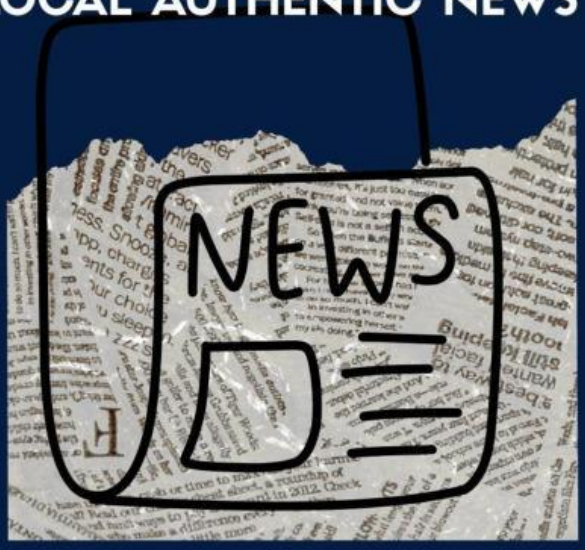
STUDENT WORKSHEET

NEWS ITEM TEXT

LOCAL AUTHENTIC NEWS



For Senior High School
Grade XI

developed by
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UPT SMAN 1 LUWU TIMUR

2026

LIVEWORKSHEETS

STUDENT WORKSHEET

Pertemuan 1 | Bahasa Inggris – Fase F | Kelas XI

UPT SMA Negeri 1 Luwu Timur

Tujuan Pembelajaran	:	F.XI.R.1 – Mengidentifikasi struktur generik teks berita (newsworthy event, background, sources)
Teks Autentik	:	"Bupati Luwu Timur Kunjungi Korban Longsor di Desa Maliwowo Angkona" – Warta Lutim, 4 April 2023
Nama Siswa	:	_____
Kelas / Kelompok	:	_____
Tanggal	:	_____

Petunjuk Pengerjaan:

1. Baca teks berita dengan cermat sebelum mengerjakan.
2. Jawab semua pertanyaan berdasarkan isi teks.
3. Sertakan BUKTI TEKSTUAL (kutipan/parafrase) pada tiap jawaban yang memintanya.
4. Untuk soal pilihan, lingkari atau beri tanda [✓] pada jawaban yang dipilih.

Nilai

_____

Paraf Guru:

_____

◆ TEKS BERITA (Baca dengan cermat sebelum mengerjakan soal)

"Bupati Luwu Timur Kunjungi Korban Longsor di Desa Maliwowo Angkona"

(Adapted into English for learning purposes | Source: Warta Lutim – warta.luwutimurkab.go.id, 4 April 2023)

[P1] Lutim, warta.luwutimurkab.go.id — Bupati Luwu Timur, H. Budiman, accompanied by the Head of the Public Works and Spatial Planning Office (PUPR), Syahmuddin, and the Head of Social Affairs (Dinas Sosial P3A), Sukarti, visited the victims of a landslide disaster that struck two inhabited houses in Maliwowo Village, Angkona District, on the previous Sunday evening.

[P2] Upon arriving at the site, Budiman immediately inspected the houses affected by the landslide. As a result of the disaster, the homeowners were temporarily forced to take refuge at the homes of nearby residents. The regent expressed deep concern over the incident that had befallen the people of East Luwu.

[P3] *"May we be given patience and sincerity over this incident. Insha Allah, there will be wisdom that we can gain, and we should be grateful that there were no casualties from this disaster," said Budiman, Monday (03/04/2023).*

[P4] The regent also directed the relevant agencies to provide immediate assistance and follow-up actions for the affected residents, ensuring their safety and recovery in the coming days.

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◆ PRA-MEMBACA: AKTIVASI KOSAKATA (Vocabulary Warm-Up)

Sebelum membaca teks berita, pelajari kosakata kunci berikut. Aktivitas ini membantu pemahamanmu!

Word	Pronunciation	Meaning (Indonesian)
1. landslide	*/ˈlændslaɪd/*	tanah longsor – pergerakan tanah/batuan menuruni lereng
2. victim	*/ˈvɪktɪm/*	korban – orang yang menderita akibat bencana/kecelakaan
3. evacuate	*/ɪˈvækjueɪt/*	mengungsi / mengevakuasi – meninggalkan tempat berbahaya
4. refuge	*/ˈrefjuːdʒ/*	tempat perlindungan / berlindung
5. relief aid	*/rɪˈliːf eɪd/*	bantuan kemanusiaan / bantuan darurat bencana
6. condolence	*/kənˈdəʊləns/*	belasungkawa / ucapan simpati
7. inspect	*/ɪnˈspekt/*	memeriksa / meninjau langsung suatu kondisi
8. casualties	*/ˈkæʒuəltiz/*	korban jiwa (meninggal/luka-luka akibat bencana)
9. newsworthy	*/ˈnjuːzwɜːði/*	layak diberitakan / memiliki nilai berita tinggi
10. direct speech	*/daɪˈrekt spiːtʃ/*	kutipan langsung – ucapan seseorang yang dikutip apa adanya

Aktivitas: Cocokkan! Tulis nomor kata yang tepat untuk melengkapi kalimat berikut:

a.	The regent visited to _____ the houses damaged by the _____.
b.	The homeowners were forced to _____ to the homes of neighbours as their _____.
c.	Budiman expressed _____ and directed agencies to distribute _____ to survivors.
d.	Fortunately, there were no _____ from this disaster.

◆ BAGIAN A – SOAL LITERAL / TERSURAT

Literal questions ask you to find information that is DIRECTLY STATED in the text. The answers are clearly written — you just need to find them!

LITERAL Siapa, Apa, Kapan, Di mana – langsung dari teks

1. Who visited the landslide victims in Maliwowo Village? Name the regent AND the two officials who accompanied him. (P1)

Regent:	
Official 1:	

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Official 2:	

2. Where exactly did the landslide occur? Include the village name AND district. (P1)

_____

_____

3. How many houses were struck by the landslide? What happened to the homeowners as a result? (P1 & P2)

Number of houses affected:	
What happened to homeowners:	

4. What did Bupati Budiman say in his direct quote? Copy the EXACT words from paragraph [P3].

Direct Quote:
"_____"

5. What action did the regent take in Paragraph [P4]? What was the purpose of this action?

The regent's action:	Purpose / Goal:

◆ BAGIAN B – STRUKTUR GENERIK TEKS BERITA (Generic Structure)

A news item text always has 3 structural parts: (1) NEWSWORTHY EVENT – the main happening reported; (2) BACKGROUND EVENTS – details/context of the event; (3) SOURCES – quotes or statements from people involved.

Generic Structure	Ciri-Ciri Utama	Contoh dari Teks Ini
Newsworthy Event	Paragraf pertama. Menjawab: SIAPA melakukan APA, KAPAN, DI MANA?	Regent H. Budiman visited landslide victims in Maliwowo Village, Angkona District.
Background Events	Detail & konteks peristiwa. Menjawab: MENGAPA & BAGAIMANA?	Details about the damage, the victims taking refuge, and the regent's reaction.
Sources	Kutipan langsung (direct speech) atau tidak langsung dari narasumber.	Bupati Budiman's direct quote about patience, wisdom, and gratitude.

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LITERAL + STRUKTUR Mengidentifikasi bagian-bagian teks secara langsung

6. STRUCTURE LABELLING – Label setiap paragraf teks dengan struktur generik yang tepat, lalu tulis ide utama paragraf tersebut:

Para-graf	Generic Structure (pilih salah satu):	✓ Pilihan	Main Idea (ide utama dalam kata-katamu sendiri)
[P1]	[ ] Newsworthy Event [ ] Background Events [ ] Sources		
[P2]	[ ] Newsworthy Event [ ] Background Events [ ] Sources		
[P3]	[ ] Newsworthy Event [ ] Background Events [ ] Sources		
[P4]	[ ] Newsworthy Event [ ] Background Events [ ] Sources		

7. NEWSWORTHY EVENT – Identifikasi 5W+1H dari paragraf pembuka [P1]:

WHO?	*(Siapa yang terlibat?)*
WHAT?	*(Peristiwa apa yang terjadi?)*
WHERE?	*(Di mana lokasinya?)*
WHEN?	*(Kapan terjadi?)*
WHY?	*(Mengapa berita ini dilaporkan?)*
HOW?	*(Bagaimana respon pemerintah?)*

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8. LANGUAGE FEATURES – Temukan contoh fitur bahasa berikut dalam teks:

Language Feature	Paragraph	Example from the Text
Direct Speech (kutipan langsung)	[P __]	
Action Verb (kata kerja tindakan)	[P __]	Write 2 examples: 1) _____ 2) _____
Proper Noun / Name (nama orang/tempat)	[P __]	Write 2 examples: 1) _____ 2) _____
Past Tense Verb (kata kerja lampau)	[P __]	Write 2 examples: 1) _____ 2) _____
Reported Speech (kutipan tidak langsung / parafrase)	[P __]	

◆ BAGIAN C – SOAL INFERENTIAL / TERSIRAT

Inferential questions ask you to READ BETWEEN THE LINES — the answer is NOT directly stated, but you can figure it out by combining clues from the text with your own knowledge. Use the T+K=I formula: Text clue + your Knowledge = Inference.

INFERENTIAL Makna tersirat — T + K = I

9. The text says Bupati Budiman 'immediately inspected the houses.' What does the word IMMEDIATELY tell us about the regent's attitude toward the disaster victims? Apply T+K=I.

T – Text Clue:	K – Prior Knowledge:	I – My Inference:

10. Bupati Budiman said: "we should be GRATEFUL that there were no casualties." What does this sentence IMPLY about the potential severity of the landslide? Write your inference and the evidence.

Textual Evidence:	"_____"
My Inference:	

11. The news says the homeowners 'were temporarily forced to take refuge at the homes of NEARBY residents.' What does the word 'NEARBY' suggest about the landslide's location and the community's response? Explain.

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12. TRUE / FALSE / NOT STATED – Baca pernyataan berikut. Berikan jawaban dan kutipan bukti dari teks (untuk TRUE/FALSE), atau jelaskan mengapa informasinya tidak ada (untuk NOT STATED):

No.	Statement	Answer (T/F/NS)	Evidence / Reason
1	Bupati Budiman visited the site alone without any officials.		
2	There were people who lost their lives in the landslide.		
3	The regent directed agencies to give assistance to the victims.		
4	The total cost of the disaster damage is mentioned in the text.		
5	Budiman expressed concern for the people of East Luwu in his visit.		

◆ BAGIAN D – SOAL EVALUATIVE / EVALUASI KRITIS

Evaluative questions ask you to make JUDGEMENTS — to assess the quality, value, or effectiveness of information. There is no single correct answer; what matters is the QUALITY OF YOUR REASONING and the EVIDENCE you use.

EVALUATIVE Penilaian kritis — gunakan alasan & bukti

13. EVALUATE the STRUCTURE of this news article. Does it follow the generic structure of a news item text correctly? Use the table below to give your verdict:

Generic Part	Present in the text? (Yes / Partial / No)	Justification (your explanation)
Newsworthy Event	[ ] Yes [ ] Partial [ ] No	
Background Events	[ ] Yes [ ] Partial [ ] No	
Sources (direct/reported speech)	[ ] Yes [ ] Partial [ ] No	
OVERALL VERDICT:	[ ] Fully correct [ ] Mostly correct [ ] Needs improvement	

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14. EVALUATE THE HEADLINE: The headline is 'Bupati Luwu Timur Kunjungi Korban Longsor di Desa Maliwowo Angkona.' Is this headline EFFECTIVE in representing the full content of the article? Explain what the headline captures well AND what it might be missing.

What the headline captures WELL:	What the headline MISSES or could improve:

My verdict: This headline is [ ] very effective [ ] somewhat effective [ ] not effective because:

15. EVALUATE THE REGENT'S RESPONSE: Based on the information in this article, do you think Bupati Budiman's visit and actions were an ADEQUATE response to the landslide disaster? Give your opinion with at least 2 reasons — one from the text and one from your own perspective.

Reason from the TEXT (with evidence):	Reason from YOUR OWN PERSPECTIVE:

My Overall Evaluation: I think Bupati Budiman's response was [ ] adequate [ ] inadequate because:

◆ BAGIAN E – INVESTIGASI KELOMPOK & SINTESIS (PBL Task)

Kerjakan bagian ini bersama kelompokmu. Hasil investigasi akan dipresentasikan di depan kelas.

16. INVESTIGATION QUESTIONS – Kelompokmu bertugas sebagai 'News Analysts.' Rumuskan 2 pertanyaan investigasi tentang teks ini yang ingin kalian jawab bersama:

Q1:	
Q2:	

17. SYNTHESIS – Tulis ringkasan teks berita ini dalam 3–4 kalimat Bahasa Inggris. Gabungkan informasi dari seluruh paragraf (WHO + WHAT + WHERE + WHEN + WHY + HOW):

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18. CREATIVE CHALLENGE – If you were a journalist for Warta Lutim, write an ALTERNATIVE HEADLINE for this story in English. Make it more specific and engaging than the original!

My Alternative Headline:
"_____"

Why is your headline better? Explain in 1–2 sentences:

◆ EXIT TICKET – REFLEKSI DIRI

Satu hal yang BARU kupelajari tentang struktur teks berita hari ini:	
Satu hal yang masih MEMBINGUNGKAN bagiku:	
Satu PERTANYAAN yang masih ingin kujawab tentang berita ini:	

Complete this sentence: "Today I learned that a news item text always has _____ structural parts: (1) _____, (2) _____, and (3) _____. Reading the news is reading _____."

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Pertemuan 2 (Dua) | Bahasa Inggris – Fase F | Kelas XI

UPT SMA Negeri 1 Luwu Timur

Tujuan Pembelajaran	:	F.XI.R.2 – Mengidentifikasi tujuan penulis (author's purpose) dan ide utama dalam teks news item lokal
Teks Autentik	:	"Vice Regent Puspawati Directly Distributes Aid to Victims of Strong Winds in Angkona" – Warta Lutim, 2 Desember 2025
Nama Siswa	:	_____
Kelas / Kelompok	:	_____
Tanggal	:	_____

Petunjuk Pengerjaan: 1. Baca teks berita dengan cermat sebelum menjawab soal. 2. Jawab semua pertanyaan berdasarkan teks yang tersedia. 3. Untuk soal isian, tulis jawaban pada garis yang disediakan. 4. Sertakan bukti tekstual (kutipan/parafrase) pada setiap jawaban.	**Nilai Akhir** _____ Paraf Guru: _____

◆ TEKS BERITA

"Vice Regent Puspawati Directly Distributes Aid to Victims of Strong Winds in Angkona"

(Adapted into English for learning purposes | Source: Warta Luwu Timur, 2 December 2025)

[1] Lutim — The journey from Malili to Angkona brought the Vice Regent of East Luwu, Hj. Puspawati Husler, through narrow roads between fish ponds. With steps full of care, she directly visited and distributed aid to the victims of a strong wind disaster that struck Angkona District on Monday (01/12/2025).

[2] Based on initial reports from the Regional Disaster Management Agency (BPBD), approximately 25 houses across two hamlets were affected: Monte-Monte Hamlet in Watangpanua Village and Bubu Hamlet in Maliwowo Village. The strong wind struck around 10:00 a.m. local time, causing homes to collapse, roofs to be blown away, and residents were forced to temporarily shelter under tarps.

[3] "The weather changes rapidly. Let us maintain our safety together and always pray to be protected from disasters," said Puspawati with great care.

[4] The aid symbolically distributed by Vice Regent Puspawati consisted of basic food supplies, infant and child necessities, clothing, and medicines. She was accompanied by members of the Forkopimda, BPBD East Luwu team, and Tagana disaster volunteer corps.

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◆ BAGIAN A – SOAL LITERAL (Informasi Tersurat)

Jawab pertanyaan berikut berdasarkan informasi yang SECARA LANGSUNG tersurat dalam teks.

1. Who visited the disaster victims in Angkona? (Paragraph [1])

2. When did the strong wind disaster occur? Include the day, date, and time. (Paragraph [1] & [2])

3. How many houses were affected according to BPBD's initial report? (Paragraph [2])

4. Name TWO hamlets and their villages that were affected by the disaster. (Paragraph [2])

Hamlet	Village

5. What types of aid were distributed? List at least FOUR items. (Paragraph [4])

1. _____	3. _____
2. _____	4. _____

◆ BAGIAN B – SOAL INFERENTIAL (Informasi Tersirat)

Gunakan strategi inferensi (Teks + Pengetahuan = Inferensi) untuk menjawab pertanyaan berikut. Sertakan BUKTI TEKSTUAL dari teks.

6. The opening paragraph describes Vice Regent Puspawati walking 'through narrow roads between fish ponds.' What does this detail IMPLY about her commitment as a leader? Write your inference and the textual evidence.

Textual Evidence:	"_____"
My Inference:	

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7. The text states that residents 'were forced to temporarily shelter under tarps.' What can you INFER about the severity of the damage and the immediate needs of the victims? Explain your reasoning.

8. Puspawati's statement says: 'Let us maintain our safety together and always pray to be protected from disasters.' What does the word 'TOGETHER' imply about the government's relationship with the community? Use the T+K=I formula below.

T (Text Evidence):	K (Prior Knowledge):	I (Inference):

9. The news mentions that this was a 'symbolic' distribution of aid. What does this word imply about the nature of the Vice Regent's visit? Was the primary purpose practical or symbolic? Explain with evidence.

◆ BAGIAN C – SOAL EVALUATIVE (Evaluasi Kritis)

Gunakan pemikiranmu secara kritis untuk mengevaluasi teks. Jawaban tidak harus 'benar' atau 'salah' – yang dinilai adalah ALASAN yang kamu berikan.

10. The author's purpose of this news article is:

Choose ONE and explain your reasoning with at least 2 pieces of textual evidence.

[ ] To INFORM the public about a disaster response	[ ] To PERSUADE readers to support the government
[ ] To DESCRIBE the life of the Vice Regent	[ ] To ENTERTAIN readers with a human interest story

My choice: _____ | Reason:

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11. EVALUATE this news article: Is the information provided COMPLETE enough for readers to understand the full situation? What important information is MISSING from the article that you would want to know?

Information PROVIDED in the article:	Information MISSING / I Would Like to Know:

12. REFLECTION: In your opinion, does this news article show that the local government of East Luwu genuinely cares about its people, or is it simply a form of political publicity? Support your opinion with evidence from the text AND your own perspective.

_____

_____

_____

_____

◆ BAGIAN D – SINTESIS & REFLEKSI DIRI

13. Generic Structure Check – Label each paragraph of the news text:

Paragraf	Generic Structure Label	Main Idea (in your own words)
[1]	[ ] Newsworthy Event [ ] Background [ ] Sources	
[2]	[ ] Newsworthy Event [ ] Background [ ] Sources	
[3]	[ ] Newsworthy Event [ ] Background [ ] Sources	
[4]	[ ] Newsworthy Event [ ] Background [ ] Sources	

14. EXIT TICKET – Author's Purpose Statement:

Complete this sentence in English:

The author's purpose of this news article is to _____ because the text states "_____" and this shows that _____.

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Pertemuan 3 (Tiga) | Bahasa Inggris – Fase F | Kelas XI

UPT SMA Negeri 1 Luwu Timur

Tujuan Pembelajaran	:	F.XI.R.3 – Menerapkan inferensi berbasis bukti untuk memahami informasi tersirat
Teks Autentik	:	"East Luwu Government Educates 250 Participants to Build Disaster-Resilient Schools" – Warta Lutim, 27 Agustus 2025
Nama Siswa	:	_____
Kelas / Kelompok	:	_____
Tanggal	:	_____

Petunjuk Pengerjaan: 1. Baca teks berita dengan cermat sebelum menjawab soal. 2. Jawab semua pertanyaan berdasarkan teks yang tersedia. 3. Untuk soal isian, tulis jawaban pada garis yang disediakan. 4. Sertakan bukti tekstual (kutipan/parafrase) pada setiap jawaban.	**Nilai Akhir** _____ Paraf Guru: _____

◆ TEKS BERITA

"East Luwu Government Educates 250 Participants to Build Disaster-Resilient Schools"

(Adapted into English for learning purposes | Source: Warta Luwu Timur, 27 August 2025)

[1] Lutim — In an effort to enhance awareness and preparedness in facing various disaster threats in East Luwu Regency, the Regional Disaster Management Agency (BPBD) of East Luwu, in collaboration with Basarnas, held a Disaster Prevention and Mitigation Training program for schools. The event, attended by 250 participants from educational institutions across the regency, was aimed at building a 'Disaster-Resilient District.'

[2] The training was officially opened by a representative of the Regent of East Luwu, who stated that the event was a form of local government support to collectively build capacity and disaster preparedness. 'The primary target we must protect during a disaster is the population. When we talk about disasters, the first thing investigated is how many lives were lost — because lives cannot be replaced,' the representative emphasized.

[3] The Secretary of BPBD, Jumardin, explained that the purpose of this activity is to increase participants' understanding and knowledge in identifying potential disasters, as well as to strengthen disaster preparedness and mitigation in educational units. "We hope this activity will reach every layer of society — volunteer groups, organizations, and local government — through formal and non-formal education, so that East Luwu can become a truly disaster-resilient district," he stated.

[4] At the end of the activity, two representative participants received official Training Participant Cards, symbolizing their readiness to serve as disaster preparedness ambassadors in their respective schools and communities.

◆ BAGIAN A – SOAL LITERAL (Informasi Tersurat)

Temukan jawaban yang SECARA EKSPLISIT ada dalam teks.

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1. Who organised the Disaster Prevention and Mitigation Training? Name both organisations. (Paragraph [1])

2. How many participants attended the training? Where did they come from? (Paragraph [1])

3. What was the stated goal/aim of the training programme? (Paragraph [1])

4. According to the government representative, what is the MOST important thing to consider when a disaster happens? Quote the sentence from the text. (Paragraph [2])

Direct Quote:
"_____"

5. What did BPBD Secretary Jumardin say about the groups this activity should reach? List at least THREE groups mentioned. (Paragraph [3])

Group 1:	Group 2:	Group 3:

◆ BAGIAN B – SOAL INFERENTIAL (Inferensi Berbasis Bukti)

Gunakan rumus T + K = I (Text + Prior Knowledge = Inference) untuk mengisi tabel inferensi di bawah ini.

6. INFERENCE CHART – Lengkapi tabel berikut dengan 3 pasang informasi tersurat → tersirat:

No.	Explicit Information (Tersurat)	Prior Knowledge (Pengetahuan Awal)	Inference (Tersirat)
1	250 participants from schools were trained about disaster prevention.		
2	The government representative stated that 'lives cannot be replaced.'		

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