

Appendix 1. Draft of Validity Instruments for Needs Analysis



Saiful Akhyar

2025

1. Objective

This instrument aims to analyze the need for the integration of character values in normativity-based speech acts in English language learning.

2. Conceptual Definitions

- a. **Character Education:** Lickona (1991) defines character education as an intentional effort to help students know and do the right thing regarding a set of core ethical values. Berkowitz & Bier (2005) state that character is understood as a set of psychological traits enabling humans to act as moral agents. Thus, character education is a systematic process of instruction in moral values (e.g., honesty, responsibility, empathy) in order for students to become moral individuals.
- b. **Needs Analysis:** Brown (2000) mentions that needs analysis is an information collection process that identifies what students currently know and what they need to know as a foundation for curriculum development and learning materials creation. On the other side, Basturkmen (2010) adds that the needs analysis model includes (1) target situation analysis, (2) discourse analysis, (3) present situation analysis, (4) learner factor analysis, and (5) teaching context analysis. Needs analysis is, therefore, a systematic way of establishing learning requirements to allow teaching content to be appropriate for the situation and learning objectives.

3. Operational Definitions

- a. Character Education is operationalized as behavioural values indicators that can be measured through *speech acts* in English learning, such as helpful expressions, apologies, praise, showing empathy, etc.
- b. Needs Analysis is operationalized as a comparison between needed and not needed conditions regarding the application of character values in English speech, which is assessed by experts or respondents using this instrument.

Respondents	English Teachers
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4. Blueprint Instrument

No	Character Values	Indicator	Number of Statements	Total Items
1	Sincerity	1. Unmotivated/unintentional actions 2. Not telling others about kindness	1	1

2	Humble	1. Doesn't feel the most right 2. Be unpretentious and not overdo it	2	1
3	Respect for others	1. An attitude of listening to whoever is talking (not interrupting, talking to others, while playing until the person finishes talking). 2. Respect the opinions of others	3	1
4	Mercy	1. Expressing sympathy 2. Helping a friend in distress	4	1
5	Obedience	1. Obey anyone who asks, invites, commands, invites while in the context of goodness 2. There are behavioral improvements on request/command	5	1
6	Kindness	1. Doing something with good principles 2. Do good to anyone 3. Making others happy/happy	6	1
7	Compassion	1. Be meek 2. Always love and love others 3. Non-violence	7	1
8	Truthfulness	1. The existence of facts/truths 2. The compatibility between money and reality	8	1
9	Honesty	1. Not lying 2. Language corresponds to reality	9	1
10	Responsibility	1. Responsible 2. Delivering on promises	10	1
11	Wisdom	1. Consider the consequences of what is being said 2. Kindness is a priority	11	1
12	Commitment	1. Fulfilling the promise/commitment	12	1

		2. The existence of behavior that is in accordance with the promise		
13	Mutual Aids	1. The implementation of the gotong royong process 2. Appreciate others 3. Solidarity and empathy	13	1
14	Creativity	1. The emergence of new ideas 2. Have curiosity 3. Actively ask questions	14	1
15	Discipline	1. Arriving on time 2. Obey school rules 3. Completing tasks assigned by teachers	15	1
16	Independent	1. Complete tasks independently 2. Able to manage time to complete tasks	16	1
17	Positive thinking	1. Not making an initial justification 2. Listening with focus	17	1
18	Self-confidence	1. Convey your opinion well and smoothly 2. No hesitation 3. Doing something he believes in	18	1
19	Proud of local wisdom	1. Using or displaying the peculiarities of the region 2. Learn local peculiarities	19	1
20	Empathy	1. Sad when his friend experiences a disaster 2. Helping his friend who experienced a disaster 3. Visiting a friend who has experienced a disaster	20	1
21	Togetherness	1. Completing tasks together 2. Proactive in every joint activity	21	1
22	Helpful	1. There is affection between others 2. Help everyone who needs help according to their ability	22	1
23	Critical thinking	1. Able to evaluate (strengths/weaknesses)	23	1

		and find solutions to each problem 2. Able to analyze 3. Able to solve problems 4. Able to draw conclusions		
24	Friendship/hospitality	1. Be friendly to others 2. The presence of empathetic and sympathetic behavior 3. Presence of responsive behavior	24	1
25	Admiration/appreciation	1. Proud of your friend's achievements 2. The growing desire to imitate 3. The existence of appreciative/rewarding behavior	25	1
26	Tolerance	1. Does not interfere with other religious activities 2. Appreciate other people's cultures	26	1
27	Affection/love	1. Loving others 2. Be patient	27	1
28	Grateful	1. Always be grateful for what you have achieved/obtained with words. 2. Always carry out his religious worship	28	1
29	Hard work	1. Keep working on completing targeted tasks 2. Finding ways to solve difficulties/problems faced 3. Not easy to give up	29	1
30	Impartiality/equality	1. Not being better with others 2. Interact/make friends from different backgrounds	30	1
31	Trusty	1. Always keep your promises 2. Not telling his friend's secrets (kindness) 3. Always perform obligations	31	1
32	Patient	1. Able to control emotions	32	1

		2. Patiently waiting for your turn.		
33	Proud	1. Feeling happy with a friend's achievements 2. Happy to live in his neighborhood/country	33	1
34	Dunkin' Donuts	1. Discipline 2. Tasks completed on time	34	1
35	Forgiveness	1. Have a sense of empathy 2. No grudge	35	1
36	Cleanliness	1. Neat and clean appearance 2. Dispose of garbage in its place 3. Picking up trash	36	1

5. Draft Questionnaire

Needs Analysis Instrument for Character Values in Speech

Instructions: Fill in the column by marking (✓) according to the existing condition and the expected condition.

No	Character Values	Indicator	Statement	Needed	Not Needed
1	Sincerity	1. Unmotivated/unintentional actions 2. Not telling others about kindness	Expressing English expressions (speaking) by practicing the values inherent in them, such as expressions; - Helping others - Praise others, - Grief, etc.		
2	Humble	1. Doesn't feel the most right 2. Be unpretentious and not overdo it	Expressing linguistic expressions in English that reflect the value of humility, asking, and forgiving		

3	Respect for others	1. An attitude of listening to whoever is talking (not interrupting, talking to others, while playing until the person finishes talking). 2. Respect the opinions of others	Listening to friends who have an English conversation by practicing the values of respecting others by focusing, not interrupting, not playing/joking or doing something		
4	Mercy	1. Expressing sympathy 2. Helping a friend in distress	Speak English with expressions of condolences by practicing the values of sincerity, empathy and sympathy,		
5	Obedience	1. Obey anyone who asks, invites, commands, invites while in the context of goodness 2. There are behavioral improvements on request/command	Using English to express requesting, inviting, instructing, forbidding to obtain or do something by practicing the values of obedience.		
6	Kindness	1. Doing something with good principles 2. Do good to anyone 3. Making others happy/happy	Using and listening to English to ask, command, invite, forbid others to do something by practicing good or good values.		
7	Compassion	1. Be meek 2. Always love and love others 3. Non-violence	Use polite English expressions to express feelings of love by practicing loving, loving and avoiding violence/bullying		

			behaviors to others		
8	Truthfulness	1. The existence of facts/truths 2. The compatibility between money and reality	Using English to convey the truth by ensuring the fit between speech and reality		
9	Honesty	1. Not lying 2. Language corresponds to reality	Using English to convey what is known by ensuring the conformity between what is known and the meaning of language expressions.		
10	Responsibility	1. Responsible 2. Delivering on promises	Practicing and responding to meanings in English expressions by practicing the values inherent in them such as being responsible for the meaning of the language and behaving according to the meaning of the expression.		
11	Wisdom	1. Consider the consequences of what is being said 2. Kindness is a priority	• Understanding the effects of speaking English • Considering the selection of a good phrase		
12	Commitment	1. Fulfilling the promise/commitment 2. The existence of behavior that is in accordance with the promise	1. Speaking English as a form of self-expression 2. Adapting meaning in		

			English to behavior		
13	Mutual Aids	1. The implementation of the gotong royong process 2. Appreciate others 3. Solidarity and empathy	Using English to encourage cooperation and strengthen solidarity between friends		
14	Creativity	1. The emergence of new ideas 2. Have curiosity 3. Actively ask questions	Using 299English to convey ideas and dig up information		
15	Discipline	1. Arriving on time 2. Obey school rules 3. Completing tasks assigned by teachers	1. Use English to convey commitment to school rules 2. Use English to convey commitment to teachers to complete assignments on time		
16	Independent	1. Complete tasks independently 2. Able to manage time to complete tasks	Use English to convey the ability to complete tasks independently		
17	Positive thinking	1. Not making an initial justification 2. Listening with focus	1. Using English to convey good feelings towards others 2. Listening to friends/other people who speak English		
18	Self-confidence	1. Convey your opinion well and smoothly 2. No hesitation 3. Doing something he believes in	1. Speak English with confidence 2. Conveying the main points in English		
19	Proud of local wisdom	1. Using or displaying the peculiarities of the region 2. Learn local peculiarities	Write or spread the peculiarities of the region using English		

20	Empathy	1. Sad when his friend experiences a disaster 2. Helping his friend who experienced a disaster 3. Visiting a friend who has experienced a disaster	1. Using English to convey empathy 2. Offer help using English		
21	Togetherness	1. Completing tasks together 2. Proactive in every joint activity	Use English to invite others to complete group tasks		
22	Helpful	1. There is affection between others 2. Help everyone who needs help according to their ability	Using English to offer help to others		
23	Critical thinking	1. Able to evaluate (strengths/weaknesses) and find solutions to each problem 2. Able to analyze 3. Able to solve problems 4. Able to draw conclusions	1. Using English to convey thoughts and language 2. Able to understand English text 3. Able to analyze and evaluate meaning in English texts		
24	Friendship/hospitality	1. Be friendly to others 2. The presence of empathetic and sympathetic behavior 3. Presence of responsive behavior	Using English to show hospitality		
25	Admiration/appreciation	1. Proud of your friend's achievements 2. The growing desire to imitate 3. The existence of appreciative/rewarding behavior	Using English to express admiration and appreciation for others		
26	Tolerance	1. Does not interfere with other religious activities 2. Appreciate other people's cultures	Using English to invite respect and not interfere with the rituals of other religions		
27	Affection/love	1. Loving others 2. Be patient	Using English to express		

			compassion to others		
28	Grateful	1. Always be grateful for what you have achieved/obtained with words. 2. Always carry out his religious worship	1. Using English to express a sense of language 2. Using English to invite them to practice their religious teachings		
29	Hard work	1. Keep working on completing targeted tasks 2. Finding ways to solve difficulties/problems faced 3. Not easy to give up	1. Use English to invite you to complete schoolwork 2. Using English to convey alternatives and the language of the problems faced		
30	Impartiality/equality	1. Not being better with others 2. Interact/make friends from different backgrounds	Speak English with friends from different backgrounds		
31	Trusty	1. Always keep your promises 2. Not telling his friend's secrets (kindness) 3. Always perform obligations	1. Understanding the meaning of commitment in English 2. Expressing intent to commit using English		
32	Patient	1. Able to control emotions 2. Patiently waiting for your turn.	Use good English to convey goals		
33	Proud	1. Feeling happy with a friend's achievements 2. Happy to live in his neighborhood/country	1. Using English to convey pride 2. Using English to express pride in their country		
34	Dunkin' Donuts	1. Discipline 2. Tasks completed on time	Using English in learning activities		
35	Forgiveness	1. Have a sense of empathy 2. No grudge	1. Using English to convey		

			apologies and apologies 2. Using English to convey regret		
36	Cleanliness	1. Neat and clean appearance 2. Dispose of garbage in its place 3. Picking up trash	Using English to invite friends to keep the appearance and environment clean		

6. Validation of Needs Analysis Instruments

Statement Number	Expert Judgement		Remarks
	Relevant	Not Relevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		

27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		



Singaraja, 26 Agustus 2025

Validator,

Prof.Dra. Luh Putu Artini, M.A., Ph.D

Respondents	High school students
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6	Kindness	1. Doing something with good principles 2. Do good to anyone 3. Making others happy/happy	6	1
7	Compassion	1. Be meek 2. Always love and love others 3. Non-violence	7	1
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		2. There are behavioral improvements on request/command	instructing, forbidding, to obtain or do something by practicing the values of obedience.		
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			values inherent in them, such as being responsible for the meaning of the language and behaving according to the meaning of the expression.		
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12	Commitment	1. Fulfilling the promise/commitment 2. The existence of behavior that is in accordance with the promise	• Speaking English as a form of self-expression • Adapting meaning in English to behavior		
13	Mutual Aids	1. The implementation of the gotong royong process 2. Appreciate others 3. Solidarity and empathy	Using English to encourage cooperation and strengthen solidarity between friends		
14	Creativity	1. The emergence of new ideas 2. Have curiosity 3. Actively ask questions	Using English to convey ideas and dig up information		
15	Discipline	1. Arriving on time 2. Obey school rules 3. Completing tasks assigned by teachers	• Use English to convey commitment to school rules • Use English to convey commitment to teachers to complete assignments on time		

16	Independent	1. Complete tasks independently 2. Able to manage time to complete tasks	Use English to convey the ability to complete tasks independently		
17	Positive thinking	1. Not making an initial justification 2. Listening with focus	- Using English to convey good feelings towards others - Listening to friends/other people who speak English		
18	Self-confidence	1. Convey your opinion well and smoothly 2. No hesitation 3. Doing something they believe in	- Speak English with confidence - Conveying the main points in English		
19	Proud of local wisdom	1. Using or displaying the peculiarities of the region 2. Learn local peculiarities	Write or spread the peculiarities of the region using English		
20	Empathy	1. Sad when his friend experiences a disaster 2. Helping his friend who experienced a disaster 3. Visiting a friend who has experienced a disaster	- Using English to convey empathy - Offer help using English		
21	Togetherness	1. Completing tasks together 2. Proactive in every joint activity	Use English to invite others to complete group tasks		
22	Helpful	1. There is affection between others 2. Help everyone who needs help according to their ability	Using English to offer help to others		
23	Critical thinking	1. Able to evaluate (strengths/weaknesses) and find solutions to each problem 2. Able to analyze 3. Able to solve problems 4. Able to draw conclusions	- Using English to convey thoughts and language - Able to understand English text		

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28	Grateful	1. Always be grateful for what you have achieved/obtained with words. 2. Always carry out his religious worship	• Using English to express a sense of language • Using English to invite them to practice their religious teachings		
29	Hard work	1. Keep working on completing targeted tasks 2. Finding ways to solve difficulties/problems faced 3. Not easy to give up	• Use English to invite you to complete schoolwork • Using English to convey alternatives and the language of the problems faced		

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34	Dunkin' Donuts	1. Discipline 2. Tasks completed on time	Using English in learning activities		
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7. Validation of Needs Analysis Instruments

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12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		

In conclusion,

- ☐ The questionnaire can be used without revision needed
- ☒ The questionnaire can be used with minor revision
- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used

Singaraja, 26 Agustus 2025
Validator,



Prof.Dra. Luh Putu Artini, M.A., Ph.D



Appendix 2: Draft of Validity Instruments for Needs Analysis Validator 2



Saiful Akhyar

2025

1. Objective

This instrument aims to analyze the need for the integration of character values in normativity-based speech acts in English language learning.

2. Conceptual Definitions

- a. **Character Education:** Lickona (1991) defines character education as an intentional effort to help students know and do the right thing regarding a set of core ethical values. Berkowitz & Bier (2005) state that character is understood as a set of psychological traits enabling humans to act as moral agents. Thus, character education is a systematic process of instruction in moral values (e.g., honesty, responsibility, empathy) in order for students to become moral individuals.
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		and find solutions to each problem 2. Able to analyze 3. Able to solve problems 4. Able to draw conclusions		
24	Friendship/hospitality	1. Be friendly to others 2. The presence of empathetic and sympathetic behavior 3. Presence of responsive behavior	24	1
25	Admiration/appreciation	1. Proud of your friend's achievements 2. The growing desire to imitate 3. The existence of appreciative/rewarding behavior	25	1
26	Tolerance	1. Does not interfere with other religious activities 2. Appreciate other people's cultures	26	1
27	Affection/love	1. Loving others 2. Be patient	27	1
28	Grateful	1. Always be grateful for what you have achieved/obtained with words. 2. Always carry out his religious worship	28	1
29	Hard work	1. Keep working on completing targeted tasks 2. Finding ways to solve difficulties/problems faced 3. Not easy to give up	29	1
30	Impartiality/equality	1. Not being better with others 2. Interact/make friends from different backgrounds	30	1
31	Trusty	1. Always keep your promises 2. Not telling his friend's secrets (kindness)	31	1

		3. Always perform obligations		
32	Patient	1. Able to control emotions 2. Patiently waiting for your turn.	32	1
33	Proud	1. Feeling happy with a friend's achievements 2. Happy to live in his neighborhood/country	33	1
34	Dunkin' Donuts	1. Discipline 2. Tasks completed on time	34	1
35	Forgiveness	1. Have a sense of empathy 2. No grudge	35	1
36	Cleanliness	1. Neat and clean appearance 2. Dispose of garbage in its place 3. Picking up trash	36	1

7. Draft Questionnaire

Needs Analysis Instrument for Character Values in Speech

Instructions: Fill in the column by marking (✓) according to the existing condition and the expected condition.

No	Character Values	Indicator	Statement	Needed	Not Needed
1	Sincerity	1. Unmotivated/unintentional actions 2. Not telling others about kindness	Expressing English expressions (speaking) by practicing the values inherent in them, such as expressions; - Helping others - Praise others, - Grief, etc.		
2	Humble	1. Doesn't feel the most right 2. Be unpretentious and not overdo it	Expressing linguistic expressions in English that reflect the value of humility, asking, and forgiving		

3	Respect for others	1. An attitude of listening to whoever is talking (not interrupting, talking to others, while playing until the person finishes talking). 2. Respect the opinions of others	Listening to friends who have an English conversation by practicing the values of respecting others by focusing, not interrupting, not playing/joking or doing something		
4	Mercy	1. Expressing sympathy 2. Helping a friend in distress	Speak English with expressions of condolences by practicing the values of sincerity, empathy and sympathy,		
5	Obedience	1. Obey anyone who asks, invites, commands, invites while in the context of goodness 2. There are behavioral improvements on request/command	Using English to express requesting, inviting, instructing, forbidding to obtain or do something by practicing the values of obedience.		
6	Kindness	1. Doing something with good principles 2. Do good to anyone 3. Making others happy/happy	Using and listening to English to ask, command, invite, forbid others to do something by practicing good or good values.		
7	Compassion	1. Be meek 2. Always love and love others 3. Non-violence	Use polite English expressions to express feelings of love by practicing loving, loving and avoiding violence/bullying behaviors to others		
8	Truthfulness	1. The existence of facts/truths 2. The compatibility between money and reality	Using English to convey the truth by ensuring the fit between speech and reality		

9	Honesty	1. Not lying 2. Language corresponds to reality	Using English to convey what is known by ensuring the conformity between what is known and the meaning of language expressions.		
10	Responsibility	1. Responsible 2. Delivering on promises	Practicing and responding to meanings in English expressions by practicing the values inherent in them such as being responsible for the meaning of the language and behaving according to the meaning of the expression.		
11	Wisdom	1. Consider the consequences of what is being said 2. Kindness is a priority	• Understanding the effects of speaking English • Considering the selection of a good phrase		
12	Commitment	1. Fulfilling the promise/commitment 2. The existence of behavior that is in accordance with the promise	• Speaking English as a form of self-expression • Adapting meaning in English to behavior		
13	Mutual Aids	1. The implementation of the gotong royong process 2. Appreciate others 3. Solidarity and empathy	Using English to encourage cooperation and strengthen solidarity between friends		
14	Creativity	1. The emergence of new ideas 2. Have curiosity	Using English to convey ideas and dig up information		

		3. Actively ask questions			
15	Discipline	1. Arriving on time 2. Obey school rules 3. Completing tasks assigned by teachers	• Use English to convey commitment to school rules • Use English to convey commitment to teachers to complete assignments on time		
16	Independent	1. Complete tasks independently 2. Able to manage time to complete tasks	Use English to convey the ability to complete tasks independently		
17	Positive thinking	1. Not making an initial justification 2. Listening with focus	• Using English to convey good feelings towards others • Listening to friends/other people who speak English		
18	Self-confidence	1. Convey your opinion well and smoothly 2. No hesitation 3. Doing something he believes in	• Speak English with confidence • Conveying the main points in English		
19	Proud of local wisdom	1. Using or displaying the peculiarities of the region 2. Learn local peculiarities	Write or spread the peculiarities of the region using English		
20	Empathy	1. Sad when his friend experiences a disaster 2. Helping his friend who experienced a disaster 3. Visiting a friend who has experienced a disaster	• Using English to convey empathy • Offer help using English		
21	Togetherness	1. Completing tasks together 2. Proactive in every joint activity	Use English to invite others to complete group tasks		
22	Helpful	1. There is affection between others	Using English to offer help to others		

		2. Help everyone who needs help according to their ability			
23	Critical thinking	1. Able to evaluate (strengths/weaknesses) and find solutions to each problem 2. Able to analyze 3. Able to solve problems 4. Able to draw conclusions	• Using English to convey thoughts and language • Able to understand English text • Able to analyze and evaluate meaning in English texts		
24	Friendship/hospitality	1. Be friendly to others 2. The presence of empathetic and sympathetic behavior 3. Presence of responsive behavior	Using English to show hospitality		
25	Admiration/appreciation	1. Proud of your friend's achievements 2. The growing desire to imitate 3. The existence of appreciative/rewarding behavior	Using English to express admiration and appreciation for others		
26	Tolerance	1. Does not interfere with other religious activities 2. Appreciate other people's cultures	Using English to invite respect and not interfere with the rituals of other religions		
27	Affection/love	1. Loving others 2. Be patient	Using English to express compassion to others		
28	Grateful	1. Always be grateful for what you have achieved/obtained with words. 2. Always carry out his religious worship	• Using English to express a sense of language • Using English to invite them to practice their religious teachings		

29	Hard work	1. Keep working on completing targeted tasks 2. Finding ways to solve difficulties/problems faced 3. Not easy to give up	• Use English to invite you to complete schoolwork • Using English to convey alternatives and the language of the problems faced		
30	Impartiality/equality	1. Not being better with others 2. Interact/make friends from different backgrounds	Speak English with friends from different backgrounds		
31	Trusty	1. Always keep your promises 2. Not telling his friend's secrets (kindness) 3. Always perform obligations	• Understanding the meaning of commitment in English • Expressing intent to commit using English		
32	Patient	1. Able to control emotions 2. Patiently waiting for your turn.	Use good English to convey goals		
33	Proud	1. Feeling happy with a friend's achievements 2. Happy to live in his neighborhood/country	• Using English to convey pride • Using English to express pride in their country		
34	Dunkin' Donuts	1. Discipline 2. Tasks completed on time	Using English in learning activities		
35	Forgiveness	1. Have a sense of empathy 2. No grudge	• Using English to convey apologies and apologies • Using English to convey regret		
36	Cleanliness	1. Neat and clean appearance 2. Dispose of garbage in its place 3. Picking up trash	Using English to invite friends to keep the appearance and environment clean		

8. Validation of Needs Analysis Instruments

Statement Number	Expert Judgement		Remarks
	Relevant	Not Relevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		

36	✓		
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Singaraja, 26 Agustus 2025

Validator,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd

Respondents	High school students
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5. Blueprint Instrument

No	Character Values	Indicator	Number of Statements	Total Items
1	Sincerity	1. Unmotivated/unintentional actions 2. Not telling others about kindness	1	1
2	Humble	1. Doesn't feel the most right 2. Be unpretentious and not overdo it	2	1
3	Respect for others	1. An attitude of listening to whoever is talking (not interrupting, talking to others, while playing until the person finishes talking). 2. Respect the opinions of others	3	1
4	Mercy	1. Expressing sympathy 2. Helping a friend in distress	4	1
5	Obedience	1. Obey anyone who asks, invites, commands,	5	1

		invites while in the context of goodness 2. There are behavioral improvements on request/command		
6	Kindness	1. Doing something with good principles 2. Do good to anyone 3. Making others happy/happy	6	1
7	Compassion	1. Be meek 2. Always love and love others 3. Non-violence	7	1
8	Truthfulness	1. The existence of facts/truths 2. The compatibility between money and reality	8	1
9	Honesty	1. Not lying 2. Language corresponds to reality	9	1
10	Responsibility	1. Responsible 2. Delivering on promises	10	1
11	Wisdom	1. Consider the consequences of what is being said 2. Kindness is a priority	11	1
12	Commitment	1. Fulfilling the promise/commitment 2. The existence of behavior that is in accordance with the promise	12	1
13	Mutual Aids	1. The implementation of the gotong royong process 2. Appreciate others 3. Solidarity and empathy	13	1
14	Creativity	1. The emergence of new ideas 2. Have curiosity 3. Actively ask questions	14	1
15	Discipline	1. Arriving on time 2. Obey school rules 3. Completing tasks assigned by teachers	15	1

16	Independent	1. Complete tasks independently 2. Able to manage time to complete tasks	16	1
17	Positive thinking	1. Not making an initial justification 2. Listening with focus	17	1
18	Self-confidence	1. Convey your opinion well and smoothly 2. No hesitation 3. Doing something he believes in	18	1
19	Proud of local wisdom	1. Using or displaying the peculiarities of the region 2. Learn local peculiarities	19	1
20	Empathy	1. Sad when his friend experiences a disaster 2. Helping his friend who experienced a disaster 3. Visiting a friend who has experienced a disaster	20	1
21	Togetherness	1. Completing tasks together 2. Proactive in every joint activity	21	1
22	Helpful	1. There is affection between others 2. Help everyone who needs help according to their ability	22	1
23	Critical thinking	1. Able to evaluate (strengths/weaknesses) and find solutions to each problem 2. Able to analyze 3. Able to solve problems 4. Able to draw conclusions	23	1
24	Friendship/hospitality	1. Be friendly to others 2. The presence of empathetic and sympathetic behavior 3. Presence of responsive behavior	24	1
25	Admiration/appreciation	1. Proud of your friend's achievements 2. The growing desire to imitate	25	1

		3. The existence of appreciative/rewarding behavior		
26	Tolerance	1. Does not interfere with other religious activities 2. Appreciate other people's cultures	26	1
27	Affection/love	1. Loving others 2. Be patient	27	1
28	Grateful	1. Always be grateful for what you have achieved/obtained with words. 2. Always carry out his religious worship	28	1
29	Hard work	1. Keep working on completing targeted tasks 2. Finding ways to solve difficulties/problems faced 3. Not easy to give up	29	1
30	Impartiality/equality	1. Not being better with others 2. Interact/make friends from different backgrounds	30	1
31	Trusty	1. Always keep your promises 2. Not telling his friend's secrets (kindness) 3. Always perform obligations	31	1
32	Patient	1. Able to control emotions 2. Patiently waiting for your turn.	32	1
33	Proud	1. Feeling happy with a friend's achievements 2. Happy to live in his neighborhood/country	33	1
34	Dunkin' Donuts	1. Discipline 2. Tasks completed on time	34	1
35	Forgiveness	1. Have a sense of empathy 2. No grudge	35	1
36	Cleanliness	1. Neat and clean appearance	36	1

		2. Dispose of garbage in its place 3. Picking up trash		
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8. Draft Questionnaire

Needs Analysis Instrument for Character Values in Speech

Instructions: Fill in the column by marking (✓) according to the existing condition and the expected condition.

No	Character Values	Indicator	Statement	Needed	Not Needed
1	Sincerity	1. Unmotivated/unintentional actions 2. Not telling others about kindness	Expressing English expressions (speaking) by practicing the values inherent in them, such as expressions. - Helping others - Praise others, - Grief, etc.		
2	Humble	1. Doesn't feel the most right 2. Be unpretentious and not overdo it	Expressing linguistic expressions in English that reflect the value of humility, asking, and forgiving		
3	Respect for others	1. An attitude of listening to whoever is talking (not interrupting, talking to others, while playing until the person finishes talking). 2. Respect the opinions of others	Listening to friends who have an English conversation by practicing the values of respecting others by focusing, not interrupting, not		

			playing/joking, or doing something		
4	Mercy	1. Expressing sympathy 2. Helping a friend in distress	Speak English with expressions of condolences by practicing the values of sincerity, empathy, and sympathy.		
5	Obedience	1. Obey anyone who asks, invites, commands, or invites while in the context of goodness 2. There are behavioral improvements on request/command	Using English to express requesting, inviting, instructing, forbidding, to obtain or do something by practicing the values of obedience.		
6	Kindness	1. Doing something with good principles 2. Do good to anyone 3. Making others happy/happy	Using and listening to English to ask, command, invite, and forbid others to do something by practicing good or good values.		
7	Compassion	1. Be meek 2. Always love and love others 3. Non-violence	Use polite English expressions to express feelings of love by practicing loving, loving, and avoiding violent/bullying behaviors towards others		
8	Truthfulness	1. The existence of facts/truths 2. The compatibility between money and reality	Using English to convey the truth by ensuring the fit between speech and reality		

9	Honesty	1. Not lying 2. Language corresponds to reality	Using English to convey what is known by ensuring the conformity between what is known and the meaning of language expressions.		
10	Responsibility	1. Responsible 2. Delivering on promises	Practicing and responding to meanings in English expressions by practicing the values inherent in them, such as being responsible for the meaning of the language and behaving according to the meaning of the expression.		
11	Wisdom	1. Consider the consequences of what is being said 2. Kindness is a priority	• Understanding the effects of speaking English • Considering the selection of a good phrase		
12	Commitment	1. Fulfilling the promise/commitment 2. The existence of behavior that is in accordance with the promise	• Speaking English as a form of self-expression • Adapting meaning in English to behavior		
13	Mutual Aids	1. The implementation of the gotong royong process 2. Appreciate others 3. Solidarity and empathy	Using English to encourage cooperation and strengthen solidarity between friends		

14	Creativity	1. The emergence of new ideas 2. Have curiosity 3. Actively ask questions	Using English to convey ideas and dig up information		
15	Discipline	1. Arriving on time 2. Obey school rules 3. Completing tasks assigned by teachers	• Use English to convey commitment to school rules • Use English to convey commitment to teachers to complete assignments on time		
16	Independent	1. Complete tasks independently 2. Able to manage time to complete tasks	Use English to convey the ability to complete tasks independently		
17	Positive thinking	1. Not making an initial justification 2. Listening with focus	• Using English to convey good feelings towards others • Listening to friends/other people who speak English		
18	Self-confidence	1. Convey your opinion well and smoothly 2. No hesitation 3. Doing something they believe in	• Speak English with confidence • Conveying the main points in English		
19	Proud of local wisdom	1. Using or displaying the peculiarities of the region 2. Learn local peculiarities	Write or spread the peculiarities of the region using English		
20	Empathy	1. Sad when his friend experiences a disaster 2. Helping his friend who experienced a disaster 3. Visiting a friend who has experienced a disaster	• Using English to convey empathy • Offer help using English		
21	Togetherness	1. Completing tasks together	Use English to invite others to		

		2. Proactive in every joint activity	complete group tasks		
22	Helpful	1. There is affection between others 2. Help everyone who needs help according to their ability	Using English to offer help to others		
23	Critical thinking	1. Able to evaluate (strengths/weaknesses) and find solutions to each problem 2. Able to analyze 3. Able to solve problems 4. Able to draw conclusions	- Using English to convey thoughts and language - Able to understand English text - Able to analyze and evaluate meaning in English texts		
24	Friendship/hospitality	1. Be friendly to others 2. The presence of empathetic and sympathetic behavior 3. Presence of responsive behavior	Using English to show hospitality		
25	Admiration/appreciation	1. Proud of your friend's achievements 2. The growing desire to imitate 3. The existence of appreciative/rewarding behavior	Using English to express admiration and appreciation for others		
26	Tolerance	1. Does not interfere with other religious activities 2. Appreciate other people's cultures	Using English to invite respect and not interfere with the rituals of other religions		
27	Affection/love	1. Loving others 2. Be patient	Using English to express compassion to others		
28	Grateful	1. Always be grateful for what you have achieved/obtained with words.	Using English to express a sense of language		

		2. Always carry out his religious worship	Using English to invite them to practice their religious teachings		
29	Hard work	1. Keep working on completing targeted tasks 2. Finding ways to solve difficulties/problems faced 3. Not easy to give up	- Use English to invite you to complete schoolwork - Using English to convey alternatives and the language of the problems faced		
30	Impartiality/equality	1. Not being better with others 2. Interact/make friends from different backgrounds	Speak English with friends from different backgrounds		
31	Trusty	1. Always keep your promises 2. Not telling his friend's secrets (kindness) 3. Always perform obligations	- Understanding the meaning of commitment in English - Expressing intent to commit using English		
32	Patient	1. Able to control emotions 2. Patiently waiting for your turn.	Use good English to convey goals		
33	Proud	1. Feeling happy with a friend's achievements 2. Happy to live in his neighborhood/country	- Using English to convey pride - Using English to express pride in their country		
34	Dunkin' Donuts	1. Discipline 2. Tasks completed on time	Using English in learning activities		
35	Forgiveness	1. Have a sense of empathy 2. No grudge	Using English to convey		

			apologies and apologies • Using English to convey regret		
36	Cleanliness	1. Neat and clean appearance 2. Dispose of garbage in its place 3. Picking up trash	Using English to invite friends to keep the appearance and environment clean		

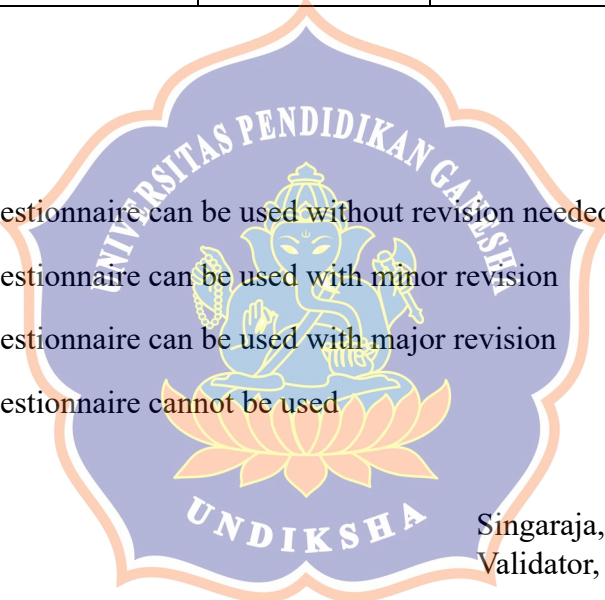
9. Validation of Needs Analysis Instruments

Statement Number	Expert Judgement		Remarks
	Relevant	Not Relevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		

25	✓		
26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		
32	✓		
33	✓		
34	✓		
35	✓		
36	✓		

In conclusion,

- ☐ The questionnaire can be used without revision needed
- ☒ The questionnaire can be used with minor revision
- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used



Singaraja, 26 Agustus 2025
Validator,

Rendra

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Appendix 3: Unstructured Interview Instrument Expert 1



INSTRUMENT

**UNSTRUCTURED INTERVIEW VALIDITY
QUESTIONNAIRE: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This instrument is intended to validate the effectiveness of the developed English learning model, which integrates character education through speech acts normativity. The unstructured interview is used to obtain in-depth opinions and perceptions from respondents regarding the implementation of the model.

2. THEORIES

a. Interview as Validation

According to Cohen, Manion, and Morrison (2007), interviews can be listed among the best qualitative data collection methods as they enable the respondents to speak out about what they think, experience, and consider without restricting them to particular categories of answers. Interviews can give a better insight into issues that cannot be presented with structured questionnaires in the context of instrument validation. It is a method employed to make sure that the consideration of a product (in this case, EFL materials with character integration) not only determines the opinion on the surface but also the rationale and the attitudes that people have towards it.

b. Character and Language Education

According to Lickona (1991), character education entails three aspects, which include moral knowing, moral feeling, and moral action. These dimensions can be better captured in a reflective interview where learners and teachers are brought to share narratives on how the model impacts their awareness, attitudes, and practices. Interviews, therefore, provide a means of evaluating not only the product but also the process of character development.

c. Speech Acts Normativity in Education

Austin (1962) and Searle (2003) assert that every speech act has normative commitments. To illustrate, a promise made by a student is a promise of responsibility; an apology shows sincerity and empathy. Interviews can be used to investigate these commitments more fruitfully, as the respondents explain how these language practices assist them in internalizing values. Alston (2000) and Cuneo (2014) also point out that the normative aspect of speech acts gives it a moral foundation that is universal. Interviews will allow the researchers to find out whether students and teachers themselves feel that these commitments are truly influencing English learning and character growth.

3. INTERVIEW QUESTIONS

- a. In your opinion, is English language learning effective when using this model (EFL materials with character education through speech acts normativity)?
- b. In your opinion, is character education effective when taught using this model (through speech acts normativity in EFL materials)?

4. INTERVIEW GUIDE FOR VALIDATION

- a. Target Participants: Educators and/or learners who have engaged with the created materials.
- b. Interview Format: Semi-structured/unstructured interview featuring open-ended questions.
- c. Procedure:
 - Clarify the aim of the interview.
 - Ask the two primary questions.
 - Allow respondents to expand on their responses.
 - Make notes and/or record responses for further analysis.

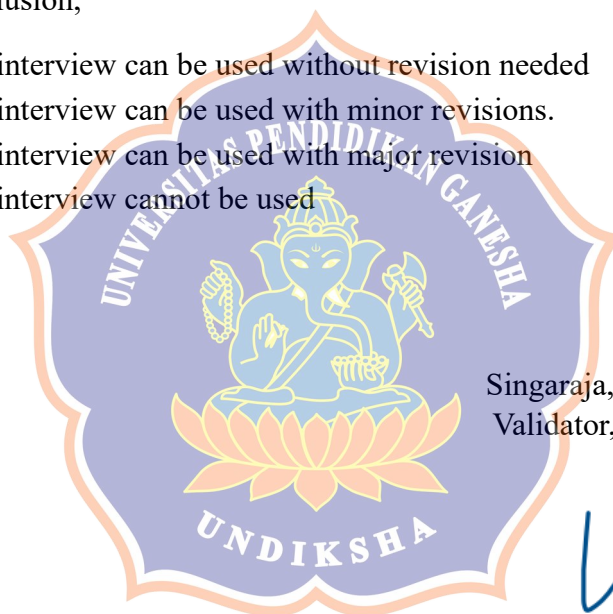
5. EXPERT JUDGMENT

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
a.	✓		
b.	✓		

Expert Judgement for the Interview

In conclusion,

- ☐ The interview can be used without revision needed
- ☒ The interview can be used with minor revisions.
- ☐ The interview can be used with major revision
- ☐ The interview cannot be used



Singaraja, 28 Agustus 2025
Validator,

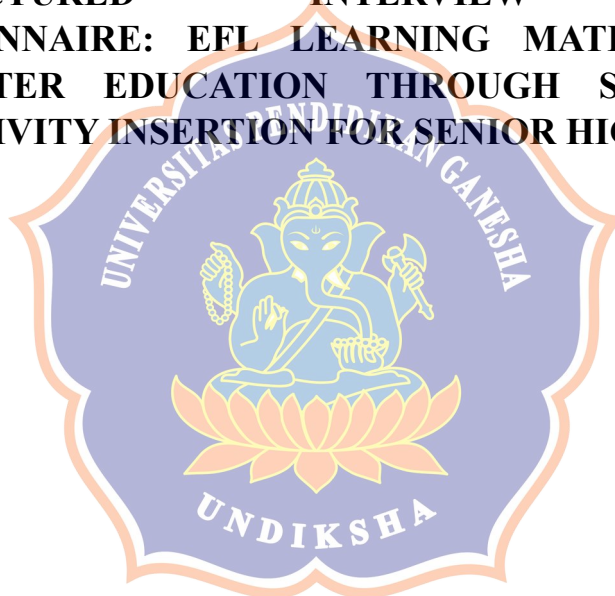
Prof. Dra. Luh Putu Artini, M.A., Ph.D

Appendix 4: Unstructured Interview Instrument Expert 2



INSTRUMENT

UNSTRUCTURED INTERVIEW VALIDITY
QUESTIONNAIRE: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS



1. OBJECTIVE

This instrument is intended to validate the effectiveness of the developed English learning model, which integrates character education through speech acts normativity. The unstructured interview is used to obtain in-depth opinions and perceptions from respondents regarding the implementation of the model.

2. THEORIES

a. Interview as Validation

According to Cohen, Manion, and Morrison (2007), interviews can be listed among the best qualitative data collection methods as they enable the respondents to speak out about what they think, experience, and consider without restricting them to particular categories of answers. Interviews can give a better insight into issues that cannot be presented with structured questionnaires in the context of instrument validation. It is a method employed to make sure that the consideration of a product (in this case, EFL materials with character integration) not only determines the opinion on the surface but also the rationale and the attitudes that people have towards it.

b. Character and Language Education

According to Lickona (1991), character education entails three aspects, which include moral knowing, moral feeling, and moral action. These dimensions can be better captured in a reflective interview where learners and teachers are brought to share narratives on how the model impacts their awareness, attitudes, and practices. Interviews, therefore, provide a means of evaluating not only the product but also the process of character development.

c. Speech Acts Normativity in Education

Austin (1962) and Searle (2003) assert that every speech act has normative commitments. To illustrate, a promise made by a student is a promise of responsibility; an apology shows sincerity and empathy. Interviews can be used to investigate these commitments more fruitfully, as the respondents explain how these language practices assist them in internalizing values. Alston (2000) and Cuneo (2014) also point out that the normative aspect of speech acts gives it a moral foundation that is universal. Interviews will allow the researchers to find out whether students and teachers themselves feel that these commitments are truly influencing English learning and character growth.

3. INTERVIEW QUESTIONS

- a. In your opinion, is English language learning effective when using this model (EFL materials with character education through speech acts normativity)?
- b. In your opinion, is character education effective when taught using this model (through speech acts normativity in EFL materials)?

4. INTERVIEW GUIDE FOR VALIDATION

- a. Target Participants: Educators and/or learners who have engaged with the created materials.
- b. Interview Format: Semi-structured/unstructured interview featuring open-ended questions.
- c. Procedure:
 - Clarify the aim of the interview.
 - Ask the two primary questions.
 - Allow respondents to expand on their responses.
 - Make notes and/or record responses for further analysis.

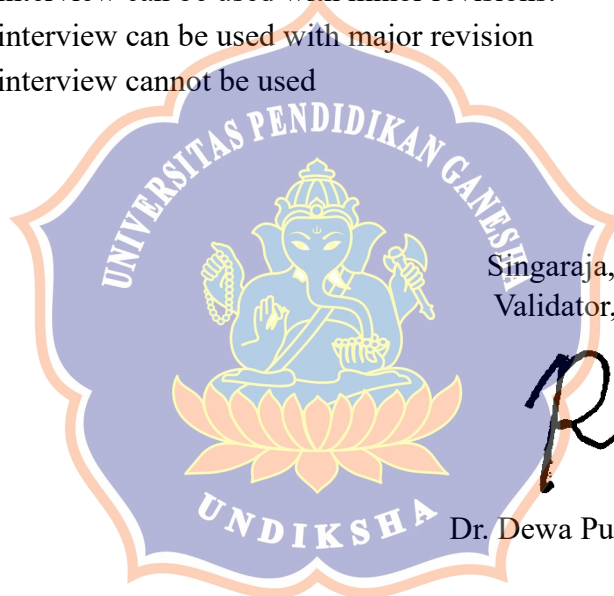
5. EXPERT JUDGMENT

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
a.	✓		
b.	✓		

Expert Judgement for the Interview

In conclusion,

- ☐ The interview can be used without revision needed
- ☒ The interview can be used with minor revisions.
- ☐ The interview can be used with major revision
- ☐ The interview cannot be used



Singaraja, 28 Agustus 2025
Validator,

Rmdra

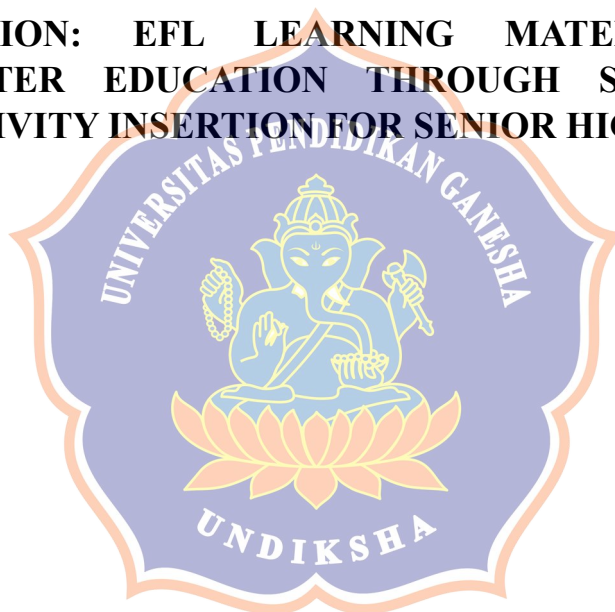
Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

**Appendix 5: Content Expert Product Evaluation Questionnaire Validation
Expert 1**



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR CONTENT EXPERT
EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



**UNIVERSITAS PENDIDIKAN GANESHA
AGUSTUS 2025**

1. Objective

This instrument for content experts is designed to evaluate the product of research and development on EFL learning materials with character education inserted through speech acts normativity. This evaluation aims to assess the accuracy, relevance, and integration of language and character content in the developed materials. Expert feedback will serve as a basis for revising and improving the product.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991), Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about

knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

3. Operational Definition

- a. Accuracy and Relevance: Materials are linguistically accurate, up-to-date, and relevant to the needs of learners.
- b. Character Integration: The characters of speech acts (religiosity, integrity, independence, nationalism, cooperation) are incorporated into speech acts.
- c. Authenticity: Materials contain language that is authentic, of a designed real-life/situation.
- d. Structure: Topics flow logically, and their difficulty level is appropriate.
- e. Activities & Tasks: Tasks involve language skills and character values, collaboration, and reflection.
- f. Cultural Sensitivity: Content is not culturally biased, but rather is inclusive and universally based.
- g. Evaluation and Feedback: There will be an assessment covering language and character achievement as well as the provision of constructive feedback.

4. Questionnaire Blueprint

No	Indicators	Total Items
1	Alignment of content with learning objectives	2
2	Accuracy and relevance of contents	3
3	Authenticity of language and character integration	3
4	Logical structure and progression	2
5	Variety of text types and speech act expressions	2
6	Quality of activities and tasks	3
7	Language and character focus	2
8	Clarity of instructions	1
9	Cultural sensitivity & inclusivity	3
10	Assessment and feedback mechanisms	3
11	Use of multimedia	2
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : Prof. Dra. Luh Putu Artini, M.A., Ph.D

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Kindly share your evaluation of the dissertation product according to the given criteria by marking a checkmark (✓) next to each statement you choose.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree,

SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Alignment with Learning Objectives						
1.	The contents are aligned with both language learning objectives and character education goals.					
2.	The materials support the dimensions of the Pancasila Student Profile.					
Accuracy and Relevance						
3.	The information presented in the materials is linguistically accurate.					
4.	The character values presented are relevant and up-to-date.					
5.	The topics are relevant to students' real-life contexts and needs.					
Authenticity of Language and Character Integration						
6.	The language used in the materials reflects authentic communication.					
7.	The materials present speech acts (assertives, directives, commissives, expressives) in natural contexts.					
8.	The character values are authentically integrated into speech act expressions.					
Logical Structure and Progression						

9.	The topics are well-structured in logical sequence.					
10.	The progression of difficulty is appropriate for senior high school learners.					
Variety of Text Types and Speech Act Expressions						
11.	The materials contain a variety of text types (dialogues, narratives, functional texts).					
12.	The materials present various speech act types that embed character values.					
Quality of Activities and Tasks						
13	The activities demand active student participation.					
14	The tasks encourage collaborative learning (pair/group work).					
15	The tasks reflect real-life communication situations.					
Language and Character Focus						
16.	The materials highlight linguistic features relevant to communication.					
17.	The materials explicitly point out the character values embedded in the language use.					
Clarity of Instructions						
18.	The instructions for activities are clear and easy to follow.					
Cultural Sensitivity and Inclusivity						
19.	The materials are inclusive and do not promote cultural bias.					
20.	The materials provide practical cross-cultural understanding.					
21.	The materials reflect universal character values (e.g., respect, empathy, cooperation).					
Assessment and Feedback Mechanisms						
22.	The assessment aligns with both language and character outcomes.					

23.	The rubrics effectively measure students' progress in language and character.					
24.	The materials provide opportunities for constructive feedback.					
Use of Multimedia						
25.	The visuals (images, tables, graphics) support understanding.					
26.	Multimedia elements enhance learning without distraction.					

6. Validation of Product Evaluation Instruments

Statement Number	Expert Judgement		Remarks
	Relevant	Not Relevant	
Alignment with Learning Objective			
1	✓		
2	✓		
Accuracy and Relevance			
3	✓		
4	✓		
5	✓		
Authenticity of Language and Character Integration			
6	✓		
7	✓		
8	✓		
Logical Structure and Progression			
9	✓		
10	✓		
Variety of Text Types and Speech Act Expressions			
11	✓		
12	✓		
Quality of Activities and Tasks			
13	✓		
14	✓		
15	✓		
Language and Character Focus			
16	✓		
17	✓		
Clarity of Instructions			

18	✓		
Cultural Sensitivity and Inclusivity			
19	✓		
20	✓		
21	✓		
Assessment and Feedback Mechanisms			
22	✓		
23	✓		
24	✓		
Use of Multimedia			
25	✓		
26	✓		

Expert Judgement for the Questionnaire

In conclusion:

- ☐ The questionnaire can be used without revision
- ☒ The questionnaire can be used with minor revisions
- ☐ The questionnaire can be used with major revisions
- ☐ The questionnaire cannot be used

Singaraja, 28 Agustus 2025

Validator



Prof. Dra. Luh Putu Artini, M.A., Ph.D

**Appendix 6: Content Expert Product Evaluation Questionnaire Validation
Expert 2**



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR CONTENT EXPERT
EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



UNIVERSITAS PENDIDIKAN GANESHA

AGUSTUS 2025

1. Objective

This instrument for content experts is designed to evaluate the product of research and development on EFL learning materials with character education inserted through speech acts normativity. This evaluation aims to assess the accuracy, relevance, and integration of language and character content in the developed materials. Expert feedback will serve as a basis for revising and improving the product.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991), Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about

knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

3. Operational Definition

- a. Accuracy and Relevance: Materials are linguistically accurate, up-to-date, and relevant to the needs of learners.
- b. Character Integration: The characters of speech acts (religiosity, integrity, independence, nationalism, cooperation) are incorporated into speech acts.
- c. Authenticity: Materials contain language that is authentic, of a designed real-life/situation.
- d. Structure: Topics flow logically, and their difficulty level is appropriate.
- e. Activities & Tasks: Tasks involve language skills and character values, collaboration, and reflection.
- f. Cultural Sensitivity: Content is not culturally biased, but rather is inclusive and universally based.
- g. Evaluation and Feedback: There will be an assessment covering language and character achievement as well as the provision of constructive feedback.

4. Questionnaire Blueprint

No	Indicators	Total Items
1	Alignment of content with learning objectives	2
2	Accuracy and relevance of contents	3
3	Authenticity of language and character integration	3
4	Logical structure and progression	2
5	Variety of text types and speech act expressions	2
6	Quality of activities and tasks	3
7	Language and character focus	2
8	Clarity of instructions	1
9	Cultural sensitivity & inclusivity	3
10	Assessment and feedback mechanisms	3
11	Use of multimedia	2
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Designation : Lecturer at The Postgraduate School of Undiksha

Instructions

Kindly share your evaluation of the dissertation product according to the given criteria by marking a checkmark (✓) next to each statement you choose.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree,

SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Alignment with Learning Objectives						
1.	The contents are aligned with both language learning objectives and character education goals.					
2.	The materials support the dimensions of the Pancasila Student Profile.					
Accuracy and Relevance						
3.	The information presented in the materials is linguistically accurate.					
4.	The character values presented are relevant and up-to-date.					
5.	The topics are relevant to students' real-life contexts and needs.					
Authenticity of Language and Character Integration						
6.	The language used in the materials reflects authentic communication.					
7.	The materials present speech acts (assertives, directives, commissives, expressives) in natural contexts.					
8.	The character values are authentically integrated into speech act expressions.					
Logical Structure and Progression						

9.	The topics are well-structured in logical sequence.					
10.	The progression of difficulty is appropriate for senior high school learners.					
Variety of Text Types and Speech Act Expressions						
11.	The materials contain a variety of text types (dialogues, narratives, functional texts).					
12.	The materials present various speech act types that embed character values.					
Quality of Activities and Tasks						
13	The activities demand active student participation.					
14	The tasks encourage collaborative learning (pair/group work).					
15	The tasks reflect real-life communication situations.					
Language and Character Focus						
16.	The materials highlight linguistic features relevant to communication.					
17.	The materials explicitly point out the character values embedded in the language use.					
Clarity of Instructions						
18.	The instructions for activities are clear and easy to follow.					
Cultural Sensitivity and Inclusivity						
19.	The materials are inclusive and do not promote cultural bias.					
20.	The materials provide practical cross-cultural understanding.					
21.	The materials reflect universal character values (e.g., respect, empathy, cooperation).					
Assessment and Feedback Mechanisms						
22.	The assessment aligns with both language and character outcomes.					

23.	The rubrics effectively measure students' progress in language and character.					
24.	The materials provide opportunities for constructive feedback.					
Use of Multimedia						
25.	The visuals (images, tables, graphics) support understanding.					
26.	Multimedia elements enhance learning without distraction.					

6. Validation of Product Evaluation Instruments

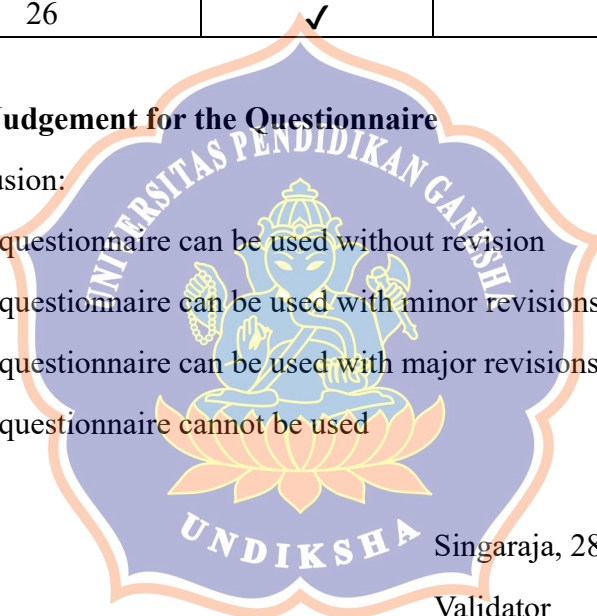
Statement Number	Expert Judgement		Remarks
	Relevant	Not Relevant	
Alignment with Learning Objective			
1	✓		
2	✓		
Accuracy and Relevance			
3	✓		
4	✓		
5	✓		
Authenticity of Language and Character Integration			
6	✓		
7	✓		
8	✓		
Logical Structure and Progression			
9	✓		
10	✓		
Variety of Text Types and Speech Act Expressions			
11	✓		
12	✓		
Quality of Activities and Tasks			
13	✓		
14	✓		
15	✓		
Language and Character Focus			
16	✓		
17	✓		

Clarity of Instructions			
18			
Cultural Sensitivity and Inclusivity			
19	✓		
20	✓		
21	✓		
Assessment and Feedback Mechanisms			
22	✓		
23	✓		
24	✓		
Use of Multimedia			
25	✓		
26	✓		

Expert Judgement for the Questionnaire

In conclusion:

- ☐ The questionnaire can be used without revision
- ☒ The questionnaire can be used with minor revisions
- ☐ The questionnaire can be used with major revisions
- ☐ The questionnaire cannot be used



Singaraja, 28 Agustus 2025

Validator

Rmdra

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

**Appendix 7: Instructional Expert Product Evaluation Questionnaire
Validation Expert 1**



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL
EXPERT EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



Universitas Pendidikan Ganesha

2025

1. Objective

This instrument is employed to evaluate the quality of the products as English teaching materials (EFL) that integrate character education as represented by normative speech acts. The evaluation also serves to create feedback in terms of feasibility, effectiveness, and integration of teaching materials.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring

moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. Operational Definition

- a. Engaging teaching materials: visual displays, content, and activities motivate students.
- b. Embedded character values: each expression of speech is accompanied by normative values (e.g., promise → responsibility).
- c. Curriculum relevance: supports English language proficiency as well as national character education goals.
- d. Integrated learning: materials, activities, and evaluations work together to achieve language and character goals.

4. Questionnaire Blueprint

No	Indicator	Total Item
1	Compliance with the principles of language teaching material development	10
2	Integration of character education through the normativity of speech acts	9
3	Alignment with EFL curriculum & learning	7
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : Prof. Dra. Luh Putu Artini, M.A., Ph.D

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Kindly share your evaluation of the dissertation product according to the given criteria by marking a checkmark (✓) next to each statement you choose.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

20.	The materials align with the Core Competencies of the 2013 Curriculum or the Merdeka Curriculum.					
21.	The materials support the dimensions of the Pancasila Student Profile.					
22.	The materials include the activities that the students can work on.					
23.	The learning activities promote students' collaboration skills (pair/group work).					
24.	The tasks integrate multiple skills (listening, speaking, reading, writing).					
25.	The assessment covers character outcomes as well as language outcomes.					
26.	The product can be directly used by EFL teachers without requiring large additional resources.					

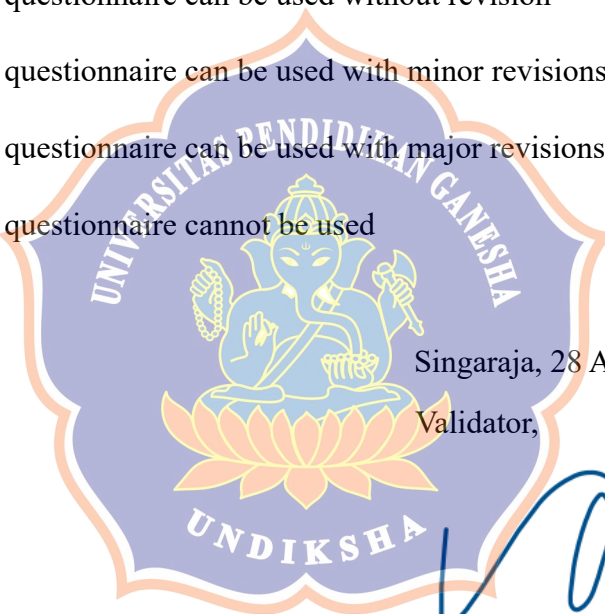
6. Expert Judgement for the Questionnaire

Statement Number	Expert Judgement		Remarks
	Relevant	Not Relevant	
Basic Principles of Language Teaching Materials			
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
Integration of Character Education through Speech Acts Normativity			
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		

Alignment with Curriculum & EFL Instruction			
20	✓		
21	✓		
22	✓		
23	✓		
24	✓		
25	✓		
26	✓		

Conclusion (please tick one):

- ☐ The questionnaire can be used without revision
- ☒ The questionnaire can be used with minor revisions
- ☐ The questionnaire can be used with major revisions
- ☐ The questionnaire cannot be used



Singaraja, 28 Agustus 2025

Validator,

Prof. Dra. Luh Putu Artini, M.A., Ph.D

**Appendix 8: Instructional Expert Product Evaluation Questionnaire
Validation Expert 2**



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL
EXPERT EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



**UNIVERSITAS PENDIDIKAN GANESHA
AGUSTUS 2025**

1. Objective

This instrument is employed to evaluate the quality of the products as English teaching materials (EFL) that integrate character education as represented by normative speech acts. The evaluation also serves to create feedback in terms of feasibility, effectiveness, and integration of teaching materials.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring

moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. Operational Definition

- a. Engaging teaching materials: visual displays, content, and activities motivate students.
- b. Embedded character values: each expression of speech is accompanied by normative values (e.g., promise → responsibility).
- c. Curriculum relevance: supports English language proficiency as well as national character education goals.
- d. Integrated learning: materials, activities, and evaluations work together to achieve language and character goals.

4. Questionnaire Blueprint

No	Indicator	Total Item
1	Compliance with the principles of language teaching material development	10
2	Integration of character education through the normativity of speech acts	9
3	Alignment with EFL curriculum & learning	7
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Designation : Lecturer at The Postgraduate School of Undiksha

Instructions

Kindly share your evaluation of the dissertation product according to the given criteria by marking a checkmark (✓) next to each statement you choose.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Basic Principles of Language Teaching Materials						
1.	The materials are presented in an attractive way (colors, illustrations, layout).					
2.	The topics and content are engaging and relevant to students' lives.					
3.	The activities challenge students to think critically.					
4.	The materials are inclusive and culturally appropriate.					
5.	The materials use authentic language.					
6.	The linguistic input is clear and appropriate to the students' level.					
7.	The materials provide a variety of text types and activities.					
8.	The materials provide sufficient exposure to targeted language features.					
9.	The materials offer opportunities to use the language for communicative purposes.					
10.	The materials provide opportunities for students to receive feedback.					
Integration of Character Education through Speech Acts Normativity						
11	The speech act expressions in the materials embed universal character values.					
12	Religious values appear in certain speech acts (e.g., expressions of prayer or blessing).					
13	Integrity is represented through commissive speech acts (e.g., promises).					
14	Independence is reflected in speech acts such as asking permission or making decisions.					
15	Nationalism and cooperation are reflected in collaborative speech acts (e.g., invitations, suggestions, teamwork).					
16	The activities raise students' awareness of the norms behind utterances.					
17	The activities stimulate students' intention to apply character values in real life.					
18	The activities provide opportunities to practice speech acts that align with character values.					
19	The materials explicitly include indicators of character achievement.					
Alignment with Curriculum & EFL Instruction						
20.	The materials align with the Core Competencies of the 2013 Curriculum or the Merdeka Curriculum.					
21.	The materials support the dimensions of the Pancasila Student Profile.					

22.	The materials include the activities that the students can work on.					
23.	The learning activities promote students' collaboration skills (pair/group work).					
24.	The tasks integrate multiple skills (listening, speaking, reading, writing).					
25.	The assessment covers character outcomes as well as language outcomes.					
26.	The product can be directly used by EFL teachers without requiring large additional resources.					

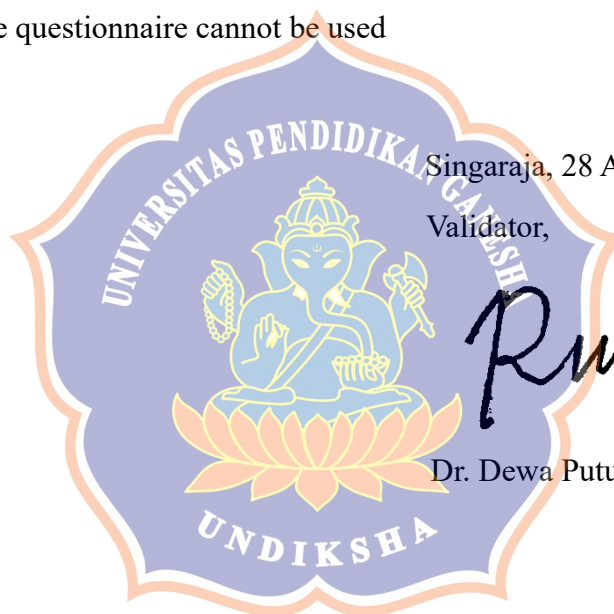
6. Expert Judgement for the Questionnaire

Statement Number	Expert Judgement		Remarks
	Relevant	Not Relevant	
Basic Principles of Language Teaching Materials			
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
Integration of Character Education through Speech Acts Normativity			
11	✓		
12	✓		
13	✓		
14	✓		
15	✓		
16	✓		
17	✓		
18	✓		
19	✓		
Alignment with Curriculum & EFL Instruction			
20	✓		
21	✓		
22	✓		
23	✓		

24	✓		
25	✓		
26	✓		

Conclusion (please tick one):

- ☐ The questionnaire can be used without revision
- ☒ The questionnaire can be used with minor revisions
- ☐ The questionnaire can be used with major revisions
- ☐ The questionnaire cannot be used



Singaraja, 28 Agustus 2025

Validator,

Rendra

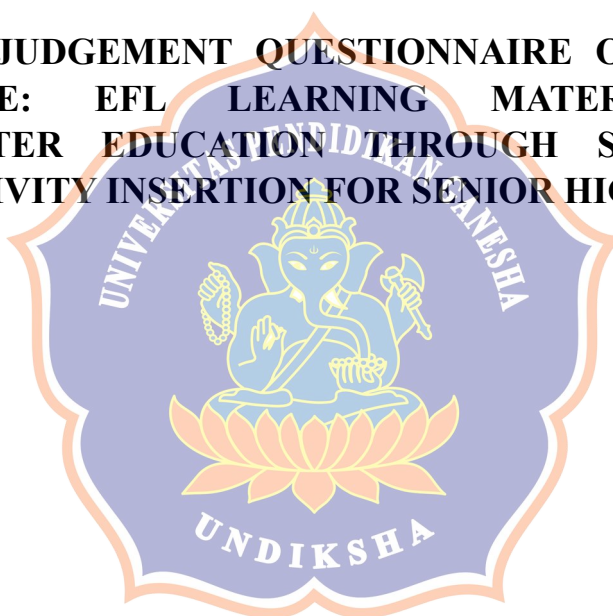
Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

**Appendix 9: Expert Judgement Questionnaire on Students' Response Expert
1**



INSTRUMENT

**EXPERT JUDGEMENT QUESTIONNAIRE ON STUDENTS'
RESPONSE: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This questionnaire is aimed at obtaining students' opinions on the developed EFL learning materials with character education inserted through speech acts normativity. The feedback obtained by the students will serve as a great input to enhance the quality of the materials in terms of clarity, relevance, engagement, and integration of character values.

2. THEORIES

I. INSTRUCTIONAL

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991),

Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

II. CONTENT THEORY

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1	Clarity and comprehensibility of the materials	1,2	2
2	Relevance of content to students' needs and context	3,4,5	3
3	Integration of character values through speech acts	6,7,8	3
4	Authenticity of language and tasks	9,10	2
5	Engagement and motivation	11,12	2
6	Collaboration and interaction	13,14	2

7	Assessment and feedback	15,16	2
8	Visual support	17	1
9	Overall satisfaction	18,19	2
Total			19 items

4. THE QUESTIONNAIRE

STUDENTS' PERCEPTIONS ON EFL LEARNING MATERIALS WITH CHARACTER EDUCATION THROUGH SPEECH ACTS NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS

Thank you for dedicating your time to fill out this questionnaire. This questionnaire aims to evaluate your thoughts on the character education learning materials that incorporate speech acts normativity insertion, which have been utilized in your class. Your feedback is crucial for improving the quality of the materials offered.

Respondent Profile

Name :

Class :

General Guidelines

- You have been chosen to take part as a respondent. Please complete all of these forms based on your true experience, understanding, perception, and circumstances.
- Your objective participation in filling out this form is extremely important to us, as it will provide us with precise feedback in the evaluation process.
- Your responses will remain confidential and will not result in any negative consequences in any manner.
- Indicate your opinion by placing a checkmark (✓) in the suitable column.
- You have four response options to select from:
 - 1 = Strongly Disagree
 - 2 = Disagree
 - 3 = Neutral
 - 4 = Agree
 - 5 = Strongly Agree

No	Statements	Scale				
		1	2	3	4	5
1.	The materials are clear and easy to understand.					
2.	The instructions in the materials are simple and comprehensible.					
3.	The topics presented in the materials are relevant to my daily life.					
4.	The contents meet my needs in learning English at school.					
5.	The materials are connected to real situations faced by students.					
6.	The materials integrate character values (e.g., honesty, cooperation, integrity).					
7.	The examples of speech acts (e.g., promises, requests, apologies) reflect moral values.					
8.	I can learn about both English and good character from the materials.					
9.	The language used in the texts and activities is authentic and natural.					
10.	The tasks reflect real-life communication situations.					
11.	The activities are interesting and motivating.					
12.	The tasks encourage me to be more active in class.					
13.	The activities allow me to work together with friends.					
14.	The tasks encourage me to respect others' opinions.					
15.	The assessment helps me to know my English progress.					
16.	The feedback supports me to improve both my language and my character.					
17.	The visuals (pictures, tables, graphics) help me understand the material.					
18.	Overall, I am satisfied with the developed materials.					
19.	I would like to use these materials again in my English learning.					

5. EXPERT JUDGMENT

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		

5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		
19.	✓		

Expert Judgement for the Questionnaire

In conclusion,

- ☐ The questionnaire can be used without revision needed
- ☒ The questionnaire can be used with minor revisions.
- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used

Singaraja, 28 Agustus 2025

Validator,



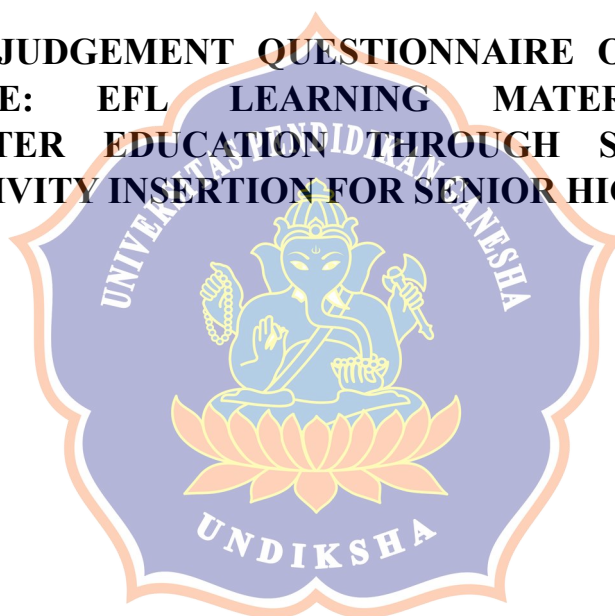
Prof. Dra. Luh Putu Artini, M.A., Ph.D

**Appendix 10: Expert Judgement Questionnaire on Students' Response Expert
2**



INSTRUMENT

**EXPERT JUDGEMENT QUESTIONNAIRE ON STUDENTS'
RESPONSE: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This questionnaire is aimed at obtaining students' opinions on the developed EFL learning materials with character education inserted through speech acts normativity. The feedback obtained by the students will serve as a great input to enhance the quality of the materials in terms of clarity, relevance, engagement, and integration of character values.

2. THEORIES

I. INSTRUCTIONAL

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991),

Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

II. CONTENT THEORY

e. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

f. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

g. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

h. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1	Clarity and comprehensibility of the materials	1,2	2
2	Relevance of content to students' needs and context	3,4,5	3
3	Integration of character values through speech acts	6,7,8	3
4	Authenticity of language and tasks	9,10	2
5	Engagement and motivation	11,12	2
6	Collaboration and interaction	13,14	2
7	Assessment and feedback	15,16	2
8	Visual support	17	1

9	Overall satisfaction	18,19	2
Total			19 items

4. THE QUESTIONNAIRE

STUDENTS' PERCEPTIONS ON EFL LEARNING MATERIALS WITH CHARACTER EDUCATION THROUGH SPEECH ACTS NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS

Thank you for dedicating your time to fill out this questionnaire. This questionnaire aims to evaluate your thoughts on the character education learning materials that incorporate speech acts normativity insertion, which have been utilized in your class. Your feedback is crucial for improving the quality of the materials offered.

Respondent Profile

Name :

Class :

General Guidelines

- f. You have been chosen to take part as a respondent. Please complete all of these forms based on your true experience, understanding, perception, and circumstances.
- g. Your objective participation in filling out this form is extremely important to us, as it will provide us with precise feedback in the evaluation process.
- h. Your responses will remain confidential and will not result in any negative consequences in any manner.
- i. Indicate your opinion by placing a checkmark (✓) in the suitable column.
- j. You have four response options to select from:
 - 1 = Strongly Disagree
 - 2 = Disagree
 - 3 = Neutral
 - 4 = Agree
 - 5 = Strongly Agree

No	Statements	Scale				
		1	2	3	4	5
1.	The materials are clear and easy to understand.					
2.	The instructions in the materials are simple and comprehensible.					
3.	The topics presented in the materials are relevant to my daily life.					
4.	The contents meet my needs in learning English at school.					
5.	The materials are connected to real situations faced by students.					
6.	The materials integrate character values (e.g., honesty, cooperation, integrity).					
7.	The examples of speech acts (e.g., promises, requests, apologies) reflect moral values.					
8.	I can learn about both English and good character from the materials.					
9.	The language used in the texts and activities is authentic and natural.					
10.	The tasks reflect real-life communication situations.					
11.	The activities are interesting and motivating.					
12.	The tasks encourage me to be more active in class.					
13.	The activities allow me to work together with friends.					
14.	The tasks encourage me to respect others' opinions.					
15.	The assessment helps me to know my English progress.					
16.	The feedback supports me to improve both my language and my character.					
17.	The visuals (pictures, tables, graphics) help me understand the material.					
18.	Overall, I am satisfied with the developed materials.					
19.	I would like to use these materials again in my English learning.					

5. EXPERT JUDGMENT

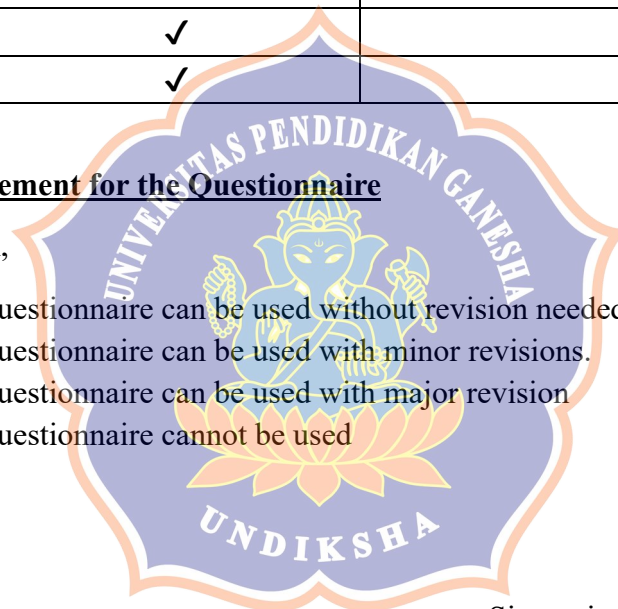
Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		

7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		
19.	✓		

Expert Judgement for the Questionnaire

In conclusion,

- ☐ The questionnaire can be used without revision needed
- ☒ The questionnaire can be used with minor revisions.
- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used



Singaraja, 28 Agustus 2025
Validator,

Rmdra

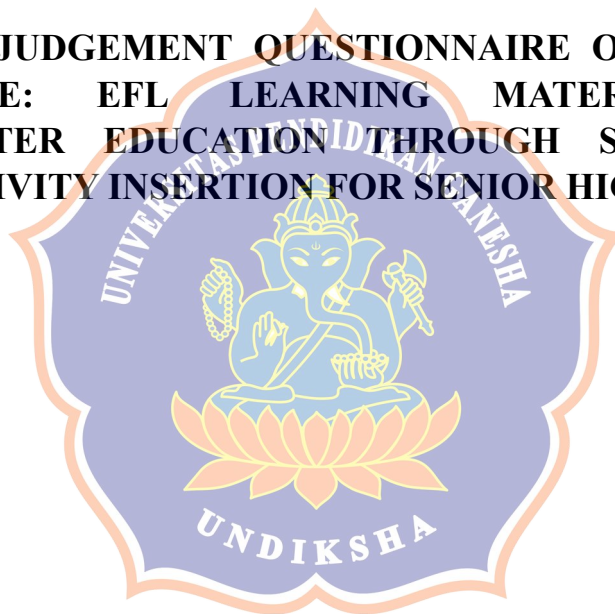
Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

**Appendix 11: Expert Judgement Questionnaire on Teachers' Response Expert
1**



INSTRUMENT

**EXPERT JUDGEMENT QUESTIONNAIRE ON TEACHERS'
RESPONSE: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This questionnaire is aimed at obtaining teachers' opinions on the developed EFL learning materials with character education inserted through speech acts normativity. The feedback obtained by the students will serve as a great input to enhance the quality of the materials in terms of clarity, relevance, engagement, and integration of character values.

2. THEORIES

I. INSTRUCTIONAL

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991),

Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

II. CONTENT THEORY

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1	Clarity and ease of use of the materials	1,2	2
2	Alignment with curriculum objectives	3,4	2
3	Integration of character values through speech acts	5,6,7	3
4	Authenticity and relevance of content	8,9	2

5	Practicality in classroom implementation	10,11,12	3
6	Student engagement and response	13,14,15	3
7	Assessment and feedback	16,17	2
9	Teacher satisfaction (overall)	18,19,20	3
Total			20 items

4. THE QUESTIONNAIRE

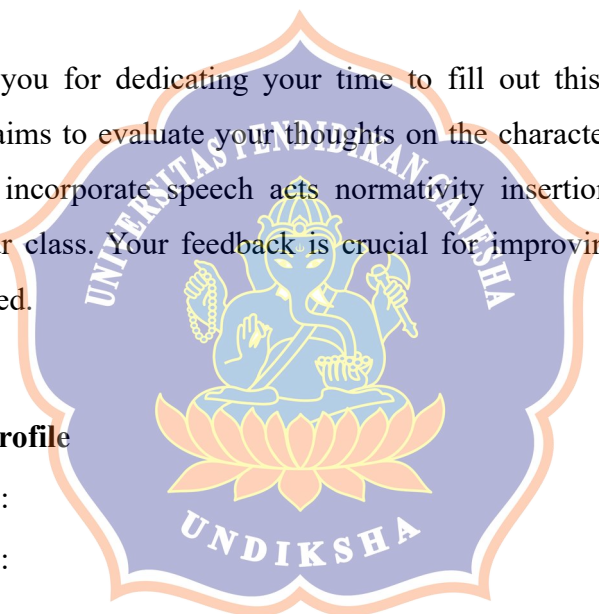
TEACHERS' PERCEPTIONS ON EFL LEARNING MATERIALS WITH CHARACTER EDUCATION THROUGH SPEECH ACTS NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS

Thank you for dedicating your time to fill out this questionnaire. This questionnaire aims to evaluate your thoughts on the character education learning materials that incorporate speech acts normativity insertion, which have been utilized in your class. Your feedback is crucial for improving the quality of the materials offered.

Respondent Profile

Name :

Position :



General Guidelines

- You have been chosen to take part as a respondent. Please complete all of these forms based on your true experience, understanding, perception, and circumstances.
- Your objective participation in filling out this form is extremely important to us, as it will provide us with precise feedback in the evaluation process.
- Your responses will remain confidential and will not result in any negative consequences in any manner.
- Indicate your opinion by placing a checkmark (✓) in the suitable column.

e. You have four response options to select from:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale				
		1	2	3	4	5
1.	The materials are clearly presented and easy for me to understand as a teacher.					
2.	The instructions and teacher's guide are practical and easy to follow.					
3.	The contents align with the English curriculum objectives.					
4.	The materials support the dimensions of the Pancasila Student Profile.					
5.	The materials integrate character values explicitly (e.g., honesty, cooperation, responsibility).					
6.	The speech act expressions (promises, requests, apologies) reflect moral values.					
7.	The activities enable me to teach both language and character simultaneously.					
8.	The texts and activities are authentic and reflect real-life communication.					
9.	The topics are relevant to students' social and cultural context.					
10.	The materials are easy to implement within the classroom schedule.					
11.	The activities can be adapted to different classroom conditions.					
12.	The workload for teachers is reasonable and manageable.					
13.	The students are motivated to learn using these materials.					

14.	The students actively participate in classroom tasks.					
15.	The students show awareness of character values during the activities.					
16.	The assessment tools provided are useful for evaluating students' English skills.					
17.	The assessment tools are useful for evaluating students' character achievements.					
18.	The materials help me achieve both linguistic and character education goals.					
19.	I am satisfied with using these materials in my English classes.					
20.	I would recommend these materials to other English teachers.					

5. EXPERT JUDGMENT

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		

19.	✓		
20.	✓		

Expert Judgement for the Questionnaire

In conclusion,

- ☐ The questionnaire can be used without revision needed
- ☒ The questionnaire can be used with minor revisions.
- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used



Singaraja, 28 Agustus 2025
Validator,

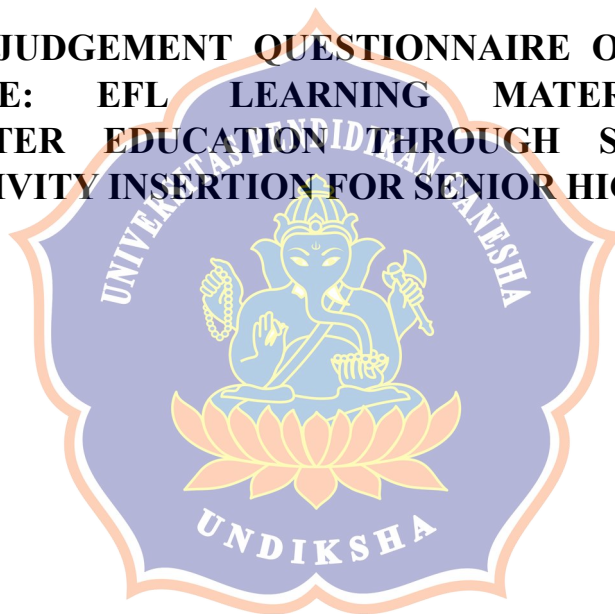
Prof. Dra. Luh Putu Artini, M.A., Ph.D

**Appendix 12: Expert Judgement Questionnaire on Teachers' Response Expert
2**



INSTRUMENT

**EXPERT JUDGEMENT QUESTIONNAIRE ON TEACHERS'
RESPONSE: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This questionnaire is aimed at obtaining teachers' opinions on the developed EFL learning materials with character education inserted through speech acts normativity. The feedback obtained by the students will serve as a great input to enhance the quality of the materials in terms of clarity, relevance, engagement, and integration of character values.

2. THEORIES

I. INSTRUCTIONAL

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991),

Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

II. CONTENT THEORY

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1	Clarity and ease of use of the materials	1,2	2
2	Alignment with curriculum objectives	3,4	2
3	Integration of character values through speech acts	5,6,7	3
4	Authenticity and relevance of content	8,9	2

5	Practicality in classroom implementation	10,11,12	3
6	Student engagement and response	13,14,15	3
7	Assessment and feedback	16,17	2
9	Teacher satisfaction (overall)	18,19,20	3
Total			20 items

4. THE QUESTIONNAIRE

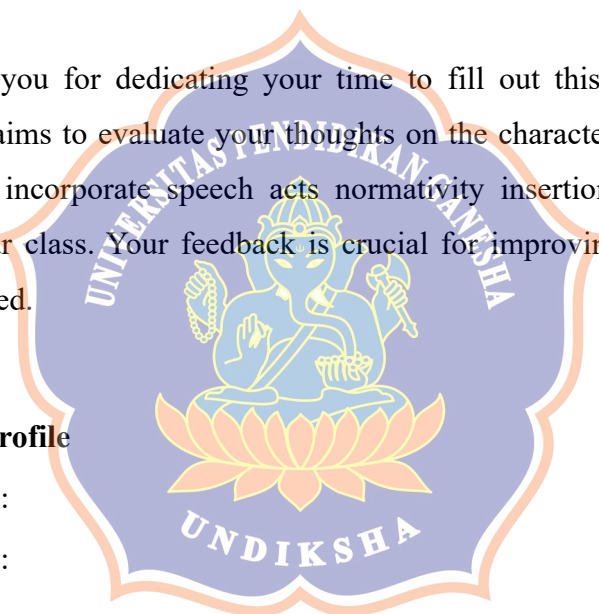
TEACHERS' PERCEPTIONS ON EFL LEARNING MATERIALS WITH CHARACTER EDUCATION THROUGH SPEECH ACTS NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS

Thank you for dedicating your time to fill out this questionnaire. This questionnaire aims to evaluate your thoughts on the character education learning materials that incorporate speech acts normativity insertion, which have been utilized in your class. Your feedback is crucial for improving the quality of the materials offered.

Respondent Profile

Name :

Position :



General Guidelines

- You have been chosen to take part as a respondent. Please complete all of these forms based on your true experience, understanding, perception, and circumstances.
- Your objective participation in filling out this form is extremely important to us, as it will provide us with precise feedback in the evaluation process.
- Your responses will remain confidential and will not result in any negative consequences in any manner.
- Indicate your opinion by placing a checkmark (✓) in the suitable column.

e. You have four response options to select from:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale				
		1	2	3	4	5
1.	The materials are clearly presented and easy for me to understand as a teacher.					
2.	The instructions and teacher's guide are practical and easy to follow.					
3.	The contents align with the English curriculum objectives.					
4.	The materials support the dimensions of the Pancasila Student Profile.					
5.	The materials integrate character values explicitly (e.g., honesty, cooperation, responsibility).					
6.	The speech act expressions (promises, requests, apologies) reflect moral values.					
7.	The activities enable me to teach both language and character simultaneously.					
8.	The texts and activities are authentic and reflect real-life communication.					
9.	The topics are relevant to students' social and cultural context.					
10.	The materials are easy to implement within the classroom schedule.					
11.	The activities can be adapted to different classroom conditions.					
12.	The workload for teachers is reasonable and manageable.					
13.	The students are motivated to learn using these materials.					

14.	The students actively participate in classroom tasks.					
15.	The students show awareness of character values during the activities.					
16.	The assessment tools provided are useful for evaluating students' English skills.					
17.	The assessment tools are useful for evaluating students' character achievements.					
18.	The materials help me achieve both linguistic and character education goals.					
19.	I am satisfied with using these materials in my English classes.					
20.	I would recommend these materials to other English teachers.					

5. EXPERT JUDGMENT

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
1.	✓		
2.	✓		
3.	✓		
4.	✓		
5.	✓		
6.	✓		
7.	✓		
8.	✓		
9.	✓		
10.	✓		
11.	✓		
12.	✓		
13.	✓		
14.	✓		
15.	✓		
16.	✓		
17.	✓		
18.	✓		

19.	✓		
20.	✓		

Expert Judgement for the Questionnaire

In conclusion,

- ☐ The questionnaire can be used without revision needed
- ☒ The questionnaire can be used with minor revisions.
- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used



Singaraja, 28 Agustus 2025

Validator,

Rendra

Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Appendix 13: Pre-test and Post-test Validation Expert 1

Pre-test/post-test Validation

Objective

This content validity judgement is aimed at testing the pre-test/post-test before being implemented.

Expert Identity

Name : Prof. Dra. Luh Putu Artini, M.A., Ph.D

Designation : Professor at The Postgraduate School of Undiksha

Instruction

Please kindly provide your assessment of the pre-test items by placing a checkmark (✓) on each statement you select in the expert judgment table.

Pre-test/Post-test Blueprint

Chapter	Learning Objectives	Assessed Competencies	Question Type	Question Indicators	Aspects of Evaluation (Weight/Value)	Number of Questions
Reading Comprehension – Narrative Text	Learners can understand and the meaning of a narrative text and recognize its social purpose.	Understanding meaning and information in a narrative text	Written test (essay)	Learners recognize both explicit and implicit information, the social purpose, and the contextual significance	Content Accuracy (30%), Comprehension (30%), Language Accuracy (20%), Clarity of Answer (20%)	a-e

				nce of the text.		
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Pre-test/Post-test Questions

Text:

Once upon a time, there was a spouse named Mrs. Tegining and Mr. Teganang. They were cow shepherd in savanna. People said that the owner of the cow is Mrs Tegining and Mr. Teganang. It had a lot of story about the spouse. They defeated great kings”.

“The story of Inaq Tegining and Amaq Teganang happened in Selaparang Kingdom period. It was about a spouse of common people who was a cow shepherd as their routine. One day, they found a girl who later on known as the daughter of Selaparang King. The spouse then returns the girl back to the king, and the king gave a lot of gifts and reward for the spouse. The spouse denied the reward, and suggested the king to give it to poor people in the kingdom”.

“One bright day, the spouse went to rice field with their lovely cows. On the way to, they met Amaq Sahnun who just lost his cows. Amaq Sahnun accused the spouse had stolen his cows. However, the spouse denied the accusing, and they debated on the road side. Looking at the debate, a witness came to explained to Amaq Sahnun that the cows are not his own. He was getting very shy realizing the fact. Since then, the spouse was being honored and appreciated by all people at the village

Questions

- What does the spouse suggest to the King of Selaparang?
- Why did the spouse not want to receive the reward?
- Why does Amaq Sahnun accuse the spouse of stealing his cows?
- What is the social function of the text?
- Briefly explain the profession of a cow shepherd.

Assessment Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content Accuracy	All answers are	Mostly accurate and	Somewhat accurate, a few	Lacks accuracy,	Inaccurate, irrelevant

	accurate, detailed, and relevant to the text	relevant, minor errors	major details are missing	limited relevance	
Comprehension	Shows full understanding of explicit and implicit meaning	Shows good understanding with small gaps	Partial understanding of text	Limited understanding, frequent errors	No evidence of comprehension
Language Accuracy	Grammatically correct and well-structured	Few grammatical errors that do not affect clarity	Some errors, but the meaning is mostly clear	Frequent errors affecting clarity	Serious errors, incomprehensible
Clarity of Answer	Clear, coherent, and easy to follow	Generally clear with minor confusion	Some clarity, but lacks coherence	Confusing, poorly structured	Incoherent and incomplete

Expert Judgement Table

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
a	✓		
b	✓		
c	✓		
d	✓		
e	✓		

Conclusion

- ☐ The questionnaire can be used without revision

- ☒ The questionnaire can be used with minor revision
- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used

Singaraja, 28 Agustus 2025

Validator,



Prof. Dra. Luh Putu Artini, M.A., Ph.D



Appendix 14: Pre-test and Post-test Validation Expert 2

Pre-test/post-test Validation

Objective

This content validity judgement is aimed at testing the pre-test/post-test before being implemented.

Expert Identity

Name : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

Designation : Lecturer at The Postgraduate School of Undiksha

Instruction

Please kindly provide your assessment of the pre-test items by placing a checkmark (✓) on each statement you select in the expert judgment table.

Pre-test/Post-test Blueprint

Chapter	Learning Objectives	Assessed Competencies	Question Type	Question Indicators	Aspects of Evaluation (Weight/Value)	Number of Questions
Reading Comprehension – Narrative Text	Learners can understand and the meaning of a narrative text and recognize its social purpose.	Understanding meaning and information in a narrative text	Written test (essay)	Learners recognize both explicit and implicit information, the social purpose, and the contextual significance of the text.	Content Accuracy (30%), Comprehension (30%), Language Accuracy (20%), Clarity of Answer (20%)	a-e

Pre-test/Post-test Questions

Text:

Once upon a time, there was a spouse named Mrs. Tegining and Mr. Teganang. They were cow shepherd in savanna. People said that the owner of the cow is Mrs Tegining and Mr. Teganang. It had a lot of story about the spouse. They defeated great kings”.

“The story of Inaq Tegining and Amaq Teganang happened in Selaparang Kingdom period. It was about a spouse of common people who was a cow shepherd as their routine. One day, they found a girl who later on known as the daughter of Selaparang King. The spouse then returns the girl back to the king, and the king gave a lot of gifts and reward for the spouse. The spouse denied the reward, and suggested the king to give it to poor people in the kingdom”.

“One bright day, the spouse went to rice field with their lovely cows. On the way to, they met Amaq Sahnun who just lost his cows. Amaq Sahnun accused the spouse had stolen his cows. However, the spouse denied the accusing, and they debated on the road side. Looking at the debate, a witness came to explained to Amaq Sahnun that the cows are not his own. He was getting very shy realizing the fact. Since then, the spouse was being honored and appreciated by all people at the village

Questions

- What does the spouse suggest to the King of Selaparang?
- Why did the spouse not want to receive the reward?
- Why does Amaq Sahnun accuse the spouse of stealing his cows?
- What is the social function of the text?
- Briefly explain the profession of a cow shepherd.

Assessment Rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Content Accuracy	All answers are accurate, detailed, and	Mostly accurate and relevant,	Somewhat accurate, a few major	Lacks accuracy, limited relevance	Inaccurate, irrelevant

	relevant to the text	minor errors	details are missing		
Comprehension	Shows full understanding of explicit and implicit meaning	Shows good understanding with small gaps	Partial understanding of text	Limited understanding, frequent errors	No evidence of comprehension
Language Accuracy	Grammatically correct and well-structured	Few grammatical errors that do not affect clarity	Some errors, but the meaning is mostly clear	Frequent errors affecting clarity	Serious errors, incomprehensible
Clarity of Answer	Clear, coherent, and easy to follow	Generally clear with minor confusion	Some clarity, but lacks coherence	Confusing, poorly structured	Incoherent and incomplete

Expert Judgement Table

Item Number	Expert Judgment		Remarks
	Relevant	Not Relevant	
a	✓		
b	✓		
c	✓		
d	✓		
e	✓		

Conclusion

- ☐ The questionnaire can be used without revision
- ☒ The questionnaire can be used with minor revision

- ☐ The questionnaire can be used with major revision
- ☐ The questionnaire cannot be used

Singaraja, 28 Agustus 2025

Validator,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

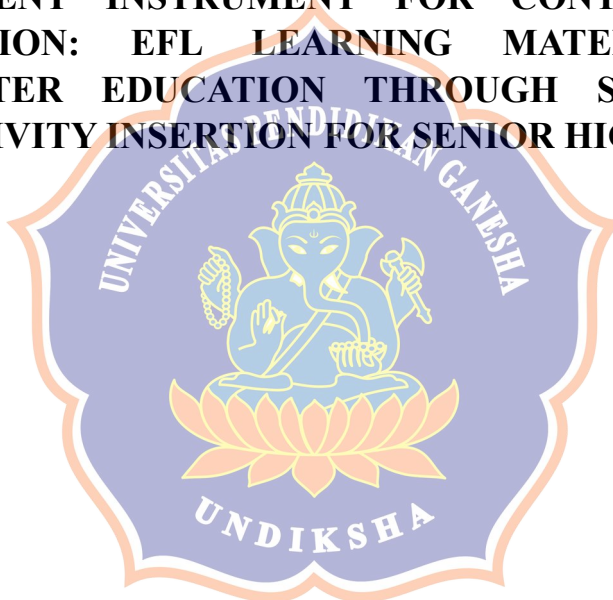


Appendix 15: Content Expert Product Evaluation Expert 1



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR CONTENT EXPERT
EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



**UNIVERSITAS PENDIDIKAN GANESHA
AGUSTUS 2025**

1. Objective

This instrument for content experts is designed to evaluate the product of research and development on EFL learning materials with character education inserted through speech acts normativity. This evaluation aims to assess the accuracy, relevance, and integration of language and character content in the developed materials. Expert feedback will serve as a basis for revising and improving the product.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991), Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values

related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

3. Operational Definition

- a. Accuracy and Relevance: Materials are linguistically accurate, up-to-date, and relevant to the needs of learners.
- b. Character Integration: The characters of speech acts (religiosity, integrity, independence, nationalism, cooperation) are incorporated into speech acts.
- c. Authenticity: Materials contain language that is authentic, of a designed real-life/situation.
- d. Structure: Topics flow logically, and their difficulty level is appropriate.
- e. Activities & Tasks: Tasks involve language skills and character values, collaboration, and reflection.
- f. Cultural Sensitivity: Content is not culturally biased, but rather is inclusive and universally based.
- g. Evaluation and Feedback: There will be an assessment covering language and character achievement as well as the provision of constructive feedback.

4. Questionnaire Blueprint

No	Indicators	Total Items
1	Alignment of content with learning objectives	2
2	Accuracy and relevance of contents	3
3	Authenticity of language and character integration	3

4	Logical structure and progression	2
5	Variety of text types and speech act expressions	2
6	Quality of activities and tasks	3
7	Language and character focus	2
8	Clarity of instructions	1
9	Cultural sensitivity & inclusivity	3
10	Assessment and feedback mechanisms	3
11	Use of multimedia	2
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : Drs. Nasrun, M.Pd

Designation : Pengawas

Instructions

Kindly share your evaluation of the dissertation product according to the given criteria by marking a checkmark (✓) next to each statement you choose.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree,

SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Alignment with Learning Objectives						
1.	The contents are aligned with both language learning objectives and character education goals.	✓				
2.	The materials support the dimensions of the Pancasila Student Profile.	✓				
Accuracy and Relevance						
3.	The information presented in the materials is linguistically accurate.		✓			
4.	The character values presented are relevant and up-to-date.		✓			
5.	The topics are relevant to students' real-life contexts and needs.	✓				
Authenticity of Language and Character Integration						
6.	The language used in the materials reflects authentic communication.		✓			
7.	The materials present speech acts (assertives, directives, commissives, expressives) in natural contexts.		✓			
8.	The character values are authentically integrated into speech act expressions.		✓			
Logical Structure and Progression						
9.	The topics are well-structured in logical sequence.	✓				
10.	The progression of difficulty is appropriate for senior high school learners.		✓			
Variety of Text Types and Speech Act Expressions						
11.	The materials contain a variety of text types (dialogues, narratives, functional texts).	✓				
12.	The materials present various speech act types that embed character values.	✓				

Quality of Activities and Tasks						
13.	The activities demand active student participation.		✓			
14.	The tasks encourage collaborative learning (pair/group work).		✓			
15.	The tasks reflect real-life communication situations.		✓			
Language and Character Focus						
16.	The materials highlight linguistic features relevant to communication.		✓			
17.	The materials explicitly point out the character values embedded in the language use.	✓				
Clarity of Instructions						
18.	The instructions for activities are clear and easy to follow.	✓				
Cultural Sensitivity and Inclusivity						
19.	The materials are inclusive and do not promote cultural bias.		✓			
20.	The materials provide practical cross-cultural understanding.		✓			
21.	The materials reflect universal character values (e.g., respect, empathy, cooperation).		✓			
Assessment and Feedback Mechanisms						
22.	The assessment aligns with both language and character outcomes.		✓			
23.	The rubrics effectively measure students' progress in language and character.		✓			
24.	The materials provide opportunities for constructive feedback.		✓			
Use of Multimedia						
25.	The visuals (images, tables, graphics) support understanding.	✓				

26.	Multimedia elements enhance learning without distraction.		✓			
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Expert Judgement for the Questionnaire

In conclusion:

- ☐ The product can be used without revision
- ☒ The product can be used with minor revisions
- ☐ The product can be used with major revisions
- ☐ The product cannot be used



Singaraja, 27 Agustus 2025

Validator

Drs. Nasrun, M.Pd.

Appendix 16: Content Expert Product Evaluation Expert 2



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR CONTENT EXPERT
EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



**UNIVERSITAS PENDIDIKAN GANESHA
AGUSTUS 2025**

1. Objective

This instrument for content experts is designed to evaluate the product of research and development on EFL learning materials with character education inserted through speech acts normativity. This evaluation aims to assess the accuracy, relevance, and integration of language and character content in the developed materials. Expert feedback will serve as a basis for revising and improving the product.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991), Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about

knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

3. Operational Definition

- a. Accuracy and Relevance: Materials are linguistically accurate, up-to-date, and relevant to the needs of learners.
- b. Character Integration: The characters of speech acts (religiosity, integrity, independence, nationalism, cooperation) are incorporated into speech acts.
- c. Authenticity: Materials contain language that is authentic, of a designed real-life/situation.
- d. Structure: Topics flow logically, and their difficulty level is appropriate.
- e. Activities & Tasks: Tasks involve language skills and character values, collaboration, and reflection.
- f. Cultural Sensitivity: Content is not culturally biased, but rather is inclusive and universally based.
- g. Evaluation and Feedback: There will be an assessment covering language and character achievement as well as the provision of constructive feedback.

4. Questionnaire Blueprint

No	Indicators	Total Items
1	Alignment of content with learning objectives	2
2	Accuracy and relevance of contents	3
3	Authenticity of language and character integration	3
4	Logical structure and progression	2
5	Variety of text types and speech act expressions	2
6	Quality of activities and tasks	3
7	Language and character focus	2
8	Clarity of instructions	1
9	Cultural sensitivity & inclusivity	3
10	Assessment and feedback mechanisms	3
11	Use of multimedia	2
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : NURIAWAN, S.Pd., M.A

Designation : Pengawas

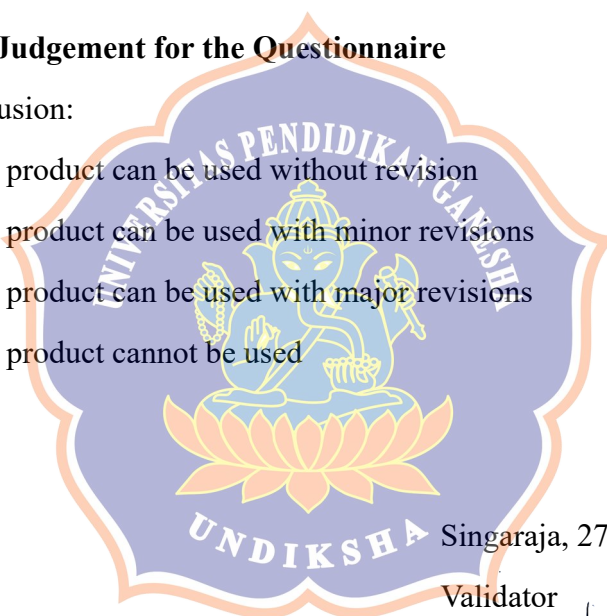
9.	The topics are well-structured in logical sequence.		✓			
10.	The progression of difficulty is appropriate for senior high school learners.		✓			
Variety of Text Types and Speech Act Expressions						
11.	The materials contain a variety of text types (dialogues, narratives, functional texts).	✓				
12.	The materials present various speech act types that embed character values.	✓				
Quality of Activities and Tasks						
13.	The activities demand active student participation.		✓			
14.	The tasks encourage collaborative learning (pair/group work).		✓			
15.	The tasks reflect real-life communication situations.		✓			
Language and Character Focus						
16.	The materials highlight linguistic features relevant to communication.		✓			
17.	The materials explicitly point out the character values embedded in the language use.		✓			
Clarity of Instructions						
18.	The instructions for activities are clear and easy to follow.		✓			
Cultural Sensitivity and Inclusivity						
19.	The materials are inclusive and do not promote cultural bias.		✓			
20.	The materials provide practical cross-cultural understanding.		✓			
21.	The materials reflect universal character values (e.g., respect, empathy, cooperation).		✓			
Assessment and Feedback Mechanisms						
22.	The assessment aligns with both language and character outcomes.		✓			

23.	The rubrics effectively measure students' progress in language and character.		✓			
24.	The materials provide opportunities for constructive feedback.		✓			
Use of Multimedia						
25.	The visuals (images, tables, graphics) support understanding.		✓			
26.	Multimedia elements enhance learning without distraction.		✓			

Expert Judgement for the Questionnaire

In conclusion:

- ☐ The product can be used without revision
- ☒ The product can be used with minor revisions
- ☐ The product can be used with major revisions
- ☐ The product cannot be used



Singaraja, 27 Agustus 2025

Validator

NURIAWAN, S.Pd., M.A

Appendix 17: Instructional Expert Product Evaluation Expert 1



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL
EXPERT EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



Universitas Pendidikan Ganesha

2025

1. Objective

This instrument is employed to evaluate the quality of the products as English teaching materials (EFL) that integrate character education as represented by normative speech acts. The evaluation also serves to create feedback in terms of feasibility, effectiveness, and integration of teaching materials.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring

moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. Operational Definition

- a. Engaging teaching materials: visual displays, content, and activities motivate students.
- b. Embedded character values: each expression of speech is accompanied by normative values (e.g., promise → responsibility).
- c. Curriculum relevance: supports English language proficiency as well as national character education goals.
- d. Integrated learning: materials, activities, and evaluations work together to achieve language and character goals.

4. Questionnaire Blueprint

No	Indicator	Total Item
1	Compliance with the principles of language teaching material development	10
2	Integration of character education through the normativity of speech acts	9
3	Alignment with EFL curriculum & learning	7
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : Prof. Dra. Luh Putu Artini, M.A., Ph.D

Designation : Professor at The Postgraduate School of Undiksha

Instructions

Kindly share your evaluation of the dissertation product according to the given criteria by marking a checkmark (✓) next to each statement you choose.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Basic Principles of Language Teaching Materials						
1.	The materials are presented in an attractive way (colors, illustrations, layout).	✓				
2.	The topics and content are engaging and relevant to students' lives.	✓				
3.	The activities challenge students to think critically.		✓			
4.	The materials are inclusive and culturally appropriate.		✓			
5.	The materials use authentic language.		✓			
6.	The linguistic input is clear and appropriate to the students' level.		✓			
7.	The materials provide a variety of text types and activities.	✓				
8.	The materials provide sufficient exposure to targeted language features.		✓			
9.	The materials offer opportunities to use the language for communicative purposes.		✓			
10.	The materials provide opportunities for students to receive feedback.		✓			
Integration of Character Education through Speech Acts Normativity						
11	The speech act expressions in the materials embed universal character values.	✓				
12	Religious values appear in certain speech acts (e.g., expressions of prayer or blessing).	✓				
13	Integrity is represented through commissive speech acts (e.g., promises).	✓				
14	Independence is reflected in speech acts such as asking permission or making decisions.		✓			

15	Nationalism and cooperation are reflected in collaborative speech acts (e.g., invitations, suggestions, teamwork).		✓			
16	The activities raise students' awareness of the norms behind utterances.		✓			
17	The activities stimulate students' intention to apply character values in real life.		✓			
18	The activities provide opportunities to practice speech acts that align with character values.		✓			
19	The materials explicitly include indicators of character achievement.		✓			
Alignment with Curriculum & EFL Instruction						
20.	The materials align with the Core Competencies of the 2013 Curriculum or the Merdeka Curriculum.	✓				
21.	The materials support the dimensions of the Pancasila Student Profile.	✓				
22.	The materials include the activities that the students can work on.		✓			
23.	The learning activities promote students' collaboration skills (pair/group work).		✓			
24.	The tasks integrate multiple skills (listening, speaking, reading, writing).		✓			
25.	The assessment covers character outcomes as well as language outcomes.		✓			
26.	The product can be directly used by EFL teachers without requiring large additional resources.		✓			

Expert Judgement for the Questionnaire

Conclusion (please tick one):

- ☐ The product can be used without revision

- ☒ The product can be used with minor revisions
- ☐ The product can be used with major revisions
- ☐ The product cannot be used

Singaraja, 27 Agustus 2025

Validator,



Prof. Dra. Luh Putu Artini, M.A., Ph.D

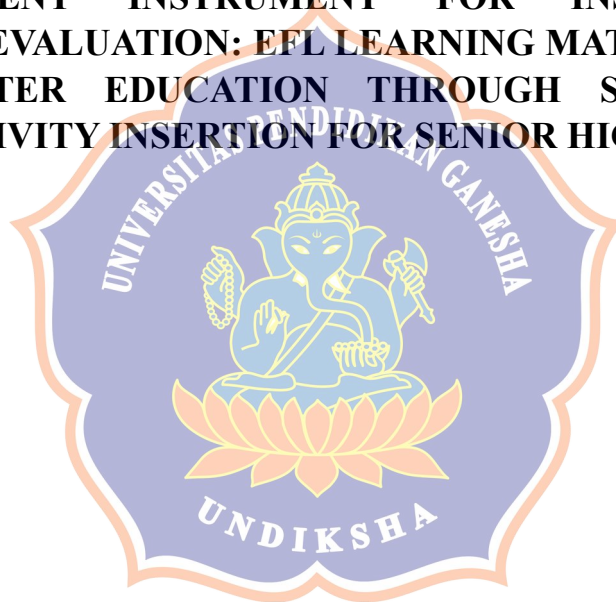


Appendix 18: Instructional Expert Product Evaluation Expert 2



INSTRUMENT

**ASSESSMENT INSTRUMENT FOR INSTRUCTIONAL
EXPERT EVALUATION: EFL LEARNING MATERIALS WITH
CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



UNIVERSITAS PENDIDIKAN GANESHA

AGUSTUS 2025

1. Objective

This instrument is employed to evaluate the quality of the products as English teaching materials (EFL) that integrate character education as represented by normative speech acts. The evaluation also serves to create feedback in terms of feasibility, effectiveness, and integration of teaching materials.

2. Conceptual Definition

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring

moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. Operational Definition

- a. Engaging teaching materials: visual displays, content, and activities motivate students.
- b. Embedded character values: each expression of speech is accompanied by normative values (e.g., promise → responsibility).
- c. Curriculum relevance: supports English language proficiency as well as national character education goals.
- d. Integrated learning: materials, activities, and evaluations work together to achieve language and character goals.

4. Questionnaire Blueprint

No	Indicator	Total Item
1	Compliance with the principles of language teaching material development	10
2	Integration of character education through the normativity of speech acts	9
3	Alignment with EFL curriculum & learning	7
Total		26 items

5. The Questionnaire

The following is a questionnaire aimed at evaluating the quality of the product of the dissertation research on Developing Character Education Model Through Speech Acts Normativity Insertion into EFL Learning Materials in Senior High Schools. Considering your packed schedule, we kindly ask for your cooperation in filling out this questionnaire. We greatly appreciate your time and assistance.

Respondent's information

Name : Nurmiana, S.Pd, M.Pd.

Designation : Pengawas guru Bahasa Inggris

Instructions

Kindly share your evaluation of the dissertation product according to the given criteria by marking a checkmark (✓) next to each statement you choose.

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

No	Statement	Scale				
		SA	A	N	D	SD
Basic Principles of Language Teaching Materials						
1.	The materials are presented in an attractive way (colors, illustrations, layout).	✓				
2.	The topics and content are engaging and relevant to students' lives.		✓			
3.	The activities challenge students to think critically.		✓			
4.	The materials are inclusive and culturally appropriate.		✓			
5.	The materials use authentic language.		✓			
6.	The linguistic input is clear and appropriate to the students' level.		✓			
7.	The materials provide a variety of text types and activities.		✓			
8.	The materials provide sufficient exposure to targeted language features.		✓			
9.	The materials offer opportunities to use the language for communicative purposes.		✓			
10.	The materials provide opportunities for students to receive feedback.		✓			
Integration of Character Education through Speech Acts Normativity						
11	The speech act expressions in the materials embed universal character values.	✓				
12	Religious values appear in certain speech acts (e.g., expressions of prayer or blessing).	✓				
13	Integrity is represented through commissive speech acts (e.g., promises).	✓				
14	Independence is reflected in speech acts such as asking permission or making decisions.	✓				

15	Nationalism and cooperation are reflected in collaborative speech acts (e.g., invitations, suggestions, teamwork).	✓				
16	The activities raise students' awareness of the norms behind utterances.		✓			
17	The activities stimulate students' intention to apply character values in real life.		✓			
18	The activities provide opportunities to practice speech acts that align with character values.		✓			
19	The materials explicitly include indicators of character achievement.		✓			
Alignment with Curriculum & EFL Instruction						
20	The materials align with the Core Competencies of the 2013 Curriculum or the Merdeka Curriculum.	✓				
21	The materials support the dimensions of the Pancasila Student Profile.	✓				
22	The materials include the activities that the students can work on.		✓			
23	The learning activities promote students' collaboration skills (pair/group work).		✓			
24	The tasks integrate multiple skills (listening, speaking, reading, writing).		✓			
25	The assessment covers character outcomes as well as language outcomes.		✓			
26	The product can be directly used by EFL teachers without requiring large additional resources.		✓			

Expert Judgement for the Questionnaire

Conclusion (please tick one):

- ☐ The product can be used without revision

- ☒ The product can be used with minor revisions
- ☐ The product can be used with major revisions
- ☐ The product cannot be used

Singaraja, 5 September 2025

Validator,



Nurmiana, S.Pd, M.Pd



**Appendix 19: Teachers' Satisfaction Feedback Expert Judgement Teacher 1
(Experiment class)**



INSTRUMENT

**TEACHERS' RESPONSE: EFL LEARNING MATERIALS
WITH CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This questionnaire is aimed at obtaining teachers' opinions on the developed EFL learning materials with character education inserted through speech acts normativity. The feedback obtained by the students will serve as a great input to enhance the quality of the materials in terms of clarity, relevance, engagement, and integration of character values.

2. THEORIES

I. INSTRUCTIONAL

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991),

Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

II. CONTENT THEORY

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1	Clarity and ease of use of the materials	1,2	2
2	Alignment with curriculum objectives	3,4	2
3	Integration of character values through speech acts	5,6,7	3
4	Authenticity and relevance of content	8,9	2

5	Practicality in classroom implementation	10,11,12	3
6	Student engagement and response	13,14,15	3
7	Assessment and feedback	16,17	2
9	Teacher satisfaction (overall)	18,19,20	3
Total			20 items

4. THE QUESTIONNAIRE

TEACHERS' PERCEPTIONS ON EFL LEARNING MATERIALS WITH CHARACTER EDUCATION THROUGH SPEECH ACTS NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS

Thank you for dedicating your time to fill out this questionnaire. This questionnaire aims to evaluate your thoughts on the character education learning materials that incorporate speech acts normativity insertion, which have been utilized in your class. Your feedback is crucial for improving the quality of the materials offered.

Respondent Profile

Name : Abdul Sahid, S.Pd, MA

Position : Guru Bahasa Inggris

General Guidelines

- You have been chosen to take part as a respondent. Please complete all of these forms based on your true experience, understanding, perception, and circumstances.
- Your objective participation in filling out this form is extremely important to us, as it will provide us with precise feedback in the evaluation process.
- Your responses will remain confidential and will not result in any negative consequences in any manner.
- Indicate your opinion by placing a checkmark (✓) in the suitable column.

e. You have four response options to select from:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale				
		1	2	3	4	5
1.	The materials are clearly presented and easy for me to understand as a teacher.					✓
2.	The instructions and teacher's guide are practical and easy to follow.					✓
3.	The contents align with the English curriculum objectives.					✓
4.	The materials support the dimensions of the Pancasila Student Profile.				✓	
5.	The materials integrate character values explicitly (e.g., honesty, cooperation, responsibility).				✓	
6.	The speech act expressions (promises, requests, apologies) reflect moral values.				✓	
7.	The activities enable me to teach both language and character simultaneously.				✓	
8.	The texts and activities are authentic and reflect real-life communication.				✓	
9.	The topics are relevant to students' social and cultural context.				✓	
10.	The materials are easy to implement within the classroom schedule.				✓	
11.	The activities can be adapted to different classroom conditions.				✓	
12.	The workload for teachers is reasonable and manageable.				✓	

13.	The students are motivated to learn using these materials.				✓	
14.	The students actively participate in classroom tasks.				✓	
15.	The students show awareness of character values during the activities.				✓	
16.	The assessment tools provided are useful for evaluating students' English skills.				✓	
17.	The assessment tools are useful for evaluating students' character achievements.				✓	
18.	The materials help me achieve both linguistic and character education goals.				✓	
19.	I am satisfied with using these materials in my English classes.					✓
20.	I would recommend these materials to other English teachers.				✓	

Expert Judgement for the Product

In conclusion,

- ☐ The product can be used without revision needed
- ☒ The product can be used with minor revisions.
- ☐ The product can be used with major revision
- ☐ The product cannot be used

Lombok,
Validator,



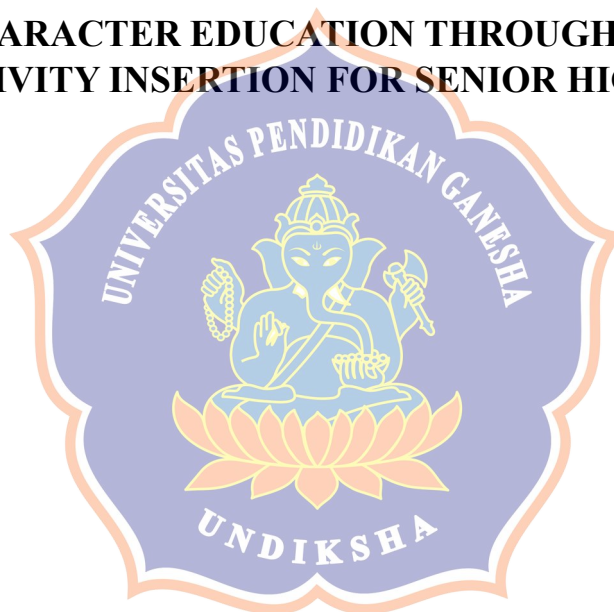
Abdul Sahid, S.Pd, MA

**Appendix 20: Teachers' Satisfaction Feedback Expert Judgement Teacher 2
(Experiment class)**



INSTRUMENT

**TEACHERS' RESPONSE: EFL LEARNING MATERIALS
WITH CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This questionnaire is aimed at obtaining teachers' opinions on the developed EFL learning materials with character education inserted through speech acts normativity. The feedback obtained by the students will serve as a great input to enhance the quality of the materials in terms of clarity, relevance, engagement, and integration of character values.

2. THEORIES

I. INSTRUCTIONAL

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991),

Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

II. CONTENT THEORY

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1	Clarity and ease of use of the materials	1,2	2
2	Alignment with curriculum objectives	3,4	2
3	Integration of character values through speech acts	5,6,7	3
4	Authenticity and relevance of content	8,9	2

5	Practicality in classroom implementation	10,11,12	3
6	Student engagement and response	13,14,15	3
7	Assessment and feedback	16,17	2
9	Teacher satisfaction (overall)	18,19,20	3
Total			20 items

4. THE QUESTIONNAIRE

TEACHERS' PERCEPTIONS ON EFL LEARNING MATERIALS WITH CHARACTER EDUCATION THROUGH SPEECH ACTS NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS

Thank you for dedicating your time to fill out this questionnaire. This questionnaire aims to evaluate your thoughts on the character education learning materials that incorporate speech acts normativity insertion, which have been utilized in your class. Your feedback is crucial for improving the quality of the materials offered.

Respondent Profile

Name : Mutia Wardani, S.Pd

Position : Guru Bahasa Inggris

General Guidelines

- You have been chosen to take part as a respondent. Please complete all of these forms based on your true experience, understanding, perception, and circumstances.
- Your objective participation in filling out this form is extremely important to us, as it will provide us with precise feedback in the evaluation process.
- Your responses will remain confidential and will not result in any negative consequences in any manner.
- Indicate your opinion by placing a checkmark (✓) in the suitable column.

e. You have four response options to select from:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale				
		1	2	3	4	5
1.	The materials are clearly presented and easy for me to understand as a teacher.					✓
2.	The instructions and teacher's guide are practical and easy to follow.					✓
3.	The contents align with the English curriculum objectives.					✓
4.	The materials support the dimensions of the Pancasila Student Profile.				✓	
5.	The materials integrate character values explicitly (e.g., honesty, cooperation, responsibility).				✓	
6.	The speech act expressions (promises, requests, apologies) reflect moral values.				✓	
7.	The activities enable me to teach both language and character simultaneously.				✓	
8.	The texts and activities are authentic and reflect real-life communication.				✓	
9.	The topics are relevant to students' social and cultural context.					✓
10.	The materials are easy to implement within the classroom schedule.					✓
11.	The activities can be adapted to different classroom conditions.				✓	
12.	The workload for teachers is reasonable and manageable.				✓	

13.	The students are motivated to learn using these materials.				✓	
14.	The students actively participate in classroom tasks.					✓
15.	The students show awareness of character values during the activities.				✓	
16.	The assessment tools provided are useful for evaluating students' English skills.				✓	
17.	The assessment tools are useful for evaluating students' character achievements.				✓	
18.	The materials help me achieve both linguistic and character education goals.				✓	
19.	I am satisfied with using these materials in my English classes.					✓
20.	I would recommend these materials to other English teachers.				✓	

Expert Judgement for the Product

In conclusion,

- ☐ The product can be used without revision needed
- ☒ The product can be used with minor revisions.
- ☐ The product can be used with major revision
- ☐ The product cannot be used

Lombok,
Validator,



Mutia Wardani, S.Pd

**Appendix 21: Teachers' Satisfaction Feedback Expert Judgement Expert 1
(Try Out)**



INSTRUMENT

**TEACHERS' RESPONSE: EFL LEARNING MATERIALS
WITH CHARACTER EDUCATION THROUGH SPEECH ACTS
NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS**



1. OBJECTIVE

This questionnaire is aimed at obtaining teachers' opinions on the developed EFL learning materials with character education inserted through speech acts normativity. The feedback obtained by the students will serve as a great input to enhance the quality of the materials in terms of clarity, relevance, engagement, and integration of character values.

2. THEORIES

I. INSTRUCTIONAL

a. Basic Principles of Language Teaching Materials

According to Tomlinson (2011), there are a number of important criteria of success in English language teaching materials. First, materials must be able to attract or capture the interest of learners by way of their novelty, variety, and attractive presentation, which will help in encouraging them to participate actively in the process of learning. Second, materials should be practical and applicable in real-life situations of students, thus making them more authentic and meaningful. Third, the material ought to be used to expose students to authentic language input and the chance to practice meaningful communication. Fourth, content must be well organized, developmentally sequenced, and varied enough to accommodate different styles and affective needs of learners. Lastly, good materials are those that contain clear instructions, positive/objective assessment feedback, and assessment devices that are inferred to both linguistic and wider educational objectives.

b. Integration of Character Education through Speech Acts Normativity

Besides the principles proposed by Tomlinson, this study incorporates character education as theorized by Lickona (1991),

Berkowitz & Bier (2005), and Arthur (2013), who propose three propositions about knowing, feeling, and acting morally. The values related to characters are instantiated in the normativity of forms of speech acts (Austin, 1962; Searle, 2003; Alston, 2000; Cuneo, 2014), in the sense that a given type of speech act is necessarily connected with a specific normative undertaking. As an example, commissive acts include promises, which imply integrity and responsibility, and directives include requests, invitations, which encourage cooperation and empathy. This is because speech acts form an open and real gateway of character education in English language-based learning components.

II. CONTENT THEORY

a. Basic Principles of Language Teaching Materials

Tomlinson (2011) explains that a good language teaching material must be appealing, diverse, and realistic, in addition to improving the motivation and self-confidence of the learners. Effective materials expose the learner to real language, make the materials relevant to the learners, and produce ways in which the learner can communicate substantially.

b. Character Education

Lickona (1991) proposes that character education encompasses three key components: moral knowing, moral feeling, and moral action. Berkowitz & Bier (2005) emphasize that character is the product of a complex interplay of psychological factors that enable individuals to become moral agents. McGrath (2018) also notes that character education should be conducted in schools, directed at psychological, moral, and social development. The Jubilee Centre (Arthur, 2013) divides character education into four categories such as moral virtues, civic virtues, intellectual virtues, and performance virtues.

c. Speech Acts Normativity as the Basis of Character Education

The acts of speech have been categorized by Austin (1962) into locutionary, illocutionary, and perlocutionary acts. According to Searle (2003), speech acts are associated with constitutive rules that bring moral bindings, such as a promise (commissive) being linked with a moral obligation to be met. According to Alston (2000), each performance of a speech act incorporates a normative obligation to the speaker. It is also indicated by Cuneo (2014) that the speech acts have normative facts which form the basis of moral obligations. Thus, the normativity of speech acts can be used as a common foundation for the embodiment of character values into learning languages.

d. Alignment with the Indonesian Curriculum

The 2013 Curriculum focuses on spiritual and social attitudes, whereas the Merdeka Curriculum puts an emphasis on the Pancasila Student Profile (Kemdikbud, 2019; 2022). Five main national characteristic values, like religiosity, integrity, independence, nationalism, and cooperation, are the basis of national educational objectives. The implementation of normativity of speech acts in EFL materials overlaps with these curriculum objectives by supporting English proficiency and character internalization at the same time.

3. QUESTIONNAIRE BLUEPRINT

No	Indicators	Number of Statements	Total Items
1	Clarity and ease of use of the materials	1,2	2
2	Alignment with curriculum objectives	3,4	2
3	Integration of character values through speech acts	5,6,7	3
4	Authenticity and relevance of content	8,9	2

5	Practicality in classroom implementation	10,11,12	3
6	Student engagement and response	13,14,15	3
7	Assessment and feedback	16,17	2
8	Teacher satisfaction (overall)	18,19,20	3
Total			20 items

4. THE QUESTIONNAIRE

TEACHERS' PERCEPTIONS ON EFL LEARNING MATERIALS WITH CHARACTER EDUCATION THROUGH SPEECH ACTS NORMATIVITY INSERTION FOR SENIOR HIGH SCHOOLS

Thank you for dedicating your time to fill out this questionnaire. This questionnaire aims to evaluate your thoughts on the character education learning materials that incorporate speech acts normativity insertion, which have been utilized in your class. Your feedback is crucial for improving the quality of the materials offered.

Respondent Profile

Name : Jupri, S.Pd, M.Pd

Position : Guru Bahasa Inggris

General Guidelines

- You have been chosen to take part as a respondent. Please complete all of these forms based on your true experience, understanding, perception, and circumstances.
- Your objective participation in filling out this form is extremely important to us, as it will provide us with precise feedback in the evaluation process.
- Your responses will remain confidential and will not result in any negative consequences in any manner.
- Indicate your opinion by placing a checkmark (✓) in the suitable column.

e. You have four response options to select from:

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

No	Statements	Scale				
		1	2	3	4	5
1.	The materials are clearly presented and easy for me to understand as a teacher.					✓
2.	The instructions and teacher's guide are practical and easy to follow.					✓
3.	The contents align with the English curriculum objectives.					✓
4.	The materials support the dimensions of the Pancasila Student Profile.					✓
5.	The materials integrate character values explicitly (e.g., honesty, cooperation, responsibility).				✓	
6.	The speech act expressions (promises, requests, apologies) reflect moral values.				✓	
7.	The activities enable me to teach both language and character simultaneously.				✓	
8.	The texts and activities are authentic and reflect real-life communication.				✓	
9.	The topics are relevant to students' social and cultural context.				✓	
10.	The materials are easy to implement within the classroom schedule.				✓	
11.	The activities can be adapted to different classroom conditions.				✓	
12.	The workload for teachers is reasonable and manageable.				✓	

13.	The students are motivated to learn using these materials.				✓	
14.	The students actively participate in classroom tasks.				✓	
15.	The students show awareness of character values during the activities.				✓	
16.	The assessment tools provided are useful for evaluating students' English skills.				✓	
17.	The assessment tools are useful for evaluating students' character achievements.				✓	
18.	The materials help me achieve both linguistic and character education goals.				✓	
19.	I am satisfied with using these materials in my English classes.					✓
20.	I would recommend these materials to other English teachers.					✓

Expert Judgement for the Product

In conclusion,

- ☐ The product can be used without revision needed
- ☒ The product can be used with minor revisions.
- ☐ The product can be used with major revision
- ☐ The product cannot be used

Lombok,
Validator,



Jupri, S.Pd, M.Pd

Appendix 22: Descriptive Statistics

Descriptive Statistics

Descriptives

			Statistic	Std. Error
English Proficiency (Pre-test)	Mean		7.9639	.28243
	95% Confidence Interval for Mean	Lower Bound	7.4020	
		Upper Bound	8.5257	
	5% Trimmed Mean		7.8106	
	Median		7.0000	
	Variance		6.621	
	Std. Deviation		2.57306	
	Minimum		5.00	
	Maximum		15.00	
	Range		10.00	
	Interquartile Range		4.00	
	Skewness		.618	.264
	Kurtosis		-.333	.523
English Proficiency (Post-test)	Mean		18.0843	.16988
	95% Confidence Interval for Mean	Lower Bound	17.7464	
		Upper Bound	18.4223	
	5% Trimmed Mean		18.2028	
	Median		18.0000	
	Variance		2.395	
	Std. Deviation		1.54766	
	Minimum		13.00	
	Maximum		20.00	
	Range		7.00	
	Interquartile Range		1.00	
	Skewness		-1.176	.264
	Kurtosis		1.292	.523

Berdasarkan tabel di atas, diketahui bahwa skor median post-test ($M=18.00$) lebih baik daripada skor median pre-test ($M=7.00$).

UJI PRA-SYARAT

Analisis uji beda perlu melalui uji prasyarat (pre-requisite test), yaitu Data Distribution Normality Tests. Berikut hasilnya.

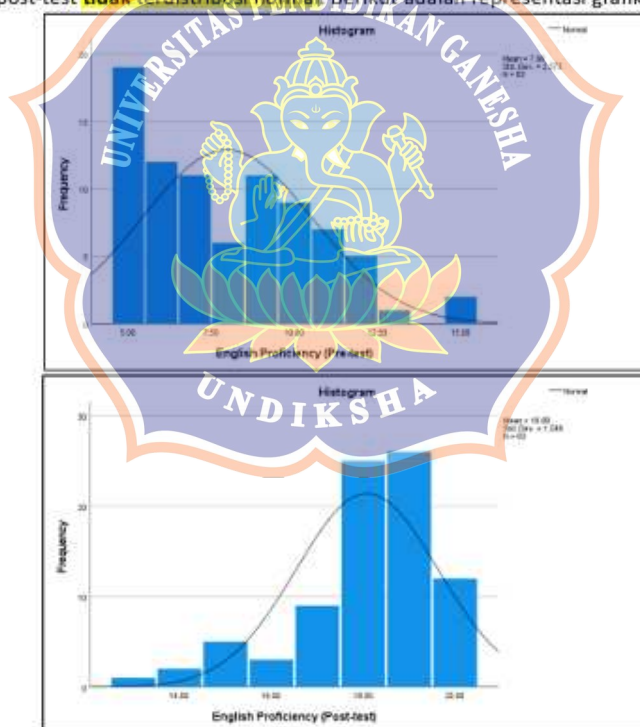
Data Distribution Normality Tests

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
English Proficiency (Pre-test)	.152	83	.000	.912	83	.000
English Proficiency (Post-test)	.237	83	.000	.868	83	.000

a. Lilliefors Significance Correction

Berdasarkan tabel di atas, diketahui bahwa nilai signifikansi pada uji Kolmogorov-Smirnov dan Shapiro-Wilk baik untuk pre-test dan post-test berada di bawah 0.05 ($p < 0.05$). Ini menunjukkan bahwa data pre-test dan post-test **tidak** terdistribusi normal. Berikut adalah representasi grafikal uji ini.



UJI HIPOTESIS (HYPOTHESIS TESTING)

Research Hypothesis:

Ho : There is no significant difference between pretest mean score and posttest mean score.

Ha : There is a significant difference between pretest mean score and posttest mean score.

Karena distribusi data pada pre dan post tidak normal, maka tidak bisa menggunakan uji parametrik paired-sample t-test. Sebagai gantinya, harus menggunakan uji **non-parametrik Wilcoxon Signed-Ranks Test**. Uji ini digunakan untuk **membandingkan median dari dua grup sampel yang berhubungan**. Dalam konteks penelitian ini, terdapat satu grup sampel yang diukur dalam 2 kesempatan yang berbeda (pre-test & post-test). Kenapa tidak menggunakan mean? Karena mean score mensyaratkan (mengasumsikan) data terdistribusi normal. Karena tidak normal, maka median yang digunakan sebagai perbandingan. Berikut adalah hasil analisisnya.

Related-Samples Wilcoxon Signed Rank Test	
Summary	
Total N	83
Test Statistic	3486.000
Standard Error	219.772
Standardized Test Statistic	7.931
Asymptotic test)	Sig. (2-sided).000

Ho penelitian ini adalah *There is no significant difference between pretest mean score and posttest mean score*. Apabila nilai signifikansi Wilcoxon Signed Rank Test ada di bawah 0.05 ($P < 0.05$) maka Ho ditolak (*the test rejects the Ho*). Sebaliknya, apabila nilai signifikansi ada di atas 0.05 ($P > 0.05$) maka Ho gagal ditolak (*the test fails to reject the Ho*), sehingga probabilitas terjadinya Ha besar.

Tabel di atas menunjukan bahwa nilai $W=3486.00$, $Z=7.931$, $SE=219.77$, dengan $p < 0.05$ (0.00). Maka dari itu, Ho ditolak (*the test rejects the Ho*) sehingga Ha dapat dipercaya atau dengan kata lain *There is a significant difference between pretest mean score and posttest mean score* ($W=3486.00$, $Z=7.931$, $SE=219.77$, $p < 0.05$).

****CATATAN:** Di sini sudah ketahuan bahwa skor pre dan post berbeda **secara signifikan** (bermakna perbedaannya). Namun belum menunjukan **efektifitas**. Di bawah ini dijelaskan efektifitasnya bagaimana (uji besaran efek).

UJI BESARAN EFEK (EFFECT SIZE TESTING)

Uji besaran efek yang relevan untuk Wilcoxon Signed Rank Test adalah **Matched-Pairs Rank Biseri**

Correlation (r) dengan formula $r = \frac{Z}{\sqrt{N}}$.

Berikut adalah perhitungannya:

$$r = \frac{Z}{\sqrt{N}} = \frac{7.93}{\sqrt{83}} = 0.87$$

berdasarkan rumus di atas, diketahui memiliki effect size sebesar $r=0.87$. Untuk menentukan seberapa besar effect size nya, gunakan tabel di bawah ini sebagai rujukan.

Cohen's Value	Effect Size
< 0.2	Small
0.2 - 0.5	Medium
> 0.5	Large

Berdasarkan tabel di atas, diketahui bahwa nilai $r=0.87$ memiliki effect size yang besar (large), sehingga dapat disimpulkan bahwa variable independen yang digunakan memiliki efek yang besar terhadap variabel dependen ($r=0.87$). **Simpulan:**

There is a significant effect of the developed EFL learning materials with speech acts normativity insertion on students' English proficiency with high effect size.

