

DEVELOPING CHARACTER-BASED ENGLISH LANGUAGE LEARNING MATERIALS WITH SPEECH ACTS NORMATIVITY FOR SENIOR HIGH SCHOOL STUDENTS

DISERTASI



**PROGRAM STUDI PENDIDIKAN BAHASA (S3)
PROGRAM PASCASARJANA
UNIVERSITAS PENDIDIKAN GANESHA**



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetak dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.



**Balai
Sertifikasi
Elektronik**



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSR - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSR
- Cetak dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.



Balai
Sertifikasi
Elektronik

DISERTASI

DIAJUKAN UNTUK MELENGKAPI TUGAS DAN MEMENUHI SYARAT-SYARAT UNTUK MENCAPAI GELAR DOKTOR



Promotor	Prof. Dra. Luh Putu Artini, M.A., Ph.D. NIP.196407141988102001
Ko Promotor I	Dr. Dewa Putu Ramendra, S.Pd., M.Pd. NIP.197609022000031001
Ko Promotor II	Prof. Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum. NIP.198004042003122001



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Disertasi oleh Saiful Akhyar telah dipertahankan di depan tim penguji dan dinyatakan diterima sebagai salah satu persyaratan untuk memperoleh gelar Doktor di Pendidikan Bahasa (S3), Program Pascasarjana, Universitas Pendidikan Ganesha
Pada tanggal 20 Juli 2026

Dewan Penguji

Ketua	Prof. Dr. I Nyoman Jampel, M.Pd. NIP.195910101986031003
Anggota	Prof. Dra. Luh Putu Artini, M.A., Ph.D. NIP.196407141988102001
Anggota	Dr. Dewa Putu Ramendra, S.Pd., M.Pd. NIP.197609022000031001
Anggota	Prof. Dr. Ni Komang Arie Suwastini, S.Pd., M.Hum. NIP.198004042003122001
Anggota	Prof. Dr. Ida Bagus Putrayasa, M.Pd. NIP.196002101986021001
Anggota	Prof. Dr. Ni Nyoman Padmadewi, M.A. NIP.196202021988032001
Anggota	Prof. Dr. Ni Made Ratminingsih, M.A. NIP.196609081991022002
Anggota	Prof. Dr. I Made Sutama, M.Pd. NIP.196004241986031002
Anggota	Dr. Kadek Wirahyuni, S.Pd., M.Pd. NIP.198705272015042001

Mengetahui Direktur Program Pascasarjana
Universitas Pendidikan Ganesha,



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

Prof. Dr. I Nyoman Jampel, M.Pd.
NIP.195910101986031003



- UU ITE No. 11 Tahun 2008 Pasal 5 Ayat 1 "Informasi Elektronik dan/atau hasil cetaknya merupakan alat bukti hukum yang sah"
- Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSrE - BSSN, validitas dokumen elektronik ini bisa dicek menggunakan aplikasi mobile VeryDS oleh BSrE
- Cetakan dokumen ini merupakan salinan dari file dokumen bertandatangan elektronik yang keabsahannya dapat diakses melalui scan QRCode yang terdapat pada sertifikat ini.

EXECUTIVE SUMMARY

The outcomes of education in senior high school are not merely transferring knowledge of a certain subject matter. However, students' character is concerned about aspects simultaneously. Education is not solely about cognitive and psychometric aspects, but also about students' morality. There are a variety of strategies that have been implemented to reach those goals. Even though those strategies are dominated by indirect teaching, no target values in every teaching and learning section, unbound with teaching materials, and learning activities just focus on co-curricular and extra-curricular activities. It means that it has no character building, which is derived from the expressions/utterances of speech acts of any type.

This research aims at developing character-building materials using speech acts normativity inserted into EFL materials and activities. Specifically, it aims to: 1) identifying the needs of developing a character-building materials that uses speech acts normativity inserted into EFL materials and activities for senior high school students; 2) design a prototype of this developed product; 3) evaluate the validity of the product; 4) evaluate the practicality of the product; 5) examine the product if there is any significant effects on the students' performances either in accordance with English proficiency and or character building. The theories used in the needs analysis are speech act normativity by Searle (2003), Alston (2000), Terence Cuneo (2014), and Ball (2014). The development of the developed product encompasses the structure of curriculum and syllabus and lesson plan development by the Ministry of Education and Culture (2016, 2025), Standards for textbook development by the Ministry of Education and Culture (2022), and material development by Tomlison (2011).

The development of this product employed the ADDIE model and was conducted at the First Grade of SMAN 1 Gunungsari in the academic year 2024/2025. The subjects of the research are students and teachers at the locus of research, English senior supervisors, content, and instructional experts. The instruments of this research are questionnaires, checklists, interview guides,

observations, and scoring rubrics, which were analyzed qualitatively. Meanwhile, pretest and posttest data were analyzed quantitatively by descriptive statistics and a non-parametric test.

The findings of this research revealed that:

1. 97.9% of the respondents required that speech act normativity must be inserted into EFL learning materials. Those norms that are inherent in any type of speech act are extremely needed in character building. The current condition describes that the EFL materials and learning activities have no inserted speech act normativity as the basis of the target values. However, students and teachers demanded that the normativity of speech acts needs to be inserted in EFL materials and learning activities, not just in co-curricular and extracurricular activities.
2. Teaching characters is conducted through indirect teaching; meanwhile, the expected condition needs to be taught directly.
3. Unbound in EFL materials, research subjects demanded that character building be bound in EFL materials.
4. The prototype of this product includes many features. It emphasizes learning new words, reduces the amount of grammar teaching, is low-cost and practical, unavoidable, and focuses on developing character through direct instruction. Developing character is woven into the educational materials and activities. This research product has eight sections, each focusing on a specific topic. Each topic includes various sub-topics and targeted values. Reflections are encouraged to assess the challenges students face and develop solutions. In every section, there are optional projects that enhance the Pancasila Students' Profile, grounded in the natural principles of speech acts. When compared with the materials from the other two textbooks mentioned in this research, this product incorporates the principles of speech acts as a foundation for character development, ensuring they are integrated into the main teaching and learning activities.

5. To confirm the quality of this research product, two specialized content reviewers and two experts in teaching assessed it using a scale that ranged from Strongly Disagree (SD) to Strongly Agree (SA). The first content reviewer gave a score of 4.35, while the second one scored it at 4.15. The combined mean score for product quality from both content reviewers was 4.25. The first teaching expert assigned a mean score of 4.31, and the second one also rated it 4.31. Therefore, the overall average score from both teaching experts was 4.31. This indicates that the research product is considered effective in its instructional content. According to the quality standards set by Nurkancana & Sunartana in 1992, these average scores from both the content and instructional reviews can be seen as good quality materials.
6. To assess the practicality of this product, questionnaires were given to two instructors. The average score from the first instructor was 4.20, while the second instructor scored 4.35. Therefore, the overall average from both instructors was 4.30. Looking at the feedback from students, the average score from the XD student was 4.54, and from the XF student was 4.56. According to these average scores, this product can be seen as very practical. Both instructors and student users deemed this product to be very relevant to today's teaching and learning needs.
7. The notable impact of this product was evident in how it improved students' English skills and personal growth. The statistics highlighted that the average score of the pre-tests was 7.00 ($M=7.00$), while the average score of the post-tests was 18.00 ($M=18.00$). This indicates that the average score of the post-tests is higher compared to the pre-tests. A prerequisite test using SPSS revealed that the significance scores from the Kolmogorov-Smirnov and Shapiro-Wilk tests for pre- and post-tests were below 0.05. This indicates that the data did not follow a normal distribution. Therefore, an alternative method that does not assume normality was used. The Wilcoxon Signed-Rank Test was used to analyze the data when it was not normally distributed. If the significance value was less than 0.05 ($P=0.05$), then H_0

is rejected (there is no notable difference between pre-tests and post-tests). Based on the Wilcoxon Signed-Rank Test, the calculated statistic was $W=3486.00$, the standardized test statistic was 7.931 , and the standard error was 219.77 , with $P=0.05$ (0.00). This suggests that the significance value is below $P=0.05$, and H_0 is rejected. These findings indicate that there is a notable difference between the average scores of pre-tests and post-tests. To determine the effect size, the formula for Matched-Pairs Rank Biserial Correlation was used. The effect size was 0.87 . According to Cohen's standards, an effect size of 0.87 is considered a large effect size. This suggests there is a significant impact on the post-test results following intervention with this product.



DECLARATION STATEMENT

I hereby declare that the dissertation I have prepared as a requirement for obtaining a Doctoral degree from the Graduate Program of Universitas Pendidikan Ganesha is entirely my own work.

Any parts of the dissertation that I have quoted or that are derived from the work of others have been properly cited in accordance with academic writing norms, rules, and ethics.

If at any time in the future, it is discovered that all or a part of this dissertation is not my own work or contains elements of plagiarism, I am willing to accept the revocation of my academic degree and any other sanctions in accordance with the applicable laws and regulations.



Singaraja, Juni 2026



Saiful Akhyar

PREFACE

Alhamdulillahirabbil ‘alamin. All praise and gratitude are due to Allah SWT, who has granted me perseverance, strength, and health to complete this dissertation as a requirement for obtaining a doctoral degree. The journey of completing this dissertation has encountered many challenges, temptations, and rewards, and it would not have been possible without the guidance, support, and encouragement of many individuals whom I am deeply grateful to and cannot mention all in this paper.

First and foremost, my utmost appreciation goes to Prof. Dra. Luh Putu Artini, MA, Ph.D., whose expertise and consistent guidance have been a main support throughout my research. Her patience, encouragement, critical insights, and motivation have transformed me into a perseverant individual in improving my academic competency. I am honestly honored to have been mentored by her.

To Dr. Dewa Putu Ramendra, S.Pd, M.Pd, I am sincerely grateful for his suggestions, input, and encouragement. Inspiring discussions and feedback push me to be more enthusiastic in completing this dissertation. His mentorship gives me more insight into developing this paper. Thank you for inspiring me.

To Prof. Dr. Ni Komang Arie Suwastini, S. Pd, M. Hum, my deep gratitude for her expertise, consistent encouragement, and critical insights. Her motivation refines both my study and self-improvement. Thank you for all your kindness.

I would also like to express my gratitude to the examiners and the external examiner: My deep appreciation goes to Prof. Dr. Ni Nyoman Padmadewi, Prof. Dr. Ni Made Ratminingsih, MA, Prof. Dr. I Made Sutama, M.Pd, Dr. Kadek Wirahyuni, S.Pd., M.Pd, and Prof. Dr. Ni Luh Nyoman Seri Malini, SS., M.Hum for their support and for providing a comfortable academic environment. It enabled me to complete this dissertation.

I would like to express my sincere gratitude to all teachers, students, and the big family of SMAN 1 Gunungsari who were involved in supporting and providing any facilities to succeed in completing this research, for both the analysis respondents and the locus of implementation. I sincerely thank you for your heartfelt participation.

I would also like to thank all those who have contributed to completing this research. My sincere thanks to the content experts, instructional experts, English supervisors, and users whose insights and support have been invaluable input for this research.

I am grateful also to all my lecturers and academic counselors. Their knowledge and encouragement have motivated me throughout the journey of my academic. Their dedication and commitment have inspired me to fight for excellence. To my classmates in S3 Pendidikan Bahasa, especially to the class of 2021. Their support and encouragement are invaluable to me in completing this dissertation. Hopefully, we all succeed in achieving all academic and life targets. You are my best partner on this academic journey.

My deepest gratitude to my lovely daughters, Icha and Karin. You are my everything. Your support and banter as well strive me to achieve this wonderful academic target. This should be a spirit for your future targets. Very special thanks to my beloved wife; her encouragement, support, and motivation are a meaningful gift for me.

Lastly, this work is the utmost gift for my beloved professor in life, The Late Drs. H.M. Husni Muadz, MA, Ph.D. His guidance, inspired discussions, and spiritual awakening have transformed me into a mindful person in this life. This research is greatly influenced by my master's thesis and regular discussions throughout my life. May this work contribute to the field of character education for the future. I humbly acknowledge that this dissertation has many limitations, and I welcome any constructive feedback for further improvements.

Singaraja, July, 2026

Saiful Akhyar

TABLE OF CONTENTS

COVER	i
ABSTRACT	iv
EXECUTIVE SUMMARY	vi
DECLARATION STATEMENT	x
PREFACE	x
TABLE OF CONTENTS	xiii
CHAPTER 1 INTRODUCTION	1
1.1 Background of the Study	1
1.2 Problem Identification	17
1.3 Limitation of The Problem	22
1.4 Research Questions	22
1.5 Research Objectives	23
1.6 Significance of the research	24
1.7 Novelty	25
1.7.1 Theoretical Novelty	25
1.7.2 Product Novelty	26
CHAPTER II LITERATURE REVIEW	28
2.1 Literature Review	29
2.1.1 Approaches to Character Education	29
2.1.2 Character Education Models	31
2.1.3 Character Education in EFL/ESL	52
2.1.4 Character Education inserted in EFL materials in Indonesia	58
2.2 Theoretical Framework	64
2.2.1 Intention and Action (Second Person Perspective)	65
2.2.2 Speech Acts Theory	72
2.2.3 English as a Foreign Language in Indonesian Schools	105
2.2.4 Indonesian EFL Students' Performance	111
2.3 Conceptual Framework	113
2.3.1 Speech acts Normative	114

2.3.2	Character Insert in EFL Materials	118
2.4	Research Hypothesis	121
CHAPTER III RESEARCH METHOD		124
3.1	Model and Procedures	124
3.1.1	Analysis	125
3.1.2	Design	127
3.1.3	Development	131
3.1.4	Implementation	134
3.1.5	Evaluation	139
3.2	Setting and Time Research	139
3.3	Research Objects and Subjects	140
3.4	Technique and Instrument of Data Collection	141
3.5	Validity and Reliability of the Instruments	153
3.6	Technique of Data Analysis	156
CHAPTER IV RESULT AND DISCUSSION.....		158
4.1	Research Findings	158
4.1.1	The Need to Insert Speech Acts Normativity in EFL Materials .	159
4.1.2	The Prototype of Speech Acts Normativity Integrated Materials	169
4.1.3	The Validity of the Developed Product.....	208
4.1.4	The Practicality of the Product.....	215
4.1.5	The Significant Effect of the Developed Product on Students' Performance	222
4.2	Discussion on Research and Development	235
4.2.1	The Needs of Inserting Speech Acts Normativity in EFL Materials	235
4.2.2	The Prototype of Speech Acts Normativity Integrated Materials	239
4.2.3	The Validity of The Developed Product.....	244
4.2.4	The Practicality of The Product	249
4.2.5	The Significant Effect of The Developed Product on Students' Performance	252
4.3	Implication of Research	261
4.3.1	Theoretical Implications	261
4.3.2	Practical Implications.....	263

CHAPTER V CONCLUSION AND RECOMMENDATION.....	266
5.1 Conclusion	267
5.2 Recommendation.....	271
REFERENCES.....	273



LIST OF TABLES

Table 3.1.1	The Outline Product
Table 3.1.2	The Development Syllabus
Table 3.1.3	Topic Distribution for Implementation
Table 3.1.4	The Implementation Design
Table 3.1.5	Technique and Instrument of Data Collection
Table 3.1.6	Rubric of Questionnaire for Teachers and Students
Table 3.1.7	Checklist Documents
Table 3.1.8	The Gregory Formula
Table 4.1.1.1	Current and Expected Condition of Character Education
Table 4.1.1.2	Current and Expected Condition of Speech Acts Normativity from Students' Questionnaire
Table 4.1.1.3	Current and Expected Condition of Speech Acts Normativity from the Teachers' Questionnaire
Table 4.1.1.4	Speech Acts Normativity Integration
Table 4.1.1.5	Example of Dialogue that Integrated Character Building (Sincerity, Gratitude, and Appreciation)
Table 4.1.2.1	Textbook Outline
Table 4.1.2.2	Comparison of EFL Materials with Similar Books
Table 4.1.2.3	The Syllabus of Product Design
Table 4.1.2.4	The Learning Design
Table 4.1.5.1	The Mean Score of Pretest and Post-test
Table 4.1.5.2	Descriptive Statistics
Table 4.1.5.3	The Results of the Normality Test
Table 4.1.5.4	Related-Samples Wilcoxon Signed Rank Test Summary
Table 4.1.5.5	Cohen's Value and Effect Size
Table 4.1.5.6	Character-Building Observation

LIST OF FIGURES

Figure 2.1	Sequence of Teaching and Learning Activity in Genre-Based Approaches
Figure 2.3	Steps of Values Learning
Figure 2.4	Framework of Product Development
Figure 3.1	ADDIE Instructional Design Phases (Taylor, 2004)
Figure 4.1	Vocabulary Acquisition
Figure 4.2	Vocabulary Games
Figure 4.3	Speech Acts and Values Learning
Figure 4.4	Literacy and Numeracy
Figure 4.5	Group and Individual Tasks
Figure 4.6	Classical and Self-Reflection
Figure 4.7	Project of P5
Figure 4.8	The Loop of Characters Fostering
Figure 4.9	The Practicality Judgments from the User
Figure 4.10	The User Feedback
Figure 4.11	The Practicality and Satisfaction of User Student
Figure 4.12	Graphical Representation of the Normality Test
Figure 4.13	Unstructured Interviews on the Effectiveness of This Product
Figure 4.14	Unstructured Interviews on the Effect of Character-Building
Figure 4.15	Results of Character-Building Observation

LIST OF APPENDICES

Appendix 1	Draft of Validity Instruments for Needs Analysis
Appendix 2	Draft of Validity Instruments for Needs Analysis Validator 2
Appendix 3	Unstructured Interview Instrument Expert 1
Appendix 4	Unstructured Interview Instrument Expert 2
Appendix 5	Content Expert Product Evaluation Questionnaire Validation Expert 1
Appendix 6	Content Expert Product Evaluation Questionnaire Validation Expert 2
Appendix 7	Instructional Expert Product Evaluation Questionnaire Validation Expert 1
Appendix 8	Instructional Expert Product Evaluation Questionnaire Validation Expert 2
Appendix 9	Expert Judgement Questionnaire on Students' Response Expert 1
Appendix 10	Expert Judgement Questionnaire on Students' Response Expert 2
Appendix 11	Expert Judgement Questionnaire on Teachers' Response Expert 1
Appendix 12	Expert Judgement Questionnaire on Teachers' Response Expert 2
Appendix 13	Pre-test and Post-test Validation Expert 1
Appendix 14	Pre-test and Post-test Validation Expert 2
Appendix 15	Content Expert Product Evaluation Expert 1
Appendix 16	Content Expert Product Evaluation Expert 2
Appendix 17	Instructional Expert Product Evaluation Expert 1
Appendix 18	Instructional Expert Product Evaluation Expert 2
Appendix 19	Teachers' Satisfaction Feedback Expert Judgement Teacher 1 (Experiment Class)
Appendix 20	Teachers' Satisfaction Feedback Expert Judgement Teacher 2 (Experiment Class)

Appendix 21	Teachers' Satisfaction Feedback Expert Judgement Expert 1 (Try Out)
Appendix 22	Descriptive Statistics

