STUDENTS' CHALLENGES AND STRATEGIES IN PRACTICING ENGLISH – INDONESIAN SIGHT TRANSLATION
(A Case Study in the English Literature Department)

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Artikel Info

Abstract

This study aims to find out the challenges faced by students when they practice English-Indonesian sight Translation. In addition to the challenges, this study also explains the students' strategies to pass the challenges. To find the same or similar answers and different answers related to this research, this study interviewed the students as the respondents so that this study categorized respondents into three categories in terms of grade. There are 2 high-achiever students, 2 middle-achiever students, and 2 low-achiever students who will be interviewed concerning their tips and approaches. The scores were obtained from the lecturer who taught the Simultaneous Interpreting course at the English Literature department of the State Islamic University in Bandung, in the 2024 academic year. The study found that there are three dominant challenges mentioned by the respondents and two dominant strategies mentioned. Many of them seemed to have difficulties in practicing English-Indonesian Sight Translation, such as lack of vocabulary knowledge, being rushed due to time limits, and unfamiliar types of documents. It is assumed that the strategies they used to minimize the mistake when they practice were the guess word meaning method, stay focused, and keep interpret the document, so that the students can minimize the mistake shown in front of the audience. The challenges faced and the strategies used by high achiever students are different from middle achiever and lowest achiever students. High achiever students use more strategies to deal with challenges so that the challenges faced are not too difficult.

Keywords: *interpreting, sight translation, students*

Abstrak

Penelitian ini bertujuan untuk mengetahui tantangan yang dihadapi oleh mahasiswa ketika mereka mempraktikkan Sight Translation bahasa Inggris-Indonesia. Selain tantangan, penelitian ini juga menjelaskan strategi yang digunakan mahasiswa untuk melewati tantangan tersebut. Untuk menemukan jawaban yang sama atau mirip dan jawaban yang

berbeda terkait penelitian ini, penelitian ini mewawancarai mahasiswa sebagai responden sehingga penelitian ini mengkategorikan responden ke dalam tiga kategori berdasarkan nilai. Terdapat 2 siswa nilai tertinggi, 2 siswa nilai menengah, dan 2 siswa nilai terrendah yang akan diwawancarai terkait kiat-kiat dan strategi mereka. Nilai tes diperoleh dari dosen yang mengajar mata kuliah Simultaneous Interpreting di jurusan Sastra Inggris, Universitas Islam Negeri di Bandung, pada tahun ajaran 2024. Penelitian ini menemukan bahwa terdapat tiga tantangan dominan yang disebutkan oleh para responden dan dua strategi dominan yang disebutkan. Beberapa dari mereka menyatakan telah mengalami kesulitan dalam mempraktikkan Sight Translation Bahasa Inggris-Indonesia, seperti kurangnya pengetahuan kosakata, terburu-buru karena keterbatasan waktu, dan jenis dokumen yang tidak familiar. Strategi yang mereka gunakan untuk meminimalisir kesalahan saat praktik adalah dengan metode tebak arti kata, tetap fokus, dan tetap menginterpretasikan dokumen, sehingga para mahasiswa dapat meminimalisasi kesalahan yang ditampilkan di depan audiens. Tantangan yang dihadapi dan strategi yang digunakan oleh siswa nilai tertinggi berbeda dengan siswa nilai menengah dan siswa nilai terrendah. Siswa nilai tertinggi lebih banyak menggunakan strategi untuk menghadapi tantangan sehingga tantangan yang dihadapi tidak terlalu sulit.

Kata kunci: *terjemahan lisan, sight translation, mahasiswa*

A. INTRODUCTION

In general, humans communicate using language. Language is delivered orally or in written form so that it conveys a clear purpose. Each country has its own language and varies, even in one country there can be a variety of regional languages used by residents between regions as a tool for communication. However, there are some people with crucial professions who are not capable of speaking foreign languages but they must communicate in foreign languages due to their business. The difficulty of speaking in a foreign language is a possible hindrance to business, it is called a language barrier.

Language barrier has many risks because if communicating in a foreign language is not practiced professionally, there will be misunderstandings and failure of communication. Professions such as president, minister, and others that require speaking in foreign language to fulfill business purposes with their clients, might cause disadvantage if they have language barrier. Language barrier is not only disadvantage on a government scale but also on other scales such as employment involving foreigners, travel while on vacation to another country, court proceedings, the introduction of a culture, and many more. For this reason, the professional to translate directly is required.

An interpreter is a professional who mediates communication between two

parties who are speaking different languages, through comprehending and translating messages directly, considering the interaction between the speaker, the audience, and the context (Pohacker, 2016). Interpreter helps to maximize communication from the speaker to the target. In line with it, by having an interpreter, the message and business proceed well and avoid the risk of misunderstanding. Before becoming an interpreter, there is a special study for them called interpreting.

Interpreting is the study of direct oral translation of spoken messages or texts (Shuttleworth & Cowie, 1997). The study of Interpreting is necessary for students to practice their speaking and oral translation skills. Interpreting studies differ from translator studies because interpreting refers to the skill of practicing oral translation and minimizing written translation. Translation has a communicative purpose that is set by the author, the translator, and the target reader (Wisudawanto & Huntley, 2022). Moreover, one type of interpreting is considered to be more challenging.

There is one type of interpreting called Simultaneous Interpreting. In simultaneous interpreting, the interpreter has to interpret what the speaker says at the same time as the speaker delivers the speech. Due to the time equation between the interpreter and the speaker, it causes Simultaneous Interpreter to have a higher level of difficulty (Aminzadeh, 2023). According to Gile (1995), Simultaneous Interpreting has a branch called Sight Translation. Sight Translation involves more direct processing of written text, while Simultaneous Interpreting relies more on real-time processing of spoken language. Both require the ability to understand and convey information quickly and accurately, and involve a high level of multitasking skills. Thus, it means that

students must prepare strategies and deal with obstacles when practicing Sight Translation.

In addition, the study of Interpreting is also one of the preparations for English Literature students to become a professional interpreter. It is a certainty that English Literature students learn the study of Interpreting including Sight Translation. Sight Translation has different levels of difficulty for the students to face when practicing it. This is why interpreting studies for students to become professional interpreters should be more in-depth because it is more challenging.

Nevertheless, the study of interpreting in English Literature majors is limited. Several factors have caused it and require further study of Interpreting. One of them is due to the short duration of the course because it is only carried out in 2 semesters, each semester has 16 meetings, which is only 100 minutes long for a meeting. This coincides with the cause of the limited availability of one of the Interpreting theories that requires a longer duration to practice.

In this study, the researcher will further investigate an interpreting study that focuses on the challenges and strategies of the students in practicing English – Indonesian Sight Translation, which is one of the courses in the English Literature department. The reason researcher chose this case study is because English is a universal language that English Literature students are supposed to learn and their ability to translate has its own challenges and strategies. By doing so, other students and the audience will be able to know what challenges and strategies are that students faced for practicing English – Indonesian Sight Translation skills. In this case, this study will explain how and what methods are used by the students who are respondents in this study.

There were several studies that have been done before this research. The first research is a study case entitled "DIFFICULTIES STUDENTS FACE IN SIGHT TRANSLATION EXAMS: A Case Study at the University of Sulaimani, Department of Translation" (Abdulrahman, 2021). This research aims to identify what are the difficulties occurs in the students when doing Sight Translation exams. The language used are English-to-Kurdish. Based on the analysis, this research contains the responses from the respondents which the students that given two-part quantitative questionnaire, the pre-test and the post-test. The response mostly related to grammar-related issues, then the other response are cognitive-related difficulties and semantic-related difficulties. The Sight Translation instructor also should help the students read different text continuously, focusing on translating the terminologies, phrasal verbs, idioms, active and passive sentences, etc.

The second research is a study case entitled "CHALLENGES IN INTERPRETING ENGLISH INTO INDONESIAN BY INDONESIAN INTERPRETERS". Written by Hulu et al., (2024) this research aims to discover the challenges in interpreting English into Indonesian. It contains the responses from the respondent and the challenges faced by the interpreters mostly is length of the speech because for the interpreter, when speaker speaks in long sentences and complex sentences, it is not easy to explain quickly. The second is pronunciation that considered as the most challenging in interpreting because if the word pronounced not as usual or sounded similar, sounded in one word but those are not, it makes the interpreter confused. Mastering topics also considered as the third challenge in interpreting faced by the interpreters because interpreter should

prepare well, so that the interpreter will provide best and accurate results.

The third research is a study case entitled "HOW EFL STUDENTS COPE WITH ILL-FORMED SOURCE LANGUAGE SENTENCES IN ENGLISH-TO-INDONESIAN SIGHT TRANSLATION". This research written by English Literature lecturers in Islamic State University Sunan Gunung Djati Bandung, Budiarti & Saehu, (2023). This research investigates how English as a Foreign Language (EFL) students cope with ill-formed source-language sentences in English-to-Indonesian Sight Translation. This research reveals several responses from the respondent, the first is students' interpretation towards the ill-formed sentences catering either typographical errors, the students will correct and be aware of the expected interpretations towards sentences with mix-up-letter words in it. The second is students' interpretation toward grammatical errors, only few of the student sight translate those parts accurately as targeted. The third is students' interpretation toward punctuation errors, the students seem to know when they need to correct it either to pause or a small break when they speak. This research also suggests practical recommendations to cope the difficulties.

The fourth research is another study case that only shows the strategies in Sight Translation entitled "STUDENT INTERPRETERS' STRATEGIES IN DEALING WITH UNFAMILIAR WORDS IN SIGHT TRANSLATION". This research contained specific details about student interpreters' strategies in dealing with unfamiliar words in the source texts during English-to-Mandarin (B-to-A) sight translation. Written by Fang & Wang (2022), had two groups as its research sample, they were Group A consisted of 10 beginner

student interpreters who had started Mandarin/English interpreting training two and a half months before the data collection, and had not yet obtained any professional interpreter credentials, and Group B included 10 advanced student interpreters who had completed one and a half years of postgraduate level interpreting training. It proved that both groups of student interpreters tended to omit the unfamiliar English words. The advanced student interpreters made more strategic omissions of unfamiliar words in the source texts than the beginner student interpreters, whose work showed more passive involuntary omissions of unfamiliar English words than that of the advanced student interpreters.

As mentioned above, there are several similarity and difference between this study and several previous studies that have been read. The similarity of the previous studies and this study is the same theory discussed, which means Sight Translation. Besides, there are several differences between this study and several previous studies. The difference between this study and the first previous study is the languages pairs used in the studies, the first previous study used English-to-Kurdish meanwhile this study used English – Indonesian language. The other difference between this study and second previous study is different object which is the Interpreter as the object, meanwhile this study chose English Literature students in 5th Semester. The difference between this study and third previous study is different case about how to cope and not containing challenges and strategies. The last difference between this study and the fourth previous study is different languages pairs that using English-to-Mandarin and different object without specific challenges mentioned. Therefore, this study will identify what are the

challenges and the strategies based on students' Sight Translation test.

B. METHODS

In this research, a descriptive qualitative approach was used to conduct this analysis. Qualitative research is the data that explain with the words rather that with pictures or numbers (Ari, 2006). This explained and described the result of data found by using theory that related to research purpose (Mullany & Stockwell, 2021). The method chosen for this research is a case study which is related to Sight Translation.

A case study will be used in this research. The reason this research uses a case study is because this research requires direct answers from the object which starts from interviewing the required object. According to Yin (2003) a case study is a method for examining a phenomenon that occurs by centering on a person's life experience. Furthermore, he stated that there are several steps in creating a case study, including determining and describing research questions, selecting and determining research designs and instruments, determining data collection techniques and conducting data collection activities, analyzing data, and preparing the final research report. Therefore, this research used thematic analysis methods that involved the process of collecting data in the form of interview transcripts and organizing several categories of respondents.

The source of data in this research will be in the form of a survey that was collected through a questionnaire with 109 undergraduate students of the English Literature Study Program at Islamic State University in Bandung, West Java, Indonesia who will respond to the questionnaire. The reason why 6 students were chosen as the

main sample is because these six students can further explain the results of the questionnaire as in one of the questions "*What is/are the strategies you did to solve the challenge?*" and their different answers based on the three score categories are representative of the population of English Literature students at the State Islamic University in Bandung. Therefore, to find the same or similar answers and different answers related to this research, this study categorized respondents into three categories in terms of grade: 1) The high-achiever students, 2) The middle-achiever students, and 3) The low-achiever students. The scores were obtained from the lecturer which is one of the researcher in this study who taught the Simultaneous Interpreting course at the English Literature department of the State Islamic University in Bandung, in the 2024 academic year. From each level category, 2 respondents will be taken. Therefore, 6 students will be taken purposively as the sample of the study.

Respondents Categorized Based on Scores

Table 1. Participants of the Study

Level of Students	Grade	Initials
High Achiever	82	P1
	81	P2
Middle Achiever	74	P3
	74	P4
Low Achiever	65	P5
	62	P6

Technique of collecting data is a procedure to collect data related to the problem in this research. According to Creswell (2018) collecting data in a qualitative study, the researcher needs to record any potentially useful data thoroughly, accurately, and systematically, using field notes, sketches, audiotapes, photographs, and other suitable means. From the quotation, the researcher took some steps to collect data, there are:

a. Distributing the questionnaire to all participants. The respondents will be asked about the possibility of the challenges and the strategies in multiple choice.

b. 6 Respondents from 2 high-achiever, 2 middle-achiever, 2 low-achiever will be interviewed related to find out the tips and their own opinion about strategies and challenges in practicing English – Indonesian Sight Translation with voice recorder face-to-face.

c. The responses of interview will be transcribed into sentences or even paragraph.

d. For data accuracy, the transcribed will be checked and corrected for errors.

e. Responses will be separated based on student categories of high-achiever students, middle-achiever students, and lowest-achiever students.

f. Making separate parts of each response according to each question.

g. Moving all transcribed text to Microsoft Office Word.

h. Categorizing the answers of each question based on student achieve.

According to Miles and Huberman (1994) analyzing consists of three activities that occur simultaneously: data reduction, data display, conclusions drawing/ verification. After collecting the data, the next step is analysis data. After the data was sorted by value category, the researcher analyzed the findings. The researcher created a table containing tips and challenges that students faced. The last step, concluding the whole of the discussion in this research. The researcher will categorize what are the effective tips and

the challenges occurs according to their responses.

C. FINDING AND DISCUSSION

Findings

The findings of this research is aimed at what challenges do students experience during English – Indonesian Sight Translation practice and what strategies do students use when practicing English – Indonesian Sight Translation. To find the same or similar answers and different answers related to this research, students' response towards the interview will be highlighted based on the most mentioned from their questionnaire responses.

Table 1. Interview data item "*The Preparation Before Practicing English – Indonesian Sight Translation*"

No	Responses	Percentage
1	Prepared well	69.7%
2	Not enough preparation	30.3%

Table 2. Interview data item "*Students' own steps when process practicing English – Indonesian Sight Translation*"

No	Responses*l*	Percentage
1	Maximize the capabilities	45%
2	Just doing their best	55%

Table 3. Interview data item "*The hardest challenges students' faced when practice Sight Translation English-Indonesian*"

No	Responses	Percentage
1	Public speaking	0.9%
2	Unfamiliar type of document	7.3%
3	Misspelling or omission on the Source Language document	11%
4	Poorly organized speech	12.8%
5	Fragmanted syntax	4.6%
6	Lack of grammatical knowledge	8.3%
7	Lack of vocabulary knowledge	54.1%
8	All of it	0.9%

Table 4. Interview data item "*The strategies used to solve the challenges*"

No	Responses	Percentage

1	Use contextual understanding to fill in information gaps and clarify unclear meanings	50.5%
2	Predict their possible meaning	72.5%
3	Maintain the document writer's flow of thought despite incomplete sentence structure	19.3%
4	Ability to quickly adapt to changes in topic and speech flow	17.4%
5	Present them in their Source Language	13.8%
6	Skip the unknown vocabularies	50.5%
7	Improving my public speaking skill	43.1%

Discussion

Based on the findings of questionnaire with 109 respondents, the challenges and strategies faced by students when they were practicing English - Indonesian Sight Translation can be determined through interview with 6 students as the participant of the study categorized based on the scores:

Data Finding through interview with students as research respondent.

According to the first interviewee P1, she maximizes her preparation such as appearance, technical preparation, and reassure herself. The way she processed practicing Sight Translation English – Indonesian are three steps such as affirmation herself, slowly read the document to scan it, then she decided whether she interpret it in formal or informal way. The two biggest challenges that she faced are lack of vocabularies knowledge and lack of grammatical knowledge. She assumed that she did not know the equivalent meaning in the target language which is Indonesian and had difficulties the grammatical structure between English to Indonesian. Therefore,

the strategies she did to solve the problems are still confident to continue interpret it, nervous only make it worse. She also skipped some words and improve it to use the guess words meaning based on the context due to the type of document was easy for her.

The second interviewee P2, she did not prepare as well but she did overview to practice. She processed the practice by read a sentence quickly to knowing the convey in the sentence then interpret it. She faced two challenges when she practiced, there were lack of vocabularies and too focused on the document that causing she forgot to look at the audience. So that, she assumed the strategies to dealing with those challenges are highlight the point of the text to know the meaning of the context and keep focus to look at the audience sometimes.

The third interviewee P3 stated that she prepared herself such as skim and scan through the documents then find some vocabularies in dictionary to maximize the practice. To process it, she read each point on the list and made a sentence each of them to interpret it. She assumed that the most challenging part is unfamiliar words and it is

caused by lack of vocabularies that make her confused about the meaning of those unfamiliar words. To solve it, she did the strategy such as translate word to word with a closer meaning of the word as much as she could.

Then the fourth interviewee P4 argued that she just translating the document from the materials and focus on the type of document such as MoA which she claimed it is very hard. She got MoA and when she process that, she find some point at the text that she understood to translate it quickly. She faced poor public speaking, nervous, and lack of vocabularies as the challenges when she practice it. To solve those challenges, she just remember her lecturer said that it should not be perfect, so she just interpret according to the context of the text and skipped some unfamiliar vocabularies.

In response to the fifth interviewee P5, stated that to prepare it, she learn and practice reading to make it fluent. Then, to process the document she tried to translate first and understand the text of the document. The challenges she faced when she practice are difficulties in understanding the context and did not focus because of the limited time given. The strategies she did when she faced those challenges is tried to understand the context so that she list the familiar vocabularies.

Lastly, the sixth interviewee P6, commented that she read and pick a short text to avoid stressful on herself. She find some familiar vocabularies to make it easier but somehow she get nervous when the text is heavy. So that, to process it she starts with reading the text slowly and if she find unfamiliar vocabularies, she tried to guess the meaning based on the context. In line with it, the challenges she faced are did not understand the text given that makes her confused, the pressure because of the limited

time to interpret it quickly and causing she chose the wrong words, and some idioms or expression exist in the document that makes her confused about the direct equivalence in Indonesian. However, the strategies she did to solve those challenges are keep practicing when she find unfamiliar vocabularies, she will take notes it later and when she get confused or stressful, she just tried to keep her mental stable and keep focus to the main point of the text so that she can still practice it as well.

Student's preparation before practicing English – Indonesian Sight Translation

According to the Table 1, it seems that the majority of the student significantly prepared themselves well before they practice English – Indonesian Sight Translation. It can be seen in the following statement:

"*I will just divided it into two section. The first one is maybe the appearance, so before I practicing Sight Interpreting I used a proper clothes as an interpreter. Then the second one is the technical, for the technical preparation for the Sight Interpreting is first thing first we have to know that the lecturer already give us kisi-kisi (material outline) so we learnt from the kisi-kisi. And then I prepare my mental also like do'a/prayer, and I tried to read the document that already given by the lecturer and I learnt the documents that already given by the lecturer. And then I looking for the vocabs that I don't know the meaning, after that I just keep practicing, practicing, and practicing.*" (P1)

From the interview, we can infer that the students did the main things which important to the preparation, there are read the material and practice by themselves. The students tried to practice before the practice begin by themselves or with their friends according to the material given by the lecturer since the beginning of Sight Translation class until the

last material before the exam or practice Sight Translation. If there were the unfamiliar vocabularies exist in the document, it can be searched early to find out the meaning to maximize the practice because the students agreed that Sight Translation requires students to learn a lot of foreign language vocabulary.

Translation is process by "which a spoken or written utterance takes place in one language that is intended and presumed to convey the same meaning as a previously existing utterance in another language." (Rabin, 1958). To translate into a foreign language, humans need to learn the vocabulary of the foreign language that has the same meaning and significance of the source language. In line with it, students agreed that they should learn many vocabularies in order to interpret it quickly.

Students' step when process practicing English – Indonesian Sight Translation

Table 2 shows that most of the students just do their best when they process practice English – Indonesian Sight Translation rather than maximize their own skills. For instance, P3 indicated:

"*So first when I receive the document, I usually scan the entire contents of the document and then read it a.. each point listed like one by one, and after that I, I read the document thoroughly and I process to make a sentence that.. I think it is make sense in my head before I finally interpret it.*" (P3)

Based on the data above, it can be stated that most of the students' step when process English – Indonesian Sight Translation were read the document first to scan it when the time to scan is started. So that they can slowly read the document thoroughly, without rushing and might causing inaccuracy. After that, they can easily decide to interpret it depending on the type of document selected.

Meanwhile for some students, they were maximize their capabilities to process the practice and they have their own steps, as can be seen in P1's statement below:

"*Of course I tried before I start interpreting, I put words in my head "Okay, I can do this, I can pass this." After that, I slowly read the document like I scan the document first after that I decided "should I interpret this document in a formal way or in informal way, and then I just do the interpreting after that.*" (P1)

It is interesting to note that the P1's statement seems maximize the capability as the effort step when process practicing English – Indonesian Sight Translation.

Students' challenges faced when practicing English – Indonesian Sight Translation

When the Sight Translation process is being carried out, students will generally experience some challenges. This challenge is a problem that causes the practice of Sight Translation to not be as fluent as it should be. It is happen because there are more complex and longer sentences, extra processing effort is required by the interpreter due to the syntactic differences between the two languages creating challenges for the translator to unify the reading in the SLA and the production of the text in the TLA (Abdulrahman, 2021). In line with it, strategies are needed so that the challenges do not hinder the students' process in practicing Sight Translation. The challenges faced by the students were listed based on the answers most frequently mentioned by the interviewees.

Lack of Vocabulary Knowledge

The first most common challenge experienced by students is lack of vocabulary

knowledge. Unfamiliar words causing the students' struggling to interpreting. The students still learning the vocabulary that they do not recognize the meaning in the target language. P2 stated that:

"*The challenges I face when interpreting English to Indonesian is um.. lack of vocabularies and then sometimes I forgot to look at the audience.*" (P2)

Some words especially in English are still unfamiliar in daily conversation, because the students often speak in Indonesian. Due to the unprofessional interpreter which is beginner from this field, the students should learn more about interpreting to expand their vocabulary. However, because of the limited time to deepen the study of interpreting, as a result students still experience problems with lack of vocabulary knowledge when practicing Sight Translation. The lack of vocabulary knowledge in the practice of Sight Translation is one of the challenges felt by the students in this study, in line with the challenges of the interpreters in Hulu et al., (2024), which is the mastering topic that is not maximized causing the interpreters to have difficulty performing optimally. At the level of interpreters who are already quite professional, they still get the same difficulties felt by students who are still learning.

Poorly Organized Speech

In addition, the second most common challenge experience by the students is still struggling in their public speaking skills. As the students response that poorly organized speech may triggering their focus of deliver the message maximally, nervous, and distracting their focus when practice. It is in line with question P4 which can be seen as follows:

"*The challenges is.. my public speaking is bad. I am nervous, I am so nervous and the*

vocabularies is I still many unknown though. When I interpreting, I- like "What is this? What the word is?" uh.. and.. just like that because of nervous so blank. But like the vocabulary that I know before is like "What? What is the word is? What this sentence I translate?" like that." (P4)

Unlike translation, interpreting needs more focus and well organized speech because it must be translated directly verbally, not in written form, as Weber (1984) states that "interpretation is the oral transposition of an orally delivered message at a conference or a meeting from a source language into a target language, performed in the presence of the participants." Thus, the students should convey the message from the document and speaks quickly. They have to balance between the public speaking, translate the document orally, and finish it on time.

Student's strategies to solve the challenges when practicing English – Indonesian Sight Translation

After facing challenges in the practice of Sight Translation, students have their own ways and strategies to minimize the mistakes caused by the challenges they get. "*The strategies are not preconceived, nor are they suggested as ideal solutions; they are identified by analyzing authentic examples of translated texts in a variety of languages and presented as 'actual' strategies used rather than the 'correct' strategies to use.*" (Baker, 2018). The strategies they did to solve those challenges were mention according to the interview with the students.

Predict Their Possible Meaning

The first common strategy used by the students is predict their possible meaning. The students improve the unfamiliar word with guess word meaning method that still

relevant with the context. Even though they did not know the real meaning of the word, the audience still can get the closest meaning of the document because the students predicted their possible meaning from the document, as can be seen as P2's statement:

"*The strategy for dealing that is for lack of vocabulary, I have to know what text is saying like what the point of the text, so I can convey the meaning or what is text about even if there is a vocabulary that I don't know. And then for forget to look at the audience, I did forget to look at the audience so I think the solution is able to divide focus so we must focus on text but sometimes we must look at the audience and must practice a lot.*" (P2)

In line with it, P2 hope that P2 can still convey the message well even though the words translated are not that specific valid with the Source Language. P2 also ensures that the important thing is that the meaning contained in the word is the same as what is written when it is delivered. Nevertheless, there are the students who skipped the unfamiliar word when the guess word method did not solve the challenges.

Skip the Unknown Vocabularies

The second most common strategy used by the students is skip the unknown vocabularies. As the students said in their interview, distraction and nervous may triggering worse performance and it will make the practice fail. It can be assumed that distraction causing by they did not focus to the document as well, they were getting nervous because the limited time given when they practice. P5 noted:

"*Umm.. for me there actually many strategies that can only be done by skip the vocabularies that I don't know, and increase understanding, and then making vocabularies list.*" (P5)

To maximize the mistake and cover the challenges, P5 keep interpret the familiar vocabularies and skipped the unknown vocabularies from the document to the audience and stay focus due to the limited time when practicing Sight Translation. Therefore, P5 could interpret it quickly even though there are some words that skipped but they could predict the possible meaning because of the focus on themselves and keep interpret rather than silent when they were practice it.

There is a similarity between Fang & Wang (2022) results and this study in the strategy used by interpreter students and English Literature students, which is skipping some unknown vocabulary rather than providing an inaccurate translation. These two strategies are more often used by students although with different categories because these two strategies are easier to apply to effectively maximize the duration during practice. In addition, the limited knowledge and time to learn more about the practice of Sight Translation in English Literature department also affects students' ability to master the practice of Sight Translation optimally.

D. CONCLUSION

As previously stated, during the data collection process, students were asked four interview questions about the challenges and strategis that faced by them when they were practice English-Indonesian Sight Translation. Several detailed questions have been raised, including the preparation of the students before practice English-Indonesian Sight Translation, the process when the students get the document, the challenges their faced when practice it, and the strategies they used to cover or solve the challenges. However, students have the same ideas, the differences in challenges and strategies

according to their experience when they practice. Therefore, some of the same preparations, processes, challenges and strategies they mentioned when they practiced can be conclude that:

a. The preparation made by the highest achievement students is more optimal than the preparation made by the middle and lowest achievement students, so that the highest achievement students can maximize the practice they have prepared before.

b. The steps taken by middle achievement students are different from the steps taken by highest achievement students. The highest achievement students have their own steps to maximize their capabilities while processing this practice. Meanwhile, the middle achievement students only do what they can as they generally do.

c. Students in the lowest achievement category experienced more challenges than middle and high achievement students. However, the students with the highest achievement were able to explain well how the challenges were felt during practice and proved the most difficult challenges according to the results of the questionnaire answers.

d. Students with the highest achievement have more strategies and more details compared to the strategies used by students with the middle and lowest achievement. Students with the middle and lowest scores tend to use the skip the unfamiliar vocabularies method as an alternative to passed the challenges they face.

e. The challenges and strategies found in this study can be a reference, especially for students to minimize the challenges that arise in this case study by using the strategies found in this study and looking for other strategies that have more potential to maximize the practice of Sight Translation in class and further knowledge related to Sight Translation.

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