

LEMBAR KERJA PESERTA DIDIK (LKPD)
Analyzing Authentic Texts: Digital Media & Self-Identity

Mata Pelajaran	:	Bahasa Inggris
Kelas / Semester	:	XI (Sebelas) / Ganjil
Materi Pokok	:	Authentic Text
Tema	:	Digital Literacies
Model	:	Diskusi dan Kerja Kelompok (Kolaboratif)
Kelompok	:	

Nama Anggota Kelompok:

- | | |
|---------|---------|
| 1. | 4. |
| 2. | 5. |
| 3. | |

A. Tujuan Pembelajaran

Melalui kegiatan diskusi kelompok, murid mampu menganalisis author's purpose (tujuan penulis), target audience (target pembaca), serta message (pesan) yang disampaikan dalam authentic texts tentang penggunaan media digital dan pembentukan identitas diri, serta menyajikan hasil analisis secara lisan maupun tertulis dengan bahasa Inggris yang tepat.

B. Petunjuk Kerja Kelompok

1. Bentuklah kelompok yang terdiri atas 4–5 orang.
2. Bacalah teks pada Bagian C dengan saksama bersama anggota kelompok. Boleh dibaca lebih dari satu kali.
3. Diskusikan dan kerjakan Tugas 1 sampai Tugas 5 secara berurutan bersama kelompok kalian.
4. Gunakan bahasa Inggris dalam menjawab setiap pertanyaan.
5. Tuliskan jawaban pada lembar yang telah disediakan atau pada buku catatan.
6. Setiap kelompok akan mempresentasikan hasil diskusinya di depan kelas (maksimal 5 menit per kelompok).

C. Read the Text

Read the following blog article with your group, then answer the tasks below.

Who Am I Online? Curating the Self in the Digital Age

A blog post from a school digital-literacy newsletter

Think about the last photo you posted online. Did you pick it carefully? Did you add a filter, crop out the messy background, or write a caption that made an ordinary afternoon sound exciting? If so, you already know what researchers call "identity curation" — the everyday habit of selecting, editing, and presenting only certain parts of ourselves for others to see.

For teenagers especially, social media has become a kind of mirror and stage at the same time. A 2023 survey of high-school students found that most teens edit their posts more than once before publishing, and nearly half admitted to deleting a photo because it did not get enough likes. This is not simply vanity. Psychologists explain that adolescence is naturally a period of identity exploration, and digital platforms now play a central role in that process. The "self" a young person builds online — the interests they highlight, the jokes they make, the causes they support — becomes part of how they understand who they are, and how others see them.

But this curated self comes with real costs. When teenagers compare their unfiltered daily lives to the highlight reels of their peers, feelings of inadequacy often follow. Constant self-monitoring — checking how many people liked a post, or rewriting a caption five times — can also be exhausting and can increase anxiety. On the other hand, digital spaces are not only sources of pressure. Many young people use blogs, forums, and creative platforms to express identities they might feel unsafe sharing

offline, such as their hobbies, gender identity, or cultural background, and to find communities of people who share similar experiences.

So, is social media harmful to how teenagers see themselves? The honest answer is: it depends on how it is used. Digital literacy — understanding how platforms are designed, why algorithms show certain content, and how curated posts differ from real life — can help young users engage with technology more mindfully. As one educator put it, "the goal isn't to quit social media, but to use it with open eyes." Parents and teachers, for their part, are encouraged to talk openly with teens about online identity rather than simply restricting screen time, since understanding almost always works better than avoidance.

This article was written for a school digital-literacy newsletter aimed at helping students and parents think critically about identity and social media use.

D. Tasks

Task 1 — Vocabulary in Context

Match the words from the text (Column A) with their correct meanings (Column B). Write the letter of your answer on the line provided.

No.	Column A (Word)	Answer	Column B (Meaning)
1	curated		A. always watching or checking something carefully
2	inadequacy		B. carefully selected and organized
3	self-monitoring		C. the feeling of not being good enough
4	mindfully		D. a set of rules a computer follows to choose or sort content
5	algorithm		E. with full, careful attention and awareness

Task 2 — Reading Comprehension

Based on the text, decide whether each statement is TRUE or FALSE. Write T or F on the line, and underline the sentence(s) in the text that support your answer.

1. Identity curation means presenting every part of yourself online without editing. (.....)
2. According to the 2023 survey, most teens edit their posts before publishing them. (.....)
3. The text states that social media only has negative effects on teenagers' identity. (.....)
4. Some teens use online platforms to express identities they cannot express offline. (.....)
5. The writer suggests that quitting social media completely is the best solution. (.....)

Task 3 — Analyzing Purpose, Audience, and Message

Discuss with your group and complete the table below. Support each answer with evidence (a phrase or sentence) from the text.

Aspect	Your Answer	Evidence from the Text
Author's Purpose (Why did the writer write this text?)		
Target Audience (Who is this text written for?)		

Aspect	Your Answer	Evidence from the Text
Message (What main idea does the writer want readers to understand?)		
Tone (worried, balanced, humorous, critical?)		

Task 4 — Critical Thinking & Group Discussion

Discuss the following questions in your group. Write your group's answers in complete English sentences.

1. The text says social media can be both a "mirror" and a "stage." In your own words, explain what this comparison means.
2. Do you agree that "understanding almost always works better than avoidance" when it comes to teens and social media? Give one reason for your opinion.
3. Compare this text to a personal Instagram or TikTok caption. How is the purpose of this article different from the purpose of a typical social media post?
4. In your opinion, what is one practical way teenagers can build a healthy online identity? Explain briefly.

Task 5 — Group Project: Present Your Analysis

With your group, create a short poster, mind map, or slide (choose one) that presents:

- the author's purpose, target audience, and message of the text (from Task 3);
- one real example (a social media post, ad, or app) that connects to the topic of digital identity; and
- your group's short conclusion or recommendation for using social media wisely.

Prepare a 3–5 minute presentation in English to share your work with the class.

E. Kunci Jawaban (Answer Key)

Task 1 — Vocabulary in Context

1. B 2. C 3. A 4. E 5. D

Task 2 — Reading Comprehension

1. F — Curation means selecting/editing certain parts, not showing everything unedited.
2. T — "most teens edit their posts more than once before publishing."
3. F — The text presents both negative effects and positive uses (e.g., expressing identity, finding community).
4. T — "Many young people use blogs, forums, and creative platforms to express identities they might feel unsafe sharing offline..."
5. F — The writer says "the goal isn't to quit social media, but to use it with open eyes."

Task 3 — Analyzing Purpose, Audience, and Message (Model Answer)

Aspect	Model Answer
Author's Purpose	To inform and raise awareness about how social media affects teenagers' self-identity, and to encourage more mindful, balanced use of digital platforms.
Target Audience	Teenagers/students and their parents or teachers, since the text was written for a school digital-literacy newsletter.
Message	Social media itself is not simply "good" or "bad" for identity — its effect depends on how it is used; digital literacy and open communication help teens build a healthier online identity.
Tone	Balanced and reflective, not purely critical — the writer acknowledges both risks (comparison, anxiety) and benefits (self-expression, community) before offering guidance.

Catatan untuk guru: Jawaban peserta didik dapat bervariasi selama didukung oleh bukti tekstual yang relevan.

Task 4 & Task 5

Kunci jawaban bersifat terbuka (open-ended). Penilaian didasarkan pada relevansi jawaban dengan teks, kualitas alasan/argumen, serta penggunaan bahasa Inggris. Gunakan rubrik pada Bagian F untuk menilai jawaban dan presentasi peserta didik.

F. Instrumen Penilaian

1. Penilaian Pengetahuan (Task 1 & Task 2)

Skor = (Jumlah jawaban benar / 10) x 100

2. Rubrik Penilaian Analisis Teks (Task 3 & Task 4)

Aspek	Skor 4 (Sangat Baik)	Skor 3 (Baik)	Skor 2 (Cukup)	Skor 1 (Perlu Bimbingan)
Ketepatan identifikasi purpose, audience, message	Ketiga aspek diidentifikasi dengan tepat dan didukung bukti kuat.	Ketiga aspek diidentifikasi cukup tepat dengan bukti yang memadai.	Sebagian aspek diidentifikasi kurang tepat / bukti terbatas.	Aspek tidak diidentifikasi dengan tepat atau tanpa bukti.
Penggunaan bukti tekstual (evidence)	Bukti relevan, spesifik, dan langsung dari teks.	Bukti relevan namun kurang spesifik.	Bukti kurang relevan dengan jawaban.	Tidak menyertakan bukti dari teks.
Kedalaman berpikir kritis (Task 4)	Jawaban reflektif, logis, disertai alasan yang kuat.	Jawaban logis dengan alasan cukup jelas.	Jawaban sederhana, alasan kurang jelas.	Jawaban tidak relevan dengan pertanyaan.
Penggunaan bahasa Inggris	Kalimat jelas, struktur & kosakata tepat.	Kalimat cukup jelas, sedikit kesalahan struktur/kosakata.	Kalimat dapat dipahami meski banyak kesalahan.	Kalimat sulit dipahami.

Nilai = (Total skor perolehan / 16) x 100

3. Rubrik Penilaian Kerja Kelompok & Presentasi (Task 5)

Aspek	Skor 4	Skor 3	Skor 2	Skor 1
Kolaborasi kelompok	Semua anggota berkontribusi aktif dan merata.	Sebagian besar anggota berkontribusi.	Hanya sebagian kecil anggota yang aktif.	Kerja sama kelompok tidak terlihat.
Isi presentasi (purpose, audience, message, contoh nyata)	Isi lengkap, akurat, dan relevan dengan teks.	Isi cukup lengkap dan relevan.	Isi kurang lengkap atau kurang relevan.	Isi tidak sesuai dengan tugas.
Penyampaian & bahasa Inggris	Penyampaian percaya diri, lancar, bahasa Inggris jelas.	Penyampaian cukup lancar dengan sedikit kesalahan bahasa.	Penyampaian kurang lancar, banyak kesalahan bahasa.	Penyampaian tidak jelas / sulit dipahami.
Kreativitas media (poster/mind map/slide)	Media menarik, informatif, dan orisinal.	Media cukup menarik dan informatif.	Media kurang menarik/kurang informatif.	Media tidak dibuat atau tidak relevan.

Nilai = (Total skor perolehan / 16) x 100

4. Lembar Observasi Sikap (Profil Pelajar Pancasila: Bernalar Kritis & Gotong Royong)

No.	Nama Peserta Didik	Bernalar Kritis (1-4)	Gotong Royong (1-4)	Komunikatif (1-4)	Catatan
1					
2					
3					
4					
5					