DEVELOPING ENGLISH WRITING ASSESSMENTS OF PROCEDURE TEXTS FOR LOCAL CULINARY PROGRAM

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Article Info	Abstract
Article History Received: September 2024 Revised: November 2024 Published: January 2025 *Keywords* *Writing assessment;* *Writing skills;* *Authentic assessment;* *Procedural texts;* *Local culinary;*	*This study investigates the enhancement of English writing assessments focusing on local cuisine as a thematic subject. A comprehension test was employed as a key instrument to measure students' progress and evaluate their understanding of the lessons delivered. Following the test administration, the teacher utilized appropriate assessment methods to ensure accurate evaluation. The primary objective of this research is to develop and refine writing assessments for English language learners, particularly within the context of local culinary topics. The study adopted a Research and Development (R&D) approach, structured into six distinct stages: (1) information and data collection, (2) data analysis, (3) development of new writing assessments, (4) expert validation, (5) revision of assessments, and (6) finalization of the validated tool. Data was gathered through interviews and questionnaires distributed to English teachers. Two evaluators—an English lecturer and an English instructor—provided critical validation of the assessment tools. The evaluation framework emphasized three core competencies: attitude, knowledge, and skill, incorporating a formative and authentic assessment approach. The writing tasks centered on topics such as local dishes, pastries, and beverages, integrating cultural elements into language learning. The assessment instruments underwent validation by two professionals, yielding an excellent classification score of 93%, indicating the reliability and effectiveness of the developed tools. The study underscores the significance of culturally relevant content in English language learning, fostering deeper engagement and contextual understanding among students. By integrating local cuisine into writing assessments, the research highlights the potential to enhance both linguistic competence and cultural awareness, promoting a more holistic educational experience.*

INTRODUCTION

Writing has emerged as a pivotal skill that students must master to advance academically. Patel and Jain (2008) highlight that writing represents a form of linguistic expression where the sounds of a language are visually represented through symbols, emphasizing that this skill requires both teaching and consistent practice. Writing is introduced as a core component of the curriculum from junior high school to university, reinforcing its significance in academic progression (Fadli et al., 2022; Fatiani et al., 2021). Within vocational high schools, the ability to produce various forms of writing, such as

procedure texts, is essential. This aligns with the adopted Curriculum 2013, which mandates competency in diverse text types relevant to specific vocational fields.

For students enrolled in culinary programs, mastering procedure texts is imperative. These texts detail sequential steps for executing specific tasks, such as preparing local dishes, beverages, and pastries. This competency prepares students for careers in the food sector by equipping them with the necessary skills to communicate recipes and instructions effectively. Consequently, educators must administer writing assessments that measure students' proficiency in this genre (Amerian & Tajabadi, 2020). It is in line with Brown (2004) who argues that tests are essential tools for evaluating an individual's skills and knowledge in a given area. Comprehension tests serve as a mechanism to track student progress, ensuring that lessons are internalized. Proper assessment methods are critical in accurately evaluating these tests. Kunandar (2013) further emphasizes that six essential characteristics should be considered when developing authentic assessments to ensure their effectiveness.

Authentic assessment has been mandated since the implementation of Curriculum 2013, as outlined by the Minister of Education and Culture Regulation No. 81 (2014). O'Malley and Pierce (1996) define authentic assessment as an array of evaluation techniques that reflect students' learning attitudes and engagement during classroom activities. It is in line with Chapelle et al. (2015) argues that assessment encourages educators to observe, experiment, and evaluate students' cognitive and behavioral development comprehensively. Authentic assessments transcend traditional testing by assessing students' attitudes, knowledge, and skills, providing a holistic overview of their learning process (Harding et al., 2015; Tang & Zhan, 2021). By applying such assessments, teachers can obtain a deeper understanding of students' abilities in English, particularly in writing procedural texts.

Despite the apparent advantages of authentic assessment, teachers encounter significant challenges in its implementation. Document analysis and interviews with English teachers reveal a lack of comprehensive understanding of authentic assessment methodologies. While teachers recognize the importance of evaluating attitudes, knowledge, and skills, they often rely on basic analytical rubrics that assess only fundamental writing components (Plakans et al., 2019; Lau, 2018). The absence of detailed rubric criteria for attitude and competency assessment presents a gap in current practices. This underscores the necessity of developing more nuanced and comprehensive writing evaluation tools tailored to the culinary curriculum.

This study builds upon previous research, including Rukmini and Saputri (2017), who explored authentic assessment in evaluating students' English proficiency at the junior high school level. Their work emphasizes project, portfolio, and performance-based assessments as key methods for measuring students' attitudes, knowledge, and skills. Although insightful, their research primarily focuses on teacher evaluation processes rather than the development of specific assessment tools for vocational programs. Similarly, a 2013 undergraduate study employed the Dick and Carey R&D model to create a writing portfolio assessment rubric, aligning with the 2013 curriculum. This research underscores the importance of expert validation and field testing in rubric development but lacks specificity in vocational contexts. Plindawati (2016) further contributes by designing authentic tasks through a four-step research and development process. Her study highlights the role of role-playing and real-world tasks in enhancing students' English-speaking abilities. Although this research presents valuable insights, it concentrates on oral communication rather than writing skills, creating a gap that the present study aims to address.

The novelty of this study lies in its focus on developing authentic writing assessments specifically for vocational culinary programs, integrating local cuisine as a thematic component. By embedding culturally relevant content into writing tasks, this research bridges the gap between linguistic competence and cultural awareness. Students engage more deeply with the material, fostering a richer understanding of both language and local culinary

traditions. This innovative educational product not only enhances writing proficiency but also cultivates pride in local culture and culinary heritage. Ultimately, this study addresses the pressing need for context-specific writing assessments that reflect the unique demands of vocational culinary education. By creating formative assessments that emphasize local cuisine, educators are equipped with tools to evaluate students comprehensively, ensuring they acquire the writing skills necessary for success in the culinary industry.

RESEARCH METHOD
Research Design
This investigation employed the research and development (R&D) method, adapted from Borg and Gall (1985). According to Borg and Gall (1983), R&D utilizes an industry-based development model, where research findings inform the design of new products and methods. These products and methods are systematically field-tested, assessed, and refined to meet established criteria for effectiveness, quality, or comparable standards. This methodological approach ensures the continuous enhancement of educational tools and strategies. The research followed the six stages of R&D outlined by Borg and Gall (1985). The initial stage involved gathering information and data through surveys and interviews with 11th-grade teachers at a Vocational High School in Medan. This phase aimed to collect insights directly from educators to identify their specific needs and challenges in writing assessment. In the second stage, data analysis was conducted to evaluate the current state of writing assessments administered to students. This step involved examining students' written tests to identify gaps and highlight areas for improvement. A comprehensive needs analysis was performed to draw conclusions about the existing evaluation processes and the necessary modifications required.

The third stage focused on creating new materials. Writing tests were developed in alignment with the identified needs and the existing curriculum. These new assessments aimed to address the deficiencies revealed during the data analysis phase and provide a more effective evaluation framework. The fourth stage involved expert validation. The newly developed assessments were reviewed and validated by experienced professionals, including a senior high school English teacher in Medan and an English education lecturer at Universitas Negeri Medan. The experts evaluated the initial draft to ensure it aligned with student needs. A questionnaire was provided to guide the experts in assessing the quality and appropriateness of the new materials.

Revisions to the content constituted the fifth stage. Feedback and recommendations from the experts were carefully integrated, resulting in modifications to the original draft. This iterative process aimed to refine the assessments and produce a final version that met the highest standards of quality and relevance. The final stage focused on producing the completed assessment materials. Experts provided their final evaluations and discussed the results to confirm that the assessments met all necessary criteria. This stage ensured that the resulting product was accurate, comprehensive, and suitable for implementation in the vocational high school setting.

Research Participants
The study was conducted at a vocational high school in Medan, focusing on the development of writing assessments for 11th-grade students enrolled in the culinary program during their second semester. The participants, aged between 17 and 18, possess similar levels of writing skills, ensuring a consistent baseline for evaluation. This research specifically targeted 11th-grade culinary students as the primary subjects. The rationale for selecting this school stemmed from the observed misalignment between the existing teacher assessments and the actual needs of the students. Current evaluations were deemed insufficient in addressing the practical requirements of the culinary program. Consequently, the study aimed

to create writing assessments that better reflect the process of producing local culinary texts, thereby enhancing the relevance and applicability of the educational materials. Ethical considerations were paramount throughout the study to ensure the protection and respect of all participants. Informed consent was obtained from both the students and their guardians prior to data collection. Participants were briefed on the study's objectives, procedures, and their rights, including the option to withdraw at any stage without any consequences. Anonymity and confidentiality were maintained by assigning codes to participants instead of using personal identifiers. Additionally, the study adhered to institutional guidelines and ethical standards to safeguard the well-being and privacy of all individuals involved.

Research Instruments

The research utilized a combination of questionnaires and interview guidelines as primary instruments for data collection. The questionnaires were carefully designed to gather insights into students' learning needs, serving as foundational input for the development of the writing assessment model. By understanding the specific needs and challenges faced by students, the assessment could be tailored to better support their learning process and align with curriculum objectives. Interviews complemented the questionnaires by providing qualitative data aimed at evaluating the quality and effectiveness of the assessment product. Through direct interactions with key stakeholders, including teachers and educational experts, the interviews yielded valuable feedback for refining the assessment tools. Data analysis incorporated multiple sources of information to ensure comprehensive and reliable findings. This included data from validators, authentic assessment instruments, teachers, and students. The triangulation of these diverse data points allowed for a robust evaluation of the assessment model, ensuring it met the required standards of quality and relevance. Validators played a critical role in examining the accuracy and applicability of the developed assessments, offering expert opinions on their validity. Simultaneously, input from teachers and students provided practical insights from real classroom experiences, highlighting areas for improvement and ensuring that the assessment was contextually appropriate. This multi-faceted approach to data collection and analysis ensured that the resulting writing assessment model was grounded in empirical evidence, reflective of student needs, and validated by educational practitioners.

Data Analysis

The data collected in this study encompass both quantitative and qualitative forms, ensuring a comprehensive evaluation of the writing assessment model. Quantitative data were subjected to statistical analysis to derive objective insights into the assessment's effectiveness. Researchers employed SPSS software to analyze expert evaluations and calculate the scores assigned to the assessment product. This statistical approach provided clear, measurable outcomes that informed the validation process. In parallel, qualitative data were analyzed through a systematic, multi-step process as outlined by Sanjaya (2013). This process included data collection, data display, and the formulation of conclusions. By structuring the analysis in this manner, researchers ensured that qualitative insights were organized and interpreted effectively, allowing for the identification of patterns and themes that contributed to the refinement of the assessment model. The writing assessments, specifically designed for English language learners and framed around local culinary topics, underwent rigorous evaluation by subject matter experts. These experts reviewed the assessments to ensure their relevance, accuracy, and alignment with the educational goals of the culinary program. Their feedback played a critical role in enhancing the quality and appropriateness of the assessments, contributing to the creation of tools that address the unique needs of vocational high school students. By integrating both quantitative and qualitative analyses, the study

achieved a balanced perspective on the effectiveness of the writing assessments, fostering a robust and validated product ready for classroom implementation.

RESEARCH FINDINGS AND DISCUSSION
Research Findings
The findings of the data analysis presented. The information gathered and then examined with the study's core issue. The goal is to construct a suitable writing assessment of a procedural document for a local culinary program. This study emphasizes local dishes, pastries, and drinks. The study was carried out by Borg and Gall's through six stages of R & D as follows.
Gathering information and data
The preliminary investigation, which started with the gathering of data and information, was the first stage of the study's starting action. The questionnaire including an interview by the English teacher for the culinary program were used to collect information. Additionally, some data was acquired, including the syllabus and current assessment. The objective is to learn more about them in order to comprehend their demands. The information acquired led to the discovery of the study's flaw. The issue is that their learning requirements were not met by the writing authentic evaluations.

Additionally, the specific information was required to create tests that were tailored to the needs of the children. The English instructor of the culinary department at the Vocational High School in Medan received a questionnaire and the interview.
Analyzing data
The data was then examined, and the students were required to identify the problems with the existing writing evaluation. The outcomes of the need for analysis guide how evaluations are developed. By examining the information obtained from each kind of extending assessment or need analysis, which consists of the interview as well as the questionnaire given for the English teacher for the culinary program, the study can conclude that the aforementioned moving forward creating assessments were not useful in evaluating the skills. The topic wasn't really connected to the study strategy. By analyzing the existing assessment, it was discovered found it contained two competence rubrics for evaluating the students' "knowledge and skill competence" in the writing procedure text they wrote using the materials for "How to Plant a Rose," "How to Make a Lantern," and other activities. These tests weren't appropriate for the research program and didn't evaluate all aspects of the students' competency (attitude, knowledge, and skill). Because of this, the instructor needs a proper assessment that is closely related to the culinary program of the used curriculum (2013 curriculum).

The grade XI English instructor of the culinary program at the Medan vocational high school was given a yes-or-no questionnaire. There were 20 questions on the survey. Based on the premise put forth by Kunandar (2013) & Kemendikbud (2015), the questionnaire was created. The English teacher wants to write an evaluation of a method text that is sufficient for assessing and measure the students' ability, according to the questionnaire that was administered. The pupils also require the proper writing exam that can fairly evaluate all of their writing abilities. Furthermore, a proper writing evaluation of process text is required for the English instructor and the culinary program students in order to assess their English learning in accordance with their majors and improve assessment accuracy.

The English teacher was also subjected to an interview session. It was carried out to obtain accurate data as well as to help the analysis of the results from the surveys. There were ten questions in the interview. The researcher can determine whether the present assessments for writing procedure texts were not appropriate for determining the proficiency of Culinary Program students by analyzing the data from the two present assessments and need analysis, like the interview and questionnaire that was administered to the English educator of culinary

Program. It made it impossible for the teacher to evaluate the students' writing objectively. In this case, it was challenging for the students to determine their proficiency in producing process text by receiving an accurate score. As a result, the researcher used the results of the need analysis as direction for creating acceptable assessments of process writing for writing skill.

The procedure texts are what are needed as the most critical competence, and the institution is not providing the correct English writing tests for the culinary degree. The topic is a text on process that featured regional food, desserts, and beverages. An authentic evaluation should be created, and an analytical rubric should be used as the type of scoring system. In that format, assessment of attitude, assessment knowledge, and assessment of skill are all covered.

Designing new materials

The researcher initially creates writing materials after completing a need analysis to ensure that the content of the authentic assessments is relevant to the topic based on the curriculum and existing assessments. According to Tomlinson (2001), material includes all linguistic, visual, and audio tools that can be utilized to speed up language learning. Print, live performance, cassette, CD-ROM, DVD, or online delivery of these items are all possible. These resources may be educational, hands-on, or exploratory. When the learning content enlightens the audience about the language, it is instructive. The genuine evaluations were created considering the recommendations made by Tomlinson (2001), Kunandar (2013), and other scholars.

This information only covers one subject. In accordance with the learning indicators in the syllabus, the topic is a procedure text with an emphasis on regional, national, and worldwide meals and beverages. Some indicators in the drafting of process text call for the pupils to grasp this skill. Three indicators apply to this subject: Determining the procedure text based on its organization, Examining the wording of the process, and Editing the text of the procedure

It can be inferred from the aforementioned indications that the assessments ought to be pertinent to that indicator. The basic competences 1 and 2 that the instructor noticed throughout the learning process should be appropriate to the attitude competency of assessment created. The knowledge competency of assessment should therefore be in accordance with basic skills 3, which is what the teacher uses to evaluate the outcomes of writing assignments that were assigned to the teacher within the instructional process. The skill competency of assessment should therefore be in line with basic competence 4, as this is what the instructor uses to evaluate the students' final writing skills through their performance in the writing tasks that she has assigned.

Experts Validation

The following step was reflecting on the created authentic assessments using a questionnaire. Five different aspects made up the surveys, which were sourced by Badan Standar Nasional Pendidikan (BSNP). They are benefits, performance, linguistic characteristics, material accuracy, and instrument accuracy for content evaluation.

The materials specialists give the score, which ranges from one to four. The final work is evaluated by a professional after literary assessments have been created. The expert makes corrections and suggestions for the prepared assessments. The material specialists assign a score between one and four. Two professionals looked over the documents. Both an English teacher and a lecturer from the department's English Language and Literature Department were there. The data was then used to produce the first version of the writing evaluations. An English lecturer gave the writing-related material its first certification, as may be seen in the example below.

Table 2
Validation score for an English lecturer

No.	Criteria	The number of criteria	Score maximum	Score
1.	Accuracy	5	20	20
2.	Language characteristics	3	12	10
3.	Performance	8	32	30
4.	Accuracy of content assessment tool	9	36	34
5.	Benefits	5	20	19
	Total	30	120	113
Average = 113/30 = 3.8; Percentage = 113/120 x 100% = 94%				

The teacher of English provided the second results validation. To determine if the assignments and assessments were valid, there were five criteria.

Table 3
Validation score for an English Teacher

No.	Criteria	The number of criteria	Score maximum	Score
1.	Accuracy	5	20	19
2.	Language characteristics	3	12	11
3.	Performance	8	32	30
4.	Accuracy of content assessment tool	9	36	32
5.	Benefits	5	20	19
	Total	30	120	111
Average = 111/30 = 3.7; Percentage = 111/120 x 100% = 92.5%				

It reveals that the average validation score was 3. 75. The writing assessments scored 93. 25%, according to the form percentage. Given that the range of the percentage is (82-100), it indicates the assessment was adequate and placed in the "Very Good" category according to Sudjana (2015).

Revising the materials

The writing evaluation was then revised. However, the material developer still found a few mistakes. The validation experts believe that the assessment tool could be enhanced and that the task's introduction needs to be changed. After getting advice from industry professionals, the content of authentic assessments finally got updated. The revised version was then described as the final draft. The final draft was produced by the experts using their suggestions and modifications. Based on the results of the data, the writing assessments of the procedure text for the regional culinary program may consider it to be well-developed.

Final product

The development of authentic assessments underwent refinement based on feedback from expert judgment. Experts provided detailed evaluations, leading to significant revisions and improvements in the initial draft. The revised version, incorporating all suggested modifications, was finalized and designated as the final draft. This process culminated in the creation of a comprehensive and polished document, marking the conclusion of the assessment development phase. The final version of the manuscript is presented in Appendix K, serving as the official reference for the completed assessment tool. The analysis of data gathered from expert reviews indicated a high level of competency in crafting authentic assessments. The experts' evaluations consistently reflected positive feedback, with the overall judgment categorized as "Very Good." This rating highlights the effectiveness and

quality of the finalized assessment, underscoring its alignment with educational standards and its potential for successful implementation in the academic environment.

Discussion

Assessing students' writing development is essential to track their progress and mastery of writing skills. Teachers play a critical role in monitoring this growth by evaluating students' written work and assigning grades that reflect their performance. This study is conducted using a range of tools designed to provide insight into the students' abilities and identify areas for improvement. To ensure a comprehensive understanding of students' writing development, teachers implement diverse forms of assessment that capture different facets of their skills (Amerian & Tajabadi, 2020). This holistic approach allows educators to collect detailed data on students' performance, ultimately contributing to more targeted and effective teaching strategies.

This study seeks to develop authentic writing assessments tailored to 11th-grade students enrolled in the culinary program at Vocational High School Medan. The aim is to create assessments that not only enhance writing proficiency but also instill a sense of pride in local culture and culinary heritage. Addressing the unique demands of vocational culinary education, the study introduces context-specific writing assessments that integrate local cuisine into the curriculum. By emphasizing local culinary traditions, the study showed that the assessments provide students with practical, culturally relevant writing experiences that reflect the realities of their vocational training and future careers. It is in line with Fatiani et al. (2021) who found that local tradition in EFL textbook facilitate students more engaging in classes and practical writing activities.

In this study, English teachers participated in the study, offering valuable insights into her experiences, challenges, and students' needs regarding writing assessments. This process enabled the researcher to gather comprehensive information, ensuring the final assessment tools accurately reflected the educational goals and vocational focus of the culinary program. The findings revealed that authentic assessments for writing procedure texts on local and foreign foods, cakes, and beverages were most suitable for the 11th-grade culinary students at the vocational school. This marked a significant improvement over previous assessments, which lacked relevance and context for the culinary students (Fadli et al., 2022; Chapelle et al., 2015). By developing writing tasks centered on local and international cuisine, the study bridges the gap between theoretical knowledge and practical application, enhancing the overall educational experience for vocational students.

The initial step in designing these assessments involved conducting a needs analysis to identify gaps in the existing evaluation methods. Following this analysis, the content for the writing assessments was developed with a particular focus on local and foreign culinary items, such as sweets, pastries, and beverages. Kunandar (2013) outlines six essential characteristics that must be considered when designing authentic assessments. These include the evaluation of all educational aspects, assessing performance and outcomes during and after the learning process, utilizing a variety of tools and materials, incorporating diverse forms of evidence, designing tasks that reflect students' real-life experiences, and emphasizing the breadth of students' knowledge.

The assessments developed in this study addressed three key areas: attitude, knowledge, and skills (Haerazi & Irawan, 2019; Haerazi et al., 2020). This comprehensive framework ensured that students were evaluated not only on their ability to write procedure texts but also on their understanding of culinary processes and their overall engagement with the material (Rachmaida & Mutiarani, 2022). Once the writing assessments were created, they underwent a rigorous validation process conducted by experts in the field. The assessments were reviewed to ensure their accuracy, relevance, and alignment with the objectives of the culinary program.

Feedback from experts led to several modifications and enhancements to the initial drafts. The experts' evaluations covered five primary areas: benefits of the assessment, overall performance, linguistic features, accuracy of performance, and content validity. The results indicated a high level of satisfaction, with 93.25 percent of responses falling into the "Very Good" category and an average rating of 3.75. These findings, classified according to the criteria set by Sanjaya (2013) and Sudjana (2005), confirmed the assessments' effectiveness and appropriateness for the targeted student group.

Integrating local cuisine into the writing assessments proved to be a key factor in enhancing students' linguistic competence and cultural awareness. By engaging with topics that reflect their immediate environment and cultural background, students develop a deeper understanding of the language and its application in real-world contexts (Safitri & Sugirin, 2019; Mostafaei-Alaei & Parsazadeh, 2021). Writing about local dishes and culinary practices enables students to express themselves more confidently, drawing from personal experiences and familiar knowledge. This approach not only strengthens their writing skills but also fosters a greater appreciation for their cultural heritage. Moreover, incorporating culturally relevant content into the curriculum aligns with broader educational goals of promoting identity, pride, and a sense of belonging among students (Aprianoto & Haerazi, 2019; Aprianto et al., 2024). By exploring local cuisine in their writing tasks, students connect with their community's culinary traditions, gaining valuable insights that contribute to both their personal and professional development. This integration supports the holistic development of students, preparing them for careers in the culinary industry while reinforcing the importance of cultural preservation and appreciation.

The role of authentic assessments extends beyond the classroom, offering students opportunities to develop transferable skills that are essential for success in their vocational pursuits (Tang & Zhan, 2021; Plakans et al., 2019). Through tasks that mirror real-world scenarios, such as writing recipes, documenting cooking procedures, and describing culinary experiences, students acquire practical skills that are directly applicable to their future careers. This experiential learning approach not only enhances their writing abilities but also equips them with the communication skills necessary for thriving in the hospitality and culinary sectors. By embedding local cuisine into the writing assessments, this study highlights the potential of context-based learning to transform vocational education. The findings underscore the importance of designing assessments that resonate with students' interests and vocational aspirations, ultimately contributing to more meaningful and effective learning experiences. The study's outcomes emphasize the need for continuous collaboration between educators, curriculum developers, and industry professionals to ensure that vocational education remains relevant, dynamic, and responsive to the evolving needs of students and the job market.

The integration of local cuisine into writing assessments represents a significant advancement in vocational education. By developing context-specific assessments that reflect the cultural and practical realities of culinary students, this study addresses critical gaps in the existing curriculum. The positive reception of the assessments by experts further validates their effectiveness, paving the way for broader implementation across vocational high schools. Ultimately, this approach not only enhances students' linguistic competence but also instills a lasting appreciation for their cultural heritage, contributing to their growth as both skilled professionals and culturally aware individuals.

CONCLUSION

The findings of this study underscore the transformative potential of integrating local cuisine into writing assessments for vocational high school students. By anchoring writing tasks in culturally relevant content, students not only enhance their linguistic skills but also

deepen their appreciation for their heritage. This dual benefit aligns with the broader goals of fostering identity and cultural pride through education, as highlighted by previous research. The practical nature of culinary writing tasks, such as describing recipes and documenting culinary processes, allows students to draw from personal experiences, making the learning process more engaging and relatable. This approach bridges the gap between theoretical writing exercises and the practical demands of vocational culinary education, providing students with the tools they need to succeed in their future careers. The emphasis on authentic assessments that reflect real-world applications ensures that students develop skills that are both academically rigorous and industry-relevant, reinforcing the value of experiential learning.

Moreover, the validation of these assessments by experts reflects the robustness and appropriateness of the developed tools. The overwhelmingly positive feedback, with 93.25 percent of responses categorized as "Very Good," highlights the success of the assessment model in meeting educational and vocational objectives. The incorporation of local and foreign culinary items into the writing tasks broadens students' exposure to diverse culinary traditions while maintaining a strong focus on their immediate cultural context. This balance not only prepares students for global culinary environments but also reinforces their connection to their local heritage. As vocational education continues to evolve, the findings of this study advocate for ongoing collaboration between educators, curriculum developers, and industry stakeholders to create assessments that are dynamic, relevant, and reflective of students' lived experiences. By embedding cultural elements into the curriculum, vocational programs can cultivate well-rounded graduates who are not only proficient in their trade but also culturally aware and proud of their roots.

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