

Investigating The Challenges Faced by EFL Students in Translating Cooking Recipes

Comic Strips Translation by EFL Students: A View on Translation Methods

Levi Kane's Utterances: Speech Acts in The Gorge Movie (2025)

FINAL PROJECT

REPORT

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UNIVERSITAS PALANGKA RAYA

FACULTY OF TEACHER TRAINING AND EDUCATION

DEPARTMENT OF LANGUAGES AND ARTS EDUCATION

STUDY PROGRAM OF ENGLISH LANGUAGE EDUCATION

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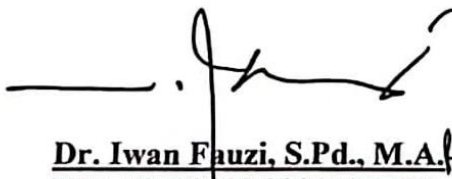


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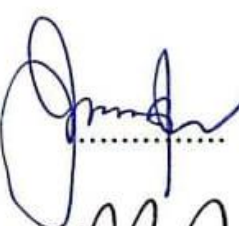
Investigating the Challenges Faced by EFL Students in Translating Cooking Recipes
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Levi Kane's Utterances: Speech Acts in The Gorge Movie (2025)

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ABSTRACT

This non-thesis publication was undertaken to fulfill the graduation requirement through the preparation and publication of scientific articles. It aimed to strengthen the researcher's academic competence in conducting research, writing scientific articles, and disseminating research findings in the field of English Language Education.

This non-thesis publication consists of three scientific articles in the areas of translation studies and pragmatics. The studies investigate different aspects of language use, including the challenges faced by EFL students in translating cooking recipes, the translation methods employed by EFL students in translating comic strips, and the speech acts produced by the character Levi Kane in *The Gorge* (2025). Two of the articles were published in SINTA 4 accredited journals, while one article was accepted by a SINTA 3 accredited journal.

The studies employed descriptive qualitative approaches and utilized questionnaires, interviews, documentation, and content analysis to collect and analyze the data. The findings revealed that EFL students encountered various linguistic and cultural challenges in translating cooking recipes, communicative and literal translation methods were the most frequently employed in comic strip translation and influenced meaning equivalence, and representative speech acts were the dominant type found in Levi Kane's utterances, reflecting the character's communicative intentions throughout the movie. Beyond the research findings, this publication process also provided valuable experience in conducting research,

preparing manuscripts, responding to reviewers' feedback, and participating in scholarly publication.

Overall, this non-thesis publication fulfilled the graduation requirements while contributing to the development of translation studies and pragmatics within English Language Education. Furthermore, it enhanced the researcher's academic, research, and professional competencies in scientific writing and scholarly publication.

Keywords: non-thesis publication, translation studies, pragmatics, scientific article publication, EFL students

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The completion of this non-thesis publication, consisting of three scientific articles entitled *Investigating the Challenges Faced by EFL Students in Translating Cooking Recipes*, *Comic Strip Translation by EFL Students: A View on Translation Methods*, and *Levi Kane's Utterances: Speech Acts in The Gorge Movie (2025)*, would not have been possible without the support, guidance, and encouragement of many individuals. Therefore, the writer would like to express sincere gratitude to:

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Finally, the writer hopes that this non-thesis publication will be beneficial to readers and future researchers in the fields of translation studies and pragmatics.

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Sifa Hayati

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CHAPTER I

INTRODUCTION

Generally, students fulfill graduation requirements by writing a thesis as a final project. However, in line with the development of higher education policies stipulated in *Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 53 Tahun 2023 (Kemendikbudristek, 2023)*, final projects are no longer limited to a thesis, and can take the form of a prototype, a project, or an article publication. Universities are beginning to open alternative pathways, namely the non-thesis pathway. This pathway maintains academic standards, credibility, and accountability, particularly through the publication of journal articles.

In this report, the researcher chooses a non-thesis path, which requires the publication of three articles. The researcher is the main author of two articles and a co-author of one article. This choice aims to fulfill graduation requirements, develop research skills, and gain practical academic experience through article publication.

The three planned articles focus on applied linguistics, specifically translation studies and pragmatics. These fields were chosen because they are related to language use in various communication contexts, both spoken and written, especially in EFL students. The research conducted includes translation challenges faced by EFL students, translation methods in comics, and speech act analysis in film dialogue. These topics were chosen to cover different areas within applied linguistics.

Overall, the implementation of the non-thesis pathway and the selection of these research topics are expected to provide academic benefits for both researchers and the broader academic community. This research not only enhances researchers' ability to conduct and publish research but also contributes to the development of applied linguistics and provides insights for language learners, educators, and future researchers.

1.1 Scientific Article I

1.1.1 Article Title

Investigating the Challenges Faced by EFL Students in Translating Cooking Recipes

1.1.2 Background

Cuisine is something that is attached to the culture in which it originated. According to Das and Jha (2025), 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.

Culture is always embedded in the language. It means that cultural terms do not only appear in fiction texts (Blažyte & Liubiniene, 2016), but also in 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 text that often aims to provide instructions to readers to do something correctly. This text contains steps or stages in doing something. According to Hermanto (2022), Yanto et al. (2023), and Mukti et al. (2025), procedural text is a type of text that explains a series of steps or actions to achieve a particular goal. 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 not only changes the words but also transfers the actual message. Nida and Taber (1974) emphasized that translation is not only concerned with transferring words, but also with 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 the 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 remain 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 about the

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 and 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 Aixela (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 to Indonesian recipe cooking.

1.1.3 Objective

The objectives of this research are as follows:

- (1) To investigate the challenges faced by EFL students in translating cooking recipes

1.2 Scientific Article II

1.2.1 Article Title

Comic Strips Translation Made by EFL Students: A View on Translation Methods

1.2.2 Background

Translation is a crucial aspect of language teaching, particularly in teaching English as a foreign language (EFL). According to Siregar (2018), translation is not only beneficial for professional translators but also highly relevant for students and academics. The translation process can help students develop language skills, cross-cultural understanding, and communicative competence. According to Hasanova et al., (2024), translation is not simply transferring one language to another; it requires an understanding of the meaning, linguistic structure, and cultural nuances contained in the text. Sinurat et al. (2022) add that the primary focus of translation is to accurately convey meaning from the source language to the target language.

The translation process can be challenging for EFL students. Sulistiyaningsih et al. (2026) state that EFL students often face difficulties

related to vocabulary, ambiguity, and contextual interpretation when transferring meaning from the source language to the target language. Differences in language structure, cultural background, and contextual meaning influence how messages should be conveyed in the target language (Ekayati, 2025; Sinaga & Noryatin, 2025). This challenge becomes more complex when students translate texts containing implicit meanings, cultural references, and contextual elements.

One type of text that illustrates these characteristics is comic strips. Comic strips are a widely read medium in Indonesia (Chasshidi et al., 2022). According to Istiqomah et al. (2020), comics are among the most popular media and enjoyed by a diverse group of readers. Hinami et al. (2021) add that comics are globally popular and exist in different forms across countries, such as manga in Japan, webtoons in Korea, and manhua in China, each with its own unique characteristics. The popularity of comics is inseparable from their ability to combine visual and verbal elements to effectively convey stories, messages, and social criticism. The language in comics is generally concise, close to everyday conversation, and heavily dependent on the visual context. Furthermore, comics often contain humor, cultural references, idiomatic expressions, and implied meanings that enrich the story's content. Therefore, translating comics is more complex than translating regular texts because translators must simultaneously understand the relationship between text, images, and situational context.

Translating comics presents several unique challenges not commonly found in other text types (Barezzi et al., 2018). One of these is the limited space within dialogue bubbles, which limits the length of the translation (Munoz-Luna, 2019). Furthermore, visual elements in comics often convey important information that needs to be considered in the translation process (Utamayasa et al., 2017). Translators must also interpret implied meanings to ensure that the intended message and effect are conveyed accurately in the target language. In the context of EFL learning, Jupri et al. (2024) found that students tend to translate too literally or have difficulty retaining the meaning and effect in the target language. These findings highlight the importance of research on how students translate multimodal texts such as comics. Therefore, selecting appropriate translation methods becomes important in translating multimodal texts such as comics. These unique characteristics of comic, combining visual and verbal elements with spatial constraints, make the choice of translation methods particularly consequential, as each method handles multimodality differently.

In translation studies, one important concept for understanding translators' approaches is translation methods. Translation methods reflect the translator's general orientation, whether they prioritize the source language (SL) or the target language (TL). Newmark (1988) proposed eight translation methods that are grouped into these two orientations. The source language-oriented methods include word-for-word translation, literal translation,

faithful translation, and semantic translation, which aim to preserve the original structure and meaning of the source text. Meanwhile, adaptation, free translation, idiomatic translation, and communicative translation are target language-oriented because they emphasize naturalness and readability for target readers. These methods help explain how translators transfer meaning from the source text to the target text while considering linguistic structure, cultural context, and communicative purpose. The selection of a particular method often depends on the translator's purpose, the type of text, and the context in which the translation is produced.

Several studies have examined comic translation methods and revealed a general tendency toward target language-oriented approaches. Across professional comic translations, communicative translation and free translation consistently emerge as dominant methods, as they enable dialogues to sound more natural and maintain readability for target readers (Ahmadi et al., 2024; Sitorus et al., 2021; Rusyana & Nugroho, 2025). However, this trend is not universal. In contrast to these findings, (Rumlus, 2017) reported a predominance of word-for-word translation in the study of Wayang comic translation, reflecting a more source language-oriented approach. This inconsistency indicates that the choice of translation methods can vary across different comic types. Given this variation, it remains unclear whether the TL-oriented tendency observed in professional comic translation also applies to student translators working with comic strips, and how their method choices

affect meaning equivalence.

However, not many studies have systematically examined how EFL students who lack professional training select translation methods when processing multimodal texts like comic strips. Furthermore, existing research has not yet analyzed how method selection affects meaning loss or gain at the level of humor, metaphor, and cultural reference in student-produced translations. This study addresses these gaps by (1) identifying the frequency of each of Newmark's eight methods in student translations and (2) analyzing how each method influences meaning equivalence. Therefore, this study aims to identify the translation methods most frequently used by EFL students in translating comic strips and to analyze how their method selection influences meaning equivalence based on Newmark's (1988) classification of translation methods.

1.2.3 Objective

The objectives of this research are as follows:

- (1) To identify the most frequently used translation methods employed by EFL students in translating comic strips.
- (2) To analyze how the choice of translation methods affects meaning equivalence based on Newmark's (1988) classification of translation methods.

1.3 Scientific Article III

1.3.1 Article Title

Levi Kane's Utterances: Speech Acts in The Gorge Movie (2025)

1.3.2 Background

The cinematic narrative offers a uniquely valuable environment for the study of pragmatics, particularly regarding speech acts. Analyzing speech acts in films is crucial for pragmatic studies because film dialogue provides controlled, accessible, and high-context data that is meticulously crafted to simulate complex real-world communication. Dialogue in film is a primary mechanism for driving the plot, defining character relationships, and establishing dramatic stakes (Cutting, 2002). This means that a character's commands, threats, or promises are not random; they are intentional actions designed to elicit a specific narrative or emotional response, making them ideal subjects for observing illocutionary and perlocutionary forces in action.

Pragmatics is the branch of linguistics concerned with the study of meaning as communicated by a speaker and interpreted by a listener, with a critical focus on context (Yule, 1996). It examines how language is used in actual communication and how utterances are analyzed depending on the situation. According to Levinson (1983), pragmatics deals with aspects of meaning that go beyond the literal interpretation of words, such as implied meanings, assumptions, and speaker intentions. These aspects are especially

observable in environments where communication is dynamic and layered with contextual cues, such as in film dialogue, where language reflects and constructs social reality (Halliday & Hasan, 1976).

The Gorge (2025) is a romantic action-thriller that presents an emotionally intense narrative involving two elite operatives, Levi Kane and Drasa, who find themselves on opposite sides of a mysterious gorge. Despite their backgrounds as assassins, they gradually develop trust and affection amid danger and secrecy. Their conversations are filled with pragmatic nuances—commands masked as suggestions, expressions of love hidden within casual talk, and power struggles conveyed through silence and implication. This makes the film an ideal subject for analyzing speech acts.

Particularly, this study focuses on the character Levi Kane, a former sniper whose speech reflects both emotional detachment and later vulnerability. At the beginning of the film, Levi speaks with military precision; his language is direct, concise, and rooted in tactical survival, reflecting his background as a trained operative shaped by isolation and trauma. However, as the story progresses and his bond with Drasa deepens, his communication style gradually shifts, becoming more expressive, emotionally nuanced, and interpersonally engaged. Through Levi, the film presents a wide range of speech acts shaped by personal conflict, moral decisions, and evolving intimacy. This dynamic evolution makes Levi an ideal subject for a speech act analysis, as his language not only conveys meaning

but also mirrors his psychological transformation throughout the narrative.

Despite the film's rich dialogue and psychological depth, *The Gorge* (2025) has not yet been analyzed through the lens of pragmatic theory. This is particularly significant given the film's genre, a romantic action-thriller, which blends emotionally charged interactions with high-stakes tactical dialogue. Such hybrid genres remain underrepresented in pragmatic film studies, which tend to focus more on dramas, comedies, or social narratives. Furthermore, while speech act theory by Searle has been widely applied in linguistic research, its integration into cinematic analysis, especially through a comprehensive approach that combines speech act types, forms (direct/indirect), and levels (locutionary, illocutionary, perlocutionary), is still relatively rare. Most previous studies also emphasize general conversational patterns, rather than focusing on the speech development of a single character across an emotional arc.

Therefore, this study aims to investigate the types and classifications of speech acts used by Levi Kane in *The Gorge* based on Searle's theory. It specifically analyzes how language in the film conveys meaning, emotion, and interpersonal dynamics through both direct and indirect speech acts. Through this analysis, the study contributes to pragmatic research in cinematic contexts, offering new insights into how speech reflects inner conflicts and relational shifts in emotionally charged narratives.

To understand how speech acts function in communication, it is

essential to examine their classifications within pragmatics. Speech Act Theory (SAT) provides a crucial framework for analyzing how language is used not merely to convey information but to perform social actions. Two foundational scholars, John L. Austin (1962) and John R. Searle (1976), developed comprehensive models that classify speech acts based on their purpose, structure, and pragmatic function. Their theories categorize utterances by the specific actions they perform, laying the groundwork for much of the current research in linguistics and discourse analysis.

(Austin, J.L., 1962) introduced the idea that when people speak, they are not just producing sounds or sentences—they are performing actions. He proposed that speech acts operate on three levels: the locutionary act (the literal utterance), the illocutionary act (the speaker's intention), and the perlocutionary act (the effect on the listener). This three-tiered model helps reveal how language works beyond its surface structure and enables analysts to identify what speakers are doing with their words in real contexts. Building on Austin's work, (Searle, 1976) focused on the types or functions of speech acts, categorizing them into five main classes: assertives, directives, commissives, expressives, and declarations. Each type reflects a different communicative function, such as stating facts, giving orders, making promises, expressing emotions, or enacting institutional changes. These classifications are especially valuable in understanding how people use language to achieve interpersonal, social, or institutional goals.

In addition to type and level, speech acts may also be analyzed in terms of directness. Direct speech acts clearly align form with function (e.g., “Close the window!”), while indirect speech acts convey meaning more subtly (e.g., “It’s cold in here” as a request to close the window). These distinctions are particularly relevant in nuanced, emotionally charged conversations, such as those found in film dialogues, where meaning is often implied rather than explicitly stated. In the following sections, each category and level of speech act will be explained further to provide a deeper understanding of how they contribute to meaningful communication.

Types of Speech Acts (Searle, 1976)

Declarative Speech Acts

Declarative speech acts are unique in that they create an immediate change in the external world simply by being spoken. These acts do not merely describe or report a change; they perform the change through the act of utterance itself. As (Searle, 1976) explains, declaratives are made possible through institutional or social authority, meaning that the speaker must have the recognized power or position to make the declaration effective. Similarly, (Huang, 2014 (in (Mey, 2009)) emphasizes that declarative acts result in immediate transformation of social or legal status. For example, when someone says “I hereby resign,” that statement instantly alters the speaker’s employment status. Other common examples include “I now pronounce you husband and wife,” “You’re fired,” or “I declare this meeting open.”

Declaratives are typically used in formal or ritualized contexts, such as courtrooms, government settings, religious ceremonies, or official events. What sets them apart from other speech acts is their performative function; the utterance is the action. The effectiveness of a declarative act relies not only on the words spoken but also on the context, convention, and authority of the speaker involved.

Assertive acts

Assertive acts, also referred to as representatives, are speech acts in which the speaker expresses a belief or statement that is intended to represent how things are in the world. These acts reflect the speaker's commitment to the truth of the expressed proposition (Cutting, 2002). In other words, the speaker is stating something they believe to be true. Assertive are typically used in everyday communication to provide information, describe events, explain facts, or report on situations. Common examples include statements like "The Earth revolves around the Sun," "She is sleeping," or "It's raining outside." This type of speech act is frequently found in academic writing, journalism, conversations, and formal reports, where stating facts or providing accurate descriptions is important. Performative verbs often associated with assertive acts include state, affirm, conclude, describe, report, and claim. Assertive acts help establish shared understanding between speaker and listener by offering information that can be accepted, questioned, or challenged. As such, they form the basis of informative communication and

play a vital role in knowledge exchange.

Directive Speech Acts

Directive speech acts are used by the speaker to try to influence or direct the behavior of the listener. According to (Searle, 1976), these acts include commands, requests, suggestions, warnings, and instructions. The key characteristic of directives is that they are aimed at getting the hearer to do something, either voluntarily or under obligation. For instance, sentences like “Please sit down,” “Could you pass the salt?” or “Don’t touch that!” all function as directive speech acts because they attempt to prompt a specific action from the listener. The strength of the directive can vary from polite requests to firm commands. Verbs commonly used in directives include ask, order, request, advise, urge, and command. In everyday communication, directives are essential for expressing needs, giving instructions, managing behavior, or guiding interactions in both casual and formal settings.

Commissive Speech Acts

Commissive speech acts are utterances in which the speaker commits to a certain future action, taking personal responsibility for carrying it out. According to (Searle, 1976), commissive acts include promises, threats, offers, vows, and refusals. These acts bind the speaker to a future behavior, regardless of whether the listener accepts or responds. For example, when someone says, “I will call you tomorrow” or “I promise to help you with your assignment,” they are performing a commissive act. Such speech acts are

essential in building trust and maintaining social obligations, as they reflect the speaker's willingness to act in line with their words. The performative verbs commonly associated with commissives include promise, swear, guarantee, vow, offer, and refuse. In both personal and formal interactions, commissives are crucial for expressing intentions and making commitments.

Expressive Acts

Expressive acts refer to speech acts that convey the speaker's psychological or emotional state. According to Yule (as cited in (Rahayu et al., 2018)), expressive acts are used to express feelings such as happiness, sadness, anger, gratitude, or regret. These utterances do not describe the external world but instead reveal the speaker's internal state. Common examples include expressions like "I'm sorry," "Congratulations," or "Thank you." Performative verbs often linked with expressive acts include apologize, thank, congratulate, praise, regret, like, love, fear, and enjoy. Such expressions are central in social interaction as they help build and maintain relationships by acknowledging shared emotions or personal experiences between speaker and listener.

Levels of Speech Acts (Austin. J.L, 1962)

Austin (1962) explains that speech acts operate on three levels:

Locutionary Act

The locutionary act represents the most basic level of speech acts, focusing on the literal utterance itself, its sound, structure, and conventional

meaning. This level includes three key components: phonetic (the physical act of producing sounds), syntactic (grammatical structure), and semantic (literal meaning). For example, when someone says, “There’s a snake behind you,” the locutionary act involves producing this sentence in a grammatically correct and meaningful way. It refers to what is said, without considering the speaker's intention or the listener's reaction. The utterance simply conveys information about the presence of a snake behind someone.

Although it may appear straightforward, the locutionary act plays a crucial role in successful communication. It serves as the foundation upon which more complex layers of meaning are built. Suppose an utterance is not well-formed or lacks clear meaning. In that case, it will be difficult, if not impossible, for the speaker’s intended message to be conveyed or for the hearer to respond appropriately. In this sense, the locutionary act enables communication to take place, as it ensures that there is a linguistically valid and interpretable expression before deeper pragmatic functions come into play.

Illocutionary Act

The illocutionary act refers to the speaker’s intention or purpose behind the utterance. While the locutionary act focuses on what is said, the illocutionary act is about what is done through saying something. These acts include warning, requesting, apologizing, ordering, promising, or questioning. For instance, when a speaker says, “There’s a snake behind you,” their goal

may not be merely to state a fact, but rather to warn the listener. The act of warning is the illocutionary force that gives the utterance its intended communicative function.

Understanding illocutionary acts is vital in interpreting communication beyond surface meaning. Often, people say one thing but mean something else, depending on context, tone, and social relationships. The same sentence can function as a statement, a warning, or even a joke, depending on the speaker's intent. Illocutionary acts are at the core of pragmatics because they illustrate how language functions in social interactions. They require both the speaker and listener to share some degree of contextual awareness to correctly interpret the underlying purpose of the speech.

Perlocutionary Act

The perlocutionary act focuses on the effect that an utterance has on the hearer. It refers to the emotional, psychological, or behavioural responses that arise as a result of what has been said. For example, when someone hears "There's a snake behind you" and reacts by screaming, panicking, or running away, these actions are considered perlocutionary effects. This level emphasizes the listener's reception and reaction, which may or may not align with the speaker's original intent.

Unlike illocutionary acts, which are rooted in the speaker's intention, perlocutionary acts are unpredictable and heavily dependent on the hearer's perception and context. A single utterance can result in vastly different

reactions depending on who hears it, how it is said, and the situation in which it occurs. This level highlights how language doesn't just convey ideas, it also acts upon people. It shows how communication can influence thoughts, feelings, and behaviors, which is why perlocutionary effects are particularly important in fields such as education, media, marketing, and public speaking.

For example, in “There’s a snake behind you!”, the locutionary act is the statement, the illocutionary act is a warning, and the perlocutionary act is that the hearer runs away in fear. Together, these three levels, locutionary, illocutionary, and perlocutionary, form a comprehensive model of how language functions in human interaction. Each level builds on the previous one: a speaker must produce a meaningful utterance (locution), express a communicative intention (illocution), and potentially bring about a change in the listener’s response (perlocution). Austin’s theory helps explain the complexity of everyday communication, where what we say, what we mean, and how others react are not always perfectly aligned. Understanding these distinctions is essential for analyzing speech in both formal and informal settings. Whether interpreting a political speech, classroom instruction, or casual conversation, recognizing the different layers of speech acts allows us to unpack not just the language used but the social action performed. In short, Austin’s model underscores that speaking is never a neutral act; every utterance performs something, carries intention, and produces consequences, whether intended or not.

Direct and Indirect Speech Acts

Beyond the three levels of speech acts, Searle also distinguished between direct and indirect speech acts based on the alignment between syntactic form and communicative function. As cited in (Lestari & Hartati, n.d.), Huang in (Mey, 2009) notes these classifications as follows:

Direct Speech Acts

According to (Searle, 1975), a direct speech act is one in which the speaker's communicative intention is explicitly conveyed through the grammatical structure, for example, using an imperative sentence to issue a command, such as "Close the door." In this case, the sentence form and its function are aligned. In contrast, an indirect speech act occurs when the speaker's intention is not directly expressed in the sentence form but must be inferred by the listener. For instance, the utterance "Can you close the door?" is interrogative in form but often functions as a polite request rather than a literal question about the hearer's ability (Searle, 1975). This distinction highlights how speakers often rely on context and shared understanding to convey meanings that go beyond surface structure.

Indirect Speech Acts

As (Levinson, n.d.) explains, indirect speech acts are a pervasive feature of natural language and serve important social functions, such as expressing politeness, avoiding confrontation, or maintaining social harmony. Similarly, (Yule, 1996) notes that indirectness in speech acts allows speakers

to navigate complex interpersonal dynamics, especially in situations where directness may be considered rude or inappropriate. In cinematic contexts, this indirectness can be a powerful tool for revealing character intentions, managing tension, or conveying subtle emotional undercurrents. (Cutting, 2002) also emphasizes that recognizing indirect speech acts is essential in uncovering the pragmatic force of an utterance, especially when characters operate under social constraints or conflicting motivations. Therefore, examining the use of both direct and indirect speech acts in film dialogue can provide valuable insights into the psychological depth and relational complexity of characters.

1.3.3 Objective

This study specifically aims to:

- (1) Identify and classify the five types of speech acts according to Searle (1976) used by Levi Kane in the film *The Gorge* (2025).
- (2) Analyze the forms of speech acts used, both direct and indirect, and examine the pragmatic level based on Austin's (1962) framework, namely locution, illocution, and perlocution.
- (3) Interpret how Levi Kane's pattern of speech act usage reflects his psychological development and emotional transformation throughout the film.

CHAPTER II

GRAND THEORY

2.1 Grand Theory Article I

This study is based on translation theory as the main foundation in analyzing the challenges faced by EFL students. The translation theory proposed by Nida and Taber (1974) serves as the main framework to understand the process of conveying meaning and message equivalence from the source language to the target language. Furthermore, the theory of translation methods and procedures by Newmark (1988) is used to explain students' difficulties in determining the appropriate translation approach. To analyze challenges related to cultural elements, this study also refers to the concept of Culture-Specific Items proposed by Aixela (1996), which explains that certain cultural terms often do not have direct equivalents in the target language.

2.2 Grand Theory Article II

This study is primarily grounded in the theory of translation methods proposed by Peter Newmark (1988). According to Newmark (1998), translation methods represent the overall orientation adopted in rendering a text from the source language (SL) into the target language (TL). Translation methods are classified into eight types, which are divided into two major

orientations: source language-oriented methods and target language-oriented methods.

The source language-oriented methods include word-for-word translation, literal translation, faithful translation, and semantic translation. These methods prioritize the structure and meaning of the source text and attempt to preserve the original linguistic form as closely as possible. In contrast, the target language-oriented methods include adaptation, free translation, idiomatic translation, and communicative translation. These methods emphasize naturalness, readability, and the effect of the message in the target language.

This study is also supported by the concept of meaning equivalence in translation, which emphasizes that the primary goal of translation is to convey the intended meaning of the source text accurately and appropriately in the target language. In the context of comic strip translation, meaning is constructed not only through linguistic elements but also through visual and situational contexts. Therefore, the selection of translation methods plays a crucial role in maintaining meaning equivalence while considering the multimodal characteristics of comic texts.

2.3 Grand Theory Article III

This article is based on Speech Act Theory, which includes

Austin's (1962) three levels of speech acts and Searle's (1976) five classifications of speech acts, as well as important concepts regarding the form of speech acts. Austin bases his analysis on the pragmatic level, which is crucial in distinguishing between literal meaning (locutionary act), the speaker's intention (illocutionary act), and the resulting effect (perlocutionary act).

Furthermore, Searle's classification of five types—assertive, directive, commissive, expressive, and declarative—is used as the main categorization tool to understand the communicative function of each of Levi Kane's utterances. Searle also developed concepts regarding Direct Speech Acts and Indirect Speech Acts. Direct speech acts occur when the illocutionary function (intention) is conveyed explicitly by its linguistic form, while indirect speech acts occur when the meaning of the utterance must be interpreted through context, where the form of the sentence (force) differs from its illocutionary purpose. The analysis of speech act forms is vital to uncovering the covert communication strategies and levels of indirectness used by Levi Kane, especially in the context of action-thriller films that are full of implied dialogue.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Methodology Article I

This research used a descriptive qualitative approach (Sugiyono, 2013; Garip, 2025) to analyze the challenges faced by students in translating procedural text (cooking recipe) 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.

3.2 Research Methodology Article II

This research uses a descriptive qualitative approach with a case study design. A qualitative approach was chosen because it allows researchers to understand and explain phenomena in depth within a specific context (Creswell & Creswell, 2023). Within this framework, researchers not only measure data numerically but also explore the meaning behind the translation process undertaken by students. This study aims to describe the translation methods used by EFL students in translating comics and analyze how this method choices influence the meaning of the translation. A case study design was adopted because this research focuses on a single group of students in a translation class. This is in line with Yin (2018) stated that case studies are suitable for investigating contemporary phenomena in in-depth and limited

real-world contexts. This study is expected to provide a clear picture of EFL students' tendencies in using translation methods when translating comics, which has so far been rarely explored in translation education in Indonesia.

The participants in this study were 30 sixth-semester EFL students from Class B of the English Education Study Program at Universitas Palangka Raya who had completed a translation course. The class was selected purposively because the students had prior experience with translation activities and were considered familiar with translation theories and practices. The research object of this study was comic strip translations from Indonesian into English produced by EFL students. The translation task was conducted as a group assignment in a translation course. The students were divided into 5 groups consisting of 6 members each. The main instrument used in this study was documentation, specifically students' comic strip translations from Indonesian into English. The unit of analysis in this study was dialogue utterances found in the comic strips translated by the students. These utterances were analyzed to identify the translation methods applied based on Newmark's (1988) classification.

Data were collected by compiling the source comic texts and the translated versions produced by each group. The source language (SL) and target language (TL) texts were arranged side-by-side to facilitate comparison and analysis. Researchers carefully compared the source texts (SL) and target texts (TL) at every linguistic segment, from the word, phrase, to clause level.

This comparison aimed to observe the equivalence of meaning and to assess whether changes in form or meaning occurred during the translation process. The documentation process was carried out thoroughly on all collected translations. Before data collection, participants were informed about the purpose of the study and agreed to participate voluntarily. To maintain confidentiality, students' identities were anonymized during the analysis and reporting process.

The data were analyzed using Newmark's (1988) classification of translation methods, which includes eight methods: word-for-word translation, literal translation, faithful translation, semantic translation, adaptation, free translation, idiomatic translation, and communicative translation. The analysis was conducted in several stages. First, the researcher identified and matched appropriate segments from the source and target texts. Second, each segment was classified according to Newmark's translation method. Third, the frequency of occurrence of each method was calculated to determine the most dominant method used by students. Finally, the researcher analyzed how the choice of translation method affected the meaning of the translation, particularly in terms of orientation toward the source language (SL) or the target language (TL). This analysis covered aspects of accuracy, acceptability, and readability of the translation. The final results of the analysis are presented descriptively to explain the patterns and tendencies found in students' translations, so that readers can understand the dynamics of

the translation process that occurs in the learning context. To ensure the reliability of the analysis, the identified translation methods were reviewed and validated by a lecturer with expertise in translation studies and familiarity with Newmark's translation methods.

3.3 Research Methodology Article III

The research method used is Qualitative Descriptive. This design was chosen because the focus of the research lies on the interpretation and in-depth understanding of language phenomena in context, rather than on statistical measurement (Ary et al., 2010).

The main data sources were the official subtitle transcripts of the film *The Gorge* (2025) and the film itself, which was watched repeatedly to capture nonverbal aspects such as intonation and gestures. The research object was 170 complete utterances spoken by Levi Kane throughout the film, obtained using the census method to ensure a comprehensive analysis of his character development.

The data collection technique was conducted using Content Analysis as described by Krippendorff (2004). The steps included repeated screenings of the film, extraction of all of Levi Kane's utterances, recording of the context, and documentation in a structured data sheet. The data was then analyzed through: (1) classification into Searle's five types of speech acts; (2) identification of direct or indirect forms; and (3)

grouping at the locutionary, illocutionary, and perlocutionary levels. Furthermore, the analysis results were interpreted to explain the relationship between language patterns and Levi Kane's character development.

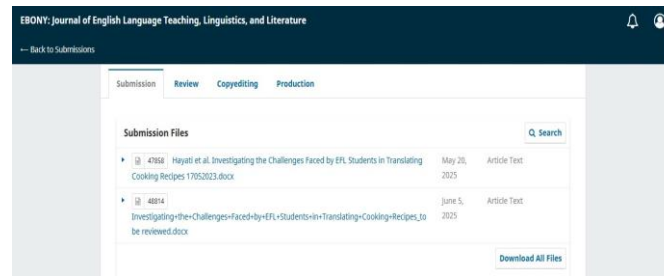
CHAPTER IV

RESULT

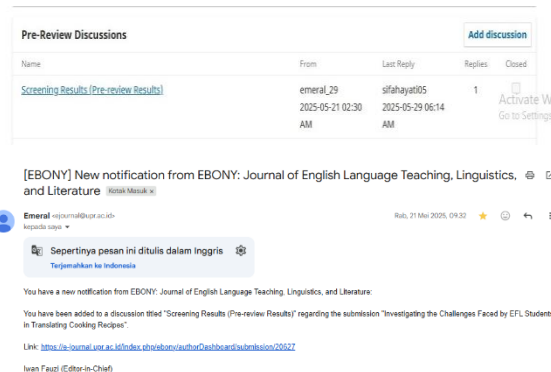
4.1 Result Article I

Process from submission to publication of the first article

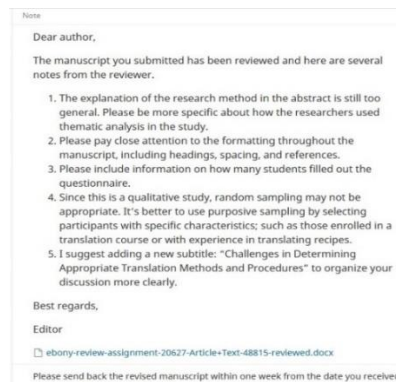
Received May 20, 2025



Review May 21, 2025

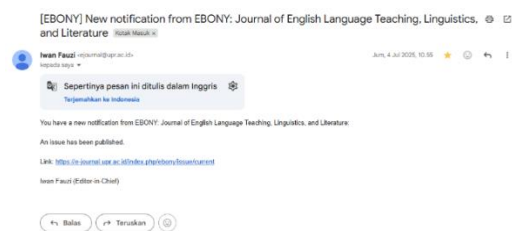


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VOL. 5 NO. 2 (2025): EBONY- JOURNAL OF ENGLISH LANGUAGE TEACHING, LINGUISTICS, AND LITERATURE

Articles

Investigating the Challenges Faced by EFL Students in Translating Cooking Recipes

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DOI: <https://doi.org/10.37304/ebony.v5i2.20627>

Keywords: challenges, translation, cooking recipe, EFL Students

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 and interpret key patterns within the data. 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 as an additional theme. 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.

PDF

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SECTION

Articles

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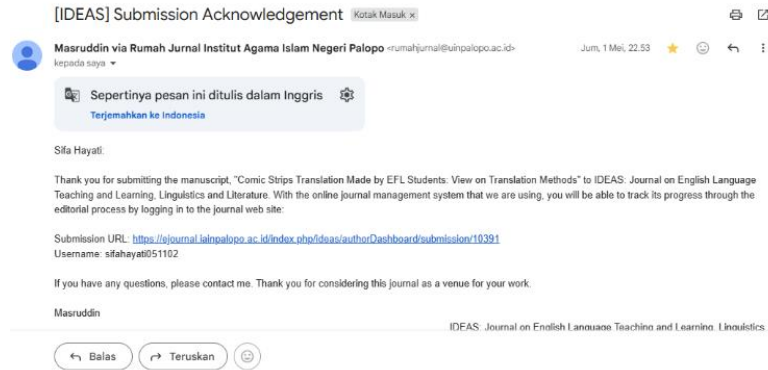


4.2 Result Article II

Process from submission to publication of the second article

Received

May 1, 2026



Review

May 5, 2026



Revised

May 5, 2026

revision notes

Participants

HiangMinkhant (hiangminkhant)

Sifa Hayati (sifayahayati1102)

Messages

Note

From

1. Introduction

hiangminkhant

2026-05-05 01:19

PM

Strengths

- Clear **topic relevance**: translation in EFL + multimodal text (comic strips)
- Strong **conceptual explanation of translation**: meaning, structure, and cultural transfer
- Good **problem identification**: difficulty in translating humor, figurative meaning, and context
- Clear **justification of comic strips as complex texts**
- Strong **theoretical foundation**: Newmark's translation methods
- Good **review of previous studies (comic translation)**
- Clear **research gap**: limited focus on EFL students (vs professional translators)
- Explicit **research objective**
- Logical **flow (translation – challenges – comics – theory – gap – purpose)**

Suggestions

- **Repetition (main issue)**: Translation definition and difficulty repeated across paragraphs
condense overlapping ideas
- **Literature review still descriptive**: Studies listed one-by-one
synthesize:
 - trends (TL-oriented vs SL-oriented)
 - inconsistencies
- **Conceptual integration**: Translation theory and comic characteristics separated
integrate into one framework:
 - multimodal translation complexity
- **Gap can be sharper**: relative
 - lack of process-oriented analysis of EFL students' method selection and its impact on meaning
- **Sentence clarity**: Some long sentences – simplify

1. Method

Strengths

- Clear **qualitative case study design**
- Appropriate **data source** (student translation products)
- Clear **analytical framework** (Newmark's 8 methods)
- Logical **data collection procedure** (30+ TL comparison)
- Systematic **analysis steps (identify – classify – count – interpret)**
- Good focus on **meaning equivalence (accuracy, readability)**
- Clear **alignment with research objectives**

Suggestions

- **Participant detail missing (important)**:
 - No:
 - number of students
 - group composition
 - **Sampling explanation weak**: Why this class/group?
 - **Data unit clarity**: "40 data points" unclear
 - sentence/ clause/ utterance?
 - **Coding reliability**: add:
 - inter-rater or validation
 - **Instrument limitation**: Only documentation
 - optional:
 - add interview to strengthen interpretation
 - **Ethical consideration missing**: add
 - consent/ anonymity

2. Results

Strengths

- Clear **quantitative distribution of methods (table)**
- Strong **identification of dominant methods**: Literal & Communicative
- Logical **organization (method frequency – meaning effect)**
- Good **use of examples (SL vs TL comparison)**
- Clear **explanations of meaning shifts**
- Strong **link between method and translation outcome**
- Balanced **coverage of multiple methods**

Suggestions

- **Descriptive dominance (main issue)**: Mostly reporting – limited interpretation
- **Table interpretation limited**: add
 - why literal & communicative dominate
- **Sample size issue**: Only 40 data points – emphasize cautiously
- **Example analysis could be deeper**: expand:
 - linguistic + pragmatic explanation
 - summarize:
 - patterns of meaning shifts
- **Minor clarity**: Some explanations repetitive

3. Discussion

Strengths

- Strong **analytical depth (major strength)**
- Excellent **integration with theory (Newmark)**
- Clear **interpretation of student behavior** (translational competence)
- Strong **connection to previous studies**
- Good **contrast between methods (literal vs communicative)**
- Clear **explanation of meaning loss, humor loss, and intensity shift**
- Strong **pedagogical implications**
- Logical **argument flow**

Suggestions

- **Repetition (minor)**: Some findings restated before analysis
 - tighten
- **Synthesis can be stronger**: integrate into one model:
 - method – effect on meaning – translation quality
- **Contribution not explicit**: add
 - clear theoretical contribution
 - teaching implication
- **Critical perspective**: discuss
 - limitations of Newmark framework for multimodal texts
- **Paragraph density**: Some sections long – break

Overall Key Improvements (High Priority)

- Reduce repetition (Introduction & Results)
- Strengthen analytical depth in Results
- Improve method transparency (participants, data unit, reliability)
- Discuss cross-method synthesis
- Add explicit contribution statement

Dear Editor,

The revised manuscript has been uploaded. Thank you for the feedback and consideration.

Best Regards,

Sifa Hayati

Add Message

Accepted

May 25, 2026

Notifications

[IDEAS] Editor Decision

2026-05-25 04:55 AM

Sifa Hayati, Maida Norahmi, Richard Ferry Nugraha, Windi Rihyani, Radia Umi Khodijah:

We have reached a decision regarding your submission to IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, "Comic Strips Translation Made by EFL Students: View on Translation Methods".

Our decision is to: Accept Submission

IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature <https://ejournal.iainpalopo.ac.id/index.php/ideas>

37

LOA

Will be published in December 2026



LETTER OF ACCEPTANCE

No. 10391.526/LoA-Ideas/V/2026

Dear
Sifa Hayati, Maida Norahmi, Richard Ferry Nugraha, Windi Fitriyani, Fadila
Umi Khodijah
Universitas Palangka Raya

Assalamu'alaikum Warahmatullahi Wabarakatuh

We respectfully inform you that the editorial team has received article ID 10391
entitled "Comic Strips Translation by EFL Students: a View on Translation
Methods" and has deemed it suitable for publication in the Volume 14 Nomor 2
December 2026 edition of Ideas Journal.

Thank you for your attention.

Wassalamu'alaikum Warahmatullahi Wabarakatuh



Palopo, May 26, 2026
Editor in Chief

Dr. Masruddin, SS., M.Hum.
NIP. 19800613 200501 1 005

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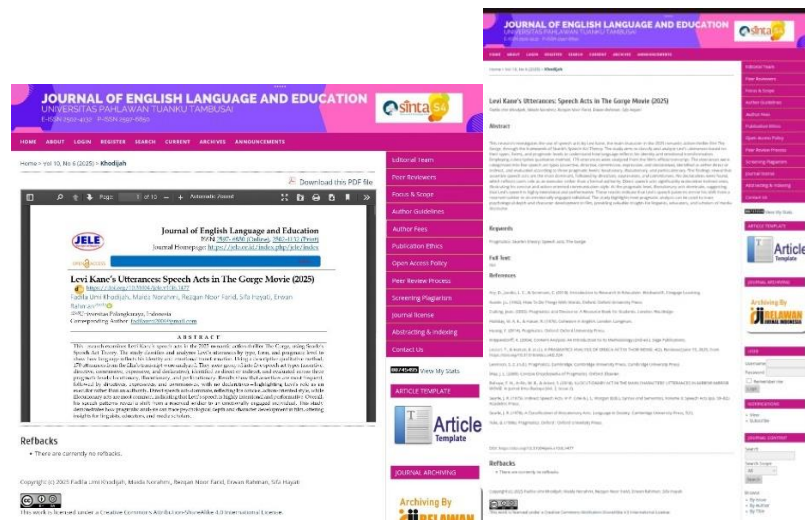


4.3 Result Article III

Third article was published

Published

November 10, 2025



LOA



Journal of English Language and Education
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Email: jele.universitaspahlawan@gmail.com, lusimarlenih@gmail.com

LETTER OF ACCEPTANCE

No. 1477/JELE/X/2025

Journal of English Language and Education (JELE)

Journal of English Language and Education (JELE) editorial team at University of Pahlawan
Tuanku Tambusai (UP) declared that the manuscript with the following information:

Title : **Levi Kane's Utterances: Speech Acts in The Gorge
Movie (2025)**

Author : **Fadila Umi Khodijah, Maida Norahmi, Rezqan Noor Farid,
Sifa Hayati, Erwan Rahman**

Affiliation : **Universitas Palangkaraya, Indonesia**

Has been **Accepted** for publication in Journal of English Language and Education (JELE)
Volume 10 Number 5 in 2025.

Bangkinang, 11th October 2025
Editor in Chief

Eris Marleni

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CHAPTER V

REFLECTION

During the writing and publication process of three scientific article as a non-thesis, the researcher gains various valuable experiences which include academic aspect, research skill, and self-development. This reflection was created to describe researcher's journey for finished the final assignment.

5.1 Challenges

Although the non-thesis project was completed successfully, the researcher faced several challenges throughout the research and publication process. The first challenge was choosing a research topic that matched the researcher's interests and field of study. After selecting the topic, the researcher also had to prepare appropriate research instrument and find participants who met the research criteria and were willing to participate in the study. Another challenge occurred during the data collection and analysis process. Transcribing interview recordings, organizing the data, and analyzing the findings using thematic analysis, including coding and developing themes, required considerable time and careful attention. In addition, the researcher had to adjust each article to the journal template and follow the journal's submission guidelines, which required several revisions before submission.

Another major challenge was responding to the reviewers' comments

and revision requests. Some reviewers asked for additional explanations, improvements to the discussion section, better organization of several parts of the articles, and revisions to the academic language. Waiting for the review results and editorial decisions also required patience because the process sometimes took a long time. Furthermore, managing time was not easy, as the researcher had to balance data collection, article writing, consultations with supervisors, journal submissions, revisions, and other academic responsibilities. Although these challenges were sometimes stressful, they provided valuable learning experiences. Through this process, the researcher improved research and academic writing skills, gained a better understanding of the publication process, and became more patient, responsible, independent, and confident in conducting research and preparing scientific articles.

5.2 Benefits

Throughout the completion of this non-thesis, the researcher gained many valuable experiences and benefits. The process not only improved the researcher's academic knowledge but also helped develop important skills and personal qualities.

Academically, the researcher gained a deeper understanding of translation studies and pragmatics through the three research projects. The first article helped the researcher understand the challenges faced by EFL

students in translating recipe texts. The second article improved the researcher's understanding of translation methods and meaning equivalence in comic strips, while the third article provided better knowledge of speech acts and their use in movie dialogues. Besides expanding knowledge in these fields, the process also gave the researcher valuable experience in conducting research, from preparing the research design and collecting data to analyzing the findings and writing scientific articles.

On a personal level, this project helped the researcher improve research skills, academic writing, critical thinking, and communication skills. The experience of revising manuscripts, responding to reviewers' comments, and going through the publication process taught the researcher to be more patient, responsible, and independent. In addition, completing three journal articles increased the researcher's confidence in conducting research and preparing academic publications. Overall, this non-thesis project became a valuable learning experience that will be useful for the researcher's future academic and professional career.

5.3 Contribution

Throughout this non-thesis publication, the researcher actively contributed to the completion of three scientific articles by undertaking different roles in each study. In the first and second articles, the researcher served as the main author and was responsible for selecting the research topics, collecting and analyzing data, preparing

the manuscripts, and revising the articles based on feedback from supervisors and reviewers. In the third article, the researcher contributed as a co-author by assisting in data identification and classification, managing references using Mendeley, and supporting the revision of the manuscript. These experiences enhanced the researcher's competence in conducting research, academic writing, teamwork, and the scientific publication process.

Beyond the researcher's personal contribution, this non-thesis publication also contributes to the development of English Language Education, particularly in translation studies and pragmatics. The first article provides insights into the challenges faced by EFL students in translating cooking recipes, while the second article contributes to the understanding of translation methods and meaning equivalence in comic strip translation. The third article enriches the discussion of speech acts in movie discourse by analyzing the utterances of Levi Kane in *The Gorge* (2025). Collectively, these studies are expected to serve as useful references for lecturers, students, and future researchers, while supporting the development of teaching, learning, and further research in translation studies and pragmatics.

CHAPTER VI

CONCLUSION

6.1 Conclusion

The completion of this non-thesis through the writing and publication of three scientific article has provided valuable academic experiences and contributed to the researcher's understanding of applied linguistics, particularly in the fields of translation studies and pragmatics. The three articles examined different aspects of language use, namely the challenges faced by EFL students in translating cooking recipes, the translation methods employed by EFL students in translating comic strips, and the speech acts used by Levi Kane in *The Gorge* (2025).

Through the first article, the researcher gained insights into the various linguistic and cultural challenges encountered by EFL students when translating procedural texts, especially cooking recipes. The study highlighted the importance of translation competence in dealing with culture-specific terms and achieving meaning equivalence between source and target languages. The second article explored the translation methods used by EFL students in translating comic strips. The study demonstrated that the selection of translation methods plays an important role in maintaining meaning, readability, and naturalness in translated texts. It also provided a deeper understanding of how students apply translation theories in practical translation tasks. The third article focused on speech act analysis in film dialogue. By

examining Levi Kane's utterances in *The Gorge* (2025), the study revealed how speech acts function to express intentions, emotions, and interpersonal relationships. The findings also showed how language use can reflect a character's psychological development throughout a narrative.

Overall, this non-thesis successfully fulfilled the academic requirements while enhancing the researcher's research skills, academic writing ability, critical thinking, and understanding of scholarly publication processes. The experiences gained from conducting and publishing research are expected to support future academic and professional development.

6.2 Suggestion

Based on the experience gained from this non-thesis publication, several suggestions are proposed. Future researchers are encouraged to explore broader topics in translation studies and pragmatics by using different data sources and analytical frameworks. Students who choose the non-thesis pathway should manage their time effectively and develop strong academic writing skills to support the publication process. In addition, universities and study programs are encouraged to provide continuous academic guidance and publication support to help students improve the quality of their research and scientific publications.

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APPENDICES

Appendix 1. Questionnaire

Questionnaire_Tri ☆

For tanyan Jwabn Solusi

Dipublikasikan 22

1

Begin 1 dari 2

Investigating the Challenges Faced by English Education Students in Translating English to Indonesian Cooking Recipe

This questionnaire is designed to collect data for research purposes to determine the challenges faced by students when translating procedural texts (cooking recipes) in translation classes. This data will be used for academic purposes.

All your answers will be confidential and will only be used for research. Your identity will not be disclosed in the results of the study.

Instructions:
Read each statement carefully.
After reading each statement, please choose a scale (1-5) according to the conditions you are experiencing.
For open-ended questions, you are expected to provide honest and complete answers.

Note: "1": Strongly Disagree, "2": Disagree, "3": Not Sure, "4": Agree, "5": Strongly Agree

Name *

Tulis jawaban singkat

Batch *

☐ 2022

Class *

☐ B

Take a translation course *

☐ Yes

Are you willing to fill out this questionnaire? *

☐ Yes

Selamat bagian 1. Lanjutkan ke bagian berikut

Begin 2 dari 2

Statement

Deskripsi (optional)

1. I have trouble understanding food ingredient terms in English. *
(Ex: "Shrimp", "beef", "zucchini", etc)

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not sure
☐ (4) Agree
☐ (5) Strongly Agree

2. I am having trouble understanding the cooking utensils mentioned in the recipe. *
(Ex: "whisk", "blender")

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

3. I am confused about translating imperative verbs in recipe steps. *
(Ex: "whisk the eggs", "fold in the eggs", "toss until evenly coated")

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

4. I have difficulty determining the correct equivalent word in Indonesian. *

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

5. I need help from a dictionary or online translation to understand the recipe. *

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

6. I find it difficult to adapt the translation to the local cultural context.
(contoh: "peanut butter" di Indonesia dikenal, tetapi tidak digunakan untuk masakan. (lebih sering untuk roti))

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

7. What are the main difficulties you experience when translating recipes from English to Indonesian? *

Tulis jawaban panjang

8. What do you think could help you overcome these difficulties in the translation process? *

Tulis jawaban panjang

5. I understand the structure of procedural text (cooking recipe) well. *

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

6. The recipe text felt unnatural and stiff after I translated it. *

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

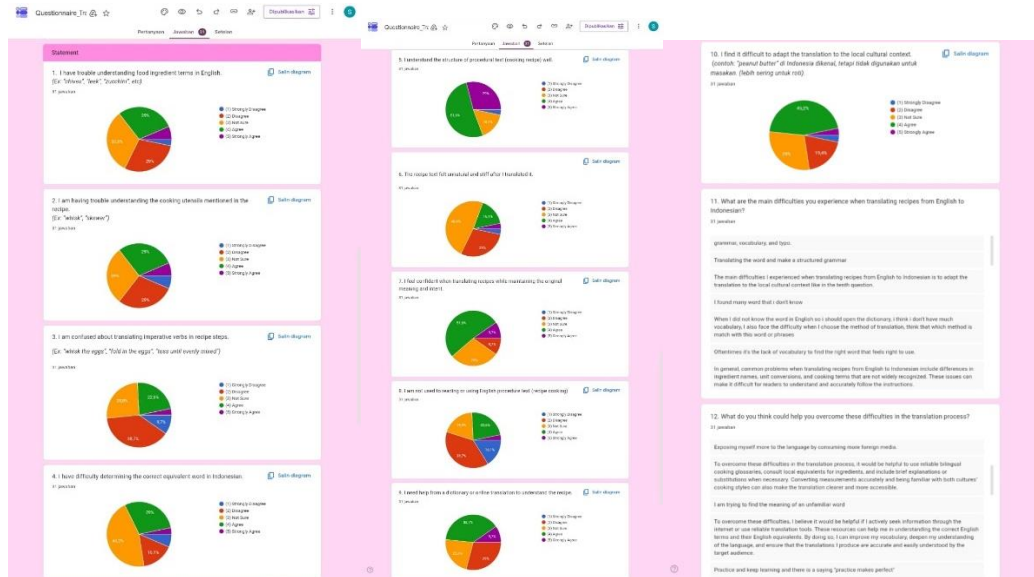
7. I feel confident when translating recipes while maintaining the original meaning and intent. *

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

8. I am not used to reading or using English procedure text (recipe cooking). *

☐ (1) Strongly Disagree
☐ (2) Disagree
☐ (3) Not Sure
☐ (4) Agree
☐ (5) Strongly Agree

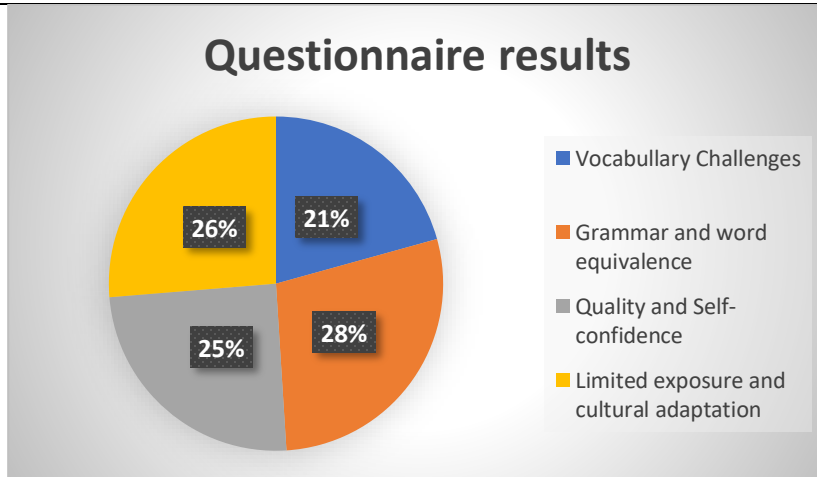
Appendix 2. Questionnaire Responses



Appendix 3. 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%

	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%
T3. Quality and Self-confidence	7) I feel confident when translating recipes while maintaining the original meaning and intent.	0%	9,7%	29%	51,6%	9,7%
	8) I am not used to reading or using English procedure text (recipe cooking)	16,1%	38,7%	19,4%	22,6%	3,2%
T4. Limited exposure and cultural adaptation	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%



Appendix 4. Interview Questions

No	Questions
1	What is your opinion about the sentence structures used in recipe texts? That's translation challenge for you?
2	In your opinion, is translating procedural texts (cooking recipes) an easy or difficult? What are the difficulties?
3	Which part of a procedural text (cooking recipe) do you find the most difficult to translate? How do you deal with those difficulties?
4	Have you ever encountered food ingredients, cooking utensils, or cooking techniques that were difficult to translate into Indonesian? What kinds of terms were they? Did they become a challenge for you?
5	Have you ever found English cultural terms that were difficult to translate into Indonesian, or terms that are common in English but become culturally specific in Indonesia? How did you handle such cases?
6	What do you do when you come across a term that may be unfamiliar to Indonesian readers?
7	What strategies do you use when facing difficulties in translation?
8	Do you translate by following specific translation methods and procedures?
9	How do you determine and feel confident in selecting the appropriate translation methods and procedures?
10	Do you usually use dictionaries, Google Translate, or other resources when translating? How often do you use them?

Appendix 5. Interview Transcript (Participant 1)

Partisipan 1	
Question	Response
Q1	In my opinion, the sentence structure in recipe texts becomes challenging mainly in the procedural steps. This is because the sentence structure used in recipes differs from that of other text types, as recipe instructions tend to be more direct and concise.
Q2	So far, I consider recipe texts relatively easy to translate.
Q3	The most difficult parts are the ingredients and the procedural steps. When I encounter unfamiliar ingredients, I usually search for their meanings on the internet, consult other recipes, or use Google Translate. Regarding the procedural steps, recipe texts often use short imperative sentences. When translating them, the result sometimes sounds unnatural or awkward. To overcome this issue, I usually compare my translation with Google Translate or DeepL. If my translation is similar to theirs, I tend to use that version.

Q4	Yes, I have. In the satay recipe that I translated, I encountered the ingredients "ground coriander" and "ground turmeric." These terms were unfamiliar to me, so I searched for them online and discovered that they refer to powdered coriander and powdered turmeric. This situation was quite challenging for me.
Q5	I have not encountered cultural terms while translating recipes. However, when reading English recipe texts, I once came across the term "Yorkshire pudding." I believe it is a traditional British dish. If I were translating such a text, I would probably retain the original term rather than translate it, since there is no equivalent food item in Indonesia.
Q6	If a term is completely unfamiliar to Indonesian readers, I would provide a brief explanation in parentheses next to the term.
Q7	I do not use any specific strategies. Usually, I simply search the internet, look at other recipes, or use Google.
Q8	Yes, I try to adjust my translation according to the appropriate translation methods and procedures.
Q9	I am not completely confident. Since translation tasks are often completed in groups, we discuss whether the selected methods are appropriate. If my group members agree, I become more confident that the method has been applied correctly.
Q10	Yes, I use them quite frequently. I am particularly accustomed to using DeepL whenever I encounter unfamiliar words

Appendix 6. Interview Transcript (Participant 3)

Partisipan 3	
Question	Response
Q1	In my opinion, the sentence structure of recipe texts is quite different because sentences generally contain subjects, whereas English recipe instructions often omit the subject. For example, instructions such as "Beat the eggs until foamy" are written directly without mentioning the subject. However, this is not a challenge for me.
Q2	I would say it is neither particularly easy nor particularly difficult. One challenge involves imperative expressions, which can sometimes be confusing. For example, the phrase "toss until evenly coated" was somewhat difficult for me because of the word "toss."
Q3	The most difficult aspect is food-related terminology, especially when it varies across regions. When there is no direct equivalent in Indonesian, I tend to apply the transference procedure by retaining the original term. Before doing so, I first conduct further research to understand the meaning of the term.

Q4	Yes, I have. I often encounter cooking techniques or ingredients that do not have direct equivalents in Indonesian, such as "buttermilk" or "broil." Based on what I have read online, these terms can be difficult to translate because they are not commonly known in Indonesia. Therefore, they can present significant challenges.
Q5	Yes. I once encountered the term "chili sauce." In English, it generally refers to bottled chili sauce. However, in Indonesia, <i>sambal</i> is strongly associated with local culture and comes in many varieties, such as <i>sambal ijo</i> , <i>sambal terasi</i> , and <i>sambal matah</i> . To address this issue, I examine the context of the recipe and select a translation that is most understandable for readers.
Q6	I first research the ingredient or utensil on the internet to understand its appearance and function. Then, I translate it using my own words in the form of an explanation that accurately reflects its meaning.
Q7	I search for the necessary vocabulary and consult various references related to the recipe in order to overcome translation difficulties.
Q8	Yes, I try to adapt my translation according to the appropriate translation methods.
Q9	I often feel uncertain about the methods and procedures that I choose. For some reason, whenever I finish translating a text, I tend to doubt the quality of my work. Therefore, I frequently ask my classmates to read my translation and provide feedback, which helps me feel more confident.
Q10	I occasionally use internet resources when I encounter unfamiliar terms, although this does not happen very often.

Appendix 7. Comic Strips *Si Juki*



Source: Si Juki

Appendix 8. Participant's Translation Data

Teks Asli	Group 1	Group 2
Huwalahumbaa!!!	Whoa, holy moly!!!	Aaaaaarghh!!!
Lo kenapa lagi sih juk....?	What happened, juk...?	What is it this time Juk...?
Tadi gue abis ngeliat gerhana dengan mata telanjang...	I just saw an eclipse, with my bare eyes...	I just watched the eclipse with my naked eyes....
Waduh... Gerhana matahari?	A solar eclipse?	Yikes.... Solar eclipse?
Bu...bukan, dompet gue yang gerhana.	It was my wallet	N...no. My wallet is the one facing the solar eclipse.
Duit nya ketutup sama daftar utang dan tagihan....	My money got eclipsed by a list of debts and bills...	The money got engulfed in debt list and bills....
Gyaaa!!!	Aaack!!!	AIEEEEE!!!!
Ngeri banget sob...	That's terrifying, bro...	That's terrifying dude...
Group 3	Group 4	Group 5
Huwalahumbaa!!!	Omaagattt	Oh snap!!
What's wrong with you, Juk...?	Wassup Juk?	What struck you, Juk?
I just saw an eclipse with my bare eyes...	I just caught that eclipse live....	I saw an eclipse with my naked eyes earlier....
Oh no... solar eclipse?	Wait... what? A solar eclipse?	Oh no... a solar eclipse?
N...no. my wallet that's eclipsed.	Nuh-uh. It was my wallet.	N... no. It's my wallet that is in eclipse.
The money covered by a long list of debts	It's totally blacked out, buried under a debt list and bills...	The money is covered by tab lists and bills...
Gyaaa!!!	Dangggg!!!	Eek!!!
So scary bro	Dude, that's so scary...	That's so terrible, bud...

Appendix 9. Translation Method Analysis

Translation Methods									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Huwalahumbaa!!!	1					V			
	2					V			
	3							V	
	4					V			
	5					V			
Translation Methods									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Lo kenapa lagi sih juk....?	1								V
	2						V		
	3								V
	4						V		
	5						V		
Translation Method									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Tadi gue abis ngeliat gerhana dengan mata telanjang...	1		V						
	2		V						
	3		V						
	4								V
	5		V						
Translation Methods									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Waduh... Gerhana matahari?	1		V						
	2								V
	3								V
	4								V
	5		V						

Translation Methods									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Bu...bukan, dompet gue yang gerhana.	1				V				
	2		V						
	3				V				
	4		V						
	5		V						
Translation Methods									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Duit nya ketutup sama daftar utang dan tagihan....	1		V						
	2			V					
	3			V					
	4						V		
	5		V						
Translation Methods									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Gyaaa!!!	1					V			
	2					V			
	3							V	
	4					V			
	5						V		
Translation Methods									
Utterance	Group	Word for word	Literal Translation	Faithful Translation	Semantic Translation	Adaptation	Free Translation	Idiomatic Translation	Communicative Translation
Ngeri banget sob...	1								V
	2								V
	3								V
	4								V
	5								V
Total		0	11	2	2	7	5	2	11

Appendix 10. Percentage of the Translation Methods Used by the Participants

Translation Method	Total	Percent
Word-for-word Translation	0	0%
Literal Translation	11	27.5%
Faithful Translation	2	5%
Semantic Translation	2	5%
Adaptation	7	17.5%
Free Translation	5	12.5%
Idiomatic Translation	2	5%
Communicative Translation	11	27.5%
Total	40	100%