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## BASE FORM OF LEXICAL VERBS IN COOKING ARTICLES AND HOW THE HOSPITALITY STUDENTS ARE FAMILIAR WITH THEM

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### ABSTRACT

The present study aims to draw up the list of base form of lexical verbs in selected cooking articles and to know whether the fourth semester students majoring in Hospitality have already been familiar with them or not. *AntConc*, a corpus software, is used to identify the most common verbs in 50 cooking articles taken from *Wiki How Web* and the questionnaire were distributed to all the students to give assessment based on the scaling rate provided related to each verbs found in the corpus data. Based on the data analysis, the result showed that from 394 base form of lexical verbs found, there are 174 words got the rating below 5 meaning that the students have ever seen or heard the words but the meanings are vague. It indicates that although the students are in hospitality major, it does not guarantee that they have already known the essential verbs usually used in authentic text.

**Keywords:** Base form of Lexical Verbs, Cooking, Corpus Based Study

### INTRODUCTION

Vocabulary is highly essential aspect for English language learners to get success in their learning activities (Nakata, 2013; Wessels, 2011). However, it is the most challenging aspect of language to learn due to the large number of words and varied meanings of certain word. Another challenging part is that vocabulary acquisition is incremental in nature and this means that words are not learned instantaneously but they are learned over a period of time (Xhaferi, 2010). It means that to master vocabulary, the learners need much time dedicated to automatically retrieve the words from their mind as what Schmitt (2000) emphasized that “the object of vocabulary learning is to transfer lexical

information from short-term memory, where it resides during the process of manipulating language, to permanent long-term memory”.

As an important aspect of learning language, the students majoring in Hospitality should know as many as possible vocabulary in their field. One of typical vocabulary to know is vocabulary related to cooking as their future career will be closely related with this activity particularly those who aspire to be a chef or a restaurant employee and verb is paramount importance as the students have to present their cooking results.

Verbs, nouns, adjectives and adverbs are 'vocabulary words'(Eastwood, 1994). Verbs are very important to learn as if they are missing, a sentence cannot be built. Most of the verbs are action verbs and those are becoming the problems for some Indonesian students learning English as they change depending on the tenses. They can be present, past, past participle, or present participle. Therefore, the students should know the base form of lexical verbs so that they can turn base form verbs into different tenses because most of them can be changed regularly by adding –ed.

The Hospitality students must be familiar with base form of verbs related to cooking as in presenting the cooking result they are often used. Getting many exposures of verbs through reading can be extremely helpful to ingrain the verbs into long-term memory. As stated by Nezhad, Moghali, & Soori (2015), reading appears to be the best method for implicit learning - people who read a lot tend to have large vocabularies and authentic reading materials were proven to be an effective way in helping the students to enhance and enrich their vocabulary acquisition (Jutta, Karlheinz, & Matej, 2013).

For that reason, this research aims to find the most frequent base form of verbs taken from authentic cooking articles from wiki How Web by creating a corpus. Then, the familiarity of the students toward those words are investigated.

### **Learning English Vocabulary for Specific Purposes**

According to Xhaferi (2010) English for specific purposes course (ESP) are new trend in English Language Teaching and they include technical English, scientific English, English for medical professionals, English for waiters, and English for tourism. “English for specific purposes is a term that refers to teaching or studying English for a particular profession (like Law, Computers) or for a business activity (Saliu & Hajrullai, 2016). Based on the definition above, ESP is teaching English where the students learn vocabularies related to their field that have contribution for their English communication skill in the future career. So, the goal is different between learning English for Specific Purpose (ESP) and learning English as a Second Language (ESL). One of the differences was stated by Hans, A., & Hans, E. (2015) ESP programs focus on developing communicative competence in a specific field, such as aviation, business or technology whereas General English classes is practicing conversational English and learning the skills necessary for communicating in many different situations.

In teaching and learning vocabulary, it is essential to distinguish between different types of vocabulary because different types of vocabulary need different focus and treatment or some types of vocabulary will be given priorities and emphases in teaching and learning according to learners’ different aims of learning (Jiangwen & Binbin, 2001). A suitable approach for teaching ESP words is the lexical approach. The lexical approach follows the principle that lexis is the most important part of any language and should be treated that way (Xhaferi,

2010). From the statements above, it can be concluded that one of the significant aspect of learning ESP is learning typical word based on the students' field.

Vocabulary can be learnt either incidentally or intentionally (Barcrof, 2017). In terms of language acquisition, the performance of learners in incidental vocabulary is better than that of intentional vocabulary learning. Indeed, it could be deduced that a considerable amount of vocabulary knowledge was gained from the exposure to the context (Nezhad et al., 2015). However, incidental learning is considered as slow process of learning when there are long gaps between encounters (Webb, 2008). According to Ahmad (2012) by the help of contact with a sufficient amount of written language exposure, incidental vocabulary learning in the first language can be substantial. Incidental Vocabulary promotes deeper mental processing and better retention (Ahmad, 2012)

Considering both incidental and intentional vocabulary learnings have strengths and weaknesses, the students can carry out both learning vocabulary activities. One of the ways to undertake this activity is through corpus based approach. The students can be asked to read articles related to their field cooking without any intention to learn vocabulary so they would guess the meaning of the words to understand the gist of the article. Then, it is follwed by intentional learning through getting more exposures of the word from corpus. The target words can be classified based on either the most frequent or infrequent words found in the corpus as stated by Boulton (2010) finding that learners even with relatively limited levels of proficiency and linguistic sophistication can appreciate them and derive benefit from them in a variety of conditions – on paper or hands-on, as a learning aid or reference tool.

## English Verbs

Verbs are essential part in sentences. In learning English, verbs are associated with tenses due to its existence which can be used to indicate the time, continuation or accomplishment of an action or state to the time speaking. It becomes one of the challenges to Indonesian students who are learning English as Indonesian does not have this concept.

According to Collins (2007), situations expressed by verbs in any given language can be classified as belonging to one of four categories—stative, activity, accomplishment, and achievement. The four categories, with examples, are summarized in table as follows:

**Table 1. Semantic category of verb usage (Collins, 2007)**

Semantic Category	Examples
<b>Statives</b>	She's really funny I need you That flowers smells wonderful He looked puzzled
<b>Activities</b>	He's smelling the flower They sing in a choir I swam in the river She runs in the woods
<b>Accomplishments</b>	He will sing a song She swam across the river You ran a kilometre
<b>Achievements</b>	I found a ten-dollar bill They noticed the flower He recognized his old friend

According to Easwood (1994) verbs have the following forms: a base form (e.g. *look*), an s-form (*looks*), a past form (*looked*), an ing-form (*looking*) and a past/passive participle (*looked*) and base form verb has more than one use. such as in imperative, present tense, and infinitive. as examples which can be seen as follows:

**Table 2. The Use of Base form Verb (Easwood 1994)**

<b>Imperative</b>	<i>Play tennis with me.</i>
<b>Present tense</b>	<i>You play very well.</i>
<b>Infinitive</b>	<i>I'd like to play</i>

Based on the table above, verb can be used to construct imperative sentences such as in cooking instructions. The hospitality students who are learning English should familiarize themselves with verbs as it is used in the instructions which must be followed in cooking activities or in presenting the cooking results as can be seen in the examples below:

- a. **Choose** the cereal you like the most.
- b. **Grab** a bowl for your cereal.
- c. **Pour** the cereal into your bowl.

For that reason, recognizing more verbs can be really worthwhile to hospitality students to support them in their study and future career.

### **Corpus Linguistics Approach**

According to Almutairi (2016) corpus-based approach to language teaching is based on actual usage, real and authentic occurrences of language as it is uttered, written and used by native speakers in various situations. A corpus is a set of spoken or written texts which form a representative sample of the kind of language under investigation (Knowles, 2000) and according to Dazdarevic, S., & Fijuljanin, F. (2015), a corpus shows how language is used in real situations and puts an end to the so-called necessity of relying on a native speaker's intuition to tell what is commonly or rarely used in English. It is a tool that draws attention of many researchers in linguistics and education fields. It was proven that many studies attempted to explore the use of corpus in teaching and learning language

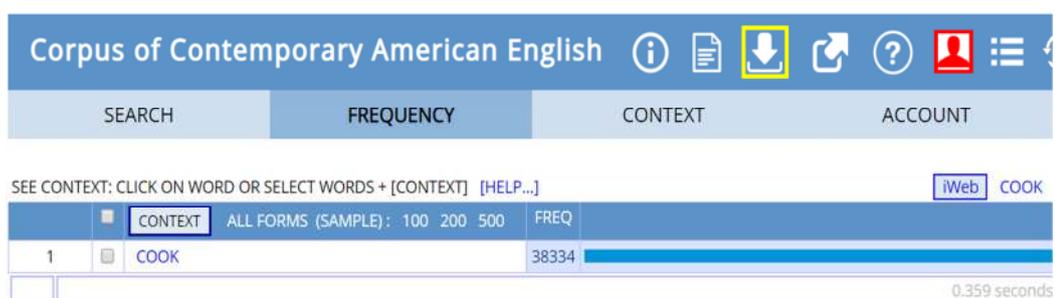
(for example Hunston 2002; Sinclair 2004; Conrad 2005; O’Keeffe, McCarthy, and Carter 2007; Bennett 2010; Reppen 2010).

The great attention of the language experts in corpus cannot be separated from the rapid advance of technology, particularly computer science as it makes considerable changes in the way of teaching and learning language. By using computer, the teachers and learners enable to find out corpora readily. According to Miangah (2012), the accessibility of language corpora provides language learners and teachers with great opportunities in learning a language as well as language analysis with the help of various computer programs in order to reveal many aspects of language use quickly and accurately without any need to manually collect and analyze data.

As mentioned above, the use of computer can assist the language learners to search corpora. There are many types of corpora (general vs. specialized; static vs. monitor; native vs. learner; native vs. translated; monolingual vs. multilingual; parallel) all which serve different types of research and can provide invaluable feedback and result (Dazdarevic, S., & Fijuljanin, F 2015).

In term of learning English for specific purpose, students are more likely to use some words that are colesely related with tourism industry such as food and baverage products and services, accommodation, recreation and entertainment, transportation and travel services. For that reason, they must be familiar with the English words that are very common used in those areas. For example, they must have a lot of vocabulary in cooking as in their future career, particularly those who become chefs or waiter and waitress, they have a mandatory duty to give excellent services to the guests including when they have to explain the process of cooking in English.

Regarding to the case above, verbs have an essential role in giving explanation about how a certain food was cooked. The more verbs mastered, the easier it will be. Leveraging the corpus created from cooking articles can be very helpful to know what verbs are very often used then the students can sort them out in the main priority of English words that must be learnt. For example, by employing Corpus of Contemporary American English the words cook is found 38334 times. It indicates that from the data that are collected, the word 'cook' is frequently used. it can be seen in the figure below:



**Fig 1. The display of selected words from COCA Corpus**

## METHOD

This study is a quantitative research utilizing corpus software to analyse the most frequent base form verbs in the cooking articles from Wiki How Webs (<https://www.wikihow.com>). The method for analysis using corpus linguistics approach is quantitative in the way of adopting some language analytical tools: Claws 4 for corpus annotation, WordSmith 3.0 and AntConc 3.2 for retrieval analysis (Kang & Yu,2011). Those are called as concordancing tools. This website is chosen due to the the availability of articles related to cooking. Fifty articles derived from the websites were taken. Then, the frequency of the words were identified. The wordlists sort all the words or lemmas occuring in a corpus

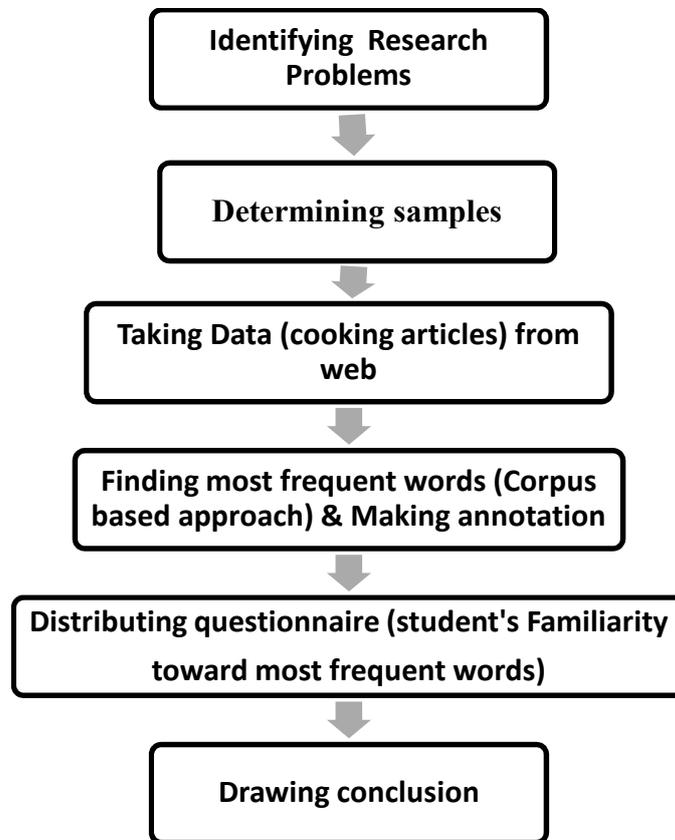
according to frequency of occurrence. Next, the words which found were annotated to identify the wordclasses and were listed based on its frequency.

This study employs total sampling so that all the students became sample and those are fifth semester of Hospitality students consisting of four classes. To know whether the samples have been familiar or not with the words, questionnaire were distributed to them. They were requested to give rates toward the most frequent words found in the list based on the scale and indicator as follows:

**Table 3. The Use of Base form Verb**

Rating Scale	Descriptor
7	You recognize the word and are confident that you know the meaning of the word.
6	You think you know the meaning of the word but are not certain that the meaning you know is correct.
5	You are certain that you have seen the word but you only have a vague idea of its meaning.
4	You recognize the word as one you have seen or heard before, but you don't know the meaning of the word.
3	You are pretty sure that you have seen or heard the word but you are not positive.
2	You think that you might have seen or heard the word before.
1	You have never seen or heard the word before.

Overall, the procedure of the research can be seen in the figure below:



**Fig. 1 Procedure of the research**

There were 50 articles about cooking which were collected from [www.WikiHow.com](http://www.WikiHow.com). The articles were converted to word document for correction then they were converted to \*txt file format for analysis purpose. There are 73.270 words tokens and 4330 word types in total. The criteria of selecting the word are based on their frequency rate and whether they are classified as base form of verb. For that purpose annotation process must be carried out to find out the word classess of each word in the corpus data and CLAWS part-of-speech tagger was employed. The words are coded based on the

UCREL CLAWS7 Tagset. Verbs are given varied code as can be seen in the table below:

**Table 4. The Verb coding based on UCREL CLAWS7 Tagset**

VB0 be, base form (finite i.e. imperative, subjunctive)
VBDR were
VBDZ was
VBG being
VBI be, infinitive (To be or not... It will be ..)
VBM am
VBN been
VBR are
VBZ is
VD0 do, base form (finite)
VDD did
VDG doing
VDI do, infinitive (I may do... To do...)
VDN done
VDZ does
VH0 have, base form (finite)
VHD had (past tense)
VHG having
VHI have, infinitive
VHN had (past participle)
VHZ has
VM modal auxiliary (can, will, would, etc.)
VMK modal catenative (ought, used)
VV0 base form of lexical verb (e.g. give, work)
VVD past tense of lexical verb (e.g. gave, worked)
VVG -ing participle of lexical verb (e.g. giving, working)
VVGK -ing participle catenative (going in be going to)
VVI infinitive (e.g. to give... It will work...)
VVN past participle of lexical verb (e.g. given, worked)
VVNK past participle catenative (e.g. bound in be bound to)
VVZ -s form of lexical verb (e.g. gives, works)

The chunk of the result of annotation can be seen as follows:

Tagset: c7 Output style: Horizontal

How\_RRQ to\_II Cook\_NP1 Anyone\_PN1 can\_VM cook\_VVI ,,\_ but\_CCB there\_EX is\_VBZ more\_RRR to\_II cooking\_NN1 than\_CSN simply\_RR throwing\_VVG ingredients\_NN2 together\_RL and\_CC hoping\_VVG for\_IF the\_AT best\_JJT .\_.

You\_PPY have\_VH0 to\_TO understand\_VVI basic\_JJ cooking\_NN1 terms\_NN2 and\_CC techniques\_NN2 .\_.

Knowing\_VVG how\_RRQ to\_TO prepare\_VVI meals\_NN2 ,,\_ and\_CC in\_II what\_DDQ order\_NN1 ,,\_ can\_VM help\_VVI you\_PPY get\_VVI the\_AT timing\_NN1 just\_RR right\_RR ,,\_ and\_CC prevent\_VV0 things\_NN2 from\_II cooling\_VVG too\_RG quickly\_RR .\_.

Once\_CS you\_PPY have\_VH0 the\_AT basics\_NN2 down\_RP ,,\_ you\_PPY can\_VM improve\_VVI the\_AT flavor\_NN1 and\_CC texture\_NN1 of\_IO your\_APPGE meals\_NN2 with\_IW various\_JJ sauces\_NN2 ,,\_ herbs\_NN2 ,,\_ and\_CC other\_JJ seasonings\_NN2

**Fig. 2 The process of annotation**

## FINDINGS AND DISCUSSION

Based on the analysis of the corpus built, there are 394 base form of lexical verbs with various frequency rates. The results show all the base lexical verbs emerged in the selected cooking articles and it has been identified and distinguished from other types of verbs. The list of the base form of verbs and the number of frequency can be seen as follows:

**Table 5. The list of the base form of verbs and the number of frequency**

Frequency	Base form of Lexical Verb
1	sizzle, evaporate,account, rearrange, fit, slow, forget, level, mean,Knead, Steep,Score,Blanch,Baste,Opt, afford, ruin, Ferment,rotate, grimace,explain,Visit, borrow,tickle,graduate, care,Fix,suggest, Talk,Observe, Expect, Fake, Relieve,Stand, unlock,increase,Obtain,accommodate,Rehydrate, Search, exist, bump, refreeze, ignite, relax, Bread, dust, Swirl, dispose, Achieve, Loosen, Divide,swap, Scroll, adhere, Resist, cream, undercook, struggle, frost, Decorate, Double,space, Reserve, Debone, swing, stain, quill, attach, swish, Pay attention, die, tear, strain, clip, locate,

	lose, plunge, embark, shred, mash, commit, lead, Join, Dig, pop, Prioritize, Walk, Grip, Sharpen, handle, own, spot, hear, excuse, knock, contract, accumulate, Defrost, Clear, drip, flake, paint, fillet, curl, depend, review, Raise, bind, bubble, Estimate, surround, drape, consist, Calculate, ladle, Immerse, compliment, Evaluate, hop, Determine, react, touch, submerge, treat,build, Chill, stuff, omit, steam, batter, float, Stew, burn, Reseal, smell, Scale, tug, release, Balance, dunk, yeast
2	prevent, flavor, Consult, enable, produce, close, marinade, trust, say, share,lock, carry, doubt, drizzle, prune, settle, overcook, freeze, sell, help, extract, Invert, Blend, Weigh, Position, Squeeze, pinch, scoop, Tip, Trim, twist, bite, empty, Familiarize, Invest, write, substitute, Slip, Husk, Sample, tuck, proceed, absorb, Aim, Fluff,yield, Assemble, Sift, Spike, crumble, monitor, swamp, Rap
3	cause, seem, notice, Wipe, Save, grow, pick, thaw, distribute, braise, scrape, Grease, dump, switch, Skip, Arrange, garnish, dress, roll, season, replace,rip, Carve,match, cool, mature, Skin, oil, Poach, layer, Top, Create, Dredge, Split
4	involve, stay, remain, believe, Whip, tilt, Watch, Select, Marinate, reach, sear, desire, stop, Vary, soften, Ensure, scrub, Adjust, purchase
5	contain, call, Grab, line, Tie, rest, brown, incorporate, tap, stick, Spray, Follow, poke
6	hold, Read, love, Gather, separate, salt, retain, Push, Chop,Slide
7	see, warm, clean, press, wrap, repeat, ask, Melt, Move, lift, Measure, spread, think wish
8	tend, become, eat, seal, refrigerate,Brush,Learn,lower, snap, finish,Crack
9	fold, throw, Spoon, Store, run, Insert, Lay, return
10	Grill, find, Feel, plan, dip, Discard, decide
11	shake, test, Form, Remember, Peel, drop
12	Reduce, appear, beat
13	require,work
14	avoid, go, taste, Give, come, Consider,prefer
15	Understand, look, Break, Whisk
16	buy, Soak, Wash, rub
17	Roast, open

18	leave, Pat, Know, wait
19	include
20	slice
>20	Combine, Saut, check, Pull, begin, Fill, Boil, Rinse, fry, toss, Take, simmer, Sprinkle, set, start, flip, choose, Continue, note, Enjoy, coat, drain, mix, put , Get, transfer, Heat, need, Preheat, Prepare, keep, bring, bake, cut, Try, allow, Stir, Pour, Cover, turn, use, want, let, Serve, cook, Remove, Make, place, Add

Based on the table above there are 49 words found more than 20 times in the corpus, even the words such as *serve, cook, remove, make, place, and add* are the most frequent word found in the corpus which total emerge of more than 100 times. On the other hand, the words e.g *sizzle, evaporate, rearrange, baste* are the most infrequent words as they are only found once within a small corpus built.

After all the base form of lexical verbs are listed, the fourth semester students from Hospitality major were asked to give rating based on their level of familiarity of each word. The result showed that there are 174 words that had a rating scale below 5 or 44, 16 % from the total base form of lexical verbs found. It can be said that the students are still not unfamiliar with almost half of the lexical verbs in the selected cooking article as they have a vague idea about the meaning although they have heard or seen the words. The rating results of each word can be seen in Appendix II.

From the finding above, the general words that appear more than 39 times in the article such as *to get, heat, transfer, need, and add* are recognized well by the students compared with the words which rarely used in the article. Although the words can be used generally (used in other fields), those are not eliminated from the list as they also used in the context of cooking. However, it can be a hypothesis that the students face problems in the specific words in cooking such as *pat, beat, whisk, saute* which are infrequent and it can be a concern that the

infrequent words found in the corpus are not to be ignored even those can be essential words in a certain field and the students need to know them.

Although this research has a limitation in which the words are only taken from 50 articles, the rating result can show clearly that there are many unfamiliar base form of lexical verb found by the students. It means that if the number of articles is increased in the corpus, there will be a possibility that the students will encounter more unfamiliar base form of lexical verbs. However, this research finding can highlight that infrequent words found in the corpus must be investigated for future research as they are also important words in the field that the students are focusing on.

Another limitation in this research is that the investigation is only carried out toward base form of lexical verb although there are many kinds of verbs are also found in the corpus analysis result such as past tense of lexical verb, -ing participle of lexical verb, infinitive, past participle of the lexical verb and -s form of lexical verb. The reason for choosing base form of lexical verb to be investigated is that if the students are familiar with the base form of verb, they will expectedly know the alternation of the verbs in a different form.

## **CONCLUSION**

The present study aimed to investigate the list of base form of lexical verbs in cooking articles which taken from *Wiki How Web* and the students' familiarity toward each of them. The results of corpus analysis revealed that there are 394 base form of lexical verbs from 50 articles. In fact, 44, 16 % of base form of lexical verbs found were not recognized well by the students. Although the result of the study can show that the infrequent words cannot be ignored to be

investigated, the corpus built is very small in size. There should be more articles collected and analysed using corpus.

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