

**SYTACTIC ANALYSIS USED BY CHARACTER ON PEPPA PIG'S
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ABSTRACT

This study aims to analyze the syntax of character conversations in the Peppa Pig cartoon series in the episode "The Biggest Buffet Ever". The study focused on sentence structure, verb tense, syntax, and complexity of the characters conversations in the episode. The research method uses transcription of the characters' dialog and grammatical analy as to answer the research questions about the sentence structure and syntax used. The results show that the characters in Peppa Pig use a variety of simple, compound, and complex sentence structures. In addition, this study also discusses basic definitions such as grammar, grammatical analysis, and characters in a linguistic context. The significance of this study lies in a better understanding of sentence structure and syntax in a global lingua franca such as English. This research is not only useful for academic but also practical in the field of language education

Keywords: Grammar Analysis, Syntactic Structure. Character Dialogue. English Language Learning, Linguistic Research

INTRODUCTION

Grammar is one of the most important components of language learning because it provides the basic structure and rules for forming words and constructing sentences. According to Shakir and Mahmood (2021), grammar plays an important role as a language component because it helps learners understand the form, structure, and organization of sentences, particularly in English communication. A proper understanding of grammar is therefore necessary for EFL and ESL learners to communicate more accurately and effectively. Although grammar is sometimes considered difficult and tedious, grammatical competence remains an important part of communicative competence because the ability to communicate fluently and confidently requires an understanding of appropriate grammatical structures.

The difficulty of learning grammar has encouraged researchers and educators to develop various approaches that enable learners to understand grammatical concepts more easily. Grammar is not merely a collection of rules that must be memorized, but also a system that explains how linguistic elements are organized and function in communication. Fontaine (2020) emphasizes that understanding language requires learners to recognize its components so that language can be used more skillfully and professionally. Therefore, grammatical analysis requires an ability to examine language analytically by identifying different linguistic elements, their relationships, and the functions they perform within sentences. Such an analytical understanding is particularly relevant in language learning because it can support the development of grammatical knowledge and the ability to use language appropriately.

Grammatical analysis can be applied to various forms of language use, including spoken language found in audiovisual media. Analyzing spoken language allows researchers to identify how grammatical structures are naturally used in communication and how different sentence patterns are constructed. This type of analysis can also provide useful information for language teaching because learners are exposed to language in meaningful contexts rather than isolated grammatical examples. Consequently, examining grammatical structures in children's audiovisual media can provide an alternative way of understanding how English grammar and syntax are presented through dialogue.

One audiovisual medium that provides opportunities for such linguistic analysis is the animated series *Peppa Pig*. *Peppa Pig* is a British animated preschool series produced and directed by Astley Baker Davis and released by Entertainment One on 31 May 2004. The series presents everyday activities involving Peppa, her family, and friends through simple and entertaining stories. Because the program is designed for young audiences, its dialogues can provide accessible examples of English language use. Ransom (2023) explains that *Peppa Pig* can be used as an EFL teaching tool for early language learning and formulaic language acquisition, particularly because young learners require meaningful exposure and appropriate linguistic input during the process of learning a new language.

In addition to its entertainment value, *Peppa Pig* has attracted attention as a potential resource for English language learning. Although some parents have expressed concerns regarding certain representations of animals, previous research has also indicated that the series may function as an effective English as a Foreign Language (EFL) teaching tool for beginning language learners (Cayuga Community College, 2023). The dialogues presented by the characters contain various expressions and sentence constructions that can be examined from a grammatical and syntactic perspective. Therefore, the series provides relevant linguistic data for investigating how sentence structures are formed and used within children's animated media.

The linguistic characteristics of *Peppa Pig* make the series particularly interesting as an object of grammatical analysis. The characters engage in conversations about everyday activities, allowing different sentence patterns and forms of language to appear in relatively natural contexts. Alexiou (2019), in the article "Cartoons that Make A Difference: A Linguistic Analysis of Peppa Pig," points out that the program contains terms and expressions that are not commonly found in shows aimed at preschoolers. The exposure to formulaic language, situation-bound speech, and pragmatic conventions can contribute to children's language development and makes *Peppa Pig* a valuable object for linguistic investigation. However, previous studies have generally focused on particular aspects of the program, leaving opportunities for further small-scale research focusing specifically on grammatical and syntactic structures in individual episodes.

Based on this research gap, the present study focuses on the grammatical and syntactic structures used by characters in the *Peppa Pig* episode "The Biggest Buffet Ever." The analysis is conducted by examining and transcribing the dialogues spoken by the characters and identifying their grammatical structures. The analysis particularly focuses on sentence types, verb tenses, syntactic patterns, and sentence complexity. This focus is relevant because syntax is an important component of English grammar that explains how sentence elements are arranged and how they relate to one another. According to Azar (2021), syntax encompasses sentence structure, sentence parts, and the relationships among sentence elements that are necessary for constructing correct and meaningful sentences.

Therefore, this study aims to analyze the sentence and syntactic structures used by the characters in the *Peppa Pig* episode "The Biggest Buffet Ever." By examining the dialogues systematically, the study is expected to provide a clearer description of how grammatical structures are used in children's animated media. The findings may contribute to a better

understanding of English grammar in authentic or semi-authentic audiovisual contexts and provide useful references for learners, teachers, and future researchers interested in grammatical and syntactic analysis. In this way, the study not only examines the linguistic characteristics of a particular *Peppa Pig* episode but also contributes to the broader discussion of the use of children's media as a potential resource for English language learning and linguistic research.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative research design to analyze and describe the grammatical aspects used by the pig family characters in the *Peppa Pig* film episode “The Biggest Buffet Ever.” The qualitative approach was selected because the study focuses on examining language as it naturally occurs through the characters’ spoken dialogue. According to Magilvy and Thomas (2009), qualitative research is conducted in a natural environment to investigate lived experiences and everyday phenomena, with the aim of producing broad descriptions and an in-depth understanding of the phenomena being studied. In qualitative research, the researcher serves as the main research instrument and collects and interprets data through activities such as observation, questioning, documentation, and participation. In this study, the researcher observed the characters’ conversations and examined the grammatical structures contained in their utterances.

The data in qualitative research generally take the form of texts, narratives, and spoken language that can be recorded digitally, on tape, or on film. The data are subsequently examined descriptively by identifying similarities and differences, categories, patterns, and themes to provide a comprehensive understanding of the phenomenon under investigation (Magilvy & Thomas, 2009). The primary source of data in this study was the dialogue spoken by the pig family characters in the *Peppa Pig* episode “The Biggest Buffet Ever.” The researcher transcribed the dialogue and analyzed the types, forms, and structures of grammar contained in the utterances. Secondary data were obtained from relevant literature concerning English grammar, sentence structures, syntax, and previous studies related to grammatical analysis and fictional characters.

Data were collected through document analysis, content analysis, and literature study. First, the researcher obtained and watched the *Peppa Pig* episode “The Biggest Buffet Ever” and transcribed the dialogues spoken by the characters. Second, the transcript was examined using a grammatical approach by identifying sentence structures, syntactic patterns, and relevant forms of language use. The researcher then coded the transcribed dialogue by identifying the speaker, particularly the pig family characters, and considering the context of each utterance. Third, a literature study was conducted by reviewing theories and previous research related to grammatical analysis, sentence structure, syntax, conversations, and fictional characters. Relevant references were used to support the analysis and interpretation of the research data.

The data were analyzed descriptively through several stages. According to Miles (2014), qualitative data analysis involves systematic procedures for identifying, organizing, and interpreting data. In this study, the analysis began with identifying the sentence structures found in the pig family characters’ dialogue in the selected episode. The identified structures were then classified into categories such as simple, compound, and complex sentences. The researcher also identified and classified syntactic structures, particularly phrases and clauses, before analyzing their functions and relationships within the utterances. The final stage involved interpreting the grammatical and syntactic structures used by the characters to provide a systematic description of language use in the episode “The Biggest Buffet Ever.”

RESEARCH FINDING AND DISCUSSION

The findings of this study show that the dialogue spoken by the pig family characters in the *Peppa Pig* episode “The Biggest Buffet Ever” contains various grammatical and syntactic structures. The analysis focuses on sentence structures and syntactic structures found in the utterances of Peppa, George, Grandpa Pig, Grandma Pig, and other characters involved in the selected dialogues. The data were coded according to the speaker and then classified based on sentence and syntactic structures. The analysis identified 43 sentence structures consisting of simple, compound, and complex sentences. The findings indicate that simple sentences are the most frequently used structures, reflecting the relatively simple and communicative language used throughout the episode.

The distribution of sentence structures is presented in Table 4.1. The results show that 31 utterances are classified as simple sentences, while compound and complex sentences each occur six times. Thus, the total number of sentence structures identified is 43. The dominance of simple sentences indicates that the dialogue relies heavily on short and straightforward constructions. Such structures are appropriate for a children's animated series because they allow the audience to understand the characters' intentions, questions, preferences, requests, and responses without complicated grammatical constructions.

Table 1. Finding of Sentence Structures

No.	Type of Sentence Structure	Number
1	Simple Sentence	31
2	Compound Sentence	6
3	Complex Sentence	6
Total		43

The simple sentence category contains 31 data points. A simple sentence consists of one independent clause that expresses a complete idea. One example is “This is a special type of restaurant called a buffet,” spoken by Grandpa Pig. The utterance contains one main subject and predicate and provides information about the restaurant. Other examples include “Spaghetti is my favorite,” “Let's go,” and “Can I get some juice as well, Granny?” These examples demonstrate that simple sentence structures are used to express information, preferences, commands, and requests. The use of simple structures makes the dialogue accessible and easy to follow for young viewers.

Table 2. Finding of Simple Sentences in the Dialogue

No.	Character	Utterance
1	P	“Yummy tasty food yummy.”
2	GP	“This is a special type of restaurant called a buffet.”
3	R	“Just take a plate and choose the food you want to eat.”
4	R	“Enjoy.”
5	GM	“What would you like to eat, Peppa?”
6	P	“Spaghetti is my favorite.”
7	GM	“Right you are.”
8	GM	“We mustn't take too much.”
9	GM	“We can always come back and get some more.”
10	P	“Oh, good idea.”
11	GP	“What would you like, George?”
12	GP	“Thirsty are you?”
13	GP	“I think we can rustle up some orange juice.”
14	GP	“Let's see here.”
15	GP	“Oh Chase, we'll just have to make some more.”

16	GM	"Delicious."
17	GM	"I can't wait to be hungry, Peppa."
18	P	"Can I get some more now, please?"
19	GM	"Oh, of course."
20	GM	"Let's go."
21	GM	"Oh dear, could we have some more oranges please, Miss Rabbit?"
22	R	"Right away."
23	P	"Just one pancake please, Mr. Robot."
24	P	"I can always come back and get more."
25	GP	"Blended, aha."
26	P	"Oh, thank you, pancake robot."
27	P	"Can I get some juice as well, Granny?"
28	GM	"Of course, Grandpa Pig can get you some."
29	GM	"I do wonder what's taking him so long."
30	P	"Silly Grandpa, you don't need to make all the juice."
31	P	"You can always come back and get more."

Compound sentences were identified in six utterances. A compound sentence generally contains two or more independent clauses connected by coordinating conjunctions such as *and*, *but*, *or*, *so*, and *yet*. One example in the data is "Right you are, but we mustn't take too much," spoken by Grandma Pig. The sentence contains two independent clauses connected by the conjunction "but." Other examples include "Thirsty are you, I think we can rustle up some orange juice, let's see here" and "Oh, of course, let's go." These findings show that compound structures are used when the characters combine related ideas or actions within a single utterance.

Table 3. Finding of Compound Sentences in the Dialogue

No.	Character	Utterance
1	GM	"Right you are, but we mustn't take too much we can always come back and get some more."
2	GM	"Thirsty are you, I think we can rustle up some orange juice, let's see here."
3	GM	"Delicious, I can't wait to be hungry, Peppa."
4	GM	"Oh, of course, let's go."
5	GM	"Of course, Grandpa Pig can get you some, I do wonder what's taking him so long."
6	P	"Silly Grandpa, you don't need to make all the juice, you can always come back and get more."

The analysis also identified six complex sentence structures. A complex sentence consists of an independent clause and at least one dependent clause. Examples found in the dialogue include "I can't wait to be hungry, Peppa," "Of course, Grandpa Pig can get you some, I do wonder what's taking him so long," and "Silly Grandpa, you don't need to make all the juice, you can always come back and get more." The findings indicate that complex structures are used to provide additional information, express relationships between ideas, and explain actions or situations. No compound-complex sentence was identified in the analyzed data.

Table 4. Finding of Complex Sentences in the Dialogue

No.	Character	Utterance
1	R	"Just take a plate and choose the food you want to eat, enjoy."
2	GM	"Right you are, but we mustn't take too much we can always come back and get some more."
3	GP	"Thirsty are you, I think we can rustle up some orange juice, let's see here."
4	GM	"I can't wait to be hungry, Peppa."
5	GM	"Of course, Grandpa Pig can get you some, I do wonder what's taking him so long."
6	P	"Silly Grandpa, you don't need to make all the juice, you can always come back and get more."

In addition to sentence structure, the study analyzed syntactic structures in the form of clauses and phrases. The clause analysis identified 26 clauses, consisting of 13 independent clauses and 13 dependent clauses. Independent clauses are able to express complete ideas, whereas dependent clauses require additional grammatical context. The presence of both types demonstrates that the dialogue does not rely exclusively on short independent constructions but also contains subordinate structures that provide additional information. The independent clauses include expressions such as "Spaghetti is my favorite," "Oh, good idea," and "Can I get some juice as well, Granny?" The dependent clauses identified include relative, noun, and adverbial clauses.

Table 5. Finding of Clause Structures

No.	Type of Clause	Number
1	Independent Clause	13
2	Dependent Clause	13
Total		26

The dependent clauses were further classified into relative clauses, noun clauses, and adverbial clauses. The relative clauses include "that you want to eat," "called a buffet," "which is very loud," and "that Grandpa Pig can get you." Noun clauses include "what would you like to eat," "that we can always come back and get some more," "what's taking him so long," and "that Grandpa Pig can get you some." Adverbial clauses include "when you were hungry," "because we can always come back and get some more," "if we can rustle up some orange juice," and "while Grandpa Pig is still trying to make juice." These structures demonstrate that the dialogue contains different forms of syntactic dependency that contribute to the meaning and context of the characters' utterances.

Table 6. Classification of Dependent Clauses

No.	Type of Dependent Clause	Examples
1	Relative Clause	"that you want to eat"; "called a buffet"; "which is very loud"; "that Grandpa Pig can get you"
2	Noun Clause	"what would you like to eat"; "that we can always come back and get some more"; "what's taking him so long"; "that Grandpa Pig can get you some"
3	Adverbial Clause	"when you were hungry"; "because we can always come back and get some more"; "if we can rustle up some orange juice"; "while Grandpa Pig is still trying to make juice"

Finally, the phrase analysis identified 79 phrase structures distributed across ten categories: noun phrases (12), adjective phrases (9), adverbial phrases (8), prepositional phrases (8), verb phrases (19), conjunction phrases (8), absolute phrases (3), appositive phrases (3), participial phrases (4), and infinitive phrases (5). Verb phrases were the most frequently identified category, with 19 occurrences, followed by noun phrases with 12 occurrences. These findings indicate that although the overall dialogue is relatively simple, it contains a variety of phrase structures that support the construction of meaningful utterances. The combination of these structures enables the characters to describe objects, express actions, make requests, provide information, and communicate their experiences in the buffet setting.

Table 7. Finding of Phrase Structures

No.	Type of Phrase	Number
1	Noun Phrase	12
2	Adjective Phrase	9
3	Adverbial Phrase	8
4	Prepositional Phrase	8
5	Verb Phrase	19
6	Conjunction Phrase	8
7	Absolute Phrase	3
8	Appositive Phrase	3
9	Participial Phrase	4
10	Infinitive Phrase	5
Total		79

Overall, the findings demonstrate that the *Peppa Pig* episode “The Biggest Buffet Ever” predominantly employs simple and easily comprehensible grammatical structures while still incorporating compound, complex, clause, and phrase structures. The frequent use of simple sentences is consistent with the communicative purpose of children's animation, in which dialogue needs to be clear and understandable. At the same time, the occurrence of different clause and phrase types demonstrates that the linguistic input is not limited to basic constructions. The findings therefore show that the episode can provide examples of English grammatical and syntactic structures in a contextualized form, making it potentially useful as supporting material for English language learning and further grammatical analysis.

Discussion

This section presents a discussion based on the research findings. This discussion is related to the use of grammar in the dialog performed by the characters in the *Peppa Pig* Series. The author's research focuses on analyzing the grammar of dialog from the episode “The Biggest Buffet Ever” in the *Peppa Pig* series. This research is important because it explores the intersection between language acquisition and entertainment, especially in the context of early childhood education. The findings of this study are adjusted to the problem formulations listed in the thesis, namely the first problem formulation is what are sentence structures used by characters on *Peppa Pig* Series, and the second is what are syntactic structures used by characters on *Peppa Pig* Series.

Importance of Grammar in Language Learning

The background of this study emphasizes the important role of grammar in language learning. As highlighted by Shakir and Mahmood (2021), grammar is essential for building meaningful sentences and effective communication. This is in line with Fontaine's (2020)

assertion that understanding the components of language enhances our ability to use it skillfully. The findings from this study contribute to the existing literature by illustrating how children's conversations can be a valuable resource for teaching grammar.

What Are Sentence Structures Used by Characters on Peppa Pig Series According to Murray (2023) Sentence structure refers to the way words,

phrases, and clauses are arranged to form meaningful sentences. It includes the arrangement of elements that make up meaning and clarity in communication. An understanding of sentence structure is therefore essential for effective communication. By recognizing the different types of sentences, writers can improve the quality of their writing and convey ideas more clearly.

In this study, the author found 3 types of sentences structure contained in each dialog in the Peppa Pig series. These types are simple sentences, compound sentences, and complex sentences, where 31 dialogs of simple sentences, 6 dialogs of compound sentences, and 6 dialogs of complex sentences were found, resulting in a total of 40 dialogs.

What Are Syntactic Structures Used by Characters on Peppa Pig Series.

In this study the author discusses syntactic structure where the focus is on discussing clauses and phrases. According to Azar (2021) a clause is defined as a grammatical unit consisting of a subject and a predicate that functions as a component in a sentence, either as a subject, object, or complement. while a phrase is defined as a group of words that functions as a unit in a sentence but lacks a complete subject and predicate.

The author in her findings has analyzed two types of clauses, namely independent and dependent clauses where there are 13 utterances in independent clauses and 13 utterances in dependent clauses. while for phrase there are ten phrases that have been successfully analyzed by the author, namely noun phrase, adjective phrase, adverbial phrase, preposition phrase, verb phrase, conjunction phrase, absolute phrase, appositive phrase, participial phrase, and the last infinitive phrase.

Contribution to Linguistic Research

This research not only aims to enhance grammatical understanding among learners but also seeks to contribute to linguistic research by providing a comprehensive analysis of language use in children's media. The significance of this study extends beyond grammar; it touches upon how animated series like "Peppa Pig" can influence vocabulary development and pragmatic understanding among preschoolers.

Methodology Overview

The methodology used in this study involved transcribing character dialogues and analyzing grammatical structures, including sentence types, syntax, and complexity. This approach allows for a detailed examination of how language is used in a context that is engaging and educational for young learners. The selection of "Peppa Pig" as a subject is particularly relevant given its popularity and potential as an English as a Foreign Language (EFL) teaching tool.

Findings and Implications

The findings are expected to reveal the various sentence structures used by the characters, which may include simple, compound and complex sentences. Analyzing these structures provides insight into how language is presented to children, which can inform educators on effective teaching strategies. In addition, understanding the syntactic structures used can help in developing age-appropriate and linguistically rich learning materials.

CONCLUSION

The research conducted by the author on the grammatical analysis of dialogues from "Peppa Pig" episode "The Biggest Buffet Ever" provides valuable insights into how language is structured in children's media. This research highlights the importance of grammar as a basic

component in language learning, especially for young learners of English. By analyzing the sentence structure and syntactic elements used by the characters, this study shows that animated series such as “Peppa Pig” can be an effective tool for teaching English as a Foreign Language (EFL). The findings suggest that despite the common perception of children's programs, such shows can introduce complex grammatical concepts in an accessible and engaging way.

This research provides significant insights into how language is structured in children's media. By examining the sentence structures and syntactic elements used by the characters, this research shows that children's programs can serve as effective educational tools, facilitating the understanding of complex grammatical concepts in an engaging way. The findings show that the dialogue in “Peppa Pig” uses a variety of sentence types-simple, compound, complex, and compound- complex-allowing young viewers to discover and learn these structures naturally.

This is in line with existing literature that emphasizes the importance of exposure to rich language input for language development. Moreover, this study underscores the potential of animated series such as “Peppa Pig” to enhance vocabulary acquisition and syntactic understanding through relevant contexts and entertaining narratives. Overall, this study contributes to the growing body of evidence supporting the use of media in language education and highlights the need for further exploration of how such programs can be effectively integrated into the EFL curriculum. By focusing on grammatical accuracy and communicative competence, educators can better prepare young learners to communicate effectively in English.

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