

CHAPTER 1

INTRODUCTION

The Introduction provides the foundation of the dissertation by explaining the research context, identifying the problem under investigation, and establishing the significance of the study. It also presents the research objectives, questions, scope, and organization of the dissertation. In general, this chapter consists of the following sections.

1.1 Background of the Study

Character is still a crucial problem in present-day educational institutions. Varieties of issues are dominated by students' character. Borualogo & Casas (2019) stated that 84% of Indonesian children experienced bullying. It is the highest rate among Asian countries. Brawling is one of the prominent issues in education. Several serious cases have happened as a result of the moral degradation of Indonesian youths. Cyber aggression is also increasing in line with internet users, and this has become a serious problem among youths, especially secondary school students (Romera et. al. 2017; Mardianto et. al. 2020). Varieties of motives and forms of behavior problems are identified by those researchers. The Indonesian Children Protection Committee (KPAI) claimed that in 2018, brawling among students was 14%. It has increased by 2% compared to the year before

(<https://surabaya.tribunnews.com>). The data demonstrate that the utmost restrictions in education are dominated by character issues, merely about the reduction of moral behaviour (Aningsih et. al., 2022). Yudhar et. al. (2021) also described several factors as the reasons for declining moral values in students' behaviour are lifestyle, media, family harmony, parents' attention, etc. Bullying is also a crucial problem faced by students. It happens at school or on social media. The number of cases is reported as prime news in several media. Various cases have resulted in serious problems and victims. It has had a negative impact and disturbs the physical and psychological aspects of the victims. Bullying does not merely happen in a physical class; it even occurs in social media or through cyberbullying. It is a bad effect of social media, even though a variety of advantages can be obtained from it (Waters et. al., 2020).

As a matter of fact, schools should become a safe place with no bullying cases. This is because schools have policies that support students to develop their cognitive and social competencies and grow in a healthy environment. Schools must implement character education that promotes good character and morals of students (Allen, 2013; Curren, 2017; Bates, 2019; Waters et. al., 2020). In Indonesia, character education is a prominent aspect of the school curricula. This is shown by several regulations related to character education launched in the last few years (PP 87, 2017; Permendikbud 18, 2018; Permendikbudristek 12, 2024; Permendikdasmen 13, 2025). By placing character education as a crucial aspect of education, it deserves that all activities in school institutions integrate character education as an inseparable component of teaching and learning activities.

Several practices of the character education strategy in Indonesia have been implemented by several schools, for instance, using local wisdom and Islamic values (Bintang Kejora et. al. 2021) and expressing values using the traditional song (Jafari and Schuster, 2019). Integration of character education through narrative text is also selected as the alternative strategy for learning positive traits. It is practiced by influencing the positive traits of characters within the text on the daily behaviour of students. In this respect, the teacher must be aware of the positive behaviour of the characters in the narrative texts (Putri et. al. 2017). Developing academic culture as a way of developing norms and values for students' behaviour is implemented by Isnaini et. al. 2020. They used the Programmed Islamic High School Model as the strategy of character education, and the prominent resources emphasized teaching and learning activities. It is expected that academic culture will stimulate various positive traits in the students. Another strategy of promoting good character in schools is carried out by implementing good habituation. The noble traits as the target of habituation are based on local wisdom practiced by the people in the vicinity of the schools (Hermiono & Arifin, 2020).

Character education in Indonesia is based on the philosophy of Ki Hajar Dewantara's values (Pusat Penilaian Pendidikan Kemendikbud, 2019). They are related to ethics, aesthetics, literacy, and kinaesthetics. Ethics encompasses the process of cultivating positivity in the inner part of a human being. Aesthetics is the process of cultivating moral integrity and a sense of the arts and culture. Meanwhile, literacy is related to academic achievement as the result of learning and lifelong learning, and kinaesthetic is the condition of physical health as the capital of taking

part in the community. Character education is attached to the curriculum. It is implemented by the concept of habituation. Habituation is incorporated in interaction with their teachers, staff, and schoolmates, either at school or in the social community. Habituation leads to long-term, sustained, and comprehensive conduct in the classroom and extracurricular settings (Pusat Penilaian Pendidikan Kemendikbud, 2019).

The core values targeted in character education in Indonesia include five main values: religiosity, integrity, independence, nationalism, and mutual aid (Perpres 87, 2017). The five-core democracy developed into some teen values: religious, honesty, tolerance, discipline, hard work, creativity, independence, democratic, willingness to know, spirit of nationalism, love for motherland, appreciation for achievement, friendly/communicative, love for peacefulness, love for reading, awareness of environment, awareness of social life, responsibility, etc. The principle of implementing character education in Indonesia is based on the development of students, exemplary in the school community, and habituation in all aspects of everyday life.

Concerning the implementation of Religion and Moral Education, as well as Pancasila and Civic Education, the instruction should be clearly stated in the lesson plan and should be reflected in the teaching and learning activities. The teacher observed the student's attitudes related to those target values. The observation is carried out either in the classroom, inside or outside of the school's environment. Character development can be seen from polite or impolite language expressions, the way of thinking, and behaviour. Character development is

measured by a qualitative assessment. The qualitative assessment is categorized into needing guidance, beginning to develop, developing, and being cultured (for more detail, see Model Penilaian Karakter Kemdikbud, 2019). This research is meaningful in terms of strengthening students' character, as the target of both subjects.

At present, the official curriculum implemented in Indonesia is Kurikulum 13 and Kurikulum Merdeka. Schools can implement Kurikulum 13 or Kurikulum Merdeka depending on the condition and readiness of the schools. However, the policy of the Minister of Education of the Republic of Indonesia requires that both curricula should be adapted with several substantive adjustments, including inserting a deep learning approach in curricula, co-curricular, and extracurricular activities. (see Permendikdasmen 13, 2025; Pers Release 368/sipers/A6/VII/2025). K13 focuses on three components: character, cognitive, and skills. The characteristics of this curriculum are thematically integrated, student-centered, and strengthen character education. Character education in K13 emphasizes five main components: religious, nationalism, independence, mutual aid, and integrity. There are three bases of implementing character education based on this curriculum: class-based, which is integrated into teaching and learning activities in the classroom. School culture, which is integrated into habituation in the school environment, and society-based, which involves family and community to strengthen the students' character (see Permendikbud 81A, 2013; Permendikbud 20 and 21, 2016; Permendikbud 37, 2018; Permendikbud 20, 2018).

Meanwhile, Kurikulum Merdeka emphasized the flexibility for teachers to arrange the teaching and learning activities. Learning focuses on the essential materials and stresses project-based learning. It puts Profil Pelajar Pancasila (Pancasila is the five principles of the Indonesian state foundation) as the goal of student characteristics. The profile of Indonesian students must have characteristics as manifested in Profil Pelajar Pancasila (profile of Indonesian students as manifested in the five principles of Pancasila). Thus, Indonesian students need to behave according to six dimensions of Profil Pelajar Pancasila: 1) Believe and be devoted to God, and have good moral characteristics, 2) independent, 3) mutual aid, 4) diversity globally, 5) critical thinking, and 5) creative. Each of those six dimensions is broken down into several elements and sub-elements. This profile should be cultivated at school by a variety of projects to strengthen the Profil Pelajar Pancasila, which is, in this case, independent of the subject matter (see Keputusan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemdikbud Republik Indonesia, 2022).

The effectiveness of character education implementation in Indonesian schools has been proven by several scholars. They have led character education by implementing local wisdom, local knowledge, and Islamic values as resources. Another strategy for conducting character education is using a Programmed Islamic High School to improve the academic culture. Those gave improvement to students' character (Djiwandono, 2016; Nurdiansah, et. al., 2019; Isnaini, et. al., 2020; Kejora, et. al., 2021. However, several aspects should be considered; for instance, in terms of K13, teachers (except Religion and Moral Education, and Pancasila and

Civic Education teachers) lead character education in their own classes just by observation, either in school or outside of the school environment (indirect teaching). The teacher must observe five main values and at least eighteen sub-values (see Keputusan Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemdikbud Republik Indonesia, 2022). It deserves to be questioned how can be while teachers themselves do not explicitly teach those values in their classes (even in EFL classes). It should be in line between learning and the target. When there is a target, it must be preceded by a learning activity or process to reach the target value. By the process of implementing such a strategy, the effectiveness of the learning strategy can be measured. Thus, character education ideally should be taught in the form of direct teaching (Balanesu, 2024; Moss & Brookhart, 2012).

The target values must be explicitly structured in school curricula. By putting the target values, teachers are directed to teach the target values under the goal of the curriculum. Hence, when a teacher designs a lesson plan, He must put the target as part of the learning goal. A model of assessment must be designed to measure the target values. A qualitative assessment is suggested to observe the students' development. However, the current condition points out that learning activities do not explicitly set target values in each learning session. The observation targets are based on students' everyday behaviour. In the present curriculum, character education is inserted through the Project of Strengthening Pancasila Students' Profile for Kurikulum Merdeka, and for the 2013 curriculum, to strengthen students' character, it is incorporated in teaching and learning activities through direct and indirect methods or direct and indirect teaching. Direct teaching

is conducted for the subjects of Religion and Moral Education, Pancasila, and Civic Education. While the other subjects are carried out by observation (indirect teaching). Moral values as learning targets in Kurikulum 2013 are focused on KI 1 for spiritual targets and KI 2 for social attitudes. KI 1 is related to the religious norms that are innate in the students' personal religion, and KI 2 refers to the social norms that are embedded in social activities and interactions (see Permendikbud 24, 2016).

In the case of Kurikulum Merdeka, the values' target is represented in P3 (Profil Pelajar Pancasila) and is expected to be strengthened through a sequence of Projects of Strengthening Pancasila Students' Profile. It cannot be judged as a success or failure because it has just been implemented. However, it deserves to be questioned whether completing a project simultaneously shall foster those target values embedded in the project to become student behaviour. It can happen when projects are conducted frequently. It is not enough if there are only three to seven projects in a semester. It needs more projects to make the target values a habit. However, conducting projects requires more financial and time allotment. It means that fostering characters through projects is expensive.

The understanding of the project to strengthen the profile of Indonesian students, as manifested in the five principles of Pancasila, based on present phenomena, is focused on products. Students are guided to make several products as a means to strengthen the Pancasila Students' Profile. Whether students completed a tissue box, a rubbish bin, a waste banner, or reforestation can be judged as morally good for students? If so, character education is really simplified.

Both character education strategies implemented in Indonesian curricula are based on good habituation. Through good habituation, it is expected that students' sensitivity to positive behaviour will grow well. However, empirically, our parents have introduced good habits to their children from an early age. Pre-school teachers have trained their students to exhibit positive behaviour through good habituation. It has been practiced in all pre-schools. But, in fact, negative behaviour is being increased and more complex in higher education (see Taunu et. al., 2021; Alzena, 2021; Harrison et. al., 2022; Jasmisari & Herdiansah, 2022; Haqqy, 2022). It can be deduced that good habituation does not significantly influence the sustainability of positive behaviour. Indeed, character instilled needs a long process. It is not merely about good habituation. It should involve consciousness and intention in good habituation. When practicing target values, learners must intend to do that. They realize the rationality of practicing it and focus on it. They should be in a conscious field of practicing the target values (see Searle, 2002).

All subjects must incorporate character education in their class. English as a Foreign Language is one of the subjects in the Indonesian curriculum. Asserting and integrating character education either in materials or in the process of the EFL class is a crucial policy. It has been done by several scholars (Amer, 2003; Zakaria & Liang, 2013; Qoyyimah, 2016; Ostrowski, 2016; Feng, 2019; Chakraborty, 2020; Milal et al., 2020). Even though they have various strategies for implementation, it can be deduced that character education is a prominent aspect of EFL. The speaker of English, either a foreign or native one, requires moral competence, whether in terms of interaction in their community or inter- community, whether in personal or

inter-personal affairs. Good moral performance is indicated by the speaker's attitude toward community moral standards, especially on universal moral recognition. Thus, English as the target language, either in foreign or second language classes, must be taught with character education. The ideal end goal of EFL learning is to achieve high competence in English speakers, coupled with good moral performance. Several strategies have been advocated as a way of character building in EFL classes. As proposed by Feng (2019), social values must be inserted into EFL textbooks. Qoyyimah (2016) and Milal (2020) initiated character building in EFL classes by inserting 18 values that are recommended in the Indonesian curriculum and Islamic values into EFL teaching materials and methods. Ostrowski (2016) recommended inserting relevant daily life themes, foods, people, home, work, family, and education into teaching materials of the target language. Djiwandono (2016) proposed self-scoring and acknowledging others' work as a way of character education in EFL classes. Lemieux (2016) suggested watching films to incorporate character building in EFL classes. However, none of those strategies harnesses the values of the target language as resources for character building.

The goal of this research is to use speech act normativity as a resource for character education materials. Speech acts, in this case, focused on the Illocutionary Acts, which are divided into five components: expressive, directive, assertive, commissive, and declarative (Searle, 1968). However, this study only emphasized four of them, except for declarative. Those components in the context of communication or dialogues, especially in ordinary conversation, shall use a variety

of utterances which belong to those components of speech acts. Each utterance which grouped into any type of speech acts will produce norms that bind the conversation participants. Thus, the norms that are embedded in the utterances are named as speech act normativity (see Searle, 2003; Alston, 2000; Ball, 2014; Cuneo, 2014).

Dialogue or communication is unavoidable in human interaction, included at school environment and/or learning activities. The production of utterances of any types which innated normativity in it, as claimed previously, can be used as the resources of target values in character education. Hence, this research advocates speech act normativity as resources of character education materials in EFL classes. Based on that elaboration, the researcher does not find any character education materials that encompass speech act normativity as the foundation of constructing character education materials, either in a school-based or subject-based. The previous research also points out that the meta-language aspect is not harnessed maximally yet as a resource for implementing character education. Speech acts as an unavoidable action and is not used in value learning. Whereas in teaching and learning activities, this component is inseparable. To fill the gap, this research advocates materials of character education that cover speech acts normativity inherent in speech acts as the grand theory of character education materials.

Speech acts are a crucial aspect in communication and interaction, especially in school institutions and EFL classes. It is reasonable to advocate that teaching character is extremely strategic through language, specifically through speech act norms. As Searle (2003) claimed, speech acts embed moral values. As a

matter of fact, languaging cannot be avoided in daily interaction, and learning a language is one of the subjects in schools; thus, inserting character education in teaching and learning activities, especially in EFL classes, is strategic. The insertion can be in the learning materials and in the teaching and learning process. It is expected that, in addition to acquiring English linguistically, learners understand the norms inherent in the target language acquisition. By understanding the language and its norms, learners would be stimulated to practice the language and its norms in any language performance or language interaction. Using speech act normativity is simpler, cheaper, and cannot be avoided when interacting with each other. This is because of the speech act normativity inherent in any utterance when a speaker produces any Speech Acts. Hence, learning a language ideally is learning to practice the norms embedded within the language. Thus, it makes character education using speech act normativity extremely strategic in any class, even in an EFL classroom, due to the ingrained norms that are present and inescapable when students make any statements in the target language. Even though several research studies have been advocated and implemented, none of those models harness speech acts normativity as the grounded notion of character education. The product advocated in this research can be used as an alternative for reducing a variety of character problems, as discussed at the beginning of this chapter.

Speech acts normativity that is embedded in every speech action is committed to practicing it as the manifestation of the normative effect of those utterances. When one utters a sentence or phrase, it has a semantic reference as the speaker's meaning. The term speech acts normativity, as the title of this research is

adapted from what Searle claimed, that there are norms inherent in speech acts as constitutive rules embedded in speech acts. Speech acts in this respect refer to what Austin classified as a trichotomy of locutionary, illocutionary, and perlocutionary acts. The pivoting elaboration of the notion is based merely on four types of illocutionary acts: assertive, directive, commissive, and expressive, by ignoring the declarative/exercitive. It is ignored because this type does not have much use in ordinary interaction. The utterer of this type must have a normative status to be able to have a conventional effect on the utterances (Alston, 2000). Thus, it is not used in ordinary conversation.

Searle pushed that belief and desire create prior intention. When prior intention emerges, it makes intention in action. The intention and action stimulate the sentence/utterance produced by the speaker. The utterance has a speaker meaning which is derived from intentionality. It needs a condition of satisfaction. In this respect, it can be seen in the case of assertion or making a promise. When a speaker makes a promise, He/she create a set of conditions of satisfaction. Commitment and obligation for the speaker are created by the promise. The promise has committed and obligated the speaker to accomplish the propositional content of the utterance. It is completed by carrying out a future action committed in the promise. Thus, there is no way to prevent carrying out commitments. It is said that enforcing the condition of satisfaction will enforce the commitments on the speaker, and when the speaker represents the utterance with its direction of fit, it results in norms. The norms are binding on the agent (p. 182). The obligation to accomplish the promise is the desire-independent reason for action (DIRA). The condition of

satisfaction of the promise happens when the speaker accomplishes what he/she promises, and it is supposed that there is a moral obligation to keep a promise (see Searle, 2003). In terms of assertives, the speaker must commit to the truth of the assertion. This is because creating the assertion was done freely and intentionally by the speaker. The speaker consciously self- created a commitment to the truth condition of the assertion (see, p. 180). Consequently, the speaker committed himself to the truth. Thus, the set of constitutive rules of speech acts has created the Desire Independent Reason for Action (DIRA). It is realized in the semantic structure of human language (Searle, 2003, pp. 179). Thus, in respect of assertion, a speaker must commit to the truthfulness of the assertion, and in the case of commissive, the speaker must commit to perform the promise or propositional content that has been declared.

The illocutionary rule must be governed in producing a sentence that is specified as a certain type of illocutionary act. It is to determine the satisfaction of certain conditions of permissible utterance. In the case of promising, for example, the responsibility of a speaker to make a promise is not because of "natural" facts about the speaker (belief or perlocutionary intentions) but because of a normative fact endowed in the utterance. Consequently, when the promise is not satisfied, the speaker is open to being corrected or criticized. Thus, an utterance can be made into a certain type of illocutionary act if the speaker performs the normative stance. It means that by illocutionary performance, the speaker puts an obligation on the speaker himself to do something or produce several conventional effects through the speaker's utterances; it is also regarded as a certain normative stance. Hence,

expressing utterances with such an intention is a way of producing a conventional effect (see Alston, 2000).

Cuneo (2014) said that among the locutionary and illocutionary acts, there exist normative facts. Those norms bind the component of speech acts. In this respect, the locutionary act count-generates the illocutionary act, and the perlocutionary act is count-generated by the illocutionary act. The speaker has a variety of normative standings; it depends on what they are in their environment. However, the normative standing can be extended into broader conditions. In ordinary speech acts, such as when a speaker asserts a proposition, the speaker has normative standing as an assertor of the proposition, and when a speaker commands someone, the speaker has normative standing as the commander. Cuneo stated that if an agent performs a normative standing, then she has a moral right, and then there is a correlative moral fact, which means that the speaker has responsibility to accomplish the proposition within the utterances (S has R). In other words, He said that when an agent has normative standing counts that she has a moral obligation to do something; subsequently, there is a moral fact that the speaker (S) is obligated to do the thing.

In the case of "promising," Cuneo argued that when a promisor utters a sentence or when someone makes a promise, it means that the speaker has taken responsibility for both having authority in laying an obligation on the speaker himself and laying an obligation to fulfil the proposition on the speaker himself. Further elaboration, He explained that speech will not occur in the absence of normative facts as justification for the speaker's acts of uttering a sentence and the

speech act that the speaker performs. Thus, based on the elaboration from several scholars above, speech act normativity can be defined as universal norms that are embedded in speech acts of any kind (see Searle, 2003; Alston, 2000; Ball, 2014; Cuneo, 2014). It is like when a speaker of English utters "My deepest sympathies to you and your family", and a speaker of the Indonesian language says, "Rasa simpati yang paling dalam untuk anda sekeluarga". Even though linguistically their utterances and speech behaviour are different (one speaker expresses in English, and the other in Bahasa Indonesia). However, the universal norms that are embedded in both utterances are alike. Those universal norms are sincerity, empathy, helping others/generosity, et cetera. In this respect, speech act normativity does not mean sociolinguistic diversity, which merely exists in the context of intercultural communication, where each speech community has its own norms or rules of speaking. Hence, speech act normativity is different from norms/rules of speaking, and in this research, speech act normativity refers to the universal norms embedded in utterances.

This product aims to reveal the normative values embedded in all types of speech acts, and uses the innate values as targets of character education in EFL classes to make learners' behaviour align with the innate values within the selected utterances in any theme of such conversation. In conducting any conversations on any theme, learners must be able to identify the innate values of the usage utterances and commit to behaving as demanding of their condition of satisfaction of the innate values. Consequently, the intentional state that underpins an illocutionary act must align straightforwardly with typical speech expressions and behaviours or actions.

This represents the ideal notion of a speech act as the normativity that is generated, which also serves as the ultimate objective of character education through this product. As a character education material, this approach concentrates on how to implement this strategy in schools, particularly in English as a Foreign Language (EFL) classes. Schools serve as the foundation for learning practice and nurturing the values to be acquired.

This product has no restriction on the current curriculum. It is integrated into the curriculum. Whatever curriculum is implemented at school, this product can be adapted into it if the curriculum requires physical class, intentional state/feeling, and speech action. Any activities, either in the form of curricular, co-curricular, or extracurricular, can be integrated into it. Even though the focus of this research is on the English as a Foreign Language class.

1.2 Problem Identification

By the phenomenon of students' character problems and the strategies that have been implemented as a model of character education, it can be deduced that speech acts normativity as the basis of character education has not been much considered at present. It is crucial to promote this product because it offers a simpler, unavoidable, and lifelong perspective, and it is not restricted to the current curriculum. Several models that have been implemented in several schools cannot be regarded as effective when compared to students' current character issues. Those models do not certainly match the school's needs and accessibility. On the other hand, the majority of schools encounter similar resistance related to students'

character problems. Moreira et. al. 2021 explained that the problems occur mainly in emotional, behavioural, and antisocial. The negative behaviours can be shown by impulsiveness, aggression, low cooperativeness, low self-directedness, substance abuse, apathy, disengagement, etc.

It can be concluded that, based on several models that have been selected and implemented in EFL classes, there is no dominant model of character education as the most effective at current practice. All are still in the process of methodical investigation or iterative testing. Schools are requiring a material that is likely to be adopted with minimum cost, simple in procedure, and unavoidable; however, the objective covers long- term perspectives.

Currently, character education primarily emphasizes the behaviours of students. This suggests that the educational approach concentrates on the routine practice of desired attitudes. However, the only justification for this is the societal belief that it constitutes good behaviour. It can be argued that learners lack intrinsic motivation in this context. Ideally, the awareness of engaging in positive behaviour should arise as a deliberate intention from the students. Therefore, students adopt good behaviours with the understanding that it is essential and unavoidable to uphold those moral values.

The concept of character education is simply a reflection of the desired values outlined in the national curriculum. This appears to contradict the overarching aim of Indonesian education, which is to cultivate graduates who are individuals of strong morals. Conversely, character education is often treated as a

lesser priority. This is evidenced by the approach that character education is implemented through observation rather than being explicitly incorporated and taught across all subjects.

It is important to advocate for the inclusion of character education in EFL materials as well as in teaching and learning practices. Teaching English while imparting values is entirely possible. This is because moral norms are inherently woven into the expressions and utterances of the language. English language learners must recognize these norms that are intrinsic to the language, and practicing the knowledge of speech acts and their normative aspects should be integral to EFL classes. As a result, mastering English goes hand in hand with understanding its moral norms.

Based on the elaboration and reviews, I have not yet found a model of character education using speech acts normativity inserted in teaching materials. Most of those models have no relationship with the internal aspect of language (English) itself. They are dominated by external aspects of the language (English), for instance, using characters of certain tales, games, inserting certain or relevant topics in materials, separating activities of English Language Teaching (ELT), and co-curricular or extra-curricular activities. Hence, teaching English/language simultaneously with character education is new and relatively cheap, simple, and inescapable.

To date, there has been no research specifically dedicated to utilizing the normativity of speech acts as a framework for character education, even within the

context of EFL. Nonetheless, various discussions and preliminary studies indicate that incorporating speech acts normativity as an approach to character education in schools has yielded positive feedback and led to notable academic success. Teachers from multiple classes reported that this approach has fostered a greater appreciation among students for their educators, increased their sense of responsibility regarding the cleanliness of their school environment, made teaching and learning activities more engaging, significantly boosted their self-confidence, and encouraged their independent learning. Many students have become more participative and are better able to engage in classroom activities. Besides enhancing students' character, this approach also appears to positively influence their academic performance. Participation in events such as the National Science Olympics has seen a notable uptick in student achievements. Habiburrahman et al. (2023) carried out a study at SMAN 1 Gunungsari to assess the strengths and weaknesses of applying the Sekolah Perjumpaan model to enhance character education. They discovered that implementing the Sekolah Perjumpaan model has positively impacted students' ethics and improved the quality of institutional governance. However, a drawback noted is that not all parents are fully aware of the program, since not all stakeholders are included in the initiative.

The research and discussion proved that using speech acts normativity as a material for character building in school institutions has positive impacts on improving students' character. The discussion also revealed that the product has improved the school environment, especially in anti-bullying, tolerance, and a sense of empathy among the students. Students' reading desire has improved significantly

as well. Therefore, it is necessary to extend the research and examine it in a broader field. It is like in certain particular subjects, co-curricular, extra-curricular, and any activities in school.

Based on the elaboration, it can be identified that the current models of character education have several problems:

1. Learning implicitly or indirect teaching.
2. It does not maximize implementation (separated from daily school activities).
3. Teaching activity leads to an abstract model.
4. Observation is just for random values.
5. It does not have target values for every session of the teaching activity.
6. Learning materials focus on the cognitive aspect (knowing the characters)
7. Focus on behaviour (habituation) and set aside the intentional state aspect.
8. Tend to be expensive since character education is instilled by projects/outdoor activities.
9. It does not use innate aspects of language (speech acts normativity) as an inseparable component of language.
10. Character insertion in teaching materials is separated from learning activities. It does not have target values and indicators of achievement.

1.3 Limitations of The Problem

This research focuses on developing materials of character education that is derived from speech acts normativity, how to conduct the character-building materials, and examining them at school. Thus, this research is a Research and Development that aims to produce language norm-based English Language Learning Materials and to integrate character education in the instruction of English as a Foreign Language (EFL) class. This product covers the intentional state (inner aspect) of speakers, integrated into teaching and learning activities, with relatively no expenses, a long-life perspective, explicit learning, an unavoidable values target, and an indicator of achievement.

The product is designed for teaching English to Grade 10 students in Senior High School. Character education is integrated into instructional materials, particularly within the language features of English, and is included in teaching and learning activities at the beginning, during, or after the lesson. Instructional materials are presented through speech act expressions.

1.4 Research Questions

Based on the problem identification above, the research questions are formulated as follows:

1. What speech act normativity needs to be inserted into EFL learning materials for teaching characters in EFL classes in Senior High Schools?

2. How are EFL learning materials with speech acts normativity insertion developed?
3. How is the quality of the developed EFL learning materials with speech acts normativity insertion?
4. How is the practicality of the developed EFL learning materials with speech acts normativity insertion?
5. How significant are the developed EFL learning materials with speech acts normativity insertion in influencing students' English proficiency and character?

1.5 Research Objectives

The objective of this research is to develop materials of character education that accommodate speech acts normativity into teaching materials of English as a Foreign Language (EFL). In a more specific way, the objectives of this study are:

1. To analyse the speech acts normativity needed to be inserted into EFL learning materials for teaching characters in EFL classes in Senior High Schools.
2. To describe how EFL learning materials with speech acts normativity insertion developed
3. To analyse the quality of the developed EFL learning materials with speech acts normativity insertion.

4. To analyse the practicality of the developed EFL learning materials with speech acts normativity insertion.
5. To describe how the developed EFL learning materials with speech acts normativity insertion influence students' English proficiency and character.

1.6 Significance of the research

This research is significant for developing concepts of character education. The notion of character education can be developed from the inner aspect of the language itself. Hitherto, is just driven by the contents, such as characters within the texts and symbolism of local cultures and wisdom. In addition, practicing instilling character values is much influenced by good habituation. This research is theoretically radically different from the current concepts and practices. Using the inner aspect of language can be a trend for the next character education study. It is extremely strategic because it drives from the intrinsic aspect of the learners themselves. That is, realizing and practicing the norms of each learner's utterances.

It is also highly useful for educators of all school levels, students, and school/education policymakers. It can be used as an alternative to character education at all levels of formal education. It is a grand design of how to integrate character education into the subject matter. The major usefulness is intended for the EFL teacher as guidance on inserting character education in English materials, and how to conduct it in teaching and learning activities in EFL classes. It is crucial because learning English involves simultaneously learning and practicing the norms embedded within the language (English). This product seems more effective,

unavoidable, and consistent. English teachers do not need any extra activities as catalysts of character education in EFL. In this respect, at present, none of the researchers scrutinize this issue.

This study explores the idea that EFL classes go beyond just learning and comprehending English. Instead, EFL classes can serve as a platform for instilling character education. The emphasis in EFL classes should be on developing English speakers who possess strong moral values. Therefore, there is no need to distinguish between the target language and character development; both can be fostered together within the educational environment.

1.7 Novelty

This section provides the theoretical and product novelty of this dissertation. It is as follows.

1.7.1 Theoretical Novelty

Theoretical novelty of this research can be seen in using the speech act normativity as a resource for character education inserted into the EFL learning materials. Speech act normativity, which is inherent in any utterance expressed in communication or dialogue, is inseparable. Speaker and hearer are bound by the norms innate in the utterances. Thus, using the speech act normativity as a resource of target values in character building in EFL classes is a novelty in this research.

Using speech act normativity as a resource of character education in EFL classes, it implies:

1. This resource is straightforward. Learning activities directly present the target norms, which are integrated into how language is used in conversations. Character development does not require instruction separate from classroom settings or involvement in extracurricular activities.
2. The cost is low. Speech act normativity incurs no additional expenses. There is no need for extra spending on activities to establish target norms. It is presumed that sentence production is cost-free
3. It cannot be avoided. It is impossible to avoid interacting with other people and having dialogues or talks. The process of making utterances is unavoidable throughout talks or conversations. Consequently, conventions developed.
4. Long-term outlook. Character development or character learning starts at the same time as you strike up a discussion.

1.7.2 Product Novelty

Compared to other comparable products found in textbooks, this product is somewhat different. The speech's inherent universal values serve as resources for learning the target values that have never been covered in EFL textbooks or other character education models. This product is therefore thought to be more successful than the others because:

1. Teachers, EFL students, and anybody else interested in character development can use it.
2. The materials of the target language contain the resources of the target values.
3. Each unit has a goal value.
4. Character development is completed with the target value.
5. Every unit offers a reflection opportunity to assess the target values.
6. This product prioritizes word acquisition and character development.
The idea that vocabulary is the most important part of learning a language is pertinent (Stahl & Nagy, 2006). It offers a means of expanding the language that has been learned.
7. To strengthen the target values, each unit of this product is completed with a project.

In terms of novelty, this product should be considered an excellent textbook or product when compared to the others mentioned in this dissertation. As a result, this product is strongly advised as an additional resource for character development based on EFL course materials.