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Enhancing Students' Descriptive Writing Skills through Collaborative Learning Using Minangkabau Culinary

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Abstract

This study aims to analyze the implementation of collaborative learning in enhancing Management students' descriptive writing skills in English, particularly in creating descriptive texts about Minangkabau culinary, within the Business English subject at Universitas Putra Indonesia YPTK Padang in the 2024/2025 academic year. Specifically, it examines how collaborative learning supports students in organizing ideas, developing descriptive sentences, using business-related vocabulary, and improving grammatical accuracy, as well as how collaborative activities affect student participation, self-confidence, and interpersonal communication in academic and business contexts. This qualitative study involved 42 Management students. Data were collected through classroom observations, analysis of students' writing assignments, and semi-structured interviews. The data were analyzed qualitatively through data reduction, data display, and conclusion drawing/verification, with source triangulation to enhance trustworthiness. The findings indicate that collaborative learning markedly improved students' ability to construct descriptive texts, especially in organizing ideas, developing descriptive sentences, using business-related vocabulary, and improving grammatical accuracy. Collaborative activities also increased student participation, self-confidence, and interpersonal communication skills relevant to academic and business settings. The integration of local Minangkabau culinary content made learning more contextual, meaningful, and relevant to real-world applications. The study concludes that collaborative learning, when combined with locally based cultural content, is an effective approach for improving students' English descriptive writing skills. It contributes to academic discourse on collaborative learning, English for Specific Purposes/Business English, and culturally responsive language pedagogy by demonstrating how local cultural content can mediate both language development and professional communication skills. In practice, lecturers are advised to integrate collaborative strategies with local cultural content, and curriculum designers should consider this integration to improve the quality of English-language teaching at university.

Keywords: *Collaborative Learning, Enhancing, Minangkabau Culinary, Students' Descriptive Writing Skills*

A. Introduction

Writing proficiency in English, particularly in descriptive texts, is a crucial competency for Management students, particularly in the context of business communication. One of the genres in Writing is descriptive text. Descriptive texts are utilized in various professional activities, such as product descriptions, promotion, marketing, and drafting business proposals. At Universitas Putra Indonesia YPTK Padang, the writing process, particularly in the Business

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English course, does not run smoothly because most students lack vocabulary. Most students are confused about how to start writing. They do not know the translations of specific terms in Minangkabau cuisine, such as gulai ayam, gulai kambing, asam padeh, rendang, soup Ayam, Soto Padang, sate padeh, Sate kuning kuah santan, Gado-Gado, Pecel, Lontong Sayur, and Sala lauak, as well as the spices used in cooking. Then, most of the class used lecturer-centered approaches in teaching and learning writing, such as instructional models. The lecturer gave instructions, and the students did the task to be collected. It has proven ineffective in fostering critical thinking skills and active student participation in the process. Consequently, the students do not learn how to write, and some steps in writing are unclear until the students can create a descriptive text. The students lose the struggle to construct logical arguments, organize ideas systematically, and employ descriptive language effectively. Most of them copy the task from the internet. Another problem is that the material for writing descriptive text is not interesting. Make the students bored. Collaborative learning is a learning strategy that supports students in improving their critical thinking. Collaborative learning plays an important role in fostering critical thinking skills and active student participation in the learning process. Xu et al. (2023) found that collaborative problem-solving is an effective approach to promoting students' critical thinking skills. Similarly, González-Cacho and Abbas (2022) highlighted the importance of interactivity and active collaborative learning in developing critical thinking among university students. Warsah et al. (2021) also reported the positive impact of collaborative learning on learners' critical thinking skills. Furthermore, Zou et al. (2023) examined critical thinking disposition, and student engagement improved in collaborative writing. These findings suggest that collaborative learning provides opportunities for students to exchange ideas, evaluate different perspectives, negotiate meaning, offer constructive feedback, and actively participate in achieving shared learning goals.

The utilization of local contexts in instruction remains limited, despite their potential to make learning more relevant and meaningful. Integrating local cultural elements, such as Minangkabau cuisine, into classroom activities can connect students' learning experiences with their cultural backgrounds and real-life contexts, thereby potentially enhancing their engagement and motivation (Gay, 2018; UNESCO, 2021). Collaborative learning also provides opportunities for students to bridge the gap between theoretical knowledge and real-world business practices through discussion, negotiation, problem-solving, and shared decision-making (Laal & Ghodsi, 2012; Xu et al., 2023). However, students may encounter challenges when discussing problems with their peers, expressing different opinions, and reaching a consensus. These challenges can become meaningful learning opportunities when students actively exchange ideas, provide feedback, and work together to develop solutions. Therefore, integrating Minangkabau culinary contexts into collaborative learning activities may create a more engaging and culturally relevant learning environment while helping students develop critical thinking, communication, and teamwork skills.

Based on the situational analysis presented above, implementing collaborative learning in descriptive writing could help students improve their writing skills, particularly in producing descriptive texts in English. Through collaborative learning, students can expand their vocabulary, improve their writing proficiency, organize ideas more coherently, and use language more effectively through peer interaction and feedback (Storch, 2013; Xu et al., 2023). Furthermore, collaborative learning can promote active student engagement by providing opportunities for discussion, idea sharing, and joint problem-solving, particularly in learning environments where lecture-based teaching methods remain dominant (Doolittle et al., 2023). This strategy also encourages interaction, cooperation, and shared responsibility among students as they work together to complete writing tasks (Laal & Ghodsi, 2012). Moreover, incorporating local cultural contexts, such as Minangkabau cuisine, into descriptive writing activities can make

learning more meaningful and relevant to students' everyday experiences (Gay, 2018). Therefore, collaborative learning supported by local cultural content has the potential to create a more interactive and contextualized learning environment while developing students' descriptive writing skills.

This study differs from previous research on collaborative learning in terms of its research focus, cultural context, and analytical approach. Specifically, it examines the implementation of collaborative learning in teaching descriptive writing by integrating local cultural content, particularly Minangkabau cuisine. Collaborative learning can support the development of students' writing skills by facilitating social interaction, group discussions, idea negotiation, and peer feedback (Storch, 2013; Xu et al., 2023). Through these collaborative processes, students have opportunities to exchange ideas, evaluate their peers' contributions, and revise their writing collaboratively. The use of culturally relevant content may also provide meaningful connections between students' learning experiences and their local environment (Gay, 2018). Therefore, this study proposes a context-sensitive approach to teaching descriptive writing that combines collaborative learning with Minangkabau culinary culture. Its contribution lies in examining how collaborative writing activities and local cultural content can be integrated to support students' development in descriptive writing.

Through this approach, students are actively engaged in every stage of the writing process, from planning and drafting to revising their texts. Collaborative writing provides opportunities for students to exchange ideas, negotiate meaning, identify errors, and improve their texts through peer interaction and feedback (Storch, 2013; Zhang, 2018). In addition to peer collaboration, the lecturer serves as a facilitator, providing guidance, scaffolding, and feedback throughout the writing process, particularly during revision and the final review of students' descriptive texts before they are published as Minangkabau culinary brochures. Furthermore, using the promotion of Minangkabau cuisine as the learning context connects English writing activities with authentic communication purposes and real-world business practices. Such context-based activities may help students understand how English can be used to promote local products to wider audiences (Gay, 2018; UNESCO, 2021). Thus, collaborative learning combined with culturally relevant writing tasks has the potential to support students' writing development while fostering communication, teamwork, and cultural awareness, which are valuable competencies in contemporary professional contexts (Xu et al., 2023).

Previous studies have examined the use of Content and Language Integrated Learning (CLIL) in developing English learning materials for business and marketing contexts, as well as collaborative approaches to improving Business English writing skills (Rosyida & Effendy, 2022; Ying, 2022). Other research has explored the development of environment-based learning materials to create more meaningful and contextually relevant learning experiences (Wijanarko, 2024). However, the present study extends this line of research by positioning Minangkabau culinary heritage not merely as an economic product but also as a representation of cultural identity, social values, and regional tourism potential. Previous research has highlighted the role of Minangkabau cuisine in preserving cultural identity and creating sustainable competitive advantages for culinary businesses (Mardatillah, 2020), while research on traditional Minangkabau food has also emphasized its significance for cultural identity and tourism sustainability (Maulid & Ciptandi, 2023). Building on these perspectives, this study integrates collaborative English writing with the promotion of Minangkabau culinary heritage, encouraging students to explore how local cultural values can contribute to product appeal, business sustainability, and regional identity. Furthermore, students create English-language promotional content and disseminate it through their social media channels, connecting language

learning with digital marketing and international audience engagement (Widjanarko et al., 2024).

The main strength of this study lies in its use of collaborative writing techniques to help students produce descriptive texts for promoting Minangkabau culinary heritage. Through this approach, students collaboratively develop ideas, organize descriptive details, provide peer feedback, and revise their texts, thereby enhancing their English writing skills and cultural awareness. Recent empirical research has demonstrated the educational benefits of collaborative writing in EFL classrooms. Lee, Lee, and Kim (2021) found that collaborative writing significantly improved students' writing performance and enabled them to share ideas, receive peer feedback, and experience less anxiety about writing in English. However, students also encountered challenges when negotiating differing opinions and making group decisions. Similarly, Kim (2022) found that university students perceived collaborative writing positively, particularly regarding improved writing experiences and the production of more presentable essays through peer feedback and group interaction. These findings support the use of collaborative writing as a pedagogical approach that encourages interaction, shared responsibility, and the development of written texts. Building on previous studies, the present research extends collaborative writing to promote Minangkabau culinary heritage, positioning descriptive texts as a means of communicating local cultural identity and supporting the promotion of regional culinary products. Minangkabau cuisine represents not only an economic resource but also an element of cultural heritage that can contribute to the sustainable development of local culinary enterprises (Mardatillah, 2020). Therefore, this study integrates collaborative English writing with cultural preservation and local product promotion within a contextually relevant learning environment.

B. Methods

This study employed a qualitative case study design to explore the implementation of collaborative learning in teaching English descriptive writing. A qualitative case study was selected because it enables researchers to investigate educational processes, participant interactions, and learning experiences in depth within their real-life contexts (Creswell & Poth, 2018; Yin, 2018). The study was conducted at Universitas Putra Indonesia YPTK Padang during the 2025/2026 academic year and involved 42 Management students enrolled in the Business English course. The research focused on how students engaged in collaborative writing activities, exchanged ideas, provided peer feedback, and developed descriptive texts promoting Minangkabau culinary products. The research was carried out in three stages: planning, implementation, and evaluation. In the planning stage, a collaborative lesson plan was developed focusing on writing descriptive texts to promote Minangkabau culinary products, and the 42 participating students were organized into pairs. In the implementation stage, students engaged in collaborative learning activities, including group brainstorming to generate ideas, drafting descriptive texts, discussing and revising sentences to ensure grammatical accuracy, and presenting their work through English-language videos. In the evaluation stage, students' written texts and promotional videos about Minangkabau culinary were assessed based on organization, argument development, grammatical accuracy, and descriptiveness, guided by the indicators proposed by Jack C. Richards (2022), which emphasize that assessment should focus not only on the final written product but also on the writer's ability to present arguments logically, convincingly, and communicatively.

The assessment rubric was developed to evaluate students' writing performance based on six criteria: content, organization, vocabulary, language use/grammar, mechanics, and descriptive elements, adapted from established approaches to writing assessment, particularly

the assessment of writing quality, textual organization, grammatical accuracy, and appropriate language use (Hyland, 2019; Weigle, 2002). Content assessed the clarity and relevance of ideas, and the extent to which students presented relevant information and expressed ideas clearly in accordance with the text's purpose (Weigle, 2002). Organization focused on the logical structure of the text, including the introduction, body paragraphs, and conclusion where appropriate, as well as coherence, paragraph unity, the use of appropriate transitions, and the systematic arrangement of ideas so that readers could follow the text easily (Hyland, 2019). Vocabulary evaluated the accuracy and appropriateness of word choice, vocabulary range, and the use of topic-specific terminology, while language use/grammar assessed grammatical accuracy, including sentence structure, tense consistency, subject–verb agreement, and the effective construction of sentences (Weigle, 2002). Mechanics covered spelling, punctuation, capitalization, and formatting to improve readability and ensure that the written text followed standard written English conventions (Hyland, 2019). Descriptive elements evaluated students' ability to describe the characteristics of the selected subject through specific details, sensory language, relevant examples, and precise adjectives; in the context of promoting Minangkabau culinary, students were expected to describe the food's appearance, ingredients, aroma, taste, cultural significance, and distinctive features (Hyland, 2019). Operationally, the descriptive writing assessment rubric focused on four main aspects: organization, content, language use, and descriptive elements developed based on relevant indicators of writing competence, including the organization of ideas, the development of content, grammatical accuracy, and the effective use of language to describe a subject (Hyland, 2019; Weigle, 2002).

To ensure the credibility and trustworthiness of the research findings, several research instruments were employed, including a student activity observation sheet, a descriptive writing assessment rubric, and a semi-structured interview guide. The use of multiple data collection instruments enabled the researcher to examine students' participation, writing performance, and learning experiences from different perspectives, and combining these sources supported data triangulation, which can strengthen the credibility of qualitative research findings (Creswell & Poth, 2018). The observation sheet was used to document students' participation, collaboration, exchange of ideas, and engagement during collaborative writing activities, while the semi-structured interview guide was designed to explore students' experiences, perceptions, challenges, and responses to the implementation of collaborative learning in descriptive writing.

The collected data were analyzed using thematic analysis, following the approach outlined by Braun and Clarke (2006). Thematic analysis was selected because it provides a systematic and flexible method for identifying, organizing, analyzing, and interpreting patterns of meaning across qualitative data, and it enabled the researcher to explore students' experiences, perspectives, and interactions within the research context. The data analysis process consisted of six stages. First, the researcher familiarized themselves with the data by repeatedly reading the observation records and interview transcripts. Second, initial codes were generated from relevant statements, observed behaviors, and recurring patterns. Third, related codes were grouped into potential themes representing important aspects of students' collaborative learning experiences. Fourth, the potential themes were reviewed to determine whether they accurately represented the coded data and the overall dataset. Fifth, the themes were defined and named according to their central meanings and relevance to the research questions. Finally, the findings were presented in a descriptive and interpretive account supported by relevant evidence from the observations and interviews, and the researcher interpreted the themes by connecting them to the research questions, previous studies, and relevant theoretical concepts to explain the meaning and significance of the findings (Braun & Clarke, 2006).

C. Results and Discussion

The results of this study indicate that implementing collaborative learning had a significant impact on students' learning activities and their skills in writing descriptive texts. Based on the observation results, the average level of student activity was 82.5%, categorized as **good**. These data indicate that collaborative learning created an active, participatory, and student-centered learning environment. The high level of participation was particularly evident in the indicators of respect for others' opinions (90%), enthusiasm for providing feedback (90.5%)**,** and responsibility for active participation (90%)**.** This demonstrates that students were involved not only cognitively but also socially and emotionally in the learning process. This can be seen in **Table 1**.

Table 1. Students' Collaborative Activities

Indicators/Activities	Total	Percentage	Category
Students actively participate in group discussions	36	82	Good
The students present ideas clearly	34	81	Very Good
The students listen to and respect others' opinions	38	90	Good
The students work together to complete the assignment	36	82	Good
Students share tasks fairly within their group to complete the assignment	32	80	Very Good
The students provide feedback to group members	38	90	Good
The students actively revise the text	34	81	Good

These findings support the principles of social constructivism, which view learning as a process in which knowledge is constructed through social interaction, dialogue, and collaboration (Vygotsky, 1978; Lantolf & Thorne, 2006). In this context, group discussions provide opportunities for students to exchange ideas, clarify their understanding, negotiate meaning, and collectively identify and correct errors. Such collaborative processes are particularly relevant to writing development because writing requires students to organize ideas, make linguistic choices, and revise their texts through critical reflection and feedback (Storch, 2013).

The results showed that all indicators of students' collaborative activities were categorized as good to very good, with percentages ranging from 80% to 90%. These findings suggest that collaborative writing provided opportunities for active participation and shared knowledge construction. However, the results should not be interpreted solely as evidence of the technical success of group-based learning. Rather, they should be examined in relation to the quality of students' interactions, the distribution of responsibilities, the nature of peer feedback, and the extent to which collaborative activities contributed to the development of their writing. This interpretation is consistent with research emphasizing that the effectiveness of collaborative writing depends not only on group participation but also on the ways learners engage with one another and contribute to the writing process (Storch, 2013).

From a social constructivist perspective, Vygotsky (1978) emphasized the role of social interaction and language-mediated activity in cognitive development. Accordingly, the highest scores for listening to and respecting other group members' opinions (90%) and providing feedback (90%) indicate that students demonstrated positive collaborative behaviors during the

writing activities. These behaviors may have created opportunities for dialogue, negotiation of meaning, and the exchange of perspectives. Peer interaction can support language learning when students explain their choices, respond to suggestions, and jointly consider alternative ways of expressing ideas (Storch, 2013).

These processes are relevant to the development of descriptive writing because students must do more than produce grammatically correct sentences. They also need to develop clear claims, select relevant supporting evidence, organize their arguments logically, and consider their readers' perspectives. Through discussion and peer feedback, students may have opportunities to evaluate their ideas and refine their arguments. Nevertheless, because the reported percentages primarily reflect collaborative activity, additional evidence from students' written products would be needed to determine whether these positive interactions were accompanied by measurable improvements in the quality of persuasive writing.

However, high scores in social interaction do not necessarily indicate that all group members experience equal cognitive development or contribute equally to the writing process. In collaborative writing, some members may dominate decision-making and idea development, while others may contribute less actively. Therefore, observable participation does not always reflect an equitable distribution of responsibility. This issue is illustrated by the indicator "sharing tasks fairly," which received the lowest score (80%). Although this score was still categorized as good, it suggests that achieving a balanced distribution of roles remains a challenge in collaborative writing. Previous research has emphasized that the quality of collaboration depends not only on participation but also on how learners negotiate responsibilities, make decisions, and contribute to the jointly produced text (Storch, 2013).

These findings suggest that the effectiveness of collaborative writing depends substantially on the pedagogical design implemented by the lecturer. Without clear instructions, structured group activities, and effective guidance, collaborative writing may become a simple division of tasks rather than a genuinely collaborative process of knowledge construction. Therefore, lecturers need to facilitate reflective dialogue, encourage inclusive participation, and help students develop the skills required for effective collaboration. Guo et al. (2024) emphasize that successful collaborative peer feedback requires students to engage in discussion, negotiation, and shared responsibility. Similarly, collaborative feedback activities can help learners become more actively involved in evaluating and improving written work (Bueno-Alastuey et al., 2022).

Regarding writing skills, the findings indicated that students were able to organize ideas and develop more coherent text structures following group discussions and revision activities. Their texts demonstrated clearer introductions, body paragraphs, and conclusions. These observations suggest that interaction and peer feedback may have helped students organize information and review the relationships among ideas. This interpretation is consistent with Xu et al. (2023), who found that peer feedback contributed to improvements in overall writing quality, content, organization, and grammatical accuracy among EFL learners. Nevertheless, the extent of improvement in the present study should be established through evidence from students' initial and revised writing products.

Accordingly, lecturers can strengthen collaborative writing instruction by providing models of effective persuasive texts, guiding students in identifying claims and supporting evidence, and using structured peer-review checklists. These strategies may help students evaluate the clarity, logical organization, and persuasive effectiveness of their writing. The results presented in Table 2 summarize students' performance across the assessed indicators and identify areas of strength and aspects requiring further development.

Table 2. Development of Students' Descriptive Text Writing Ability

Activity Indicator	Total	Percentage	Category
Students are able to determine a relevant topic	32	80	Good
Students organize ideas in a structured manner	34	81	Good
Students develop logical arguments	32	80	Good
Students use appropriate vocabulary	34	81	Good
Students write descriptive sentences	32	80	Good
Students are able to construct descriptive sentences effectively	32	81	Good
Students are able to connect descriptive sentences into a good descriptive paragraph	26	62%	
Students are able to connect descriptive paragraphs into a good descriptive text	24	57%	

Interestingly, integrating local cultural content by promoting Minangkabau culinary heritage appeared to support students' engagement and the development of their written work. Because the topics were closely related to students' everyday experiences and cultural backgrounds, they provided familiar contexts for generating ideas and developing descriptions. This observation is consistent with research by Arifin (2025), which examined the use of culturally relevant texts in EFL writing instruction and reported improvements in students' writing performance, motivation, and satisfaction. In the present study, students described the distinctive characteristics of Minangkabau dishes, including rendang, sampadeh, gulai ayam, kalio served with nasi Padang, Soto Padang, sate Padang, Sala Lauk, Gado-Gado, Galamai, Kue Talam, Karupuk sanjai, Arai Pinang, Kue mangkuk, Onde- onde, kue Lapis, Ketan,rakik Kacang, pecel, and Lontong Sayur, etc. These examples illustrate how familiar cultural subjects can provide meaningful content for writing activities and opportunities to communicate local cultural knowledge in English. Although the students' engagement and writing products suggest potential benefits, the specific contribution of local cultural content to motivation should be interpreted with caution unless motivation was measured directly.

From a collaborative learning perspective, students also had opportunities to develop communication and teamwork skills by expressing opinions, listening to group members, exchanging suggestions, and negotiating decisions during the writing process. These interactions are important because collaborative writing requires learners to coordinate ideas and make shared decisions about the development of a text (Cui et al., 2021). Nevertheless, the observation results showed that the feedback-provision indicator remained in the good category, with a score of 81%. This finding suggests that, although students participated in collaborative activities, some may still have needed guidance to provide specific, constructive, and relevant feedback.

The need for explicit peer feedback training is supported by Cui et al. (2021), whose study found that such training enhanced EFL students' writing development and autonomous motivation. Similarly, Vuogan and Li (2023), in a meta-analysis of 26 empirical studies, found an overall positive effect of peer feedback on second-language writing, with stronger effects on revisions than on new compositions. These findings support the use of structured peer-review activities in which students are taught to identify strengths, explain problems, and suggest actionable revisions.

Accordingly, lecturers could provide students with peer-feedback checklists covering content relevance, text organization, descriptive details, vocabulary, grammar, and clarity of expression. Students could also be encouraged to explain the reasons for their suggestions and to revise their texts based on the feedback they receive. Such structured activities may help students move beyond general comments, such as "good writing," toward more specific and useful feedback. In the context of Minangkabau culinary promotion, students could evaluate whether a description clearly communicates a dish's ingredients, taste, aroma, preparation methods, and cultural significance. This approach would connect collaborative learning with the development of English writing skills and the communication of local cultural heritage.

Interestingly, integrating Minangkabau culinary culture into English writing activities appeared to contribute to the relevance and meaningfulness of the learning experience. By working with familiar cultural topics, students could draw on their existing knowledge and experiences to generate ideas and develop their texts. This interpretation is supported by Arifin (2025), whose study of culturally relevant texts in Indonesian EFL instruction found improvements in writing performance and reported high levels of student motivation. Similarly, Syafii et al. (2022) highlighted the value of incorporating local culture into English learning materials to increase student engagement and strengthen learners' familiarity with the learning content. In the present study, integrating Minangkabau culinary heritage provided a meaningful context for students to communicate local knowledge in English. However, the extent to which this approach improved students' motivation should be interpreted in relation to the evidence collected in this study.

Furthermore, the relatively consistent scores across the collaborative activity indicators suggest that collaborative learning provided opportunities for students to participate in cognitive, social, and interpersonal aspects of the writing process. Students were observed expressing ideas, responding to suggestions, and cooperating to complete writing tasks. These findings suggest that collaborative writing may support the development of communication and teamwork, as well as writing-related skills. Teng (2021) demonstrated that combining collaborative writing with explicit metacognitive guidance improved university EFL students' academic writing skills, highlighting the importance of helping learners plan, monitor, and evaluate their writing processes. Nevertheless, the present study's activity scores alone cannot establish that students' self-efficacy or metacognitive awareness increased unless these outcomes were directly assessed.

Despite the positive findings, all indicators remained within the "good" category, indicating that further development is possible. One potential area for improvement is the quality of peer feedback, particularly students' ability to provide specific, constructive, and actionable suggestions. Another area is the depth of students' descriptive or persuasive writing, depending on the task's intended genre. Teng (2021) found that collaborative writing combined with metacognitive prompts was more effective for developing several academic writing skills than the comparison learning conditions in that study. This suggests that collaboration may be strengthened through explicit instructional support rather than relying on group work alone.

Therefore, lecturers should provide structured scaffolding, including models of effective texts, genre-specific writing checklists, clearly defined group roles, and guided peer-review procedures. Students can be taught to identify strengths in a peer's text, explain areas requiring improvement, and suggest specific revisions. They can also use planning and revision checklists to monitor their own contributions and evaluate the quality of the final text. Such an approach may help transform collaborative writing from a task-sharing activity into a more reflective and purposeful process of shared learning.

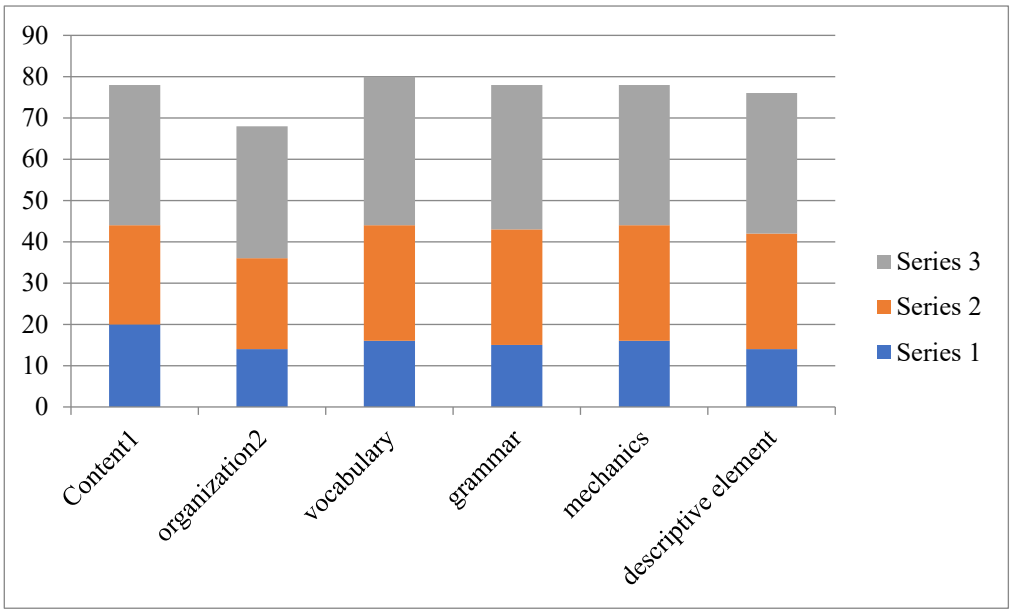


Figure 1. The assessment rubric covered the following criteria

The pattern of scores presented in the graph can be interpreted in relation to the collaborative writing process. If Series 1, Series 2, and Series 3 represent successive stages of instruction or assessment, the upward pattern across the indicators suggests that students' performance developed during the learning activities. However, the interpretation of this pattern should be based on the study's actual assessment criteria and measurement procedures.

From the perspective of content development and text organization, group discussions may have helped students generate ideas, select relevant details, and arrange information more coherently. Collaborative writing allows learners to discuss alternative ways of expressing ideas and jointly construct a written product. Elabdali (2021) reported positive effects of collaborative writing on several writing outcomes, including accuracy and rubric-based performance. This evidence is consistent with the possibility that collaborative interaction contributed to the development of students' writing in the present study. Nevertheless, the graph alone cannot establish which specific collaborative activity produced the observed changes.

The improvement in sentence construction and coherence may also be associated with opportunities for peer feedback and revision. Through reviewing one another's texts, students can identify unclear expressions, reconsider sentence structures, and suggest ways to improve the connection between ideas. Vuogan and Li (2023) found that peer feedback had a significant positive effect on second-language writing and was particularly beneficial for revisions. This finding supports the use of structured peer-review activities as part of collaborative writing instruction.

Metacognitive support may further strengthen the writing process. Teng (2021) examined the incorporation of metacognitive prompts into collaborative writing and found that students receiving collaborative writing instruction combined with metacognitive guidance achieved stronger outcomes across four academic writing skills than students in the comparison conditions. This finding suggests that students may benefit from explicit prompts to plan their writing, monitor the development of ideas, and evaluate the quality of their final texts. In the present study, however, metacognitive development should be claimed only if it is supported by relevant evidence, such as observation records, interview responses, or students' reflections.

The integration of Minangkabau culinary culture also provides a meaningful context for interpreting the writing activities. Students could draw on familiar cultural knowledge to develop descriptions and communicate information about local dishes in English. Arsiyana et al. (2023) demonstrated the feasibility of developing a writing course that integrates local culture with genre-based pedagogy. This research provides relevant support for the instructional design adopted in the present study, although it does not directly establish that Minangkabau culinary topics caused the observed changes in scores.

In summary, the findings can be discussed as evidence of students' developing writing performance within a collaborative learning environment. The combination of contextualized topics, peer interaction, feedback, and revision provides a plausible explanation for the observed pattern. To establish the extent of improvement more conclusively, the discussion should refer to the actual scores, the differences between assessment stages, and examples from students' initial and revised texts.

D. Conclusion

Based on the research findings, the implementation of collaborative learning in teaching descriptive writing in the Business English course at Universitas Putra Indonesia YPTK Padang demonstrated positive outcomes in students' collaborative engagement and writing development. Students' collaborative activities were categorized as good to very good, with scores ranging from 80% to 90%. The findings also indicated that collaborative writing provided opportunities for students to organize ideas, develop textual content, and refine their writing through group discussions, peer interaction, and revision. Where persuasive elements were incorporated into the writing tasks, students demonstrated an emerging ability to employ persuasive strategies, although further development was still needed.

Furthermore, collaborative learning facilitated a more interactive and participatory learning environment in which students could exchange ideas, express opinions, share responsibilities, and provide feedback on one another's written work. Integrating Minangkabau culinary culture into writing activities also provided a meaningful, contextually relevant learning experience. By describing and promoting local culinary heritage, students had opportunities to draw on their cultural knowledge and communicate it in English. These findings suggest that culturally contextualized collaborative writing can provide a valuable pedagogical approach to English language learning in a business-oriented academic context.

Overall, collaborative learning represents a promising approach to teaching English writing in the Business English course, particularly when combined with meaningful local cultural contexts, systematic instructional guidance, and opportunities for feedback and revision. However, the findings should be interpreted in the context of the present study, and further research involving additional classes, assessments of students' written products, and comparisons across learning stages would be valuable for establishing the broader effectiveness of this approach.

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