

The Semantic Field of *Dire* Verbs in French

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Abstract. Verbs *dire* have a wide range of semantic features. Therefore, there are various verbs that are semantically related to this verb. This results in the probability of using verbs that are not correct to describe a concept, idea, or feeling, hence it will cause ambiguity and error. On the contrary, this study discusses the similarities and differences in semantic features contained in *dire* verbs with an analysis using Leech's (2004) and Nida's (2015) theory of semantic feature. Verbs with *dire* meaning are research data obtained from the online dictionary Larousse.fr and analyzed using qualitative methods with literature study. There were 49 verbs with *dire* meaning which were then grouped according to the same components. It was found that the verbs can be classified as telling, dialogue, reading, ordering, articulating, publishing, informing, responding to words or actions, expressing, and affirming. Sketch engine has helped to find the minimum component and shows the verb usage in context. The difference in the use lies in the several components it contains: how to do audible activities, for example articulating, having dialogue, informing; the urgency of *dire* action, for instance what is contained in ordering and responding to an action or words, verb objects like fairy tales, imaginary stories, or facts; the contents of the discussion, such as facts, secrets, ideas, and thoughts; the way of expressing that is specific, detailed, and precise.

Keywords: *dire*; semantic; semantic feature; semantic field; verb

Bidang Semantik Kata Kerja *Dire* dalam bahasa Prancis

Abstrak. Kata kerja *dire* memiliki berbagai fitur semantik. Oleh karena itu, ada berbagai kata kerja yang secara semantik terkait dengan kata kerja ini. Hal ini mengakibatkan kemungkinan penggunaan kata kerja yang tidak tepat untuk menggambarkan suatu konsep, ide, atau perasaan, sehingga akan menimbulkan ambiguitas dan kesalahan. Sebaliknya, penelitian ini membahas persamaan dan perbedaan fitur semantik yang terdapat dalam kata kerja *dire* dengan analisis menggunakan teori fitur semantik Leech (2004) dan Nida (2015). Data penelitian kata kerja bermakna *dire* diperoleh dari kamus daring Larousse.fr dan dianalisis menggunakan metode kualitatif melalui studi kepustakaan. Terdapat 49 kata kerja dengan makna *dire* yang kemudian dikelompokkan menurut komponen yang sama. Ditemukan bahwa kata kerja ini dapat diklasifikasikan sebagai menceritakan, dialog, membaca, memesan, mengartikulasikan, menerbitkan, menginformasikan, menanggapi kata-kata atau tindakan, mengungkapkan, dan menegaskan. Mesin sketsa telah membantu menemukan komponen minimum dan menunjukkan penggunaan kata kerja dalam konteks. Perbedaan penggunaannya terletak pada beberapa komponen yang dikandungnya: bagaimana melakukan aktivitas yang dapat didengar, misalnya mengartikulasikan, berdialog, menginformasikan; urgensi tindakan yang mengerikan, misalnya apa yang terkandung dalam memesan dan menanggapi suatu tindakan atau kata-kata, objek verba seperti dongeng, cerita imajiner, atau fakta; isi pembicaraan, seperti fakta, rahasia, gagasan, dan pemikiran; cara mengungkapkan yang spesifik, rinci, dan tepat.

Kata kunci: kata kerja; *dire*; semantik; fitur semantik; bidang semantik

INTRODUCTION

Trier (1930) explains that language vocabulary can be structured and grouped into instruments based on conceptual domains. Synchronous language vocabulary is a whole lexeme that is intimately related to each other in meaning. A field of meaning can be likened to a mosaic. If the significance of one-word shifts, other words' meaning will also change Trier (in Lehrer, 1985). Several vocabulary words may be included in a similar domain because they have a sense relation.

In line with Trier's opinion, Lehrer (1985) explains that some semantically related lexemes are covered or overshadowed by a lexeme that becomes superordinate. The term subordinate is referred to as the hyponym. Continuing the discussion on the field of meaning, Nida (2015) explains the domain of meaning, which consists of a set of meanings that retain components of the same general sense. Nida added that the analysis of significance components could be done on lexemes in a field by dividing them down to the minor significance component. The meaning component analysis is a process of sorting the meanings to know the minor distinguishing component of a word. The distinct message components can then be used to see the differences in the meaning of one word (Leech, 2004). The object of meaning study can be in the form of verbs, adjectives, or nouns. Verbs, as one of the predicate-forming words, occupy the most significant position in forming a sentence because they ascribe a certain meaning to the sentence. In practice, the use of verbs varies widely in sentences. The significance of a verb is almost similar to another verb, but the verb's activity is different. Therefore, they cannot replace each other in a sentence with completely the same meaning, for example, *enjoindre* and *exhorter* in French. These two verbs have the same meaning to rule, but the urgency is different. *Exhorter* possesses a deeper sense of command so that it can be interpreted as 'urgent'.

The verb *dire* is one of the verbs with more than one "face" because the verb *dire* has more than one meaning component, so it can be said that all French users very often utilize this verb. Besides, the verb *dire* is used in both formal and informal language, which causes this verb's use to vary widely. For example, the verb *dire* was used in the formal language in Macron's speech in Ouagadougou on 27th of November 2017, "J'entends souvent dire que la force de l'Afrique, c'est sa jeunesse." 'I often hear the power of Africa is its youth.' (accessed via: <https://www.elysee.fr/emmanuel-macron/2017/11/28/discours-demmanuel-macron-a-luniversite-de-ouagadougou>) and is also used in non-formal language, such as "Mais quel est le bon moment pour dire je t'aime?" 'But when is the right time to say I love you?' (accessed via: <https://www.marieclaire.fr/quel-est-le-bon-moment-pour-dire-je-t-aime,723514.asp>). The various components of meaning in the verb *dire* have resulted in many semantic relationships between the *dire* verb and other verbs containing basic similarities.

Here are some earlier studies related to meaning; Khaydarovna (2021) analyzed multi-word verbs, verbs that consist of two words but have a single meaning, focusing mainly on the meaning of verb combinations; He, T., Liu, M., & He, H. (2020) identify the lexical semantic distinctions of Mandarin carry and hold verbs by comparing their syntactic, namely *ná* 拿 and *wò* 握 verbs; Krainyk (2020) analyzed the lexico-semantic group of motion verbs classified according to the words derived from the basic type of semantic relationship; Kemala and Laksman-Huntley (2019) examined the meaning field of the adjective *triste* 'sad' in French; Maemunah (2019) examines vocabulary derived from the meaning field of the verb "to hurt" which is divided into groups based on the generic meaning and the tools used and regrouped into hurting the body, head and parts, and neck; Harianja (2014) distinguishes verbs related to cooking

activities. Meanwhile, Cao Wangru (2016) examined teaching with a field of meaning approach and concluded that semantic understanding could help students master words. In a study by Chunming Gao et al. (2013), hyponymy, synonymy, and antonym are described as methods to facilitate learning vocabulary in English. This method's application can be produced to make it easier for learners to recognize words that come from a similar area of meaning.

Verbs semantically linked to the verb *dire* will raise the possibility of poor communication because understanding the speech is unclear. The verb *rapporter*, for example, contains several different meanings, namely bringing in the true meaning, «*nous vous rapporte votre parapluie*» 'we bring back your umbrella' then *rapporter*, which has the meaning of producing, «*la vente des vins avait rapporté 11,3 millions d'euros en 2015*" 'wine» 'sales generated 11.3 million euros in 2015', then the verb *rapporter* with the meaning of reporting «*elle rapporte tout au professeur*» 'She told everything to the teacher.' In semantics, this phenomenon is considered the case of ambiguity.

In informational communication, the extreme result it causes is the emergence of barriers to understanding and causes differences or disputes (Wang and Gou, 2017). Referring to Oaks, lexical ambiguity can be interpreted as a word that has more than one possible meaning in a context Oaks (in Charina, 1994), while structural ambiguity is defined as a state when a word can be interpreted in more than one way because of the ambiguous sentence structure. By looking at this phenomenon, this study examines the similarities and differences of the verb *dire*. The purpose is to explain how the similarities and differences of verbs with *dire* meaning to minimise errors that occur due to inaccurate use of *dire* verbs for French learners.

METHODS

This study uses qualitative methods with data collection techniques of literature study. It focuses on semantic studies that have specialized in studying the domain of the

meaning of a word. The research data is the vocabulary of *dire* verbs obtained from the electronic dictionary Larousse via the website <https://www.larousse.fr/>. Larousse.fr is the official website of a company called Éditions Larousse and can be accessed since 2008, equipped with an encyclopedia, online games, forums, and dictionaries for various languages.

Regarding dictionaries, Svensen (2009) states that electronic dictionaries tend to have more space than printed dictionaries. In the Larousse dictionary, the word class, word origin is displayed; then there are *définitions*, *expressions*, *synonyms*, *homonyms*, *difficultés*, and *citations*. *Citation* options that can be clicked to be redirected to another page to see further word descriptions. So, the microstructure of Larousse belongs to the maximum structure, because there are spelling and pronunciation of words, definitions, categories, synonyms. As stated by Erali (2020) that the maximum structure contains all the information about the word in the language and speech. In particular, in the language: origin, character analysis (morphology), sound field (homophones), semantics (synonyms); in speech: morphosyntax (connections, adaptations, paired forms ...).

Data in the form of synonymy *dire* collected and identified through semantic aspects are analyzed based on the theory of meaning component analysis by Nida (2015) and component analysis by Leech, (2004) by detailing all the definitions to see the similarities and differences. The linguistic corpus (Sketch Engine) is used in this study to provide further information about verbs that are not explicitly explained in the dictionary and provide information on the use of verbs in context.

The meaning component analysis is conducted to determine the differences and similarities of a word by searching for the minor meaning component that a word has. This is in line with Leech's idea in his book *Study of Meaning* that analysis of meaning components is carried out by detailing all the meaning components in a word down to the

minor meaning component. In other words, analyzing the components of meaning is a process designed to reduce the meanings contained by a word to recognize its minimum distinguishing element. The distinctively meaning component can then be used to see the difference in meaning between one word and another. The formula used to analyze the meaning components is a breakdown of all the word's components. According to Leech (2004), the labelling system in the analysis of meaning components uses (+) and sign (-). The plus sign is used if a specific component of meaning is contained in the meaning of the lexeme being analyzed. In contrast, the minus sign indicates if a specific meaning does not exist in that lexeme meaning.

Supplementing Leech's explanation, Nida (2015) explained that a term could contain multiple references, namely the term's object. Therefore, to distinguish terms that occupy almost the similar semantic field, the analysis of meaning components is used. Nida (2015) explained three types of components that make up the lexical field, namely, common components, which are components of meaning that are shared by lexical components in a lexical field, diagnostic components are components that differentiate one lexical component from another in a lexical field, and supplementary/optional components have the character of additional information, or their presence is complementary. This component is an extension of the diagnostic component, which is reinterpreted and is limited to the features that appear in a term; that is, it can be a connotation. Therefore, the type of component this meaning is not always shared by every word.

To analyze the meaning components, Nida (2015) argued there were four step described as actual linguistic procedures, namely naming, paraphrasing, defining, and classifying. The first is naming, which states that this step is almost the same as the reference, but with a slightly different perspective. Reference describes the relationship between the linear unit and the

reference, whereas the naming step is more specific to the action that designates the reference. This step is relevant to making a list of references in a particular domain followed by the paraphrasing step, namely by describing the lexical core possessed by each verb. The defining step is an advanced step of paraphrasing, and the last is the classification step, which is grouping the data obtained by name based on its specific components.

RESULTS AND DISCUSSION

In analyzing the components of meaning, Nida (2015) suggests four steps known as linguistic procedures. In naming step, verbs that have a similar meaning component to the *dire* verb are collected. This step produces as many as 49 verbs with a *dire* meaning. The verbs are *narrer, conter, relater, raconter, rapporter, décrire, dialoguer, bavarder, déroiser, jaspiner, discuter, converser, communiquer, réciter, déclamer, sommer, enjoindre, exhorter, prononcer, articuler, proclamer, ébruiter, propager, déclarer, colporter, annoncer, notifier, apprendre, informer, détailler, indiquer, préciser, renseigner, répliquer, objecter, protester, rétorquer, répondre, riposte, refuter, révéler, énoncer, exprimer, dévoiler, divulguer, parler, confirmer, certifier, and affirmer*. After this step, then proceed to the paraphrasing step. Nida (2015) stated that: "Paraphrase is also an important linguistic function", which can be interpreted that the paraphrase step is one of the essential linguistic functions. This step shows that a semiotic system such as a language can more analytically detail parts of the system. This means that a term can be characterized by paraphrasing a term. In this step, the lexical core of product verbs is decomposed from the naming step to see the significant components down to the smallest. Here is the outline of all the lexical gist of the *dire* verbs from the online dictionary Larousse.

Table 1 Examples of Paraphrased Results That Have Been Translated Into English

1. <i>Narrer</i>	Report/tell an event, story, adventure in detail.
2. <i>Bavarder</i>	Talking about things that don't really matter. Bad talk about someone.
3. <i>Sommer</i>	Giving a signal to someone to do something by ordering.
4. <i>Enjoindre</i>	Firmly telling someone to do something.

The lexical core contained by the verbs with the *dire* meaning as listed in table 1 is recorded. After decomposing, the contrasts are seen from the verbs. It was found that there were ten groups based on the components of its differentiating meaning:

[+to tell] is in *narrer, counter, relater, raconter, rapporter, and décrire*;

[+to dialogue] is found in *dialoguer, bavarder, dégoiser, jaspiner, discuter, converser, and communiquer*;

[+reads out] is found in *réciter* and *déclamer*;

[+to orders] is found in *sommer, enjoindre, and exhorter*;

[+to articulate] is found in *prononcer* and *articuler*;

[+to publish] is found in *proclamer, ébruiter, propager, déclarer, colporter, and annoncer*;

[+to inform] is found in *notifier, apprendre, informer, détailler, indiquer, préciser, communiquer, and renseigner*;

[+to response to speech/action] is found in *répliquer, objecter, protester, rétorquer, répondre, riposte, and réfuter*;

[+to expresses] is found in *révéler, énoncer, exprimer, dévoiler, divulguer, and parler*;

[+to confirms] is found in *confirmer, certifier, and affirmer*.

After listing the main components, then proceed to the next step namely **defining**, a high-level form of paraphrasing and is rarely used in actual language situations. This step combines all paraphrases from a lexical unit into a single statement based on its diagnostic components. All the verbs that have been decomposed in their lexical nuclei, then search for other components that can be the specific components. This step produces more specific groups of verbs. The final step is classifying, which involves three procedures: (1) unifying verbs with the element of *dire* meaning, which has the same components (2) separating the different ones from one another, and (3) determine the basis for grouping verbs with the meaning of *dire*. This is performed to find out how the difference is between one verb and another. After grouping then classifies the verbs, examples are listed in the following table.

Table 2 Examples of Classifying Step

	[Telling]	[Dialoguing]	[Ordering]	[Reciting]	[Speaking]
<i>Dialoguer</i>	-	+	-	-	+
<i>Raconter</i>	+	-	-	-	+
<i>Sommer</i>	-	-	+	-	+
<i>Déclamer</i>	-	-	-	+	+

Based on the table above the components of the meaning of the verb are obtained:

Dialoguer [-telling, +dialoguing, -ordering, -reciting, +speaking]

Raconter [+telling, -dialoguing, -ordering, -reciting, +speaking]

Sommer [-telling, -dialoguing, +ordering, -reciting, +speaking]

Déclamer [-telling, -dialoguing, -ordering, +reciting, +speaking]

It can be seen that the [speaking] component is a common component

because it is shared by all verbs, while [telling], [dialoguing], [ordering], [reciting]

are the distinctive components that differentiate one verb from another.

Use of Verbs with the Meaning of *Dire*

Verbs that have an element meaning of *dire* are seen through the description of the electronic dictionary definition of Larousse. The dictionary includes synonymous and anonymised verbs with *dire* and classification according to the respective meaning components

contained by *dire*. After observing the verbs found, the final result was devoted to verbs with the *dire* meaning and found 49 verbs. Researchers used the Sketch Engine to help find the context for verbs in French texts to find the specific components of each verb and verbs that were synonymous in a specific context.

Table 3 Categories of Verbs and Verbs Objects

No.	Verbs category	Verbs	Verbs object
1.	[+to tell]	<i>Conter</i>	Fairy tales
		<i>Rapporter, décrire</i>	the actual circumstances
		<i>Relater, narrer, dan raconter</i>	fact or imaginary
2.	[+to dialogue]	<i>Bavarder, jaspiner, dégoïser, dan converser</i>	Gossip, trifles
		<i>Dialoguer, discuter, dan communiquer</i>	Fact
3.	[+reads out]	<i>Réciter</i> <i>Déclamer</i>	fairy tales, testimony, prose. speech or poetry
4.	[+to orders]	<i>Sommer</i>	important thing
		<i>Enjoindre</i>	essential thing
		<i>Exhorter</i>	proximity thing
5.	[+to articulate]	<i>Articuler</i>	the pronunciation can be wrong depending on the speaker pronunciation correctly
		<i>Prononcer</i>	how the sound should be pronounced
6.	[+to publish]	<i>Proclamer</i>	state authority
		<i>Déclarer dan annoncer</i>	Fact
		<i>Ébruiter dan colporter</i>	Issue
7.	[+to inform]	<i>Détailler</i>	in detail
		<i>Préciser</i>	In precision
		<i>Notifier</i>	in the realm of law
		<i>Informer dan communiquer</i>	In general
		<i>Apprendre</i>	in the field of study/skills
		<i>Indiquer dan renseigner</i>	information required
8.	[+to response to speech/action]	<i>Réfuter, protester, objecter.</i>	disagree
		<i>Répliquer, répondre, rétorquer, riposte</i>	response to actions/words

9.	[+to expresses]	<i>Révéler, dévoiler, dan divulguer</i>	Secret
		<i>Exprimer, parler</i>	thoughts, feelings
10.	[+to confirms]	<i>Confirmer</i>	can be wrong or right before
		<i>Certifzier</i>	the right thing before
		<i>Affirmer</i>	the right thing beforehand, emphatically

Telling Fairy Tales, Facts, Situation

Conter is used to telling stories or events that are not real or fictional, for example, adventure stories, legends, fables, dramas, epics. For example, «*Jacqueline nous a conté une autre légende qui explique comment et pourquoi une grenouille est entrée dans l'histoire de Saint Paul*» 'Jacqueline tells another legend that explains how and why a frog entered the history of Saint Paul to us.' Meanwhile, the verbs **rapporter** and **décrire** are used to report or describe events that have been seen, heard, or learned. *Rapporter* is often used in reporting to report an incident/event intended for the public. For example, «*Le lendemain, la presse locale rapport, le fait divers.*» 'The next day, the local press reported the news.'

The verb **décrire** is used when someone describes a situation, person, or something either in writing orally. For example, «*tu as su parfaitement décrire les réactions de chacuns face à Kaori*» 'you know very well how to describe everyone's reaction to Kaori.'

Verb **relater, narrer,** and **raconter** are used when someone reports an incident, either real or imaginary, with precise and detailed written or oral details. For example, «*le journal relate l'actualité des institutions de l'Union européenne: la Commission européenne, le Parlement européen et le Conseil de l'Union européenne*» 'the newspaper reports on news about EU institutions: European Commission, European Parliament and Council of the Union Europe.'

Dialogue about Gossip, Ideas

The verb *bavarder, converser, dégoiser, converser, communiquer* grouped into the category of dialogue, but each is used to talk about certain or different things. **Bavarder**, for example, was discovered when talking

about something that didn't matter, like talking about other people. The impression one gets when using the verb *bavarder* is close, intimate, whereas the converser verb is used on formal occasions. Furthermore, **jaspiner** is a variety of argot language, so it is not used by all French speakers and is only used by particular communities. **Dégoiser** describes the situation of a group of people who are exchanging words or chatting, but what distinguishes it is the impression this verb creates, namely a pejorative impression.

Dialoguer verb itself is used to describe a situation when a group of people is negotiating. For example, «*le gouvernement accepta de dialoguer avec les syndicats*», 'the government agrees to dialogue with trade unions. Meanwhile, the verb **discuter** emphasizes the existence of a solution to a problem, for example, «*les députés discutent le projet de loi* 'members of parliament discussing the Bill'. Furthermore, the verb **communiquer** is used when talking about or communicating something to someone. This verb's use is seen in talking about self, ideas/desires/thoughts, decisions, experiences. For example, «*je vous communique mon expérience, n'hésitez pas à communiquer la vôtre*» 'I will talk about my experience, feel free to talk about yours!'

Pronounce Fairy Tales, Prose, Poetry, Speeches

The verbs **déclamer** and **réciter** are classified in one group namely, pronounce but the last verb is used when someone loudly speaks previously learned text in a contrived tone and is continuous. The discourse that is spoken can be in the form of fairy tales, testimony, prose. For example, «*Je vous récite un conte africain.*» 'I am reciting to you an African tale.' Meanwhile, to describe

when the text is read aloud in rhetoric with a predetermined tone and intonation and movement, the verb *déclamer* is used. The text that is read can be in the form of a speech or poetry.

The Level of Urgency in Ordering

Sommer, *enjoindre*, and *exhorter* verbs are used when one person commands another but with different urgency. **Sommer** is defined as giving a signal to someone to do what is asked by ordering. For example, «*suite à la nouvelle occupation du château du tertre, hier lundi 27 novembre, la présidence nous a sommé de quitter les lieux*» 'After the new occupation of the château du tertre, yesterday 27th November, the president asked us to leave the place.' Thus, the urgency when using *sommer* verbs comes under *enjoindre* and *exhorter*.

The **enjoindre** verb has a level of urgency above the *sommer*, so orders that someone utters must be carried out immediately. For example, «*par décision n ° 353589 du 17 juillet 2013, le Conseil d ' État enjoint le gouvernement à modifier le décret 2006-649 relative aux travaux miniers, et particulièrement son article 4*» 'By decision number 353589 of 17 July 2013, the State Council ordered the government to amend decrees 2006-649 relating to mining works, and in particular articles 4.' The last one is **exhorter** which the urgency is above the *sommer* and *enjoindre* verbs. To see the use of this verb, look at the following example: «*Jendredi soir, le Medef a diffusé un communiqué qui exhorte le gouvernement à sortir de son "irrésolution"*» 'Thursday night, Medef (Mouvement des Entreprises de France is the largest employer federation in France) issued a statement urging the government to break out of its "impasse".'

Articulate Sound

Articuler and **prononcer** are from the same group. When someone says a word by paying attention to vowels and consonants and paying attention to word production, articular verbs are used. Sometimes, a person can be mistaken or unable to pronounce a word correctly due to the teeth, lips, and tongue's inappropriate movements. Not much different, **prononcer** verbs emphasize

how a sound should be pronounced or question the sound's accuracy. An example is in the following sentence, «*Il est donc impérative de connaître et comprendre les différentes prononciations du [R] afin de le prononcer correctement*» 'therefore, it is very important to know and understand the variation of pronunciation of [R] in order to pronounce it correctly.'

Publishing Identity, News, or Gossip

Verbs are used to announce something, one of which is **proclamer**. This verb is used to discuss matters relating to state authority to be known to the public. The object is in the form of events related to statehood, such as state independence. Furthermore, the verbs **déclarer** and **annoncer** express something openly to a person, group, institution, or public. Verb **annoncer** is used to tell someone about someone's information or news such as arrival, departure, retirement, layoffs, time, the result, or goal. **Annoncer** verbs are more commonly used in everyday speech than **déclarer**s. Besides, there is an **ébruiter** used to spread a secret or news, but this verb is rarely spoken.

Informing News

In the category of informed, there is a verb **détailler** used when giving information to someone about something in detail by mentioning the various constituent elements. As an example of nous allons **détailler** les modalités pour survivre en France 'we will detail methods for survival in France.' Furthermore, **préciser** emphasizes the accuracy of a thing. For example, «*je vous précise l'heure du train* 'I tell you the timetable for train departures'. There is also **notifier** verb that is closely related to the realm of law, so this verb's use is usually associated with information about courts, decisions, and so on. For example, «*notifier à l'accusé l'arrêt de la cour*» 'informs the defendant about the court's decision'. Unlike the **notifier**, the verb **apprendre** is a verb used to give knowledge to someone or teach someone to gain skills, experience, information about studies, practice. For

example, «*il essayait de lui apprendre la guitare*» 'he tried to teach him to play the guitar.'

To tell someone the direction, clarification, information, and answer to the questioner, the verb **renseigner** is used. For example, «*l'hôtesse de l'air doit renseigner de passager de la sécurité de vol*» 'flight attendants must inform passengers about flight safety.' Meanwhile, the verb **indiquer** is used when someone shows something, it can be in the form of directions, hints, for example, «*au moment du prêt, nous vous indiquons la date de retour souhaitée des documents*» 'at the time of borrowing, we show you the date of returning the desired document to you.' To tell someone about ideas, ideas, feelings are used the verb **communiquer** with a more personal impression, for example, «*merci de nous communiquer votre savoir faire aux internautes dévoués à l'enseignement de la pratique du football*» 'thank you for giving us this knowledge to internet users who dedicated to teaching practice football.'

Responding to Events, Actions, or Words

The verbs *réfuter*, *protester*, *objecter*, *répliquer*, *répondre*, and *rétorquer* are included in the category of verbs used to respond to events, actions, or words, but with different situations. When conveying the fallacy or loopholes of an argument to refute, *réfuter* is the correct verb. In a not much different situation, the verb *protester* can also be used, but with a stronger sense of contradiction than the verb *refuter*. To submit a contradiction, object to an opinion by showing facts, such as obstacles, difficulties, as a pretext to refuse to make a request or do something, are used by *objecter*.

Meanwhile, **répliquer** is a verb that describes a person's response to words or actions. The response can be in the form of an argument, request, or order. For example, «*répliquer à une agression par une rupture des relations diplomatiques*» 'responding to aggression by cutting diplomatic ties.' In contrast to *répliquer*, the verb *répondre* is used when someone is asked to provide an answer or response about something. For example, «*on pose des question et que l'on pas de response cela va etre dur de repondre precisement a ton soucis*» 'if

we ask a question and there is no answer, it will be difficult to answer your concern exactly.' Responses with a sharp, cornering impression are owned by the verbs **rétorquer** and **riposter**. For example, «*il m'a rétorqué que j'avais tort*» 'he answered that I was wrong', and «*en effet, Bruxelles était munie de moyens très limités pour riposter face à l'ennemi*» 'indeed Brussels is given very limited means of taking revenge against enemies', but the *riposter* is more violent and brutal, so it has a stronger fighting impression.

Reveal Secrets, Talents, Feelings, Ideas

Révéler, *dévoiler*, *divulguer*, *exprimer*, *parler* are verbs to express something with different objects. **Révéler**, for example, is used when someone tells or publishes what is confidential to others. This verb is also used to express one's abilities (talents). For example «*Vous souhaitez révéler votre talent commercial et donner un nouveau sens à votre vie professionnelle?*» 'are you looking to reveal your commercial talents and give new meaning to your professional life?' Not much different, **dévoiler** is used to reveal, explain, say what is hidden/unknown to someone. For example, «*C'est qu'une minorité de journaux et de gens qui essaient de dévoiler la vérité sur ce qui s'est passé à Brétigny*» 'there are few newspapers and people trying to tell the truth about what happened in Bretigny.'

In disseminating information to the public that was originally considered secret, revealing the secret, the verb *divulguer* is used. Meanwhile, **exprimer** describes a situation when someone expresses thoughts or feelings. For example, «*Je suis dans l'impossibilité d'exprimer mon avis quant à la valeur ou la fiabilité des merveilleuses déclarations faites par Olaf Jansen*» 'I cannot express an opinion on the validity or reliability of this extraordinary statement made by Olaf Jansen.' There is a verb with the same function in the context of expressing ideas and thoughts, namely *parler*. For example, *Je lui parle mon idée* 'I talked to him about my idea.'

Affirm One Thing

The verb *confirmer*, *certifier*, *affirmer* is categorized in one group. The first verb is found when it asserts that someone is getting the correct information, ensuring that what has been said, asked for, or corrected before is valid after some time. For example, «*plusieurs indicateurs confirment cette tendance à l'échelle de la région*» 'Several indicators confirm this trend across regions.' The second, *certifier*, is used to confirm something to others and make sure it is the right thing and when guaranteeing something with certification. Finally, in affirming, guaranteeing the truth of something, stating something with strength and conviction, and showing apparent character traits, the verb *affirmer* is used.

CONCLUSION

In this study, various verbs are semantically related to the dire verb with differences even though some verbs have similar definitions. The history of French as the language of diplomacy can cause the diversity of ways of expressing dire 'speaking' because the language of diplomacy demands accuracy to avoid ambiguity in negotiations. After studying it more deeply, some verbs are semantically related to the verb dire. The differences in some of the components contained: how to carry out a voice activity, for example articulating, having dialogue, informing; the urgency of action is expressed, for example, in ordering and responding to actions or words, verb objects, for example, fairy tales, imaginary stories, or facts; the contents of the discussion, for example, facts, secrets, ideas, thoughts; the way of expressing, e.g. specific, detailed, precise. In addition to all verbs having their differences and ways of being expressed, some dire verbs are synonymous with forms that can only be applied to specific contexts. This is in line with the opinion of Cruse (1987), which states that verbs with complete/absolute synonymy are very rarely found. Verbs with varying dire meanings require speakers to use the right word to represent the conditions they want to talk about. Therefore, it requires knowledge of the use of each verb and

knowing the differences and similarities. This is so that French learners and speakers can express ideas by using the correct verbs. In this case, the expression of ideas using verbs with the re-meaning element requires speakers and learners to pay attention to the content of the ideas and the purpose of the ideas to be conveyed.

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