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RESEARCH ARTICLE

AUSTRALIAN AND BRITISH ENGLISH IN THE FILMS BLUEY AND PEPPA PIG IN TEACHING SPEAKING SKILLS

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Abstract: This study aims to describe the use of Australian English and British English variations in two animated films, Bluey by Joe Brumm and Peppa Pig by Mark Baker and Neville Astley, and to analyze how these two films can be used for teaching speaking skills at the junior high school level. This study uses a qualitative descriptive method with a content analysis approach, interviews, and is supported by Greimas' actant schema to analyze the narrative structure of the characters in both films. The results show that Bluey predominantly uses Australian English, while Peppa Pig features British English. Through the application of Greimas' actant schema, the researcher successfully mapped the roles of the main characters as subjects, objects, helpers, and opponents in the narrative process by each character. The use of films in speaking lessons is used to increase students' activity, courage, and fluency in speaking English.

Keywords: Australian English; British English; Film; Speaking; Greimas.

BAHASA INGGRIS AUSTRALIA DAN BRITISH DALAM FILM BLUEY DAN PEPPA PIG DALAM PENGAJARAN KETERAMPILAN BERBICARA

Abstrak: Penelitian ini bertujuan untuk menggambarkan penggunaan variasi Bahasa Inggris Australia dan Bahasa Inggris Britania dalam dua film animasi, Bluey karya Joe Brumm dan Peppa Pig karya Mark Baker dan Neville Astley, serta menganalisis bagaimana kedua film ini dapat digunakan untuk mengajarkan keterampilan berbicara di tingkat sekolah menengah pertama. Penelitian ini menggunakan metode deskriptif kualitatif dengan pendekatan analisis konten, wawancara, dan didukung oleh skema aktan Greimas untuk menganalisis struktur naratif karakter dalam kedua film. Hasil penelitian menunjukkan bahwa Bluey secara dominan menggunakan Bahasa Inggris Australia, sementara Peppa Pig menggunakan Bahasa Inggris Britania. Melalui penerapan skema aktan Greimas, peneliti berhasil memetakan peran karakter utama sebagai subjek, objek, pembantu, dan lawan dalam proses naratif masing-masing karakter. Penggunaan film dalam pelajaran berbicara bertujuan untuk meningkatkan aktivitas, keberanian, dan kelancaran siswa dalam berbicara Bahasa Inggris.

Kata kunci: Bahasa Inggris Australia; Bahasa Inggris British; film; keterampilan berbicara; Greimas.

INTRODUCTION

English is an international language used by most of the world's population and is important to master because it plays a significant role in life for work, education, and communication between nations. In this era, mastering a foreign language, especially English, is a must, because it is a tool for communicating with many people (Listiyorini, 2013). In Indonesia, English is a foreign language that is a compulsory subject taught in schools, especially at the junior high school level, with the aim of enabling junior high school students to communicate simply in everyday contexts.

Speaking skills are one of the most important skills, but also the most difficult for junior high school students to master. This is because speaking requires mastery of pronunciation, grammar, vocabulary, fluency, and confidence all at the same time (Anggayana and Sari, 2017). Through speaking, students can convey their thoughts, feelings, and opinions directly in social interactions. Ur (1996) states that speaking is the most important of the four language skills, as it is a clear indicator of language proficiency. Brown (2004) states that good speaking skills encompass several key aspects, namely pronunciation, fluency, accuracy, vocabulary, and interactional skills. Mastery of these five components is essential for language learners to be able to convey messages clearly, fluently, and in a way that is understood by the listener.

However, in reality, many junior high school students still find it difficult to speak English due to several factors, such as a lack of confidence in speaking, limited facilities for practicing English speaking skills, such as language labs, and problems with pronouncing English words correctly. As a result, learning becomes less communicative and students do not have enough space to actively practice their speaking skills (Harmer, J., 2007). This is in line with the findings of Kusyairi et al. (2024), who state that speaking skills are the most frequently neglected aspect of foreign language teaching, even though they are the skills most needed in real communication.

To overcome these problems, teachers are required to be able to provide authentic, contextual, and enjoyable learning media. One medium that can be used effectively in English language learning is English-language films. Movies are a form of audiovisual media that contain all aspects of language, from vocabulary and grammar to pronunciation and cultural context (Daniyati, A., Saputri, I. B., Wijaya, R., Septiyani, S. A., & Setiawan, U., 2023).

Through the use of films, many learning activities can be carried out to improve speaking skills, such as imitating dialogues (drilling), role-playing, retelling the content of the film, or discussing characters and storylines, which can make students more active, confident, and motivated to speak in English. Sherman (2003) states that films can be an authentic learning resource and motivate students in language learning. Brown (2007) and Bordwell, D., & Thompson, K. (2010) state that media such as films can enhance cross-cultural understanding and enrich vocabulary, as they provide authentic representations of communication in everyday life.

Effective and suitable alternative films for beginners are the short-animated series Bluey by Joe Brumm and Peppa Pig by Mark Baker and Neville Astley, which feature simple English similar to

everyday conversation that is suitable for beginner and junior high school students to learn. However, there are differences between the two films: Bluey features Australian English, while Peppa Pig features British English.

Interestingly, through these two series, students not only learn the language from a linguistic perspective, but also learn about cultural differences and variations in English from two different countries, namely Australia and the United Kingdom. This can broaden students' horizons and make them more adaptable to the diverse varieties of English that exist in the real world. According to Pratama (2022), language variation in English is an important linguistic phenomenon for learners to understand because it reflects cultural and geographical diversity in language use.

Thus, this research is important because it can contribute to innovation in English language learning, especially in speaking skills. Through analysis of the use of Australian English and British English in the films Bluey and Peppa Pig, as well as its implementation in classroom learning activities, it is hoped that this research can help students improve their English-speaking skills more effectively and enjoyably. Based on the above explanation, the researcher is interested in analysing Australian English and British English found in the animated films Bluey by Joe Brumm and Peppa Pig by Mark Baker and Neville Astley for junior high school level. The research questions in this study are:

1. How is Australian English presented in Joe Brumm's Bluey?
2. How is British English presented in Mark Baker and Neville Astley's Peppa Pig?
3. What role do Joe Brumm's Bluey and Mark Baker and Neville Astley's Peppa Pig play in speaking skills learning at the junior high school level.

RESEARCH METHOD

This study uses a descriptive qualitative approach, which aims to describe linguistic phenomena and learning practices naturally and deeply, without experimental treatment. This approach allows researchers to explain how variations in English are presented in animated films and how teachers and students utilize these films in the speaking learning process. This approach also emphasizes the interpretive process of experience, meaning, and social context. As emphasized by Sugiyono (2017) & Moleong, L. J. (2017), this approach aims to understand the phenomena experienced by the subjects holistically and descriptively in the form of words or natural language.

Content analysis, interviews, and narrative analyses using Greimas's actant schema were the three main instruments used. To select these specific episodes for our content analysis of the program, we considered Bluey and Peppa Pig as representative programs that meet themes relevant to junior high school learners in Indonesia. Documentation techniques were used to obtain data from two animated films, Bluey and Peppa Pig, which were analysed to identify the forms of Australian English and British English used. The first step in this documentation process was to transcribe the dialogue from several selected episodes that were considered to represent the everyday language use of native speakers. Transcription was done manually by listening to each conversation in the film again, then recording it in the form of complete text (Shiyam, D. F. N., 2024).

Content analysis was used to examine the dialogue from the films Bluey and Peppa Pig. The first step began with transcribing the dialogue, which was then coded based on linguistic elements such as accent, sentence structure, pronunciation, and idiom usage. This process refers to the principles of content analysis according to Krippendorff (2018), which emphasizes systematicity, validity, and context in data interpretation. After coding, the data is organized into tables that allow direct comparison between Australian English and British English as presented in the films. The analysis also considers how these elements can be applied in speaking lessons.

Furthermore, the interviews were semi-structured so that they could be used to follow up on the potential strengths and weaknesses of human resources and have practical implications. These

reflections and the students' own personal responses add an important information about what “actually” happens in the classroom to the linguistic data from the recorded language practices.

At the character level, narrative analysis was conducted using Greimas' actantial schema to identify recurring characters in these stories. Structural actantial approaches such as subject, object, helper, and opponent were linked to the characters' linguistic styles. Using Greimas' model, researchers linked narrative functions to linguistic expressions by showing how meaning was created and established communicatively in each story segment.

RESULTS AND DISCUSSION

1. Results of Greimas' Structural Analysis

a. Discussion of the Bluey Animated Series

Based on the results of Greimas's Actantial Model analysis, the five episodes of the Bluey animated series have a straightforward plot with simple children's stories. The main characters are children (Bluey and her friends) and their families who pursue objects. The recipients of the story are almost the same as the main characters or subjects. Then, the sender who becomes the driving force or motivation for the story is the desire to play (Moore, B., 2010). What distinguishes each episode is the object, helper, and opponent, which are different in each episode. The object in the episode Magic Xylophones is the power of the xylophone, in the episode Keepy Uppy it is a balloon, in the episode Shadowlands it is a cake, in the episode Hide and Seek it is the Bluey family, and in the episode Camping it is forming a friendship with Jean-Luc. The helpers are the Bluey family, cooperation, perseverance, and the garden gnomes, while the opponents are created from small conflicts that occur while playing. Overall, the episodes depict fair play, sharing, cooperation in facing challenges, and togetherness (Afrilla, T., Permadi, T., & Nugroho, R. A., 2025).

b. Discussion of the Peppa Pig Animated Series

Based on the results of Greimas's Actantial Model analysis, the five episodes of the Peppa Pig animated series have a straightforward plot with simple children's stories (Rizal, A., Sanjaya, A., & Solihat, I., 2025). Throughout the episodes, the main characters remain largely the same: children (Peppa and her friends) and Peppa's family. The senders in these episodes are the desire to play, the loss of a beloved doll, and Daddy Pig's glasses. The receivers are similar to the main characters. The object of each episode is different. In the episode Muddy Puddles, the object is a mud puddle; in the episode Mr. Dinosaur, the object is George's favorite doll; in the episode Best Friend, the object is playing together; in the episode Hide and Seek, the object is playing hide and seek; and finally, in the episode Daddy Loses His Glasses, the object is Daddy Pig's glasses. The helper in all five episodes is Peppa's family. The obstacles in these episodes are a lack of players when playing, unclear instructions, and carelessness. Overall, these episodes tell stories about family, caring, and cooperation when facing problems (Nufi Azzam Muttaqin, Yusro Edi Nugroho, & Teguh Supriyanto, 2023).

2. Verbal Aspects Results from Both Films.

a. Discussion of the Bluey Animated Series

Based on the results of phonetic analysis of a collection of transcripts from five episodes of the animated series Bluey, it can be concluded that all of the dialogue that appears in these excerpts uses Australian English accents consistently and clearly. This can be seen from a number of distinctive phonetic features that are the main markers of Australian accents, which appear repeatedly in every sentence spoken by the characters in this series (Cox, F., & Palethorpe, S., 2007 & Harrington, J., Cox, F., & Evans, Z., 1997).

One of the most striking features is the use of diphthongs characteristic of Australian English, such as the /æɪ/ sound in the words I, like, take, play, and found, or the /æʊ/ and /əʊ/ sounds in the words no, go, okay, and those. In addition, long vowels such as /ɔ:/ in words like all, walls, talk, sure, and water also demonstrate the distinctive pronunciation that distinguishes Australian English from British or American English variants. The Bluey series also displays the characteristic of non-rhoticity, which is the tendency not to pronounce the letter r at the end of a syllable or word, as seen in words like party, water, your, there's, and so on. Not only that, elements of Australian local culture are also evident in the use of distinctive vocabulary such as brecky (for breakfast) and bush wee (a casual term for urinating in the bushes). With this combination of phonetic aspects and vocabulary, it is certain that the Bluey series maintains and promotes the Australian English accent, making it an authentic representation of Australian culture that is easily recognizable to international audiences.

b. Discussion of the Peppa Pig Animated Series

Based on the results of phonetic analysis of a collection of transcripts from the Peppa Pig animated series, it can be concluded that all dialogue appearing in these excerpts consistently uses a British English accent, specifically the Received Pronunciation (RP) variant, which is the formal pronunciation standard in England. The distinctive features of this accent appear repeatedly in every sentence spoken by the characters, making Peppa Pig a clear and easily recognizable example of the use of British English accents in children's media.

One of the most striking features is non-rhoticity, which is the tendency not to pronounce the /r/ sound at the end of syllables or words, as seen in the words father /'fɑ:ðə/, dinosaur /'daɪnəsɔ:/, there /ðeə/, and are /ɑ:/. In addition, the use of the long vowels /ɑ:/ and /ɔ:/ is also a key marker, as in the words can't /kɑ:nt/, bath /bɑ:θ/, and George /dʒɔ:dʒ/. Diphthongs characteristic of British English, such as /əʊ/ in the words go, over, or slowly, and /eɪ/ in the words today and play, also appear consistently.

In addition to phonetic aspects (Harrington, J., Cox, F., & Evans, Z., 1997), the series also features British vocabulary choices, such as the use of the word boot for boots and tummy for stomach. With this combination of pronunciation and vocabulary, Peppa Pig is not only a means of entertainment, but also serves as a medium for learning English that introduces British English accents authentically and consistently to viewers, especially children and students around the world.

3. The Comparison of Bluey and Peppa Pig

To compare the two films in order to obtain a complete picture of the same film and the meaning of both for language learning.

Table 1
Comparison of Bluey and Peppa Pig

Aspect	Film Animation	
	Bluey	Peppa Pig
Main Accent	Australian English	British English
Distinctive Phonetic	- Diphthongs: /æɪ/ (I, like, take), /æʊ/, /əʊ/ (no, go, okay)	- Diphthong: /əʊ/ (go, over), /eɪ/ (today, play)
Features	- Long vowels /ɔ:/ (all, talk, water) - Non-rhoticity (party, water, you)	- Vokal panjang /ɑ:/ (can't, bath), /ɔ:/ (George)
Non-rhoticity Words	<i>party, water, your</i>	<i>father, dinosaur, there</i>



Distinctive Vocabulary	<i>brecky, bush wee</i>	<i>boot, tummy</i>
Cultural Representation	Highlighting Australian culture through local pronunciation and vocabulary	Highlighting British culture and British vocabulary

In the Bluey series, almost all transcripts show the phonetic characteristics of Australian English. This can be seen from the use of diphthongs such as /æɪ/ in the words I, like, take, or play, as well as the diphthong /əʊ/ in the words no, okay, and those. In addition, long vowels such as /ɔ:/ in words like water, walls, or talk, as well as a tendency toward non-rhoticity, are very clear. Informal vocabulary typical of Australia also appears, such as the use of the word *brecky* for breakfast or *bush wee* for urinating in the bushes. All of this shows that Bluey is a representation of Australian culture. In contrast, Peppa Pig consistently uses a British English accent. This is clearly seen in the non-rhotic patterns in words such as dinosaur, there, and George. The use of long vowels such as /ɑ:/ in the word bath, as well as diphthongs such as /əʊ/ in the words go and no, and /eɪ/ in the words today and play, are dominant features. In addition, the choice of vocabulary such as *tummy* for stomach or *supper* for dinner also reinforces British culture.

Thus, these two series not only present educational entertainment content, but also introduce children to the accents, pronunciations, and vocabulary typical of each country. For English learners, both can be authentic sources for distinguishing and understanding the characteristics of Australian English and British English in a real and contextual way.

4. Teachers' Perspectives from Interviews

The interview conducted with 1 English teachers to provide the theoretical foundations for providing speaking instruction and examined how learning of animated films coordinates well. Constantly, teachers said students got more motivated, connected, and participated when watching shows like Bluey and Peppa Pig. The teacher had noticed that the practice some students did character work on movies was really translating into improved speech habits. One pointed out that movies helped with developing vocabulary and pronunciation, which made classes much more enjoyable. Other difficulties that teacher found were the lack of hours in a classroom, the unclear language readiness that some students would present to them, and also the inadequate preparation for giving online classes.

Table 2.
Summary of Teachers' Interviews

No	Teacher's Interview	
	Benefits of Using Films	Challenges
1	Studies on student motivation; students are simply more engaged when they study in a film-format.	Time constraints in curriculum.
2	Builds confidence in speaking, encourages role play.	Proficiency levels in students.
3	Improved Vocabulary through pronunciation in a Real & Fun Way	Logistics: teacher preparation and technical issues.

The motivational and perceptual implications are even more important: if students know a popular, lively animated character is behind the scenes (to some extent), they feel less anxious, and therefore more willing to engage. Yet the challenges are also seen as highlighting that film use needs to be carefully planned and weaved into a broader tapestry of learner needs, in conjunction with time pressures within an education curriculum (Suparmi, S., Lestari, A. S., & Cahyaningrum, E. F., 2025).

CONCLUSIONS

This study aims to describe the differences between Australian English and British English found in two animated films, Bluey and Peppa Pig, and how both can be used in teaching speaking skills at the junior high school level. Based on the results of content analysis and the application of Greimas' Actantial Model, the following conclusions were drawn:

1. Australian English in the film Bluey is represented through Australian pronunciation, informal vocabulary, and rising intonation at the end of sentences. The characters in the film, through their daily interactions, display relaxed communication dynamics. Based on Greimas' actant schema, Bluey and Bingo as subjects attempt to obtain certain objects (such as balloons or a magic xylophone) with the help of helpers (parents or cooperation), and face opponents (challenges or playmates), thus forming a story structure that can be imitated in speaking learning.
2. British English in the Peppa Pig film is presented through British English sentence structure and accent. In Greimas' structure, Peppa as the subject also pursues specific objects in her daily activities, such as playing, exploring, or learning. The sender, helper, and opponent elements form a complete and easily analyzed narrative to introduce the context of dialogue and develop students' speaking skills.
3. The use of Bluey and Peppa Pig films in speaking lessons in junior high school has proven effective in increasing student motivation, pronunciation, and confidence. Teachers stated that the use of films as authentic media helped students understand the social context of language, enriched their vocabulary, and improved their speaking skills in a gradual and enjoyable manner.

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