WEB-BASED LEARNING RESOURCES FOR LITERARY TRANSLATION USING SYSTEMIC FUNCTIONAL LINGUISTICS

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Abstract

This study designs a website as a digital resource for literary translation based on systemic functional translation studies (SFTS). Using design and development research (DDR), the study involved needs analysis, design and development, and evaluation phases. Data were gathered through document analysis and questionnaires. Six experts (media and material validators) assessed the website. Results showed that the website integrates literary translation issues with systemic functional linguistics, addressing student needs for digital learning materials and practical exercises. Validators confirmed its feasibility due to its accessibility, maintainability, and alignment with current competencies. The website enhances translation training and supports comprehension with relevant references and exercises.

Keywords: Design and development, Digital resources, Literary translation, Systemic functional translation studies, Website.

1. Introduction

Digital resources, such as websites and e-books, play a vital role in modern education, especially as Indonesia advances in digitalization 4.0 [1-5]. Educators must adopt digital literacy and integrate technologies like IoT, virtual reality, and artificial intelligence (AI) to meet students' learning needs [3, 6-9]. In literary translation, maintaining emotional depth and meaning is challenging, making systemic functional linguistics (SFL) a suitable approach as it focuses on the social functions of language [10-14].

Many reports regarding language education have been reported [15-20]. Previous studies have developed digital tools for translation (Table 1) [21-26], but none have combined SFL with literary translation. This research addresses this gap by designing a website as a digital resource for literary translation based on Systemic Functional Translation Studies (SFTS). The study offers novelty through (i) a bilingual English-Indonesian translation platform, (ii) integration of SFTS theory, and (iii) interactive learning features.

Table 1. Review of previous research on material development in translation.

No.	Title	Ref.
1	Teaching and researching literary translation in the digital context: PEnPAL in trans as a case-study.	[20]
2	Construction of literary translation system based on digital education.	[21]
3	The development of learning medium for the translation course on the topic of translation techniques.	[22]
4	Development of web-based resource usage patterns among English-to-Chinese trainee translators.	[23]
5	Developing website for teaching simultaneous and consecutive interpreting.	[24]
6	Designing a website based Aceh translation application using rule-based.	[25]
7	Design a web-based Manggarai language translator application.	[26]

2. Literature Review

Figure 1 explains the web-based learning concept applied in translation classes. Many reports regarding web-based learning have been developed [27-30]. In this model, students or teachers as users access the website by entering a URL through a web browser. The browser sends an HTTP request to the web server, which responds with the requested web files containing learning materials for literary translation. These web files are transmitted back via HTTP response and rendered by the browser, displaying the digital resource content to the user [31, 32].

The integration of web-based learning in translation supports both theoretical and practical aspects of education. Prior research has highlighted various digital tools for translation but has shown limited focus on the systemic functional linguistics (SFL) approach within literary translation. This study builds upon previous findings by integrating SFL principles into a digital resource designed specifically for literary translation, offering interactive materials that facilitate deeper engagement with linguistic features essential to effective translation.
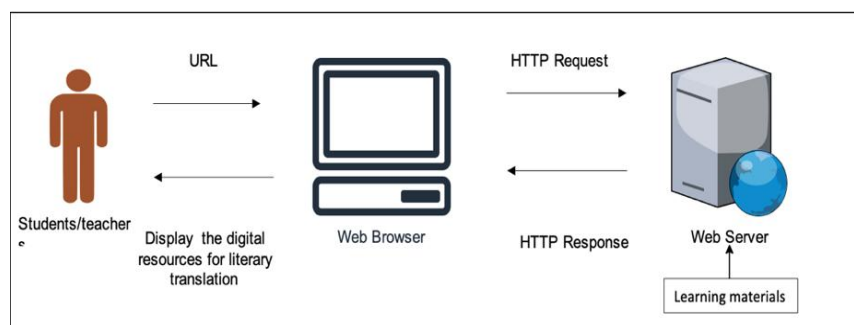
Fig. 1. Web-based learning concept.

3. Method

This research applied DDR, which consists of analysis, design and development, and evaluation. Detailed information for this method is explained elsewhere [33]. The first phase is the needs analysis phase, conducted through document analysis and an open-ended questionnaire. Document analysis was carried out to identify issues in literary translation, the implementation of Systemic Functional Translation Studies (SFTS), and the challenges in dealing with literary translation. Meanwhile, the open-ended questionnaire was distributed online via Google Forms to explore the needs in designing digital resources. The second phase involved designing and developing the digital resource in the form of a website. The final phase was evaluation, conducted by media and material experts using online open-ended and closed-ended questionnaires containing assessment criteria. Six experts participated in this research. After receiving feedback, the prototype of the digital resource in website form was finalized [34].

4. Results and Discussion

Figure 2 explains the process of designing the web-based learning platform as a digital resource for literary translation (https://sites.google.com/upi.edu/ruangterjemahan). The design process involved selecting a template via Google Sites, customizing the site with content related to literary translation based on systemic functional translation studies, embedding exercises, and publishing the platform.

Figure 3 explains the website appearance, including Fig. 3(a) for the home page displaying the website description, Fig. 3(b) for the materials page containing literary translation theories and examples, Fig. 3(c) for the analysis example menu providing user guidance, and Fig. 3(d) for the exercises page for student practice in translation class.

Validation testing involved six experts assessing the website's material and media components through online questionnaires. The material experts rated the website as good for material completeness, quality, and depth, and very good for material relevance. Suggestions included adding pictures for engagement, a table of contents for navigation, and more exercises for each section. Media experts assessed the website as feasible, but recommended layout improvements for better aesthetics and user-friendliness. While the website has not yet been implemented in classroom settings, limiting conclusions about its effectiveness in enhancing translation skills, it is considered suitable for classroom use based

on validation outcomes. The integration of technology in translation education, such as digital resources, plays a crucial role in supporting comprehension and translation practice through tools like dictionaries, parallel texts, and reference materials [35-40].
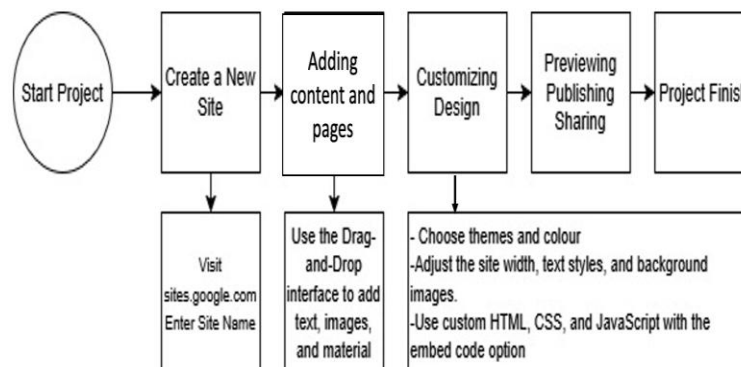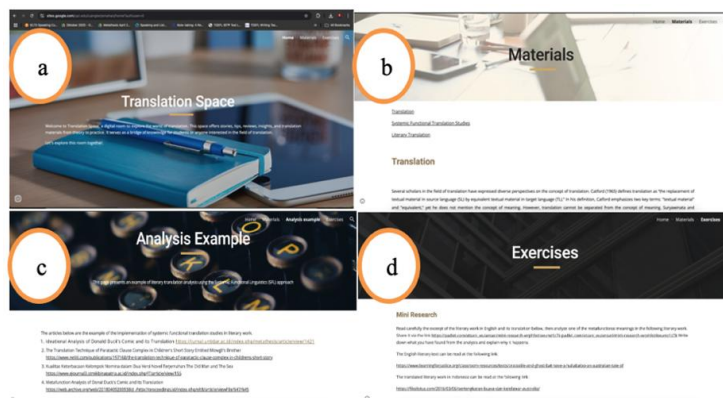

Fig. 2. Website designing process.

**Fig. 3. Website Appearance; (a) home
(b) materials menu (c) analysis example menu (d) exercises.**

5. Conclusion

The website was designed based on students' needs analysis and a thorough examination of issues in literary translation. Validation results confirmed that the website is feasible for use in translation classes, receiving good ratings for material completeness, quality, and depth, and very good ratings for material relevance. Additionally, the website achieved good scores in media design for its accessibility and maintainability. Consequently, this website enhances translation practice and supports students' comprehension by providing relevant reference resources.

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