'TO CUT' VERB AND ITS HYPONYMS IN COOKING: A COMPONENTIAL ANALYSIS

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Abstract:
In the context of cookery, the article investigates the contrasts between the verb "to cut" and its associated words. The research identifies at least 22 different "to cut" verbs and associated phrases, as well as extensive descriptions of their meanings and variances. Nida's componential analysis method was employed in this study, which is a qualitative descriptive method that collects data using dictionaries and glossaries. According to the research findings, there are significant differences in meaning between the various cutting verbs, which can be attributed to factors such as the purpose of the action, the tools used, the tool's position, the object being cut, the size and shape of the result, and the thickness of the cutting result. The study also discovered that while the term "to chop" is the most widely used verb when discussing a cutting action, it lacks any distinguishing properties when compared to other cutting verbs that may be employed instead.

Keywords: *Meaning, componential analysis, verbs, cutting, cooking*

INTRODUCTION

All individuals, regardless of socioeconomic status and gender, should possess the ability to cook. This is mainly because it is an essential life skill that provides us with sustenance (Ana and Konisi, 2021). Thus, everyone should learn the basics of preparing meals.

Cooking is not only related to fulfilling basic human needs for food (Rahmawati and Mulyadi, 2021), it has also evolved into a form of art that can be pursued professionally and commercially. The art of cooking has been gaining traction in recent years, leading many people to explore different ways to learn and understand it. Some opt for professional culinary instruction, whereas others lean towards independent study through cookbooks and online resources. Cooking is a way of connecting different cultures and countries. The internet, as well as cookbooks, makes recipes from other parts of the world accessible to everyone. Cooking for oneself and trying out new types of cuisine from different cultures can be an exciting experience. Additionally, it can foster community spirit and bring people closer through the sharing of meals.

With the increasing enthusiasm in the culinary world, recipes have advanced more thoroughly over time when compared to fourteenth and fifteenth-century cookbooks (Choi, 2020). A variety of recipes has a particular culinary term, including the verb "to cut", which is employed in different cooking activities, as stated in Grolier Encyclopedia of Knowledge (1991, p. 235),"The art and science of preparing food for eating by the application of heat. The term also includes the full range of culinary techniques: preparing raw and cooked foods for the table; final dressingof meats, fish, and fowl; cleaning and cutting fruits and vegetables; preparing salads; garnishing dishes; decorating desserts; and planning meals."

To cut verb is a superordinate lexeme that has at least 21 subordinate lexemes such as: to butcher, to carve, to chop, to cube, to cut in, to dice, to fillet, to french, to julienne, to mince, to pare, to peel, to slit, to scale, to score, to section, to shred, to slaughter, to slice, to snip, and to trim. Unfortunately, many assume that particular verbs used to describe 'cutting' steps in culinary activities are thought of as synonymous. In fact, no lexemes have the same meaning, even though

they are synonyms, as stated by Wijana and Rohmadi (2008). There must be elements of a different meaning in them to distinguish the meaning of one word from another (Shalihah, 2015). These elements are also known as components. Even though the terms are synonymous with one another, their individual components may not be completely alike. Additionally, words are thought of as entities composed of semantic parts or features (Adisutrisno, 2008; Kempson, 1977; Lehrer and Nida in Nardiati, 2005).

Mistakes can be made if people fail to recognize the distinctions among the verbs when translating them (Afrouz, 2020). To ensure accuracy, they must explore the significant contrasts among each verb. Cooking activities involve many different verbs that can often be misconstrued when translated from one language to another (Utami and Dewi, 2019). Occasionally, 'to cube' and 'to dice' are mistranslated. It is important to note that despite the same cut form, i.e a square shape, these terms have distinct meanings and should not be confused with one another. While there are differences between the two, an accurate translation is necessary to ensure that the instructions for cooking are communicated accurately and thus yield the desired results.

Upon further scrutiny, it can be noted that there is a slight difference between the two verbs - the outcome size. Both of these have a box shape however the sizes of cubes and dice pieces are not the same. This has an impact on several items. Malfunctions in deciphering cooking instructions in unfamiliar languages can result in disastrous food results; translating foreign-language recipe books and cooking manuals can also lead to errors; similarly, verbal chats employing terms from foreign tongues may also cause miscommunications, and so on.

Mistranslating cooking instructions in a foreign language can be disastrous for the culinary outcome. Potentially, using an incorrect type of cut as specified can fail to deliver the intended dish. Poorly prepared dishes can lead to less than desirable results. Not only does

it affect the visual appeal, but it also has a major impact on the flavor and level of doneness of the food.

Since semantics is a study of meaning in language (Adisutrisno, 2008; Lehrer, 1974; Löbner, 2002; Palmer 1981; Parker and Riley, 2014; Subroto, 2011; Utami and Eriyani, 2022), it is an appropriate foundational theory for performing this research. With relation to meaning, Nida (1975) compares meaning to the color blue. Nida believes that if the entire globe is blue, blue will not appear bluish because there are no other hues in contrast to blue. They all seem the same. This comparison uses to illustrate the meaning of words. A word will have meaning if it is compared with other words that have similarities in certain qualities but differ in others. In other words, words have meaning only when they are compared with other words that share the same feature but have opposing qualities.

Lyons (in Nardiati, 2005: 180) states, "This set of lexemes in the lexical field is connected by a shared meaning component and a distinguished or diagnostic component of meaning. This diagnostic meaning component can generate a contrast between one lexeme and another in a lexical field". In agreement with Lyons, Chaer (1994: 320) states, "This meaning component analysis may be employed to detect discrepancies from synonymous forms." The componential analysis of semantic is an appropriate analytical method to use in this study, as it can provide details and break down each verb based on its components (Kazeminejad et al., 2022; R, Yayuk and Sawardi, 2022; Wijayanti and Diani, 2022). According to Leech (as adapted from Partana, 2003, p. 123), word meaning analysis is usually perceived as a way of breaking down the significance of a word into its essential characteristics, specifically into components that are in contrast with other components. Therefore, it is possible to break down the meanings of words into the smallest form of semantic features or components of meaning (Partana, 2003, p. 125; Goatly, 2012, p.99).

This article will examine the distinctions between the various types of cutting verbs used in cooking, with a semantic perspective utilizing componential analysis. It is hoped that this research will be able to provide insight into the differences in the overall meaning of verbs and their intricacies, based on their constituent components. This can then be used to ensure proper, accurate usage of those verbs.

METHOD

This research utilizes a qualitative descriptive approach to decode the meaning of twenty-two English verbs for cutting in cooking. Data was gathered by identifying the varieties of cuts commonly produced in culinary activities in English, during the data collection phase. To ensure a wide array of data, multiple sources were used such as glossaries of cooking terms and physical and online dictionaries. Additionally, thesauruses and glossaries of cookery were consulted for verbs.

During the data analysis phase, the researcher outlined definitions and variations of all gathered verbs. Doing so is advantageous as it offers a thorough understanding of each verb's true meaning. To answer questions on the dissimilarities between verbs, researcher first analyzed the data and identified the semantic features common to all verbs. As a guide, referring to the dictionary definition of each verb may be beneficial in establishing such features. Following the evaluation of features with a meaning component analysis table, it was possible to ascertain what elements made up each verb and if they differed based on the verb. This set of components enabled us to distinguish between the various verbs under investigation. When disseminating the data, the results of the analysis are presented as tables and descriptive paragraphs. Presenting the data analysis results in a tabular format is a useful way to allow readers to examine the components of each verb's meaning more closely. It also enables them to understand the

table's context better through the additional explanation that follows in paragraph form.

FINDINGS AND DISCUSSION

Features and Sub-features of 'to cut' Verb and Its Hyponyms in Cooking

'To cut' verbs used in the context of cooking can be identified by at least eight distinct semantic features. Each of these primary features also has its own set of sub-features that allow for a detailed and precise understanding of each lexeme. The eight features of meaning are further subdivided into sub-features that help elucidate the intricate semantic characteristics of words. A detailed explanation will be presented below.

1. [PURPOSE] feature

The focus of this feature highlights the primary goal accomplished by cutting. The motive of this activity is derived based on the initial interpretation of "to cut" verbs. According to the definition of 'to cut' found in a dictionary, at least six objectives are associated with this act. These objectives form sub-features of the [PURPOSE] meaning feature. The verb "to cut" can be broken down into six purposes: [SLICING], [REMOVING], [SHAPING], [DIVIDING], [SHORTENING], and [REDUCING].

Table 1. [PURPOSE] Feature

[PURPOSE]	Verbs
[SLICING]	to cut,to slaughter, to butcher, to slit, to score
[REMOVING]	to cut,to scale, to peel, to pare, to french, to trim, to fillet
[SHAPING]	to cut, to french, to fillet, to section, to score, to slice, to cube, to dice, to julienne, to shred, to mince, to cut in,to snip

[DIVIDING]	to cut, to butcher, to section, to slice, to chop, to cut in, to carve
[SHORTENING]	to cut, to butcher, to trim, to mince, to cut in, to snip
[REDUCING]	to cut, to trim

2. [TOOLS] feature

During the analysis of the verb 'to cut' in cooking, at least three tools are found to be necessary for performing these actions. The primary tool utilized here is [KNIFE], while the second one is [HAND], which refers to a bare hand that has the capacity of tearing apart objects using its fingers. The last one is [SCISSOR].

Table 2. [TOOL] Feature

[TOOL]	Verbs
[KNIFE]	to cut, to slaughter, to butcher, to scale, to peel, to pare, to french, to trim, to fillet, to section, to slit, to score, to slice, to chop, to cube, to dice, to julienne, to shred, to mince, to cut in, to carve
[HAND]	to cut, to trim, to shred, to cut in
[SCISSOR]	to cut, to trim, to snip

3. [TOOL POSITION] feature

This feature pertains to the position of the cutting tool in relation to the intended object. It can be categorized into two types: [VERTICAL] and [HORIZONTAL]. In a vertical position, the cutting tool is facing downwards and thus an act of down stroke is taking place. The sharp blade beneath it is directly in contact with the surface of the cutting board, allowing for precise interaction with the object. Nevertheless, for some verbs, the orientation indicates that the pointed end of the blade must be directed downwards to complete a 'stabbing' motion.

When the tool is held in a vertical position, it will make a cut in a top-to-bottom fashion. On the other hand, when it is held in a horizontal manner, the cut will be parallel to the cutting surface and occur from left to right or vice versa.

Table 3. [TOOL POSITION] Feature

[TOOL POSITION]	Verbs
[VERTICAL]	to cut, to butcher, to peel, to trim, to section, to slit, to score, to slice, to chop, to cube, to dice, to julienne, to shred, to mince, to cut in, to snip, to carve
[HORIZONTAL]	to cut, to slaughter, to butcher, to scale, to peel, to pare, to french, to trim, to fillet, to shred, to cut in, to snip

4. [TARGET OBJECTS] feature

In the action of cutting, target objects can generally be divided into two categories: [ANIMALS] and [OBJECTS]. Many types of target objects don't fit into either of these sub-features. For example, when the verb "to scale" is used, it implies the removal of scales on a fish - something which should not be grouped with either [MEAT], [VEGETABLE], or [FRUIT]. In this case, scales are considered to be a part of the fish itself. Moreover, in another action such as slaughtering, the target object is an animal - usually its neck - and thus cannot belong to the [MEAT] category as it involves taking away an animal's life.

Verbs such as 'butcher' and 'cut' have inanimate objects such as [meat] and [butter] as their targets. Meanwhile, 'score' can be applied to a wide range of food ingredients including fruits, vegetables, meat, and even doughs just before they are baked. This discrepancy between verbs easily shows how different processes need to be conducted differently with each target object. To address this complexity, the verbs can be broken down into two main sub-features: Verbs used for

inanimate objects versus verbs that are used for a variety of edible components.

The researcher selected two sub-features - [ANIMAL] and [OBJECT] - to thoroughly cover the variety of target objects. This allows the inclusion of object variations that cannot be classified under narrower categories. We chose [ANIMAL] for objects related to animal body parts that are not meat, while we added [OBJECT] for objects that don't belong in the [VEGETABLE] or [FRUIT] groups, like [BREAD DOUGH], for example. This carefully crafted selection is meant to make it easier and simpler for readers to understand the component analysis table.

Table 4. [TARGET OBJECT] Feature

[TARGET OBJECT]		Verbs
[ANIMAL]	[NECK]	to cut, to slaughter, to butcher, to slit
	[MEAT]	to cut, to butcher, to trim, to fillet, to slit, to score, to slice, to chop, to cube, to dice, to julienne, to mince, to carve
	[SCALE]	to cut, to scale, to trim
	[BONE]	to cut, to french, to trim
[OBJECT]	[VEGETABLE]	to cut, to peel, to trim, to slit, to score, to slice, to chop, to cube, to dice, to julienne, to shred, to mince, to snip
	[FRUIT]	to cut, to peel, to pare, to trim, to section, to slit, to score, to slice, to chop, to cube, to dice, to julienne, to shred
	[BUTTER]	to cut, to cut in
		to cut, to score

5. [CUTTING SIZE] feature

The [CUTTING SIZE] feature is divided into two categories: [BIG] and [SMALL]. The exact size is determined based on the lexeme, and there isn't a fixed benchmark for each cut. This feature also takes the purpose of the cutting into account, as the aim of this cooking activity is to separate one unit into distinct parts. When determining the classification of this sub-feature, it will be assumed that the results are separate pieces, not the reduced parts of the whole unit. In other words, the researcher looks at how much was cut away rather than what remains.

Table 5. [CUTTING SIZE] Feature

[CUTTING SIZE]	Verbs
[SMALL]	to cut, to scale, to peel, to pare, to french, to trim, to fillet, to section, to score, to slice, to dice, to shred, to mince, to cut in, to snip
[BIG]	to cut, to slaughter, to butcher, to trim, to fillet, to slit, to score, to slice, to chop, to cube, to carve

6. [CUTTING SHAPE] feature

The [CUTTING SHAPE] meaning feature is composed of two sub-features, [SPECIFIC] and [UNSPECIFIC]. This portion focuses on verbs whose resulting cut pieces have a specific shape as a box, matchstick, and others. That is to say, words in this category do not only signify the act of cutting but also emphasize the outcome it should create. Verbs such as fillet, cube, dice, julienne, and shred can be classified under this sub-feature.

Table 6. [CUTTING SHAPE] Feature

[CUTTING SHAPE]	Verbs
[SPECIFIC]	to cut, to fillet, to cube, to dice, to julienne, to shred,

[UNSPECIFIC]	to cut, to slaughter, to butcher, to scale, to peel, to pare, to french, to trim, to section, to slit, to score, to slice, to chop, to mince, to cut in, to snip, to carve

7. [THICKNESS] feature

The [THICKNESS] feature of this analysis is composed of two separate sub-features: [THICK] and [THIN]. Classification of cuts according to the thickness is conducted through observation, rather than by category or unit of measurement. The thick and thin nature of a cut can be determined visually.

Table 7. [THICKNESS] Feature

[THICKNESS]	Verbs
[THIN]	to cut, to scale, to peel, to pare, to french, to trim, to fillet, to slit, to score, to slice, to julienne, to shred, to mince, to snip, to carve
[THICK]	to cut, to slaughter, to butcher, to trim, to fillet, to section, to chop, to cube, to dice, to cut in, to carve

8. [LOAN WORD] feature

It was determined that some of the verbs used in this paper are loanwords. Morphologically, these words appear different from most English words and can be easily identified as loanwords. Two common examples include "to fillet" and "to julienne," and both of these have their origins in French. Therefore, their associated sub feature is labeled [FRENCH LANGUAGE].

Table 8. [LOAN WORD] Feature

[LOAN WORD]	Verbs
[FRENCH LANGUAGE]	to fillet, to julienne

Meaning Components of "to cut" Verb and Its Hyponyms in Cooking

Various verbs that contain the meaning of 'to cut' may look the same and similar. Some of them are indeed synonymous pairs that have almost the same composition of components. However, there will always be one or more features of meaning between a pair of synonyms. It is this different component arrangement that distinguishes the meaning of one lexeme from another, where the way to find out the component arrangement of each lexeme is to examine it using the componential analysis method. This analysis breaks down a lexeme into its component elements so that the location of the differences in meaning can be identified accurately and efficiently. One lexeme and the other are composed of dissimilar components. Even though they have features that are shared, the value of each feature can be different.

Table 9. Meaning components of 'to cut' verb and its hyponyms in cooking

Verb	Purpose						Tool			Tool Position		Target Object — Animal				Object				Cutting Size		Cutting Shape		Thickness		Loan Word
	Slicing	Removing	Shaping	Dividing	Shortening	Reducing	Knife	Scissor	Hand	Vertical	Horizontal	Neck	Meat	Scale	Bone	Vegetable	Fruit	Butter	Bread Dough	Small	Big	Spesific	Unspecific	Thick	Thin	French Language
to cut	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+	-
to slaughter	+	-	-	-	-	-	+	-	-	-	+	+	-	-	-	-	-	-	-	-	+	-	+	+	-	-
to butcher	+	-	-	+	+	-	+	-	-	+	+	+	+	-	-	-	-	-	-	-	+	-	+	+	-	-
to scale	-	+	-	-	-	-	+	-	-	-	+	-	-	+	-	-	-	-	-	+	-	-	+	-	+	-
to peel	-	+	-	-	-	-	+	-	-	+	+	-	-	-	-	+	+	-	-	+	-	-	+	-	+	-
to pare	-	+	-	-	-	-	+	-	-	-	+	-	-	-	-	-	+	-	-	+	-	-	+	-	+	-
to french	-	+	+	-	-	-	+	-	-	-	+	-	-	-	-	+	-	-	-	+	-	-	+	-	+	-

to trim	-	+	-	-	+	+	+	+	+	+	-	+	+	+	+	+	-	-	±	±	-	+	±	±	-
to fillet	-	+	+	-	-	-	+	-	-	-	+	-	+	-	-	-	-	-	-	±	±	+	-	±	±
to section	-	-	+	+	-	-	+	-	-	+	-	-	-	-	-	+	-	-	+	-	-	+	+	-	-
to slit	+	-	-	-	-	-	+	-	-	+	-	+	+	-	-	+	+	-	-	-	+	-	+	-	+
to score	+	-	+	-	-	-	+	-	-	+	-	-	+	-	-	+	+	-	+	±	±	-	+	-	+
to slice	-	-	+	+	-	-	+	-	-	+	-	-	+	-	-	+	+	-	-	±	±	-	+	-	+
to chop	-	-	-	+	-	-	+	-	-	+	-	-	+	-	-	+	+	-	-	-	+	-	+	+	-
to cube	-	-	+	-	-	-	+	-	-	+	-	-	+	-	-	+	+	-	-	-	+	+	-	+	-
to dice	-	-	+	-	-	-	+	-	-	+	-	-	+	-	-	+	+	-	-	+	-	+	-	+	-
to julienne	-	-	+	-	-	-	+	-	-	+	-	-	+	-	-	+	+	-	-	+	-	+	-	-	+
to shred	-	-	+	-	-	-	+	-	+	+	+	-	-	-	-	+	+	-	-	+	-	+	-	-	+
to mince	-	-	+	-	+	-	+	-	-	+	-	-	+	-	-	+	-	-	-	+	-	-	+	-	+
to cut in	-	-	+	+	+	-	+	-	+	+	+	-	-	-	-	-	-	+	-	+	-	-	+	+	-
to snip	-	-	+	-	+	-	-	+	-	+	+	-	-	-	-	+	-	-	-	+	-	-	+	-	+
to carve	-	-	-	+	-	-	+	-	-	+	-	-	+	-	-	-	-	-	-	-	+	-	+	+	+

DISCUSSION

To cut has various definitions. The superordinate lexeme is not only used to represent the act of separating one part from a whole. To cut verb is better known as cutting or applying a sharp-edged tool to a target object to be cut, but cutting itself has a broader meaning. The action of cutting has various purposes which contribute to the different meanings of its subordinate verbs. Several purposes of cutting go beyond creating a separate part of an initial whole unit object.

There are cutting actions that only aim to slit or mark the target object without changing the object into a smaller form. In other words, the act of cutting does not necessarily mean that the cutting tool penetrates the target object. Making a scratch, mark, or opening on the surface of something can also be classified as cutting. In more detail, the verb to cut can have the meaning of reducing, eliminating, cutting, trimming, reducing, separating, dividing, and shaping.

The verb slaughter refers to the act of slaughtering or killing animals for human consumption or commerce. This action verb includes all animals, not just those with large bodies. However, as

the dictionary indicates, the animal used as the object of this verb is livestock for consumption. To slaughter possess components such as [+SLICING], [+KNIFE], [+VERTICAL], [+HORIZONTAL], [+NECK], [+MEAT], [+BIG], [+UNSPECIFIC], [+THICK].

The definition of 'to butcher' in Oxford Advanced Learner's Dictionary (2015, p.204) is, "To kill animals and cut them up for use as meat". The verb to butcher is a continuation of the verb to slaughter. If slaughter is the act of slaughtering or killing an animal, then to butcher is the activity of cutting or separating the parts of the animal's body to extract the meat for consumption purposes. At first glance, there are similarities in the meaning of the verbs slaughter and butcher. Both are defined as the act of taking the life of an animal to take its meat for consumption. However, both have different features. The verb to slaughter includes the act of killing in its definition. This shows that there is an emphasis to be conveyed, namely to slaughter refers more to the act of killing or taking the life of an animal. Meanwhile, the butcher adds information such as cutting it up or cutting the meat into smaller pieces. This implies the stressing of the act of separating or breaking apart the body parts of animals that were previously intact, into several parts. To butcher, as one of the subordinate lexemes, consists of components [+SLICING], [+DIVIDING], [+SHORTENING], [+KNIFE], [+HORIZONTAL]. [+VERTICAL], [+NECK], [+MEAT], [+BIG], [+UNSPECIFIC], and [+THICK].

To scale is a verb for performing the act of removing fish scale has components such as [+REMOVING], [+KNIFE], [+HORIZONTAL], [+SCALE], [+SMALL], [+UNSPECIFIC], [+THIN]. This classification is based on the verb's definition. Oxford Dictionary defines to scale as "to remove scales or scales from (as by scraping)". This verb may experience derivation because it comes from a noun. By looking at the word scale, it can also be interpreted that the target objects of this action are animals that have scales and

will be used for consumption purposes.

To peel, which aims to remove the outer layer of fruit and vegetable by using the knife, hold [+] sub-features for [REMOVING], [KNIFE], [VERTICAL], [HORIZONTAL], [VEGETABLE], [FRUIT], [SMALL], [UNSPECIFIC], [THIN]. The verb to peel refers to the act of peeling or removing the outer skin of ingredient. The peeling can be done with bare hands or with the help of tools such as a knife and peeler.

The verb to pare means removing the outer layer of fruit and has components such as [+REMOVING], [+KNIFE], [+HORIZONTAL], [+FRUIT], [+SMALL], [+UNSPECIFIC], [+THIN]. the verb to pare is a verb used to describe the action of removing the outermost part of the fruit. In other words, to pare is a verb that means peeling fruit skin. This verb, at first glance, seems similar to the peel verb. However, there is a difference between the two verbs.

In terms of the target object, the verb to pare is more likely to have fruit as its object, while to peel can be applied to both vegetables and fruit. The second difference is the tool used to act. A special knife is needed, namely a paring knife as a tool for the verb to pare. Meanwhile, as explained previously, peeling can be done with a knife, bare hands, or special tools such as a peeler.

Furthermore, the verb to pare requires a special technique that regulates the position of the hand when peeling the fruit. Paring describes the position of the hand holding the knife by pointing inward (towards the one who performs the act) with the thumb in front of the blade. To cut the fruit it is suggested to peel in a slow circular motion so that the peeled skin forms a spiral circle. Meanwhile, the verb to peel does not have a special technique. The paring technique can also be applied to the verb to peel, as long as the function of the verb to remove the outermost layer of vegetables or fruit can be achieved.

To french involves the application of [+REMOVE], [+SHAPING],

[+KNIFE], [+HORIZONTAL], [+BONE], [+UNSPECIFIC], [+THIN], and/or [+SMALL] cuts to a piece of raw meat to make the bones more visible without taking out any specific bone. The cuts need to be thin, though.

The verb to trim is a verb with the components [+REMOVE], [+SHORT], [+REDUCE], [+KNIFE],[+SCISSOR],[+HAND],[+VERTICAL],[+HORIZONTAL],[+MEAT],[+SCALES], [+BONE], [+VEGETABLES], [+FRUITS], [± SMALL], [± LARGE], [+NON SPECIFIC], [± THICK], [±THIN]. The verb 'to trim' involves removing excess or unnecessary ingredients from food. In addition to eliminating them, certain sub-features like [SHORT] and [REDUCE] would be positively considered when assigning a value to the verb.

Filleting meat is the act of removing its skin, bones, and other components. To do so, a sharp knife with a horizontal position is used as the main tool. This verb highlights not only the removal of elements but also it is shaping for the desired purpose. The cut produced is quite similar to the initial noun fillet which means thin strips or strands. Thus, the author has given a positive value (+) to the particular sub feature in question.

The verb "to section" is used to divide fruits, particularly citrus, into smaller parts. It involves both shaping and dividing, which helps achieve the desired purpose. Additionally, there is the [+FRUITS] object component, which is accompanied by a [+KNIFE] tool in a [+VERTICAL] position. This shape has a segmented structure and is notably thick and non-flat, which makes it small in size. It is widely recognized as a [+THICK] sub-feature.

The word "slit" means to cut something with a knife. It is commonly used for a variety of purposes, such as slashing through something vertically, like meat, vegetables, or fruits; or making thin not-so-specific slices.

Scoring involves techniques such as slashing, shaping, knifing,

and vertical slicing which can be applied to different food items like meat, vegetables, fruits and bread dough. It is applicable to the slicing of various sizes – small or large - and thicknesses - thin or not specific. This verb has the purpose of cutting and shaping, because the cuts that are made have a special pattern, unlike the incisions that result from the verb to slit which is not specific.

To 'slice' means physically cutting something into thinner and even pieces. It usually involves using a knife with a vertical motion to achieve the desired shape or division of the object. Different types of foods such as [+MEAT], [+VEGETABLES], and [+FRUITS] can all be subjected to action and processed into various dishes. The size of the cuts will depend on the type of dish. This verb emphasizes not only the thinness but also its shape and size.

Chopping focuses on a fast downward motion, usually done with a knife. Its purpose is to cut something into smaller pieces. It can be used for meat, vegetables, and fruits alike. Owing to the swift downward cutting motion, the size of the cut produced tends to be big. Additionally, the cut shape and thickness are usually thick too.

The purpose of a cube cut is to shape something into a box-like structure. This action classifies under [+SHAPING], and the results associated with this cut are [+SPECIFIC]. The [+KNIFE] tool [+VERTICALLY] is positioned for cutting. The items being cut are usually [+MEAT], [+FRUITS], and [+VEGETABLES]. These results are generally thicker than usual due to the big cube-like shape with a larger size.

Both the verbs 'to dice' and 'to cube' have very similar meanings. The only distinction between them is regarding the cut size sub-feature, with the former having a [+SMALL] size compared to the cube verb. To dice is unique in adapting its shape and size to whatever type of dice it is being used for. As a result, this verb has a specific form that is quite thick - because it takes shape of a dice as discussed

previously. The goal of the verb is to cut [+MEAT], [+FRUITS], and [+VEGETABLES] using an [+KNIFE] in a [+VERTICAL] position. The tool used makes these tasks much simpler and faster.

Julienning is a specific type of cutting food into very thin, match-like strips. It requires a knife to be used in a vertical motion to achieve this shape. The purpose of this cut is for forming the food into particular shapes. Julienne is a French term used when referring to the process of slicing foods such as meat, vegetables, or fruits into small and thin strips. The size and thickness of the cuts are also said to be uniform regardless of what type of food is being cut.

To 'shred' is a term that highlights the curled, sliced shape of the cut. The [+SHAPING] element includes this verb and requires either a [+KNIFE] or [+HAND] as the main cutting tool. The tools can be aligned both horizontally and vertically. The verbs are usually aimed at vegetables & fruits, with the leaves of vegetables or types of them that are easily broken being common targets. For fruits, the recommended cut is [+SMALL] and [+THIN] to get the zest on their outermost layer. Grated lemon peel is a classic example of this type of cut. The [+SPECIFIC] sub-feature specifically deals the shape of long, thin strands that similar to peeling.

The verb 'mince' denotes the creation of the smallest possible pieces. Therefore, it has both [+SHAPING] and [+SHORTENING] uses. [+KNIFE] is the primary tool for cutting small pieces of [+MEAT], [+FRUITS], and [+VEGETABLES]. This is because it directs the cutting tool in a vertical direction, thus allowing for a more precise cut. The [+SMALL] sub-feature has a generally [+THIN] thickness, and its shape is classified as [+NOT SPECIFIC], meaning that the cut can be any shape as long as it's not too big. This size/shape combination provides you with optimal results.

'To cut in' is a specialized technique employed in the pastry field, where the size of the cut and the object are essential elements.

Additionally, having an adequate cutting tool is paramount for this process. These verbs belong to the [+SHAPING], [+DIVIDING], and [+SHORTENING] sub-feature categories with butter as its target object. The main tools used for this process are [+KNIFE], however, you could use your [+HAND] to slightly mash the butter too. To cut butter with a knife, the position of the tools should be both vertical and horizontal. This is done by crisscrossing two knives in opposite directions. As long as the result is small in size, the shape of the cut doesn't matter. The thickness should be thick enough to accommodate a lumpy texture.

The verb 'snip' mainly brings to mind herbs and vegetables, and the [+SCISSORS] as the main tool. It is expected to have [+SMALL] size pieces as the result.

This verb focuses on classifying these elements into the [+VEGETABLES] sub-feature. The position of the tool is [+HORIZONTAL] and [+VERTICAL] because in cutting objects, you can use both the tip of the scissors and the body of the scissors. The purpose of this verb is assumed to be [+SHORTENING] and [+SHAPING] into small chunks as it is in the verb to mince. There is no specific shape that must be produced as long as the size is small. Therefore, this verb has a [+UNSPECIFIC] component in the [CUTTING SHAPE] sub-feature. The thickness of the cut is included in the [+THIN] sub-feature with the assumption that most herb plants have the physical characteristics of being thin and brittle.

The verb to carve aims to cut ready-to-eat cooked meat from the whole unit. Cuts of cooked meat are distributed just before the communal meal time begins. For this reason, the researcher assumes that the purpose of this verb action is to divide the target object, which was originally large into smaller pieces. The main tool used is [+KNIFE] with [+VERTICAL] tool position. The object subjected to action is strictly limited to [+MEAT]. The resulting size is [+LARGE]

with the intention that it still has to be cut again before it becomes a ready-to-eat shape. The resulting form is [+UNSPECIFIC] because this verb emphasizes more on the type of target object. As for the thickness of the cut, it depends on the preference of the individual who will consume it.

CONCLUSION

This article dives into the nuances between the 'to cut' verb and its hyponyms in cooking. The analysis revealed that there are at least 22 cutting verbs used in cooking activities. The main verb 'to cut' is used as the superordinate lexeme, along with other related subordinate verbs to butcher, to carve, to chop, to cube, to cut in, to dice, to fillet, to french, to julienne, to mince, to pare, to peel, to scale, to score, to section, to shred, to slaughter, to slice, to slit, to snip, and to trim.

The findings of this study have educational implication especially for culinary education programs. While teaching cutting skills to students, educators must emphasize the need of accurate wording. According to the study, different cutting verbs have diverse meanings depending on the objective, instruments, position, target item, size and form of the result, and thickness of the cutting result. As a result, educators must ensure that students grasp the distinctions between cutting verbs and the settings in which they are suitable.

One way to achieve this could be through explicit instruction on the components of each cutting verb and the factors that influence its meaning. This can include providing demonstrations of each cutting technique, explaining the purpose and tools used for each technique, and highlighting the differences between similar cutting verbs. Culinary educators can also encourage students to use precise language when discussing cutting techniques to help them develop a deeper understanding of the nuances involved. Instructors should actively teach students the distinctions between different cutting verbs to ensure that they are using the correct terminology in their culinary practice. This approach can help students develop a more

sophisticated understanding of cutting techniques and enhance their ability to communicate effectively with other culinary professionals.

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