cites Abrams' definition about short story, that is, short-story is defined "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to 'a certain unique or single effect,' to which every detail is subordinate". A short story is a narrative with a limited cast of characters—only in There is typically only one plot and a small cast of characters because it is brief and intended to convey a "single effect." As a result, the kids can easily follow the story's plot. A short story is one that can be finished reading in one or two hours. Typically, short stories have a single premise and a small cast of characters. Students will find it simpler to follow the plot as a result.

At the university level, grammar is one of the hardest disciplines to teach and learn, thus incorporating collaborative learning into classroom activities is quite helpful. Students engage

in small group activities during collaborative learning, and it appears that university students place a higher importance on these kinds of activities (Barkley et al., 2005). Almost all teacher instructors select discussions above other collaborative activities for their students (U.S.Dept.of Education, 2000 quoted in Barkley et al., 2005). The conversation or other interactive exercises can be planned as after-school activities in addition to taking place in class.

Collaborative learning covers pairs or small groups to interact during learning activities and works best for college students (Barkley et al., 2005). It is also frequently used as an instructional approach for online courses (Lee, Bonk, Magjuka, Su, & Liu, 2006). Students are encouraged to work collaboratively since, based on social constructivism theory, the collaborative process is fundamental to a learning experience (Vygotsky, 1978). Applying collaborative activities in teaching and learning helps students to develop mutual cooperation in overcoming problems during their studies. In the context of an online course, learning becomes collaborative since students make use of online learning tools to communicate and exchange information with their peers and teachers or instructors.

Collaborative learning is Groups of students collaborate to solve an issue, finish a task, or produce a product as part of the educational strategy. The research on students' perceptions of collaborative learning, for instance, is one example of the literature that summarizes the evidence that collaborative learning enhances and promotes teaching and learning in online classes (Faja, 2013; Hernández-Sellés, Muñoz-Carril, & González-Sanmamed, 2015; and Stoytcheva, 2018). These research' conclusions demonstrated that cooperative efforts demonstrated favorable

The definition of collaborative learning is as part of the instructional technique, student groups work together to resolve problems, complete assignments, or create products. One example of the literature summarizing the evidence that collaborative learning improves and promotes teaching and learning in online classes is the study on students' perceptions of collaborative learning (Faja, 2013; Hernández-Sellés, Muñoz-Carril, & González-Sanmamed, 2015; and Stoytcheva, 2018). The findings of this investigationIt is thought that using collaborative learning to enhance students' learning in online grammar courses is relevant. Conventional grammar instruction primarily takes place in a classroom setting and places more emphasis on the teacher's explanation of grammar principles and the students' participation in completing several grammar tasks. It is specifically addressed how to use online learning resources to collaborate with others.

Collaboration is a 21st-century trend that shows promise as a means of human engagement. There is a greater need than ever to collaborate on important problems (Austin, J. E., 2000; Welch, M., 1998), which has led to a focus on moving from solo endeavors to teamwork and from autonomy to community (Leonard, P. E. & Leonard, L. J., 2001).

The term CL refers to an instructional method in which students at different performance levels collaborate in small groups toward a shared goal. The notion of CL, the pairing and grouping of learners for the purpose of reaching a learning goal, has been extensively investigated and supported. The students are accountable for both their own and each other's education. Thus, one learner's success contributes to the success of other students (Gokhale, A.A., 1995).

There have been a lot of advantages mentioned for CL (Pantiz, T., 1999). Classifying the advantages of CL is an effective technique to arrange them. More than 50 advantages of CL are listed by Johnsons (1989) and Pantiz (1999). On their works, the list that follows is based. In this essay, they are condensed into

- *Social benefit;*

- CL For students, CL facilitates the creation of a social support network;
- CL creates a supportive environment for modeling and practicing collaboration;
- CL leads the effort to increase diversity understanding among students and staff; and
- CL can develop learning communities;

- *Psychological benefit;*
  - Cooperation lowers anxiety;
  - Student-centered learning improve students' self-confident;
  - CL builds favorable attitudes toward teachers
    - Improves critical thinking abilities;
    - Involves students actively in the learning process;
    - Offers academic benefits
    - Improved classroom performance
    - Serves as an example of suitable student problem-solving strategies
    - It is possible to customize large lectures.
    - CL is particularly useful for inspiring students in certain curricula
- *Alternate student and teacher assessment techniques;*
  - Collaborative teaching techniques utilize a variety of assessments.

The traditional grammar instruction usually takes place in a classroom setting and places more emphasis on the teacher's explanation of grammar principles and the students' participation in completing several grammar tasks. In addition to using textbooks and workbooks in learning activities, working together through collaborative learning is actively addressed to contribute to the teaching and learning of grammar. When asked about their views on collaborative learning, students generally stated that using collaborative activities raises academic success. Likewise, group projects are important to encourage learning and raising academic performance (Hernández-Sellés, Muñoz-Carril, & González-Sanmamed, 2015).

According to Schmidt et al. (2014), achievement is described as "the academic performance by means of standardized and/or validated measures". Furthermore, academic achievement is defined as "knowledge and skills that an individual learns through direct instruction" (p. 1) by Ollendick & Schroeder (2003). According to a meta-analysis study by Springer, Stanne, and Donovan (1999), "students generally demonstrated greater academic achievement, expressed more favorable attitudes toward learning, and persisted through SMET courses or programs to a greater extent than their more traditionally taught counterparts" (as cited in et al.,2005, p. 19). The study examined the effects of small-group learning on student achievement, persistence, and attitudes. Collaboration among students has a favorable impact on their achievement, according to previous research on collaborative learning (Fjermestad, 2004; Schmid et al., 2014; Kumar, 2017) GonzálezSanmamed, 2015).

When it comes to task completion, some activities carried out include group work, peer interaction, and teamwork. By using these activities, learners gain knowledge of the subject matter by leaning on the perspective of their peers (Item 2), collaborating with others (Item 3), promoting student interaction (Item 4), and finishing the assignment as a member of the group community (Item 5).

RESEARCH METHOD

This research study on improving students grammar in writing short story through collaborative learning is action research. This is categorized as action research since there is a self-reflective, critical, and systematic approach that the researcher does to

identify a problematic situation as a way of improvement and changes in educational practice.In doing this action research, the researcher considers phases which involve in each cycle. Those are planning, action, observation, and reflection. Every phase is donebased on the researcher's ideas on the research. According to (Arikunto, 2010), a cycle consists of four steps: planning, acting, observing, and reflecting. Action research should be done minimum of two cycles.

The subject in this research is 36 students XI-1 SMAN 1 Batangan in academic year 2023/2024. The design used Classroom Action Research (CAR) with 2 cycles. The first cycle conducted on 10th December – 12rd December 2023. The second cycle conducted on 21th December and 22th December 2023. Each cycle includes the following steps: planning, implementation, observing, and reflection. The study uses observation, documentation, and a questionnaire as its instruments. A questionnaire is an essential means for gathering data for this study. Based on the literature study, the researchers created a questionnaire to assess how well students' grammar was improving when they wrote short tales in an EFL classroom. This study is being performed using closed-ended questions. Students alone selected the answers. When using closed-ended questions, the informant choose the responses that best fit their situation. (Altrichter & Associates, 2005).

Observation is another tool for gathering data. In this investigation, direct observation is used. It directly monitors and records what transpires in the classroom. It includes the classroom setting, the students' replies, and other things. Documentation is also used to complete and support the data. The teacher can benefit from each cycle's class photo in this study. It backs up the information. Additionally, it facilitates the teacher's writing of the findings and creation of the conversation.

In order to complete this investigation, the researcher will collaborate. The English teacher is observing while the researcher is instructing the students. The researcher employs a few methods for gathering data, such testing, field notes, interviews, and observation.

Data will be collected through qualitative sources and supported by quantitative data. This indicates that the information is a description of what actually occurred during the research. and backed up by statistical information derived from the test results of the pupils. The qualitative information gathered from the observational findings is examined to explain how cooperative learning can help students write short stories with better grammar. Afterwards, the investigator employed the outcomes of the observation checklist, field notes, and student questionnaire to determine the improvements of students' proficiency in cooperative learning.

Using the information from the observation checklist, the researcher examined the data collected during the observation. The researcher then used the students' questionnaire responses to examine how the collaborative learning approach had improved the students' ability to write short story texts. After learning the outcomes of the field notes, questionnaire, and observation checklist, the comments from the students were presented in several ways. The instructional materials and overall assessment of their use in the classroom.

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heading's contents and the next sub heading's title. After spacing paragraph 10 pt is for the distance between the sub heading's contents and the next heading's title.

RESULTS AND DISCUSSION

The researcher intends to address the issues presented in the first chapter's states in this chapter. The statements of the problems are how collaborative learning can improve students grammar in writing short story?

Many problems with the teaching and learning of writing were identified by the researcher based on observation, interviews with the students and the English instructor, and discussions with the English teacher. The students' writing skills were the cause of the issues. These issues could be considered follows:

Table 1. Field Problems

No.	Problem
1.	The students could not comprehend texts fully
2.	The students had difficulty in finding an idea.
3.	The students lacked vocabulary mastery
4.	The students lacked of grammar mastery
5.	The students had difficulty connecting the words
6.	The students had low motivation in learning
7.	The teacher rarely conducted collaborative work
8.	The materials were sometimes not interesting.

Based on the finding the problem above, the researcher take the actions that would be implemented were as follows:

1. **Cycle 1**
   a. *Planning*

   The researcher's main goal in this meeting was to introduce the students to the technique. He provided a summary of the subject matter that students will study.. He asked the student about grammar that students ever studied. They answered the question about grammar, but many of them didn't understand about it. They looked confuse of grammar especially when they have to use the different of verbs in present and past. And then the researcher make group of students. They have divided into 6 groups and each consist of 6 students. They have to discuss about what have the done in collaborative learning.

   The teacher asked the students' difficulties in grammar by monitoring each other.

   b. *Implementing*

   The researcher asked the students to create a short tale that they were familiar with after he felt that the level of stimulation was appropriate. The teacher handed out the papers and provided extra information before the students began writing. After that, all students began writing. In the event that they faced difficulties with the writing assignment, the teacher can help them to work together to learn. It was hoped that they would have no trouble with vocabulary or good grammar uses. However, they were still having trouble connecting the words at the previous meeting as well. The researcher led the class and moved around it while they were writing. The writer asked everyone to stop writing and turn in their work as she

finally called the lesson to a close. Even before leaving the classroom, the teacher asked them to prepare for the next meeting.

c. *Observation*

The collaborative learning strategy was successfully implemented. Significant solutions were found for a few of the issues that arose in the classroom. By working together, the students learned that it was much easier to understand the concept when making a text. This indicates that the approach was well-chosen. Also, the students' ability to write short stories was impacted by their increased grammar that in order to write the story, they needed to know new grammar rules, which they eventually looked up in their writing after reviewing the text. The use of the collaborative learning also indicated that the students have to cooperative in learning to help them overcome all of the problem according to their learning. It also build good relation. This activity also promote the interaction between the teacher and the students and among the students themselves.   Students would get very motivated when there was a lot of discussion between them and their teachers. The students' writing skills was not at the top of their game, though. They required more exposure to writing the material as well as additional skills.

d. *Reflections*

In the first cycle, two meetings were required for the implementation of collaborative learning in the creation of short stories. During each meeting, collaborative learning strategies for developing writing were implemented. The researcher wrote up the actions' results, which were carried out over a period of two meetings.

During the first cycle, two times were needed to apply collaborative learning to the writing of short story. Using collaborative learning methods to write a short story was a part of every meeting. The researcher conducted two meetings who applied the collaborative learning before writing up the text is the results of the actions. The situation can be seen in the table below:

The following table shows the first treatment to carry out the previous planning. In this step researcher ask the student to write short story to examine students' mastery in grammar by doing collaborating learning in cyclus 1.

Table 2. Students' level of grammar in writing short story

No.	Grammar	Understand	Don't Understand
1.	Specific noun as pronoun Of person or animal	30%	70%
2.	Use of past tense		
	• Simple past	50%	50%
	• Past continuous tense	50 %	50%
	• Past perfect	40%	60%
3.	Use of present tense		
	• Simple present	55%	45%

	• Present continuous tense	60%	-
	• Present perfect	45%	55%
4.	Use of either first person singular or third person singular	60%	40%
5.	Use of action verb	40%	60%
6.	Use adjective	45%	55%
7.	Use saying verb	35%	65%
8.	Use adverb		
	• Adverb of time	60%	40%
	• Adverb of place	50%	50%
9.	Use of time connective and conjunction	55%	45%

The cycle I treatment implementations for the tenth grade XI-1 SMAN 1 Batangan, which happened on December 10 and 12, 2023, accurately portrayed the classroom setting. Students showed a strong desire to learn English in addition to their excitement, activity, and enthusiasm. Before the intervention, it had an argument with the government. Cycle 1 made it clear that using short stories was a substantial accomplishment. The students had a forward-thinking mindset. The situation motivated the teacher and the students alike. Despite the students' good answers, cycle I still needed changes that needed to be found.

Table 3. Students competence in Cycle I

No.	Students competence in cycle 1	
1.	Lots of students did not interest in learning grammar	Most of student have difficulty understanding present and past form especially when using $verb_1$, $verb_2$ and $verb_3$
2.	Class crowded	Situation in the class is so crowded, that is disturb other group in doing discussing
3.	Group interaction needs to be developed.	The group interaction has not yet been formed, so the student ask more questions to the teacher
4.	40% of respondents completed the questionnaire.	It is in $25\% < score \leq 50\%$ with low category
5.	Poor in grammar mastery	They became better, finding new vocabulary over the process and even checking their dictionaries for clarification
6.	Difficult in finding the idea	Much improved, finding the idea based on the visuals is much simpler because they also make the process they will be writing obvious. Nevertheless, their writing has not yet revealed any specific grammar information..
7.	The motivation in learning is low	Their interest in a discussion with the researcher and their companions

		suggested some improvements. But in order to optimize their motivation, more extensive treatment is needed..
8.	Lack interaction	In terms of how they engage with the teachers and with each other, they have somewhat improved. This made sense because the researcher was a relatively new teacher there and it takes time for interaction to become significant..

2. The implementation of the actions in cycle 2

a. *Planning*

The researcher observed that additional actions ought to be able to complement previous ones, based on the reflections of the acts in cycle 1. The teacher's main goal at this meeting was to help the students develop better short story writers. The teacher offered the students apperception before turning in the materials. He suggested that they list the linguistic components of the short story. A portion of the content was mentioned by the pupils. He realized that the pupils were excited to hear about that subject. The teacher next instructed them to respond to the short story's language characteristic. The teacher then ordered students to compose a brief short story and examine the grammar.

The purpose of the teacher's lack of guidance was to allow the group discussion and writing assignment to occur naturally. The instructor continued to keep an eye on the students as they tried to manage their challenges. Students often asked the teacher for help making word connections. When writing, students mean serious. They made an effort to translate every word accurately, combining the words into complete phrases. The researcher continue to keep an eye on the students during this exercise to make sure they remained on course. Those activities weren't presenting any major challenges. They were working harder than previously. The teacher excused the class after they picked up their assignments.

In this meeting, the teacher focused on improving the students' ability in writing short story. Before the teacher came to the materials, he gave apperception to the students. He asked them to mention the material according to grammar. He found that the students were enthusiastic about hearing that topic. Then, the teacher asked them to mention the step of writing short story. After that, the teacher distributed the paper to students to beginning in writing

The students started writing based on the instructur. Sometimes, they called the teacher to guide them. Next, they tried to discuss with their group. The teacher found that the interaction among students increased. No student just listened to their friends' discussion. All of the students in the class contributed their ideas to their group. After that, the students collect their assignments.

Regarding their interaction in the classrooms, the chosen media was good at promoting the interaction between the researcher and the students as well as among the students themselves. The students turned to each other discussing what that they might use in writing short story. The students also often put forward questions about their work. They started thinking of writing the very detailed activity of short story. The result of their writing was much better than the previous works

b. *Observation*

In this second cycle, the focus of the problems was looking for the idea for their writing basis with the detailed information, the ability to write the procedure texts, and the interaction between the students and their group, and among the students.* The implementation of the second cycle in applying the collaborative learning was successfully done. The problems depicted to be solved in the second cycle were significantly resolved. By using the picture series, it is a lot easier for the students to get the idea of writing a text with detailed information as shown in the pictures. They thought of all vocabularies and looked up their dictionaries to find all relevant vocabularies along with the connecting words. This affected their flow of writing which seemed more coherent to the readers. This was good because their writing skill was much improved Regarding their interaction in the classrooms, the chosen media was good at promoting the interaction between the researcher and the students as well as among the students themselves.

The students turned to each other discussing what the pictures were about and asked each other certain vocabularies that they might use in writing the procedure text. The students also often put forward questions to the researcher about the detailed information of the pictures. They started thinking of writing the very detailed activity of the procedure texts. The result of their writing was much better than the previous works.

c. Reflection

The implementing of collaborative learning in writing short story in the second cycle was done in two meetings. Grammar proficiency was enforced in every meeting. The researcher noted results of the actions after carrying out the picture series and related activities over the course of two meetings.

The explanation given above shows the modifications that occurred when the researcher gave guidance to students to help them grow better writers of short stories. Through the use of collaborative learning, the students gained an understanding of how to construct a sequenced paragraph. The final results of the two cycles made it evident. Additionally, the kids became more motivated. They completed their task properly. The kids engaged fully in discussion during the course of the lesson.

The researcher noted the outcomes of the acts at the conclusion of the second cycle. These were made publicly as usual. From the third meeting to the fourth, the collaborative learning in Cycle II effectively enhanced the students' capacity to identify concepts through in-depth text analysis. The pupils performed better when writing. The students recognized that possessing those skills aided them in crafting the shot story. The following passage from the transcript of the interview could serve as evidence for this.. The use of picture series was successful in improving the students' ability in writing short story. It was also successful in improving the interaction among their group.

The students' proficiency in writing short stories improved as a result of the use of collaborative learning. Additionally, it was beneficial in raising students participation and short story writing proficiency. Direct feedback to the students showed to be a successful strategy for increasing communication between the teacher and the students. The teacher adapted to receiving ideas from the students. There were less gaps between the teacher and the students and the teacher was able to create higher connections.

The implementation of collaborative learning has been effective in enhancing students' understanding of grammar. The studentsgh frequently guess their sentences in front of the group during the third and fourth meetings. They are actively guessing their pal as well. The accomplishments of the second cycle are compiled in the list that follows.

Table 4. Students' level of grammar in writing short story

No.	Grammar	Understand	Don't Understand
1.	Specific noun as pronoun Of person or animal	70%	30%
2.	Use of past tense		
	• Simple past	100%	10%
	• Past continuous tense	100 %	0%
	• Past perfect	80%	20%
3.	Use of present tense		
	• Simple present	90%	10%
	• Present continuous tense	100%	0%
	• Present perfect	70%	30%
4.	Use of either first person singular or third person singular	85%	15%
5.	Use of action verb	90%	10%
6.	Use adjective	90%	10%
7.	Use saying verb	80%	20%
8.	Use adverb		
	• Adverb of time	85%	15%
	• Adverb of place	90%	10%
9.	Use of time connective and conjunction	90%	10%

a. The Improvement of student grammar in writing short story through collaborative learning

The following are some examples of how students' short story writing skills have improved. Finding a topic for the kids to write about is the first improvement that was made even from the first cycle. Students believed that by working together to study, they may improve their ability to create short stories since grammar can be helpful while writing them. It is helpful in providing students with ideas for their writing assignment.

The students' command of grammar is where the researcher identified the second improvement. Due to their poor grammar, the children initially found writing to be very difficult. Students were helped to improve their grammar through the researcher and students' joint discussion and description of the grammar. Through the use of this technique, the interaction between the students and inside the student group was also revealed as an improvement. The presence of the engaged and passionate researcher significantly enhanced the interaction in the classroom. The level of instruction was raised by consistently posing questions to the students while inviting them to discuss the planned activities with their peers. The following table also provides each element noticed both in cycle I and cycle II.

Table 5. Finding (Cycle I and Cycle II)

No.	Element	Cycle 1	Cycle 2
1.	The result of students' Writing analysis	48%	87%
2.	Qualification	Low	High
3.	The observation of students' response	Low response	High response

The teacher and the observer will use the weaknesses from cycle I to help develop the treatment for cycle II. Following reflection and discussion, several plans were developed, including asking students to bring a dictionary, advising them not to talk loudly during the second cycle of discussion, encouraging active sharing of difficult terms within groups, and dividing up the task of finding an uncommon term to save time.

2. Cycle II

Cycle II held on 21th December and 22th December 2023, students' activities in writing short story given is excellent. They are enthusiastic in discuss about the story in group. In the cycle 2 show the improvement of student mastery in grammar. It can be seen from their writing short story. From the researcher observation the student more understand the use of tenses especially in using verb. If before they still confuse in using verb in tenses. But after applying collaborative learning, there is an improvement in using grammar. So if we read their composition in short story its minimize errors in applying language feature. So it can conclude that there are an improvement after giving treatment.

Table 6. Planning in Cycle II

No.	Planning in cycle II	Purpose
1.	Suggest the students to be more active in discussing and overcome the problem with their group	Make the students more active in group. It can help student easier in mastering grammar before they write the story
2.	Don't be shame to discuss each other to increase their knowledge in understanding grammar and writing	They get knowledge from discussing in group
3.	Advise the students don't give up on learning	Don't be afraid to learn in group to solve their problem

The above table is show the percentage increase after treatment in cycle 1 and II

Tabel 7. Percentage improvement students' grammar in writing short story through collaborative Learning

No.	Grammar Mastery	Cycle I	Cycle II	Percentage improvement
1.	Specific noun as pronoun Of person or animal	30%	70%	40%
2.	Use of past tense • Simple past • Past continuous tense • Past perfect	 50% 50% 40%	 100% 100% 80%	 50% 50% 40%
3.	Use of present tense • Simple present • Present continuous tense • Present perfect	 55% 60% 45%	 90% 100% 70%	 35% 40% 25%
4.	Use of either first person singular or third person singular	60%	85%	25%
5.	Use of action verb	40%	90%	50%
6.	Use adjective	45%	90%	45%
7.	Use saying verb	35%	80%	45%
8.	Use adverb • Adverb of time • Adverb of place	 60% 50%	 85% 90%	 25% 40%
9.	Use of time connective and conjunction	55%	90%	35%
	Mean	39%	87%	-
	Total increase		48%	

The result of questionnaire percentage in cycle II is 88%; which is in grouping 75 % < score ≤ 100 %. It is indicated the students have already had high in collaborating learning.

CONCLUSION

The conclusions that can be made in relation to the research findings and the discussions are as follows: Using graphic series can increase students' interest or enthusiasm in the classroom while also helping them write procedure texts more proficiently. Collaborative learning are excellent at giving pupils ideas for essays. In addition, the student work exhibits

greater devotion to the concept when using the photo series than when it is not. Additionally, the students pay closer attention to the photos, which stimulates them to participate in class discussions with the teacher and one another. The use of suitable diction and an increase in understanding of grammar are additional effects for the students elaborate efforts.

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