

Investigating the Challenges Faced by EFL Students in Translating Cooking Recipes

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Abstract: This study aims to investigate the challenges faced by EFL students in translating cooking recipes. It was conducted on sixth-semester students from class B in the translation course. The research employed a qualitative descriptive method with thematic analysis to identify key themes in the data regarding translation challenges faced by EFL in translating cooking recipe texts. Data collection was carried out through a triangulation approach, combining mixed-method questionnaires and semi-structured interviews. The findings revealed four main themes and one additional theme related to the students' difficulties: (1) vocabulary-related challenges, (2) grammar and equivalence issues, (3) translation quality and self-confidence, (4) limited exposure and cultural context, and (5) translation methods and procedures. These challenges reflect the complexity of translating procedural texts, especially recipes, which often include culturally bound terms, specific measurements, and imperative instructions. The study concludes that translating recipes presents significant linguistic and contextual challenges for EFL students. It suggests the need for more targeted strategies and exposure to authentic materials in translation to help students improve their translation and overcome practical difficulties in translating specialized texts like recipes.

Keywords: challenges, translation, cooking recipe, EFL students

INTRODUCTION

Cuisine is something that is attached to the culture in which it originated. According to Das and Jha (2025), the cuisine not only symbolizes culture but also becomes a bridge to understanding the culture of other regions. It is because language and culture are a closely intertwined unity (Amanah & Ariqah, 2023). In creating a cuisine, a person needs to prepare certain ingredients and procedures, which are presented in a text called a cooking recipe. Through recipes, someone from various regions or countries can cook certain foods by following the existing instructions. In this case, translation plays an important role in bridging understanding.

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Culture is always embedded in the language. It means that cultural terms do not only appear in fiction texts (Blažyte & Liubiniene, 2016) but also non-fiction such as recipes. Recipes usually contain cultural terms, such as composition, cooking equipment, cooking techniques, and so on (Cao et al., 2024). For example, one of the hard-to-find ingredients in Indonesia, ‘buttermilk’, is translated into ‘*susu asam*’. On the other hand, the cooking technique of ‘poach’, which means cooking in hot water without boiling, is often explained as ‘*rebus perlahan*’ in Indonesia. In many cases, these cultural terms do not have equivalents and are thus translated by providing additional explanations. With this kind of challenge, recipe translation tends to be source language-oriented (Newmark, 1988). Therefore, translating a cooking recipe not only transfers the language but also maintains the cultural nuances so that the taste and cooking techniques remain authentic for readers from various backgrounds. As one of the procedural texts, recipes can be understood through a procedural text translation approach.

In general, procedure text can be seen as a text that often aims to provide instructions to readers to do something correctly. This text contains steps or stages in doing something. According to Fadilah (2024), procedural text is a type of writing that provides instructions for performing something. Hermanto (2022) states that procedural text contains an explanation with a series of actions or steps. Mukti et al. (2025) state that procedural text contains explanations with a series of actions or detailed steps to achieve a desired result. Examples of procedural texts include cooking recipes, product manuals, safety instructions, and others. This text is usually written in multiple languages for wider readers to make it understandable. This case, of course, needs the process of translation, which needs precision and accuracy to avoid misinformation.

Translation is a process to bridge understanding between languages. It does not only change the words but also transfers the actual message. Nida and Taber (1974) emphasized that translation is not only concerned with transferring words but also conveying messages and meanings while maintaining clarity and equivalence. In line, Sinurat et al. (2022) noted that translation is the process of conveying messages and finding the right equivalent of the message from the original language to the target language. Fitriani et al. (2021) add that translation must convey the same message as the source language. Therefore, the translation process must maintain meaning while overcoming communication barriers (Nugraha et al., 2024) as well as overcoming cultural and language barriers. However, due to differences in the language systems between the source and the target text, the exact equivalence might be infrequently encountered, which makes it subjective (Shukhratovna & Kizi, 2025). Moreover, it will be more challenging to find the equivalents for culture-specific items (Bednáriková, 2025).

In the context of EFL education in Indonesia, several universities offer translation courses. Translation also plays an important role in the world of language education. The student of translation can deepen their understanding of language structure, comprehension, and cultural nuance of both languages. With an understanding of the social and cultural context of both the source and target languages, students can produce accurate and natural translations. This is very important because any translation errors can be very significant errors in the world of international business and media. Students can also improve their

English language skills through translation, such as writing, reading, and speaking. Besides that, analysis in translation also requires an in-depth study of the meaning and context of the text, which can help students develop their critical thinking skills. A study by Vo (2024) found that critical thinking can help students improve the quality of translation. On the other hand, Translation skills can also open up career opportunities. Some professions, such as professional translators, journalists, and multilingual content writers, require good translation skills. As globalization develops, competent translators are also in great demand.

Although translation has many benefits, the process is not easy. For students who are still in the stage of learning a foreign language, the process of translating English into Indonesian text is a challenge. There are many challenges in translation. Translation is not just changing a word from one language to another. A translator must understand grammar, culture, and context. This study will discuss the various challenges faced by students in translating texts based on previous research.

Some similar studies have been conducted concerning recipe translation. The study conducted by Kamalia and Nugroho (2024) discussing the translation techniques used in culinary recipes shows that the technique most widely used in translating recipes is the literal translation technique. A similar study was also conducted by Yingmin Malini (2021) who studied translation strategies in Mandarin food menus and their English translations using 14 cultural translation strategies and the concept of Culture-Specific Items (CSI) from Aixelá (1996). This study classifies culinary terms based on cultural categories proposed by Newmark (1988), such as ingredients, cooking methods, and metaphors. The results showed that 13 of the 17 translation strategies proposed by Newmark were used in the data, with transference and descriptive equivalence as the most frequently used strategies. Meanwhile, Amanah and Ariqah (2023) studied translation methods for cookbooks and found that techniques such as adaptation, literalism, amplification, calque, and description were used to maintain the original meaning and cultural aspects for the target readers. The results of the study show that successful translation not only maintains the meaning but also introduces Indonesian culinary culture to foreign audiences. Although there have been many studies discussing the strategies and methods of translating recipes, there are still few that discuss the challenges in translating recipes cooking English into Indonesian. This study aims to fill this gap by analyzing the challenges faced by students in translating English recipes into Indonesian recipe cooking.

METHOD

This research used a descriptive qualitative approach (Sugiyono, 2013; Garip, 2025) to analyze the challenges faced by students in translating procedural text (recipe cooking) from English to Indonesian. This approach was chosen to explain in depth the phenomenon of challenges faced by students in translating procedural texts, especially cooking recipes from English to Indonesian. This approach also allows researchers to explore students' subjective experiences in depth. The research used a case study method (Yin, 2018) to explore the specific challenges faced by students in translation courses at Palangka Raya University. Data collection was carried out using triangulation methods, namely a combination of questionnaires and interviews. The statements in the questionnaire and the questions in the

interviews have been discussed with experts in the field of translation so that the instrument can be declared valid and reliable in measuring the challenges faced by students in translating recipe texts from English to Indonesian.

Participants in this study consisted of 31 students in the 6th-semester class B in the translation course who filled out a questionnaire and 6 students who were interviewed in depth. The questionnaire used the *Google Forms* platform and was distributed through WhatsApp at the end of the class. The selection of interview participants was conducted using the purposive sampling method from each group in the translation course class. Purposive sampling for the interview was carried out based on specific criteria such as EFL students, being enrolled in the translation course, having experience in translation tasks, and having a score above or equal to 80 for the last recipe translation task. The researcher interviewed 6 students alternately. The data obtained was analyzed using thematic analysis techniques (Dawadi, 2020), which interpret the data according to its type or theme.

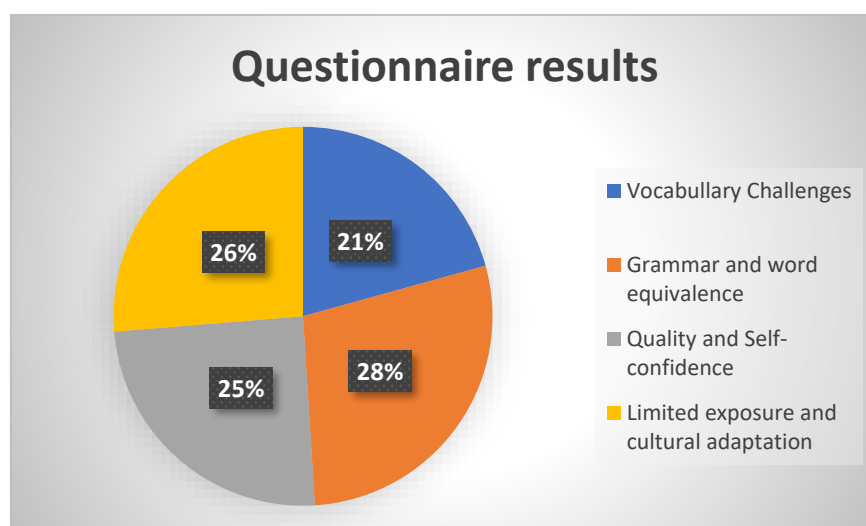
RESULTS

After collecting data using questionnaires and interviews, the researcher obtained an overview of the challenges faced by students in translating cooking recipes from Indonesian to English. The results of the mixed questionnaire data provide information about the general challenges faced by students. Then, the general information is deepened through the results of the interviews. The statements in the questionnaire were answered using a Likert scale to determine the level of difficulty felt. The table below presents the results of student responses.

Table 1. Percentage of Student Responses to Closed-End Questionnaire on Translation Challenges in Cooking Recipes.

| Theme | Statement | Responses | | | | |
|---|---|-----------|-------|-------|-------|------|
| | | SD | D | N | A | SA |
| T1. Vocabulary Challenges | 1) I have trouble understanding food ingredient terms in English. <i>Ex: 'chives', 'leek'</i> | 3.3% | 6.2% | 32.3% | 29% | 3.2% |
| | 2) I am having trouble understanding the <i>cooking utensils</i> mentioned in the recipe. (<i>Ex: 'whisk', 'skewer'</i>) | 6.5% | 29% | 29% | 29% | 6.5% |
| T2. Grammar and word equivalence | 3) I am confused about translating imperative verbs in recipe steps. (<i>Ex: 'whisk the eggs', 'fold in the eggs', 'toss until evenly mixed'</i>) | 9.7% | 38.7% | 25.8% | 22.6% | 3.2% |

| | | | | | | |
|---|---|-------|-------|-------|-------|------|
| T3. Quality and Self-confidence | 4) I have difficulty determining the correct equivalent word in Indonesian. | 6.5% | 16.1% | 45.2% | 29% | 3.2% |
| | 5) I sometimes have difficulty translating texts due to the differences in sentence structure in procedural texts | 3.2% | 0% | 16.1% | 51.6% | 29% |
| | 6) The recipe text felt unnatural and stiff after I translated it. | 3.2% | 29% | 48.4% | 16.1% | 3.2% |
| | 7) I feel confident when translating recipes while maintaining the original meaning and intent. | 0% | 9.7% | 29% | 51.6% | 9.7% |
| T4. Limited exposure and cultural adaptation | 8) I am not used to reading or using English procedure text (recipe cooking) | 16.1% | 38.7% | 19.4% | 22.6% | 3.2% |
| | 9) I need help from a dictionary or online translation to understand the recipe. | 0% | 29% | 22.6% | 38.7% | 9.7% |
| | 10) I find it difficult to adapt the translation to the local cultural context. | 3.2% | 19.4% | 22.6% | 45.2% | 9.6% |



Based on the results of open and closed questionnaires that were distributed to 31 class B students of the Translation course, it was found that some of them felt that translating recipe procedure texts was a challenge. The general challenges they face are quite diverse for each student. As stated in the chart above, the highest level of agreement is in theme 2, 'Grammar and word equivalence,' with 28% of respondents choosing to agree or strongly agree. The second level of challenge, agreed by 26% of students, is theme 4 'Limited exposure and cultural adaptation'. Meanwhile, theme 3 'Quality and Self-confidence' obtained 25% of student responses stating that they agree. Theme 1, 'Vocabulary Challenges,' has the lowest level of student agreement, which is 21%. Not a few students also chose the Neutral category in the questionnaire statement. This shows that they do not yet have a clear attitude or feel hesitant to express their agreement or disagreement firmly.

Based on the results of the open questionnaire, students gave various answers. Some stated that the challenges they faced in translating were a lack of vocabulary, use of grammar, materials, tools, different cooking techniques, adaptation of cultural meanings, and appropriate equivalents. Some students also stated that the use of translation methods, strategies, and procedures was one of their challenges. The results of follow-up interviews with 6 students, analyzed thematically, were divided into 4 main themes as in the questionnaire theme.

Vocabulary Challenges

Vocabulary limitation frequently becomes one of the challenges for EFL students in performing translation. The vocabulary-related challenges that they encounter primarily revolve around the difficulty in identifying and comprehending culinary terms or the names of specific food ingredients that are uncommon or unfamiliar in the Indonesian context. This issue arises because many of these terms are either culturally specific or do not have a direct equivalent in the Indonesian language. This kind of challenge makes them particularly difficult to translate accurately.

According to Student 3's explanations, they sometimes struggle with cooking-related vocabulary, especially when the terms do not have a straightforward or widely-known translation. For instance, some students noted that they encountered problems translating words like 'buttermilk' or 'broil,' as these items or methods may not exist in the same form within Indonesian cuisine or language. Student 5 indicated that they often come across terms for spices that they tend to forget, such as 'star anise,' which translates to *bunga lawang*, or 'clove,' known as *cengkeh* in Indonesian. This implies that even when a translation exists, it might not be readily recalled, which can interrupt the translation process.

These vocabulary gaps can lead to misunderstandings or inaccuracies in translation if not addressed promptly. The students acknowledged that failing to recognize such terms could cause confusion or result in an incorrect interpretation of the source text. As a response to these challenges, they commonly mentioned that they resort to consulting dictionaries or conducting internet searches to find the appropriate meanings and equivalents of unfamiliar terms. This practice is considered an effective strategy to ensure translation accuracy, especially when dealing with culturally bound or specialized vocabulary such as culinary terminology.

Grammar and Word Equivalence

Grammatical differences and the challenge of selecting appropriate word equivalents are the next primary obstacles students face when translating cooking recipes. The differences between the grammatical structures of the source language and the target language often result in confusion and difficulty during the translation process. Particularly, this case happens between English and Indonesian. These issues are further complicated by the cultural context embedded in recipe instructions, which may not align directly with the conventions used in the language used in the target texts.

Based on the explanation from Student 3, a key difficulty in translating recipes for them lies in the differences between the structure of English and Indonesian, as well as the cultural aspects that influence how instructions are phrased. In line, Student 6 shared that they often feel uncertain when translating procedural sentences. For example, when translating the instruction ‘The beef is sliced thinly,’ the student was unsure whether to render it as ‘*Daging sapi iris tipis*’ or ‘*Irislah daging sapi dengan tipis*.’ While both versions appear similar in meaning, the student expressed confusion about which phrasing would sound more natural in Indonesian. This highlights the nuanced decisions translators must also make to maintain both clarity and fluency while preserving the accuracy in the target language.

Additionally, Student 2 pointed out that they often experience difficulties in choosing the most accurate word equivalents, especially for cooking-related terms. For example, terms to explain cooking techniques may be different between English and Indonesian, since they explain the core information of how a cooking procedure should be done. Student 2 mentioned one cooking technique in English, ‘roasted,’ which could be translated as either ‘*panggang*’ or ‘*bakar*’ in Indonesian. This cooking technique may have different uses of the term such as in ‘roasted corn’. Instead of being translated into ‘*jagung panggang*’, it is translated into ‘*jagung bakar*’. However, deciding between the two depends heavily on the cooking context and the method being described, making it difficult to select the most precise term.

Therefore, these data show that translating cooking recipes involves more than just replacing words from one language to another. The process requires careful attention to grammatical structure, cultural context, and the subtle distinctions in word meanings. These factors collectively represent significant challenges for students, emphasizing the importance of developing both linguistic and cultural competence in translation practices.

Quality and Self-Confidence

The confidence of a translator in translating a text may become one of the challenges. In this study, students’ self-confidence towards their work was also explored. This study examined how students perceive their work after completing and reviewing their translated recipe texts. Many students express uncertainty about the accuracy and naturalness of their translations, which affects their confidence in the final results.

Student 6 shared that even though their lecturer emphasized that translation is not always about being right or wrong but rather about whether a translation is acceptable or

appropriate in the target language, they still frequently feel that their translations sound awkward or incorrect. Despite this self-awareness, the student admitted to struggling with identifying the exact parts that need improvement. This ongoing doubt about their performance contributes to a persistent lack of confidence in their work.

In a similar motion, Student 3 highlights the importance of external feedback in building self-assurance. They explained that they often feel unsure about their translations and usually seek help from peers to review their work. Receiving feedback from friends helps them feel more confident about the quality of their translation. Without such support, they admitted that their confidence tends to be very low.

Nevertheless, beyond linguistic competence, emotional and psychological aspects such as self-confidence play a crucial role in the translation learning process. Students often feel anxious about whether their work meets quality standards, especially when they lack the experience or the ability to self-evaluate effectively. Feedback from others, whether peers or instructors, becomes a valuable tool not only for improving the translation itself but also for enhancing the student's sense of assurance in their capabilities. This highlights the need for supportive and collaborative learning environments where students can receive constructive feedback to grow both their skills and their confidence.

Limited Exposure and Cultural Adaptation

Cultural understanding also plays a major role in translating cooking recipes due to its richness of culture-specific terms. A limited repertoire of words in the source and target language may lead to the inability to deliver the meaning and message accurately and naturally, as well as being understandable to the readers. Student 6 admitted that they are not yet accustomed to reading recipe texts written in English. As a result, they frequently rely on external tools such as Google Translate or online dictionaries to help them understand unfamiliar words or phrases. This dependence indicates that their vocabulary repertoire, particularly in culinary contexts, still needs further development. Encountering foreign terms often disrupts their translation flow, requiring them to pause and search for meanings, which can affect both the speed and accuracy of their work.

In line, Student 1 also said that they experienced difficulties in dealing with cultural terms embedded in recipe texts. These challenges arise when ingredients or dishes from one culture do not have direct or culturally appropriate equivalents in the target language. One of their main struggles when translating recipes from Indonesian to English is adjusting the translation to suit the local cultural context. For example, they recalled feeling unsure about how to translate '*bumbu kacang*' in a satay recipe. Some of them may translate it into 'peanut butter'. However, '*bumbu kacang*' in Indonesia is made without butter, especially for satay recipes. On the other hand, 'peanut sauce' aligns better with how satay is typically served in Indonesia, but it deviates from the original phrase in which *bumbu* literally means 'seasoning' instead of 'sauce'. This dilemma reflects the complexity of balancing fidelity to the source text with cultural appropriateness in the target language.

In similar concerns, Student 2 explained that they often find it challenging to reflect the cultural context accurately when translating the names of regional dishes. They mentioned observing that many people online tend to retain the original names, but they

worry that doing so might confuse readers who are not familiar with the foreign terms. This indicates an ongoing tension between preserving the authenticity of the source text and ensuring clarity for the target audience.

Determining Appropriate Translation Methods and Procedures

Beyond the four main themes already identified in the research, the interview responses also revealed an additional theme that had not emerged from the questionnaire data, namely, the challenge of determining appropriate translation methods and procedures.

This issue surfaced when half of the interviewed students (three out of six) expressed uncertainty in choosing the most suitable translation strategies. One student admitted that they often find it difficult to decide which translation method would be best for a particular word or phrase. Another student reflected that determining the appropriate translation procedure is confusing and attributed this struggle either to a lack of knowledge or the inherent complexity of the task itself. A third student mentioned frequently feeling hesitant and unsure when attempting to distinguish between translation methods and procedures while working on a text.

This newly identified theme was considered relevant and significant for the study, as it sheds further light on the range of challenges students encounter when translating culinary texts. Including this theme in the analysis allows for a more comprehensive understanding of the translation difficulties faced by students, particularly those that go beyond linguistic aspects to encompass strategic and procedural decision-making in the translation process.

DISCUSSION

This study found 4 main themes, namely *vocabulary challenges*, *grammar and word equivalence*, *quality and self-confidence*, *limited understanding and cultural adaptation*, and 1 additional theme, namely *translation methods and procedures*. Based on the results of the thematic analysis, it is seen that students have different challenges depending on the situation and condition of the students. Each challenge faced by students is related to the other.

In the vocabulary challenges, some students felt a lack of vocabulary about cooking recipes, such as the ingredients of cooking equipment. This is due to the minimal exposure of a few students who read English recipe texts, so they find it difficult to translate recipe texts from English to Indonesian. In addition, some students also have difficulty in determining the right equivalent words, such as '*chives*', which is a cooking ingredient that may look like '*daun bawang*' in Indonesia, but the actual meaning is not '*daun Bawang*'. This finding is in line with Umyati et al. (2022), whose research found several challenges in translating narrative texts, one of which is the lack of vocabulary.

Furthermore, the challenge for students when translating texts is cultural adaptation. Cultural adaptation includes many things, for instance, food names, ingredients, cooking techniques, measurements, or serving. In this section, quite a few students feel challenged because of the cultural differences between English and Indonesian. For example, cooking ingredients such as '*worcestershire*', may not be generally known in Indonesia, so it is necessary to find an equivalent for the ingredient or explain its function in the context of the recipe. Terms such as '*cloves*,' are considered foreign in everyday food. The purpose of this

cultural adaptation is so that the recipe can be understood, practiced, and accepted by readers from different cultural backgrounds without losing the essence of the original culture. This challenge requires understanding the cultural context in terms of meaning and others. These challenges of cultural context were also found by (Simanjuntak et al., 2024) in their study exploring the challenges faced by students in translating 4 types of texts. Overall, this aspect reinforces the importance of cultural understanding in the practice of translation of recipe cooking texts. This is in line with Yingmin and Malini, (2021) research, which examines the application of translation strategies to translate cultural elements in the culinary field, but with a different focus, this study focuses on cultural adaptation as a challenge in translating recipe cooking.

On the other hand, many students feel challenged by the sentence structure in the recipe text. There are differences in language structure between English and Indonesian. Thus, the students find it difficult to translate imperative sentences in the steps of a cooking recipe. For instance, *'preheat the oven to 375°F'* which, if translated literally, becomes *'panaskan oven hingga 375°F'*. However, the temperature metric of Fahrenheit is uncommon among Indonesians who use Celsius. Thus, this can be difficult for readers to understand, and it is better to convert it to Celsius. It is also better to apply the communicative translation method, such as *'panaskan oven terlebih dahulu hingga 190°C'* to ensure the grammar is easily acceptable to the readers. Research by Vula and Muhaxhiri (2024) found similar challenges in translating Albanian texts into English. This finding extends the research of Kamalia and Nugroho (2024), which discusses the technique of translating recipe texts but does not highlight the challenges from the students' perspective.

Another challenge appears in the application of translation methods and procedures. In general, translation methods and procedures vary, and some students may have difficulty understanding and applying them. This challenge can be explained through Newmark's (1988) view which distinguishes between translation methods and procedures. In translating recipe texts, students often feel confused about choosing whether to translate literally or adjust to the cultural context of the target language. Interestingly, similar findings were also reported by Ariani and Artawa (2022), who stated that the application of appropriate translation procedures and methods in translating public signs plays an important role in determining the quality of translation results. Moreover, this section presents the findings of (Amanah & Ariqah, 2023), who studied translation methods for recipe books but did not discuss that translation methods and procedures are one of the challenges for students in translating recipe texts. Doubt in applying these translation methods and procedures makes students face challenges from the affective side, which affects translation quality if not handled properly.

In the field of affective perspective, students tend to show a lack of confidence in the results and quality of their translations. This is due to the various challenges students face during the translation process. This factor causes cognitive and emotional barriers that have not been widely discussed in previous studies. Many students rely on Google Translate, Dictionary apps, or even AI to assist them in the translation process.

The challenges identified in this study show the interconnectedness of the themes. Lack of confidence in the quality of translation is generally triggered by vocabulary

limitations, especially those related to recipes. This limitation is caused by the lack of exposure to recipe texts in English, so students are hesitant to determine appropriate equivalents and are also unfamiliar with terms in foreign culinary cultures. In addition, the difference in grammatical structure between Indonesian and English also affects the choice of translation methods and procedures. When students experience confusion or do not fully understand translation methods and procedures, they will find it difficult to adjust the natural grammar for the sentence so as not to feel stiff and make their confidence level in translating tend to decrease. Afifah (2024) states that grammatical adjustment does not guarantee the accuracy of translation, but paying attention to cultural context, and word choice and conveying the intended meaning of the source language effectively can improve the quality of translation.

CONCLUSION

This study aims to identify the challenges faced by students while translating recipes from English to Indonesian. The results of this study were obtained through a qualitative method with a triangulation approach (open, closed questionnaires, and interviews) which were analyzed using thematic analysis techniques to find four main themes and one additional theme about the challenges faced by students, namely: (1) vocabulary challenges, (2) grammar and its equivalents, (3) quality of translation results and self-confidence, (4) limited exposure to texts and cultural adaptation, and (5) translation methods and procedures.

One of them is the vocabulary challenge because in cooking recipes there are quite a lot of culinary terms in English that do not have direct equivalents in Indonesian. The limited vocabulary shows the importance of being exposed to authentic materials such as original recipe texts to enrich students' vocabulary in the culinary context. Furthermore, grammar and word equivalents are very significant challenges. Several students admitted that they had difficulty determining the sentence structure to make it feel natural, and choosing the correct word equivalents.

Translation of cooking recipes must pay attention to the sentence structure between languages, and the cultural context so that considerations need to be taken if translated literally. The results of data analysis from an affective perspective show that many students are not confident with their translations. The feeling of doubt about the quality of translation felt by students is caused by uncertainty about accuracy in the target language. This shows that in addition to language skills, emotional and psychological aspects such as self-confidence also play a role in the translation learning process.

The next challenge is the limited exposure to procedural texts in English and the difficulty of adapting to the culture. Students often rely on Google Translate or online dictionaries due to the lack of reading recipes in English. In addition, they also have difficulty adjusting cultural elements so that they can be understood by Indonesian readers without losing the original cultural meaning. Finally, an additional finding is the challenge of determining the translation methods and procedures for recipes. Several students admitted that they did not understand the differences and applications between the right translation methods and procedures.

This study contributes to broadening the understanding of the complexity of translating recipe texts in the EFL context. This research proposes a practice-based and contextual learning approach in translation courses, especially for procedural texts such as recipes that contain many cultural elements. The results of this study are expected to be a foundation for improving students' translation competence in facing the challenges of globalization and the needs of the professional world.

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