

**A Comparative Analysis of Task Types in *Grow With English* and  
*Rise Up!* English Textbooks for Second Grade of Primary School**



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*A Skripsi* submitted to fulfill one of the requirements for a Bachelor's  
degree in English Language Education

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
FACULTY OF LANGUAGES AND ARTS  
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## ABSTRACT

**Salsabillah Rahma Putri. 2026.** A Comparative Analysis of Tasks Types in *Grow With English* and *Rise Up!* English Textbooks for Second Grade of Primary School. Skripsi. English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta.

This study investigates the frequency and distribution of English learning tasks in two second-grade primary textbooks representing different curricula: *Grow With English* (Kurikulum Merdeka) and *Rise Up!* (Cambridge Curriculum). Employing a descriptive comparative content analysis based on Nunan's (1999) task typology, 141 tasks from five comparable units were evaluated. Findings reveal both textbooks heavily prioritize form-focused Linguistic tasks (58.46% in *Grow With English*; 47.37% in *Rise Up!*). However, significant pedagogical differences exist in secondary priorities. *Grow With English* emphasizes individual Cognitive tasks (29.23%), whereas *Rise Up!* fosters communicative interaction through Interpersonal tasks (26.32%). Furthermore, both textbooks demonstrate a significant pedagogical imbalance by completely omitting Affective tasks (0%) and severely underutilizing Creative tasks. The study concludes that while both provide strong linguistic foundations, neither achieves a multi-dimensional task balance. Future textbook development should integrate more learner-centered, affective, and creative activities to support young learners' holistic communicative competence.

Keywords: Task Types, Textbook Analysis, EFL Young Learners, Nunan's Typology, Comparative Analysis

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## ABSTRAK

**Salsabillah Rahma Putri. 2026.** A Comparative Analysis of Tasks Types in *Grow With English* and *Rise Up!* English Textbooks for Second Grade of Primary School. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Penelitian ini mengkaji frekuensi dan distribusi tugas pembelajaran bahasa Inggris dalam dua buku teks sekolah dasar kelas dua yang mewakili kurikulum berbeda: *Grow With English* (Kurikulum Merdeka) dan *Rise Up!* (Kurikulum Cambridge). Dengan menggunakan analisis isi komparatif deskriptif berdasarkan tipologi tugas Nunan (1999), 141 tugas dari lima unit yang sebanding dievaluasi. Temuan menunjukkan bahwa kedua buku teks tersebut sangat memprioritaskan tugas Linguistik yang berfokus pada bentuk (58,46% di *Grow With English*; 47,37% di *Rise Up!*). Namun, terdapat perbedaan pedagogis yang signifikan dalam prioritas sekunder. *Grow With English* menekankan tugas Kognitif individu (29,23%), sedangkan *Rise Up!* mendorong interaksi komunikatif melalui tugas Interpersonal (26,32%). Selain itu, kedua buku teks tersebut menunjukkan ketidakseimbangan pedagogis yang signifikan dengan sama sekali mengabaikan tugas-tugas afektif (0%) dan sangat kurang memanfaatkan tugas-tugas kreatif. Studi ini menyimpulkan bahwa meskipun keduanya memberikan landasan linguistik yang kuat, tidak ada yang mencapai keseimbangan tugas multidimensi. Pengembangan buku teks di masa depan harus mengintegrasikan lebih banyak aktivitas yang berpusat pada peserta didik, afektif, dan kreatif untuk mendukung kompetensi komunikatif holistik peserta didik muda.

Kata kunci: Jenis Tugas, Analisis Buku Teks, Peserta Didik Muda EFL, Tipologi Nunan, Analisis Komparatif

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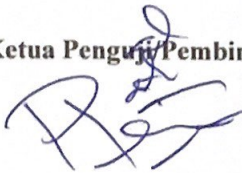
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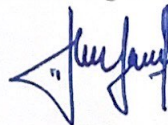
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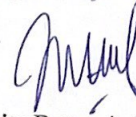
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