

## DEVELOPING ROLE-PLAY BASED WORKSHEETS FOR TEACHING ASKING AND GIVING OPINIONS TO ELEVENTH GRADE STUDENTS

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### KEYWORDS

Role-Play, Worksheet Development, Speaking Skills, Asking and Giving Opinions, Communicative Language Teaching (CLT).

### A B S T R A C T

This study aimed to develop role-play-based worksheets for teaching asking and giving opinions to eleventh grade students in order to support their speaking skills through interactive and communicative activities aligned with the Independent Curriculum. This study employed the Research and Development (R&D) method, simplified into four stages: gathering information and data, data analysis, product design, and expert validation. The data were collected through students' needs analysis questionnaires, classroom observation, and expert validation questionnaires involving fifteen eleventh grade students and one material expert, and were analyzed using percentage and mean formulas. The results showed that students needed structured, interactive, and engaging worksheets that provide dialog examples, useful expressions, and step-by-step guidance for role-play activities. Based on these findings, a worksheet entitled "Speak Up for the Earth: Asking and Giving Opinions Role-Play" was developed using the Communicative Language Teaching (CLT) approach. The validation result showed an average score of 3.63, categorized as good, indicating that the worksheet is appropriate for use with minor revisions and can support students' speaking skills, especially in expressing opinions, while encouraging active participation and improving their confidence in classroom communication, although further research is still needed to examine its effectiveness in wider classroom implementation.

## INTRODUCTION

Students' worksheets serve as structured learning materials that support both teachers and students in the teaching and learning process, in either printed or digital formats (Niwanggalih et al., 2023). They function not only as supplementary resources but also as guides that help students understand the material and practice language skills more systematically. When designed effectively, worksheets can increase students' engagement, provide clear learning directions, and create opportunities for active participation in the classroom, as they foster participation, confidence, and problem-solving among learners (Fadillah et al., 2025).

In the context of the Independent Curriculum, learning is expected to be student-centered and focused on developing 21st-century skills, such as critical thinking, creativity, collaboration, and communication (Herlina et al., 2025). In English learning, especially in speaking, these competencies are essential because students are required to express their ideas clearly and interact with others in meaningful ways.

One of the important speaking competencies for eleventh grade students is the ability to ask for and give opinions, which is frequently used in discussions and everyday communication; this aligns with the Capaian Pembelajaran Bahasa Inggris Fase F, where learners are expected to use English to express opinions on social issues (Badan Standar, Kurikulum, dan Asesmen Pendidikan Kemendikbudristek, 2025). These competencies are essential in English learning because students are required to convey their ideas clearly and interact with others in meaningful ways.

To support the development of these speaking skills, teachers often incorporate structured activities and resources, such as carefully designed worksheets, into their lessons. According to Hastini et al. (2025), structured worksheets and classroom activities help create a guided and supportive environment that encourages active student participation, allows for feedback, and gradually builds learners' confidence in using the language.

However, research shows that many students still face significant difficulties in developing speaking skills. Some previous studies have identified various challenges experienced by EFL learners. Khoirunnisa and Ahmad (2022) found that 71.6% of students experienced problems such as fear of making mistakes, anxiety, and shyness, while only 18.5% actively participated in speaking activities in the classroom. In addition, most students showed low motivation and preferred using their mother tongue rather than English during class interaction. Similarly, Ratnasari (2021) reported that students encounter several major challenges in speaking, including lack of vocabulary, nervousness, unsupportive learning environments, and limited grammatical knowledge. These factors hinder students from expressing their ideas effectively in spoken English.

Furthermore, Marlia et al. (2023) found that speaking anxiety is one of the major factors affecting students' speaking performance in senior high school. The study revealed that students' anxiety is influenced by both linguistic factors, such as poor pronunciation, limited vocabulary, and lack of ideas, and non-linguistic factors, including low self-confidence, lack of preparation, shyness, and fear of negative

evaluation. As a result, many students experience difficulties such as hesitation, stuttering, or even being unable to express their ideas when speaking in English. In particular, the lack of interactive and engaging learning materials, such as worksheets that promote real communication, may contribute to students' low involvement and speaking performance.

To address these challenges, recent research has highlighted the effectiveness of using role-play in English learning. According to Salainti and Fansury (2025), students reported that role-play improved their motivation and speaking ability, creating a more interactive and enjoyable learning environment. The technique provides opportunities for students to practice speaking in a supportive, communicative setting, which helps reduce anxiety, shyness, and hesitation, thereby fostering greater engagement and confidence in using English. Therefore, incorporating role-play activities in EFL classrooms can be a practical strategy to overcome speaking difficulties and enhance students' communicative competence.

In line with these findings, Kurniasih, Musiman, and Assegaff (2025) demonstrated that scaffolded role-play activities significantly reduced students' speaking anxiety while promoting more spontaneous and extended oral interactions. By allowing learners to assume different roles in a structured yet supportive environment, role-play encourages experimentation with language and lowers the fear of negative evaluation. Similarly, Angelica and Wulandari (2025) reported that students perceived role-play as an effective strategy to reduce speaking anxiety, improve communicative confidence, and encourage more authentic oral interaction by providing a safe space for language practice. Together, these studies suggest that integrating role-play into EFL classrooms not only addresses linguistic challenges but also fosters an engaging and psychologically safe learning environment that supports students' active participation and development of speaking skills.

Therefore, this study focuses on developing role-play-based worksheets for teaching asking and giving opinions to eleventh grade students. Specifically, it seeks to answer the research problem: "How is the development of role-play based worksheets for teaching asking and giving opinions to eleventh grade students?". The scope of this study is limited to the development stage, including expert validation and small-scale try-out. It does not include large-scale classroom implementation or long-term impact measurement. Therefore, the results of this study are expected to produce a design of role-play based worksheets which can later be tested and adapted by teachers in classroom practice.

## **METHOD**

### **Research Design**

This study employed a Research and Development (R&D) approach, which is focused on creating and testing educational materials. According to Borg and Gall (2007), the main goal of R&D is to produce ready-to-use products such as textbooks, audio-visual games, training manuals, and equipment that can be used in educational settings. In other words, it is a step-by-step process for building and proving the

effectiveness of educational materials. This study followed Borg and Gall’s (2007) R&D model. However, because of limited time and resources, only four out of the full stages were carried out: (1) gathering information and data, (2) analyzing the data, (3) designing the product, and (4) validating the product.

**Data and Data Source**

The data in this study were gathered through three main tools: documents, questionnaires, and expert judgment rubrics. The data sources were:

1. Fifteen eleventh-grade students from SMA Negeri 1 Lumban Julu participated in the study.
2. One expert, a material and media expert who reviewed and evaluated the worksheets using validation sheets to ensure the quality of the product.
3. The syllabus for the 11th-grade English subject was used as a reference document to guide the development of the materials.

**Instrument of Data Collection**

The instrument used in this study was a questionnaire. A questionnaire is a data collection technique in which a set of written questions or statements is given to respondents to be answered (Sugiyono, 2013). In this study, two questionnaire-based instruments were used to collect the data.

1. Student Needs Analysis Questionnaire

This instrument was adapted from Hutchinson and Waters (1987). This questionnaire was designed to explore two main areas: the students’ target needs, which included their lacks and desires, and their learning needs. The questionnaire used a Likert scale with five response options (strongly agree, agree, neutral, disagree, and strongly disagree) to capture how the students felt about their difficulties and what they expected from learning narrative texts.

2. Expert Validation Questionnaire

The second instrument was an Expert Validation Questionnaire, adapted from BSNP (2014) standards, which was used to assess the quality of the worksheets. This questionnaire evaluated four main aspects: content, language, presentation, and layout.

**Technique of Data Collection**

Data were gathered through:

1. Distribution of needs analysis questionnaires to students.
2. Expert validation of the initial worksheet draft.

**Technique of Data Analysis**

Quantitative analysis

1. Students’ needs were calculated using percentage formulas (Sudijono, 2011):

$$P = \frac{f}{n} \times 100\%$$

$P = f/n \times 100\%$

P = percentage

F = frequency of respondents’ responses

N = total number of respondents

The results were categorized using the following criteria (Widoyoko, 2012):

81–100% = Strongly Agree

61–80% = Agree

41–60% = Neutral

21–40% = Disagree

0–20% = Strongly Disagree

2. Expert validation scores were analyzed using mean formulas (Sugiyono, 2013) and interpreted into categories (very poor–very good).

$$Mn = \frac{\sum X}{N}$$

M = Mean

$\sum X$  = total score from validators

N = number of items

The average scores were interpreted into qualitative categories as follows:

Table 1. Level Validity Criteria

No.	Criteria of Validity	Level of Validity
1.	4.21-5.00	Very Good
2.	3.41-4.20	Good
3.	2.61-3.40	Fair
4.	1.81-2.60	Poor
5.	1.00-1.80	Very Poor

### Procedure of Material Development

Based on Borg and Gall (2007), the development of the material went through six stages:

1. Research and Information Collection: analyzing the 11th-grade English syllabus and conducting student needs analysis.
2. Data Analysis: determining learning objectives, outlining the scope of the material, and deciding the worksheet format based on the syllabus.
3. Developing the Initial Product: creating the first draft of the worksheet including reading activities for learning asking and giving opinion.
4. Expert Validation: submitting the product and evaluating the worksheet based on BSNP criteria

## FINDINGS AND DISCUSSION

### Gathering Data and Information

This study conducted a needs analysis by distributing a questionnaire to fifteen students. The questionnaire aimed to collect information about how students learn, what difficulties they face, and what they expect from English learning, especially in the area of asking and giving opinion through role play activities. To guide the analysis, this study used the theory from Hutchinson and Waters (1987), which divides students' needs into three parts: necessities (what students must know), lacks (what students have not mastered yet), and wants (what students wish to have in their learning), along with learning needs. The questionnaire contained ten statements, and students were asked to respond using a five-point Likert scale with the following options: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The results of the questionnaire are described below:

#### 1. Students' Need

Table 1 Students' Need

No.	Statement	n	SA (f %)	A (f %)	N (f %)	D (f %)	SD (f %)
1.	Saya membutuhkan media pembelajaran untuk membantu saya memahami cara mengungkapkan	15	40	40	20	0	0

	<i>pendapat (asking and giving opinion)</i> dalam bahasa Inggris.						
2.	Saya membutuhkan lembar kerja ( <i>worksheet</i> ) yang dapat memandu saya dalam melakukan <i>role play</i> percakapan meminta dan memberikan pendapat.	15	40	53,3	6,7	0	0
3.	Saya merasa perlu adanya contoh dialog <i>asking and giving opinion</i> yang lengkap sebelum saya melakukan <i>role play</i> .	15	40	46,7	6,7	0	6,7
4.	Saya membutuhkan daftar ekspresi/ungkapan ( <i>useful expressions</i> ) untuk meminta dan memberikan pendapat dalam <i>worksheet</i> .	15	26,7	40	33,3	0	0
5.	Saya merasa perlu adanya panduan langkah demi langkah dalam <i>worksheet</i> untuk mempersiapkan <i>role play asking and giving opinion</i> .	15	33,3	46,7	13,3	6,7	0
6.	Saya ingin tersedia contoh video percakapan <i>asking and giving opinion</i> dengan topik yang beragam dalam <i>worksheet</i> sebagai model yang dapat saya amati sebelum melakukan <i>role play</i> .	15	53	26,7	20	0	0
7.	Saya ingin pembelajaran <i>asking and giving opinion</i> disajikan dengan kombinasi teks, gambar, dan aktivitas yang menarik.	15	40	53	6,7	0	0
8.	Saya merasa perlu adanya video demonstrasi <i>role play</i> yang dapat saya tonton untuk memahami cara menyampaikan pendapat dengan ekspresi dan intonasi yang tepat.	15	26,7	46,7	20	0	6,7
9.	Saya ingin <i>worksheet role play</i> yang dapat membantu saya berlatih secara mandiri sebelum praktik bersama teman.	15	33,3	60	6,7	0	0
10.	Saya ingin memiliki lebih banyak latihan interaktif dalam <i>worksheet</i> agar kemampuan saya dalam <i>asking and giving opinion</i> meningkat.	15	53	33,3	6,7	0	6,7

The questionnaire results showed that most students agreed on the need for structured and multimedia-supported learning materials to practice asking and giving opinion through role play. The majority of students felt the necessity of having a worksheet with dialog examples (86.7%), useful expressions (66.7%), and step-by-step instructions (80%) to guide their role play preparation. In terms of wants, students preferred learning materials that combine texts, pictures, and interesting activities (93%), video examples with various topics (79.7%), and role play demonstration videos to understand correct expressions and intonation (73.4%). Most students also wanted

worksheets that allow independent practice before working with peers (93.3%) and more interactive exercises to improve their speaking ability (86.3%). These findings indicate that students require not only structured content and guidance, but also engaging, visual, and activity-based learning materials that can support their communicative competence in expressing opinions in English.

## 2. Students' Lack

Table 2 Students' Lack

No	Statement	n	SA (f%)	A (f%)	N (f%)	D (f%)	SD (f%)
1	Saya masih kesulitan memahami cara mengungkapkan pendapat ( <i>asking and giving opinion</i> ) dalam bahasa Inggris.	15	13,3	26,7	33,3	26,7	0
2	Saya masih kesulitan memahami cara mengungkapkan pendapat ( <i>asking and giving opinion</i> ) dalam bahasa Inggris.	15	20	20	33,3	26,7	0
3	Saya masih kesulitan memahami contoh dialog <i>asking and giving opinion</i> yang diberikan dalam pembelajaran.	15	20	46,7	0	26,7	6,7
4	Saya belum menguasai berbagai ungkapan ( <i>expressions</i> ) yang digunakan untuk meminta dan memberikan pendapat dalam bahasa Inggris.	15	26,7	40	33,3	0	0
5	Saya masih bingung bagaimana mempersiapkan <i>role play asking and giving opinion</i> tanpa panduan yang jelas.	15	13,3	26,7	40	20	0
6	Saya kesulitan memahami cara menyampaikan pendapat dengan baik karena kurangnya contoh percakapan yang dapat saya amati.	15	13,3	26,7	53,3	6,7	0
7	Saya masih kesulitan memahami materi <i>asking and giving opinion</i> jika hanya dijelaskan melalui teks saja.	15	20	20	40	20	0
8	Saya masih kesulitan menyampaikan pendapat dalam bahasa Inggris dengan ekspresi dan intonasi yang tepat.	15	20	33,3	26,7	13,3	6,7
9	Saya belum percaya diri untuk melakukan <i>role play asking and giving opinion</i> bersama	15	20	13,3	53,3	13,3	0

	teman.						
10	Saya ingin worksheet yang dilengkapi gambar atau ilustrasi situasi percakapan agar kegiatan <i>role play asking and giving opinion</i> lebih mudah dipahami.	15	26,7	46,7	20	6.7	0

The questionnaire results revealed that students still experienced several difficulties in learning how to ask and give opinions in English. A considerable number of students reported difficulties in understanding how to express opinions (60%) and a lack of proper understanding (53.3%). In addition, 66.7% of students had difficulty understanding dialogue examples and had not mastered the expressions used in asking and giving opinions, indicating the need for more language input and examples. In practical activities, 40% of students felt confused when preparing role play without clear guidance and found it difficult to understand material presented only through text, while 53.3% lacked confidence and had difficulty delivering opinions with proper expressions and intonation. Furthermore, 73.4% of students expressed the need for worksheets with visual elements to support their understanding. Overall, these findings indicate that students need more structured and engaging learning support, including clear explanations, dialogue examples, guided role play activities, and appropriate media to improve their ability and confidence in expressing opinions in English.

### 3. Learning Needs

Table 3 Learning Needs

No.	Statement	n	SA (f%)	A (f%)	N (f%)	D (f%)	SD (f%)
1	Saya membutuhkan <i>worksheet</i> yang memuat contoh dialog <i>role play</i> tentang <i>asking and giving opinion</i> dalam bahasa Inggris.	15	20	66,7	13,3	0	0
2	Saya ingin <i>worksheet</i> yang menyediakan situasi atau topik untuk <i>role play</i> sehingga saya dapat berlatih menanyakan dan memberikan pendapat.	15	40	53,3	6,7	0	0
3	Saya membutuhkan <i>worksheet</i> yang membantu saya memahami ungkapan <i>asking and giving opinion</i> melalui kegiatan <i>role play</i> .	15	26.7	46.7	20	0	6.7
4	Saya ingin <i>worksheet</i> yang memuat kegiatan <i>role play</i> secara berpasangan untuk melatih kemampuan berbicara dalam menanyakan dan memberikan pendapat.	15	20	60	20	0	0
5	Saya membutuhkan <i>worksheet</i> yang memberikan panduan langkah-langkah melakukan <i>role play asking and giving opinion</i> .	15	33.3	53.3	6.7	6.7	0

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6	Saya ingin <i>worksheet</i> yang memuat contoh ungkapan untuk meminta pendapat dan merespons pendapat orang lain dalam kegiatan <i>role play</i> .	15	20	66.7	13.3	0	0
7	Saya membutuhkan <i>worksheet</i> yang menyediakan situasi percakapan sehari-hari untuk <i>role play asking and giving opinion</i> .	15	40	53.3	6.7	0	0
8	Saya ingin <i>worksheet</i> yang membantu saya berlatih menyampaikan pendapat secara lebih percaya diri melalui <i>role play</i> .	15	26.7	60	6.7	0	6.7
9	Saya membutuhkan <i>worksheet</i> yang memuat aktivitas <i>role play</i> yang menarik agar saya lebih aktif berbicara dalam bahasa Inggris.	15	26.7	60	13.3	0	0
10	Saya ingin <i>worksheet</i> yang dilengkapi gambar atau ilustrasi situasi percakapan agar kegiatan <i>role play asking and giving opinion</i> lebih mudah dipahami.	15	20	40	33.3	6.7	0

The questionnaire results showed that most students expressed a strong need for worksheets to support their learning in asking and giving opinion through role play. The majority of students agreed that worksheets should include dialog examples (86.7%), useful expressions for asking and responding to opinions (86.7%), and step-by-step guidance (86.6%) to help them perform role play effectively. In addition, many students preferred worksheets that provide various situations or daily conversation topics for role play (93.3%), as well as pair-work activities to practice speaking (80%). Students also indicated that engaging and interesting role play activities are important to encourage them to speak more actively in English (86.7%). Furthermore, a high percentage of students wanted worksheets that could help them build confidence in expressing opinions (86.7%) and improve their understanding of expressions through practice (73.4%). Although most students showed positive responses, a small number of them remained neutral or disagreed, particularly regarding the use of illustrations or visual support (60%), indicating that visual elements are helpful but not the main priority for all learners. These findings reveal that students need well-structured, practical, and interactive worksheets that not only provide clear guidance and examples but also offer meaningful speaking practice through role play activities to enhance their communicative competence in expressing opinions in English.

**Developing the Worksheet**

The product developed in this research is a student worksheet titled "Speak Up for the Earth: Asking and Giving Opinions Role-Play." This worksheet is designed for senior high school students, particularly Grade XI, and focuses on developing students' speaking and communication skills. It was developed using a Communicative Language Teaching approach, which emphasizes the use of language for meaningful communication in real-life contexts. This approach encourages students to actively use English rather than merely learning language forms. The worksheet provides opportunities for students to practice asking and giving opinions through structured and

interactive activities such as video-based discussion, guided exercises, and role-play tasks. The use of environmental issues, including pollution, plastic waste, and deforestation, helps make the learning process more relevant to students' daily lives while also promoting critical thinking and awareness.

The content of the worksheet is designed to develop students' understanding of three main aspects of functional spoken text:

- 1) Social Function: To express opinions, ask for others' opinions, agree or disagree politely, and propose solutions in discussing environmental issues.
- 2) Interaction Structure: Initiating a conversation, asking for opinions, responding to others' ideas, expressing agreement or disagreement, and suggesting possible solutions.
- 3) Language Features: Expressions for asking and giving opinions, agreeing and disagreeing, modal expressions, and cause-and-effect statements.

The language focus aims to strengthen students' awareness of linguistic features commonly used in spoken interaction. Key points include:

- 1) Expressions for asking opinions (e.g., What do you think about this issue?).
- 2) Expressions for giving opinions (e.g., I think this problem is serious).
- 3) Expressions for agreeing and disagreeing politely (e.g., I agree with you, I see your point, but...).
- 4) Cause-and-effect expressions to explain problems and solutions (e.g., because, so, therefore).
- 5) Descriptive and topic-related vocabulary (e.g., pollution, waste, environment, damage, solution)

#### ***What Students Are Expected to Gain from the Worksheet***

Students need a worksheet that supports their speaking skills through multimodal learning elements. To build linguistic readiness, the worksheet provides video demonstrations, contextual texts and pictures, and topic-related vocabulary such as pollution, waste, and solution. Furthermore, exercises including multiple choice, completing tables, and open-ended questions are incorporated to help students understand target expressions and grasp the context before performing the roleplay.

One common problem among students is that they find it hard to use everyday spoken expressions, especially when asking for opinions (What do you think about this issue?), giving opinions (In my opinion...), and connecting ideas (because, so, therefore). Apart from that, many students feel less confident when they have to speak in front of others, which makes them hesitate. For this reason, the worksheet guides students to learn and practice these expressions step by step before they move on to speaking activities.

What students need most is speaking practice that feels real and meaningful. The worksheet provides several different topics related to environmental damage as the basis for roleplay, so students can practice using the language in situations that matter. Through pair roleplay activities, students get the chance to practice starting a conversation, sharing their opinions, and giving reasons, all using the target expressions and structures, which according to Richards (2006) is key to developing real spoken communication skills

#### ***Types of Tasks***

Since this worksheet focuses on speaking skills, the types of tasks are designed based on Richards' (2006) Communicative Language Teaching (CLT). CLT is a teaching approach built on principles about how students learn a language and what

kinds of activities best support that learning in the classroom. Under this framework, the tasks in this worksheet are created to encourage students to use the language meaningfully and communicatively. The following are the types of tasks included in this worksheet.

1. Information-Gap Activities: This worksheet includes tasks where students listen to an audio and fill in missing information, as well as complete a table about the causes, effects, and possible solutions of environmental damage. These tasks encourage students to use their linguistic and communicative skills to understand and obtain information.
2. Jigsaw Activities: Students are asked to complete an incomplete dialog through a multiple choice exercise by choosing the expression that best fits the conversation. This encourages students to think critically about which expression is appropriate in a given context.
3. Opinion-Sharing Activities: Opinion-sharing activities give students the chance to express their personal views and reflect on a given topic. In this worksheet, after watching a video, students are asked to share their opinions and write a short reflection about the content. This helps students practice using opinion expressions in a meaningful and contextualised way.
4. Role Plays: Role play is the main activity of this worksheet, where students are assigned roles and asked to perform a conversation based on a given situation. Students work in group and are given different environmental damage topics to discuss, encouraging them to collaborate, think critically, and use the target expressions in a real-life communication context.

#### ***Validation by Expert***

The validation was conducted by administering an expert evaluation questionnaire to a material expert in the field of English language education. The instrument was adapted and modified based on Pebriani et al. (2022), which outlines three key aspects for evaluating the developed worksheets: content feasibility, language feasibility, and presentation feasibility.

These aspects were used to assess the validity of the role-play based worksheets designed for teaching asking and giving opinions to eleventh grade students.

Table 4 The Result of Validation

Aspect	Validity Percentage (%)	Criteria
Content Feasibility	3.65	Good
Language Feasibility	3.50	Good
Presentation Feasibility	3.75	Good
<b>Total</b>	<b>3.63</b>	<b>Good</b>

The table above presents the results of the material expert validation of the developed role-play-based worksheets. It shows the evaluation scores across three aspects, namely content feasibility, language feasibility, and presentation feasibility. Each aspect achieved a mean score within the “good” category, indicating that the worksheets meet the required standards in terms of content accuracy, clarity of language, and overall presentation. The average score further confirms that the worksheets have a high level of validity. Overall, these results suggest that the worksheets are appropriate for use in learning activities with only minor revisions needed.

### 1. Revising the Product

Based on the validation results, the material expert provided several comments and suggestions for improving the developed worksheets. The expert suggested that the multiple-choice questions, particularly in page 6–10, should be more varied and should not focus on a single image only. In addition, the questions should reflect Higher Order Thinking Skills (HOTS). It was also recommended that each slide contain two to three questions, depending on the length of the items.

Furthermore, the expert emphasized that the worksheets should be appropriate for eleventh grade students. The use of animations should be minimized to avoid distraction, and the text alignment should be adjusted to justified format (left and right alignment) to improve readability, as centered text may reduce clarity.

In response to these suggestions, several revisions were made to improve the quality of the worksheets. The multiple-choice questions were redesigned to be more varied and to promote higher-order thinking. The number of questions per slide was also adjusted to create a more effective layout. In addition, the visual design was improved by reducing excessive animations and applying justified text alignment to enhance readability and overall presentation.

### 2. The Final Product

The final version of the role-play based worksheets was successfully developed after undergoing several revisions based on the expert's feedback. The worksheets were designed to meet the learning needs of eleventh grade students by providing clear instructions, relevant examples, and engaging activities.

Moreover, the worksheets facilitate students' ability to practice asking and giving opinions through meaningful and interactive role-play activities. These activities encourage active participation and support the development of students' speaking skills.

The developed worksheets are considered valid and appropriate to be used as instructional materials for teaching asking and giving opinions to eleventh grade students.

## CONCLUSION

This study shows that the development of role-play-based worksheets for teaching asking and giving opinions to eleventh grade students was completed successfully using a simplified R&D model from Borg and Gall (2007). The process involved collecting data, analyzing students' needs, designing the worksheet, and validating the product. The needs analysis revealed that students require learning materials that are clear, structured, and engaging, especially those that provide dialog examples, useful expressions, and step-by-step guidance. In addition, students prefer materials that include visuals, videos, and real-life topics to make learning more interesting and meaningful.

Based on these findings, the worksheet "Speak Up for the Earth: Asking and Giving Opinions Role-Play" was developed using the Communicative Language Teaching (CLT) approach. It includes various communicative tasks such as information-gap, jigsaw, opinion-sharing, and role-play activities that encourage students to actively use English in real contexts. The use of environmental topics also helps students connect the lesson to real-life situations while developing their critical thinking skills. Overall, the design of the worksheet supports students in practicing speaking more confidently and meaningfully.

The validation results showed that the worksheet achieved a score of 3.63, which is categorized as good, meaning it is appropriate to be used with minor revisions. Improvements were made based on expert suggestions, such as enhancing task variety, adding higher-order thinking questions, and improving layout and readability. In conclusion, the developed worksheets are useful for supporting students' speaking skills, particularly in expressing opinions. However, further research is still needed to test their effectiveness in a wider classroom setting and over a longer period of use.

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