

THE EFFECTS OF LANGUAGE FUNCTION ON NOTE-TAKING SKILL

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Abstracts: The objective of this study is to explore note-taking activity that students manage for a variety of reasons: time, space, planning and memory. Methodology/approach — A classroom-based instruction using Reception Learning Method emphasizing on incremental phonics and whole-language approaches and Discovery Learning Method focusing on radical approach were used to administer a test for a small sample of students in note-taking. Findings — It is found that students find note-taking activity easier by practicing Reception Learning Method with incremental approach than Discovery Learning Method with radical approach that this focus is related to improved quality. Practical Implications — Any student, particularly those undertaking note-taking activity tend to focus on incremental approaches as these are actually related positively to improved quality of note-taking in terms of speed and clarity.

Keywords: Effects, Language, Language Function, Note, Note-Taking, Skill.

Abstrak: Penelitian ini bertujuan untuk menyelidiki kegiatan note-taking yang dilakukan oleh mahasiswa dengan pertimbangan atau alasan: waktu, kebutuhan kertas sebagai alas tulis, perencanaan tulisan dan daya ingat. Metodologi/pendekatan — Pengajaran berbasis ruangan-kelas dengan menggunakan Metode Pembelajaran Reseptif (Receptive Learning Method) dengan penekanan pada pendekatan inkremental berbasis bunyi-bahasa serta pendekatan bahasa-terpadu dan Metode Pembelajaran Riset (Discovery Learning Method) dengan fokus pendekatan radikal digunakan untuk melaksanakan test atas sampel yang terdiri dari beberapa mahasiswa dalam kegiatan note-taking. Temuan — Ternyata mahasiswa menganggap aktivitas note-taking lebih mudah dengan menerapkan Metode Pembelajaran Reseptif lewat pendekatan inkremental dibanding Metode Pembelajaran Riset dengan pendekatan radikal sehingga terpusat pada perbaikan mutu pencatatan. Implikasi Praktis — Mahasiswa, khususnya mereka yang melakukan kegiatan pencatatan (note-taking) cenderung terpusat pada pendekatan inkremental karena pendekatan ini berhubungan positif dengan peningkatan mutu pencatatan dari segi kecepatan dan kejelasan catatan.

Kata-kata Kunci: Effects, Language, Language Function, Note, Note-Taking, Skill.

1. Introduction

When we speak of studying note-taking, we refer to a framework within which a number of questions about how one saves time and space, questions concerning the knowledge involved in "making notes" for planning and memory of the oral or printed messages have been answered and currently are being answered. This framework is a set of conventions, called note-taking conventions, which allows us to describe what we can do when making notes. In this case, before we get

further into this subject matter it is, at the outset, important for us to review value of any language as a means of human communication.

Language plays roles in human-life. As social-being, individuals live together and communicate with each other. They need language as a means of communication. Using language, individuals can speak with one another for an understanding. With language, communications occur between groups and ethnic-groups. Efficient and effective communication certainly requires

communicative competence which includes rules and norms of language.

Language is far-reaching and that some people say that human life is nothing without it. Language allows people to communicate, talk and express their ideas, desires, and intents in any aspect of life and human efforts (Ridwan, 1986).

Definition of language is rooted in creative thinking as follows: *Finnochiaro (1974:3)* puts that language is a system of arbitrary vocal symbols which enables a group in a cultural scope communicate and interact. A.S. Hornby (1980:472) suggests that language is human and instinctive method of communicating ideas, feelings by means of a system of sounds and sound symbols.

Now, there is a scientific study of languages or a study of literature centered on language. This scientific study is familiarly known as linguistics that is commonly defined as the science of language, e.g. of its structure, acquisition, relationship to other forms of communication. This discipline has even developed and derived an applied linguistics, that is, linguistic study put to practical uses especially in the teaching of languages. In short, linguistics is often called the science of language (Buchanan, 1963).

As far as teaching of languages is concerned, educators or teachers should have mastered language skills: speaking, listening, reading and writing when they intend to provide their learners or students with the same skills.

It seems impossible to master all skills of language. The thing we can do is only to "get better today than yesterday, tomorrow than

today" by means of an English proverb say "Practice Makes Perfect" or as Robert Krohn suggests in his book *English Sentence Structure* "Probably the best way to practice a (foreign) language is to use it in communicating with others" (Krohn, 1977). It seems possible, however, because language has many aspects, rules and norms just to name a few.

Of the four major language skills — speaking, listening, reading and writing — the act of putting pen to paper is probably the most difficult. Even for people whose first language is English, many of them find writing a difficult activity. Writing in English is made even more difficult by the English spelling system with its few rules and many exceptions.

Fortunately, as with other skills, the more you practice writing, the easier it becomes. It is important, therefore, to write as often as you can. Any kind of writing will help: shopping lists, phone messages, informal letters to friends, and letters to the press, personal journals or diaries, academic essays or reports. Also, it doesn't matter how you record your writing: pen and paper, typewriter, computer screen, or even simple messages in sand on the beach. If you can afford one, the computers tend to give more flexibility since you can cut and paste, change the format and style, and save it for later use; all these factors mean that the writer can be more creative and worry less about accuracy.

Writing can be an individual activity — one which is done only for the benefit of the writer, such as writing a diary, journal or shopping list. More often than not, however, writing is a form of communication with others. If this is the case, it is important to know who

you are writing to, and to write in a style which is suitable. For example, when you write a letter to your friend you would probably choose a different style from what you would use when writing to the bank manager. The different style would be apparent in the choice of vocabulary, the grammatical accuracy, and the layout and format of the letter (Bell, 2005).

Note-taking is element of writing skill. Like most writing skills, the more you practice note-taking, the easier it becomes.

People make notes for a variety of reasons: 1) **Time**. They don't have enough time to write everything to write everything in full, for example, in a lecture or from a phone message, 2) **Space**. They don't have enough time to write down everything in full, for example, when they're running out of paper, 3) **Planning**. They write notes to help them plan a formal piece of writing, for example, planning an essay or organizing ideas, 4) **Memory**. They write notes to help them remember certain things, for example, in a lecture, from textbooks, or key words for a presentation.

Simply put, at the outset, note-takers can save time by using abbreviations, for example, *WW2* for 'World War II', symbols, for example, \neq for 'not equal to'; \geq for 'is greater than or is equal to'; \therefore for 'therefore', signs \odot for 'telephone', \oplus for 'parking court'. Furthermore, they can leave out grammar words for example, *articles* (a/an/the), *certain verbs* (is, are /was, were/has, have, had), *pronouns* (I/you/he/she/it/we/they), *prepositions of time* (at/on/in), *sentence connectors* (and/so/but) and just focus on the content words.

Although people usually make notes at speed, it is important to write as clearly as possible so that note-takers can read the notes at some time in the future, when they need them again.

In the teaching of English language (in this case, note-taking), the student must be trained adequately in all four basic language skills: *listening* (understanding), *speaking*, *reading* and *writing*. In many classroom courses the emphasis is wholly on the written language. The student is trained to use his eyes instead of his ears and his inability to achieve everything like correct pronunciation, stress and intonation must be attributed largely to the tyranny of the printed word. If the teacher is to train his students in all four skills, he must make efficient use of the time at his disposal. Efficiency presupposes the adoption of classroom procedures which will yield the best results in the quickest possible time. The following order of presentation must be taken as axiomatic (Alexander, 1967): 1) Nothing should be spoken before it has been heard, 2) Nothing should be read before it has been spoken, and 3) Nothing should be written before it has been read.

Speaking and writing are the most important of these skills, since to some extent they presuppose the other two.

Learning to speak. The traditional 'conversation class' is of no value at all if the student is not ready for it. The students must first be trained to use patterns in carefully graded aural/oral drills. Only in this way will he finally learn to speak.

Before considering how this can be done, it should be noted that the patterns in a language

fall into two distinct categories: *progressive* and *static*. For instance, learning how to answer and to ask questions involve the use of progressive patterns. They are *progressive* because the student's skill in handling these complex forms must be developed over a long period, beginning with a simple response like 'Yes, it is' and culminating in complex responses like 'Yes, I should, shouldn't I'. A *static* pattern, on the other hand, like the comparison of adjectives can be taught in a limited number of lessons, not over a long period.

Progressive patterns should be practiced through comprehension exercises which require the student to answer and to ask questions which become increasingly complex as the course proceeds. The student should be trained to give tag answers; make negative and affirmative statements to answer double questions joined by *or*; answer general questions which begin with question-words like *When*, *How*, etc, and at each stage, the student should be trained to ask questions himself. It is obvious that skills can not be dealt with in one or two lessons: the student requires practice of this kind in *every* lesson.

At the same time, static patterns should be practiced by means of drills which make use of language-laboratory techniques. He provides the student with a stimulus to elicit the new pattern in a series of oral drills until the student is able to respond accurately and automatically.

Students may also be trained to speak through oral composition exercises, where they are required to produce orally a passage of English they are familiar with. At the outset, the student should practice reproducing narrative and descriptive pieces. At a much later stage, he

will practice reproducing the substance of an argument. When he can do this well, he will be in a position to converse on set topics which deal with abstract ideas. By this time he will be able to express himself with confidence and will make relatively few mistakes.

Learning to Write. The same sort of careful grading is required when we attempt to teach students to write. We must again begin with the simple form of statement. Students are all too often plunged into composition work long before they are ready for it. At some point in a course, the teacher may decide that it is time his students attempted to write a composition, so he sets a short narrative or descriptive piece and hopes for the best. This is a random, hit-or-miss method which creates enormous remedial problems, and produces disastrous results. If a student's sole experience of written English has been to fill in blank spaces in tailor-made sentences, it is wildly unreasonable to spring a composition subject on him and then expect him to produce correct and readable prose. As with premature discussion on set topics, all we are doing is to encourage him to make mistakes. And it is no good hoping that after a few years of this (involving massive correction on the part of the teacher) the student will somehow improve on his own. Very few students are sufficiently conscientious or highly motivated to examine in detail their own corrected written work. Even if they did, there is absolutely no guarantee that they will not go on making the same mistakes. Writing skill can best be developed through carefully controlled and graded comprehension/précis exercises. Précis writing is not a sterile academic exercise useful only for

on the content words or finding the important parts of the writing or speech.

2.1 Performance of Language Function in Note-taking Linked with the Making Use of Abbreviations, Signs and Symbols.

A great many factors are related to language function. Language function (including speaker, listener and object) can not part from language analysis with the following characteristics: a) *flexible stability*; a language becomes efficient and effective when it applies flexible codification, b) *intellectualization* — where language-function needs systematization and trends towards accuracy and certainty of expression and utterance or production.

Language function should consider codification and meanings of abbreviations, signs and symbols when making notes. What we mean by codification includes set of language instructions, systems, rules and regulations of using commonly-used abbreviations, signs and symbols along with their meanings:

Table 1. Commonly-used Abbreviations

e.g.	b.1898	cm
et al.	incl.	kW
ca.	km.p.h.	mm
i.e.	Mt. (Everest)	kg
N.B.	no.	cc
cf.	d.1976	CD
etc.	ed.	
1066 A.D.	dept.	
33 B.C.	bldg.	
p.a.	WHO	

Table 2. Commonly-used Symbols

∴	α	?
#	β	<
=	δ	>
≠	φ	≤
±	μ	≤
%	θ	×

↑	π	/
←	&	f
→	Δ	'
↓	*	"
≈	÷	∪
—	€	€

Table 3. Commonly-used Signs

⊕	⊖	⊗
⊗	⊕	⊗
⊗	⊕	⊗
⊗	⊕	⊗
⊗	⊕	⊗
⊗	⊕	⊗
⊗	⊕	⊗
⊗	⊕	⊗

Any abbreviation, symbol and sign presented above serves as part of object or destination to write that speaker and listener should understand what these all mean when making notes of the writing and speech.

Below are some meanings of the abbreviations, symbols and signs:

Table 4. Meanings of The Abbreviations, Symbols and Signs

Abbreviation	Meaning
e.g.	<i>exempli gratia</i> 'for example', 'for instance')
Et al.	<i>et alii</i> 'and other people'
	<i>at alia</i> 'and other things'
etc.	<i>et cetera</i> 'and the rest, and all the others'
fl	floor
fol(l)	following
i.e.	<i>id est</i> 'which is to say', 'in other words'
ibid	<i>ibidem</i> 'in the same place'
kg	kilogram
Cf.	<i>confer</i> 'compare'
A. D.	<i>Anno Domini</i> 'in the year of the Lord'
N.B.	<i>nota bene</i> 'take special note of'
no or no(s)	Numbers
ed.	edited by; editor; edition, education,

ca.	educated <i>circa</i> 'about, approximately'
p.a.	<i>per annum</i> 'per year'
incl.	including
dept.	Department
bldg(s)	Building(s)
cc	cubic centimeter
CD	<i>Corps Diplomatique</i> 'Diplomatic Service'
Co. (comm)	Company
concl.	Concluded; conclusion
Mt.	Mount

Below are meanings of symbols:

Table 5. Meanings of Symbols

Symbol	Meaning
∴	'therefore'
=	'is the same as'; 'is equal to'
≠	'not equal to'
x	'multiply'
-	'subtract'
+	'add'
/	'divide'
<	'is smaller than'
±	'more or less'; 'approximately'
>	'is greater than'
≥	'is greater than or equal to'
≤	'is smaller than or equal to'
↑	'increases, increasing'
↓	'decreases, decreasing'
→	'forward'
←	'backward'
α	'first', 'the beginning'
Ω	'last', 'the end'
®	'registered'
©	'copyright'

Then, teachers introduce meanings of some signs as follows:

Table 6. Teachers Introduce Meanings of Some Signs

Symbol	Meaning
Ⓜ	'no smoking'
☎	'telephone'
👁	'optic'
🚻	'Gent's' (toilet)
🚺	'Lady's' (toilet)
✉	'mail'
✈	'airport'
⚠	'Dangerous'

2.2 Language Function by Focusing Just on the Content Words or Finding the Important Parts

Language function by focusing just on the content words or finding the important parts emphasizes on, some other things, leaving out the grammar words and practicing in note-taking at the sentence level, the paragraph level, a short talk, a short essay.

Below are examples (tasks/tests) of level the language function can practice for the content words or important parts of the writing or speech.

2.2.1 Example-1 'Note-taking at the sentence level'

This case deals with practice in note-taking at the sentence level and then writing sentences in note form, using abbreviations, signs and symbols or anything else which will help the language function (speaker/listener) save time. However, they should remember to focus only one of the content words.

1. Increased levels of alcohol assumption lead to dependence or even addiction

()

2. Einstein was a famous German scientist who was born in 1879.

()

3. Chemistry may be defined as the branch of science which studies the composition and

reaction of different elements and substances.

- ()
4. It has been forecast that we can look forward to fewer working hours in the future

- ()
5. The slavery issue was one of the reasons why the northern and southern states fought against each other in the American Civil War.

2.2.2 Example-2 'Note-taking at the paragraph level'.

This example allows language function (speaker/listener) to practice note-taking at the paragraph level. The important thing to do is reading through a passage and making notes. Furthermore, the note-taker (receiver/listener) must be able to understand his or her notes later.

Skin cancer is caused by constant exposure to the sun. In Australia doctors discover 140,000 new cases of skin cancer every year, approximately one thousand of which result in death. There are three sorts of skin cancer. The most dangerous skin cancer is melanoma. The other two types are not as serious but must be treated early to be sure of a complete cure. According to medical research ultraviolet radiation is responsible for causing skin cancer. There are three types of ultra-violet rays: UVA, UVB and UVC. Of these three, UVB is the most dangerous and causes the most damage to

the skin. UVA has a slower effect on cells and is responsible for the aging process which makes skin wrinkled and leathery. UVC rays never reach earth and therefore, not an issue. The greater the exposure to the sun, the greater the risk of getting skin cancer. The most dangerous time to sunbathe is between 11 in the morning and 3 in the afternoon. People with fair skin are the most susceptible to the effects of sunburn but everyone, with the exception of Australian Aborigines, is prone to skin cancer. There are a number of things we can do to help prevent skin cancer; wearing a T-shirt, putting on sunglasses and using sun-cream are just three ways to protect ourselves from the harmful effects of the sun.

2.2.3 Example-3 (Task 1) 'Making note for short talk'

In this example 3 (and task 1) the language function is required to read information about Leonardo da Vinci (or asking a friend to read the text as if he or she was lecturing on the subject) and making notes for a short talk. Using only listener's notes, he/she is asked to give a short talk about Leonardo's life and to your friend.

Leonardo da Vinci was one of the greatest thinkers. He was also an artist and an inventor.

He was born to humble parents in the town of Vinci in 1452. He lived there

the age of 12 when the family moved to the city of Florence. It must have been very exciting and perhaps a little frightening for the young boy who had been used the quiet hills around his birthplace.

As a child Leonardo was very good at drawing so his father apprenticed him to Andrea del Verrocchio, a leading Florence artist. Here he learned many of the skills required by fifteenth-century artists: preparing canvases, carving wood, sculpting stone and casting metal to make bells, jewelry, musical and navigational instruments.

The ruler of Florence at the time was Lorenzo de Medici, and Leonardo was fortunate enough to be able to obtain a position with him as an artist. In 1492 his patron sent him to Milan to take a beautiful musical instrument made of silver as a gift to its leader the powerful Duke Lodovico. Leonardo impressed the Duke not only with his skills as a musician and artist, but also with his amazing ideas for building bridges, armored warships and chariots. In 1493 Leonardo moved to Milan to work for the Duke as an artist and as an engineer.

He stayed in Milan for 17 years before returning to Florence to continue his painting. It was here he completed his most famous portrait, the Mona Lisa. He also worked at times in Rome where he observed birds and designed human powered flying machines. His ideas were very much ahead

of his time and not always accepted by his contemporaries. For example, he wanted to study human anatomy but he was forbidden by the Church to cut up human bodies. He was forced to study instead the organs he obtained from the local butcher. Despite this he was able to produce accurate models of how the heart works.

Eventually he left Italy and went to work for the King of France (Francis I) as a painter, architect and mechanic. The king was very generous and allowed him plenty of opportunity to pursue his own interests.

Towards the end of his life Leonardo began to edit and organize his scientific papers but sadly he did not have time to complete the task before his death on 2nd May 1519. As his grave was unfortunately destroyed during the French revolution centuries later we no longer know where he is buried and cannot pay homage to this great man.

2.2.4 Example -4 (Task 2) 'Making notes for a short essay'

In this example 4 (and task 2), the language function is required to read information (about Galileo Galilei) or asking a friend to the read the text as if he or she was lecturing on the subject) and make notes for a short essay. What the language function (speaker/listener) has to do is choose a different style of note-taking from Task 1. Moreover, using only note, language functions is asked to write a short composition about Galileo Galilei's life and work.

Galileo Galilei was born in Florence in 1520. His first love was music and he was an accomplished lute player. At ten years old he was sent to a monastery for education. At one time he planned to become a monk but his father persuaded him to study for a medical degree. As his studies progressed, Galileo developed an interest in mathematics and natural philosophy. Eventually his interest became so strong that his father allowed him to give up his medical degree in favor of maths. His work in this area was much praised; in 1589 he became the foremost mathematician at the University of Pisa and later at Padua.

*Although Galileo had two daughters and a son by his lover Maria Gamba, they never formalized the relationship by marrying. This was perhaps another example of his unconventional thinking. Galileo continued his work in mathematics and began increasingly to study the stars and planets. His book of astronomical discoveries, *Starry Messenger*, was published in Venice in 1610. The world was astounded to read for the first time that the Milky Way was composed of stars, that there were mountains on the moon and that Jupiter has at least four moons.*

His assertion that, contrary to popular belief, the Earth and other heavenly bodies moved in orbit around the sun was greeted with further astonishment. His later books were banned by religious who found the content threatening. He was put on trial for his opposition to the status quo and placed

*under house arrest for the rest of his life. His next book, *Discourses* was smuggled out of Italy and published in Holland. Many people believe it to be his finest work.*

Galileo died in 1642 still unrepentant and at odds with the religious authorities. His refusal to be dictated by lesser minds and his willingness to be guided only by logic made Galileo one of the greatest thinkers in history.

3. RESEARCH METHODOLOGY

Since note-taking points to such reasons as time, space, planning and memory and it is related to the language function (speaker/sender; listener/receiver and object of message in the writing and speech), note-takers should think about one note-taking method that suits him or her.

There are number of excellent methods of note taking: 1) The outlining method, 2) The mapping method, 3) The charting method, and 4) The sentence method (Bell, 2005).

For example, in the examples 1 through 4 and tasks 1 and 2 above, practicing note-taker should decide which would be the most appropriate method for him or her.

However, as note-taking is a process that involves language function, note-takers apply Reception Learning Method (instruction-based note-taking in terms of improvements to process and product of note-taking using commonly-known abbreviations, signs and symbols focusing on content words and finding the

important parts of the writing and speech). This approach includes phonics method and whole-language approaches (Jerome Bruner, *The Process of Education* (1960). In ideological sense, when one practices note-taking, he must study in more detail about phonics-based delivery system and whole-language approach. Phonics-based delivery uses basal readers where teachers (speakers/senders) emphasize the word attack skills of decoding whereas whole-language approach is based on literature and experience.

In the case of classroom when teaching about note-taking, teachers should share knowledge in such a way that a student is able to learn note-taking skill. There are several means to this end. Among them are: creating a positive learning environment; being aware of parental, peer and social demands, and understanding the student's individual needs.

In addition, some note-takers also apply *Discovery Learning Methods* focusing on radical approach (development of new abbreviations, signs and symbols focusing on content words and finding the important parts of the writing and speech). Moreover, Jerome Bruner in *Man, a Course of Study (MACOS)* develops a Bruner's instructional model based on four key concepts: structure, readiness, intuition and motivation. (These concepts are developed in detail in Bruner's classic book, *The Process of Education*).

The concept *structure* of a discipline is not new. This concept makes the cases for learning significant ideas as opposed to mere facts. Bruner defines the structure of a discipline as its basic concepts and methods. The structure of

note-taking, for example, is composed of its organizing concepts, such as time, space, planning and memory. Its method includes practicing of making notes of the writing and speech at sentence and paragraph level and doing tasks such as short talks and short essays.

Bruner suggests that teaching students the structure of a discipline as they study particular content leads to a greater active involvement on their parts as they discover basic principles for themselves. This, of course, is very different from more traditional approaches which suggest students ought to be receivers rather than developers for information. Bruner states that learning the *structure* of knowledge in a given discipline or subject area, rather than endless sets of facts, facilitates comprehension, memory and learning transfer.

The idea of structure in learning leads naturally to the process approach where the process of learning (or *how* one learns) becomes as important as the content of learning (or *what* one learns). Bruner writes that the best way to create interest in a subject is to render it worth knowing, which means to make the knowledge gained usable in one's thinking beyond the situation in which the learning has occurred... An uncounted set of facts has a pitifully short half-life in memory. Organizing facts in terms of principles and ideas from which they may be inferred is the only known way of reducing the quick rate of loss human memory (Bruner, 1963).

In terms of *readiness* for learning, Bruner believes that any subject can be taught effectively in some intellectually honest form to children (students) at various stages in

development. Obviously an important determinant to readiness for learning is intellectual development, or how a child (student) views the world. Throughout Bruner's writing is the notion that the key to readiness is a rich and meaningful learning environment coupled with an exciting teacher who involves children in learning as a process that creates its own excitement.

Bruner clearly values *intuition* or intuitive thinking as a learning style. He feels that it has been generally overlooked and undervalued as a legitimate tool for learning in classrooms. Real problems, particularly those with an interdisciplinary focus, seldom lend themselves to the neat, lock-step approach found in textbooks.

Motivation is another important concept in Bruner's instructional model. Why someone wants or does not want to learn something is often very difficult to ascertain. But, Bruner suggests that intrinsic motivation — the idea of learning as its own reward — is an essential key to effective learning. John Dewey wrote of "the teachable moment", when motivation and information come together. A teacher who is curious, who values reflective thinking, and who accepts the student's childlike attempts at intellectual reaching-out will have a motivating presence. Whatever a teacher can do to enhance a student's desire to learn is valuable.

The approach that Jerome Bruner suggests requires students to take part in the process of knowledge-getting or knowledge is a process. Combination of this process with the note-taking methods may help language function have best effect on note-taking linked with the

making use of abbreviations, signs and symbols; and focusing just on the content words or finding the important parts.

4. DISCUSSION

This research shows that for practicing note-taker, there is a focus on language function (improvement of note-taking quality by means of the lining method, the mapping method, the charting method and the sentence method in response to the note-taker needs). This is an important contribution of this study; it corresponds with note-taking examples and tasks at sentence, paragraph, short-story and short essay level which showed that by expanding reader/sender's encoding skills and clarity of message of the writing and speech they send will affect listener/receiver's decoding skills. The interesting thing is that the focus on language function is actually related to the note-taking skill.

The result showing that there is a link between language function and using Receptive Teaching methods/incremental approach (outlining method, mapping method, charting method and sentence method) in note-taking. It has important implications. It confirms the importance of phonics and whole-language approaches and provides support for the encouragement of practicing in note-taking. We find the note-taker's familiarity with several different note-taking methods will enable them choose the most appropriate type of their task.

Furthermore, personal reference is also a major factor. In this case, note-taker should

practice with different note-taking styles until he or she finds one that suits him.

There are some limitations to this study. An example is the relatively small sample size of students, especially when language function is considered in their effects on note-taking activity. Also, it could be argued that this research is highly contextual, focusing on a group of students that we have labeled "practicing note-takers" in classroom setting. Therefore, language function factors as stated above must be viewed in the light of these limitations. Further studies are required to validate the findings of this study with a larger sample and in different contexts to reach firmer conclusions. Also, the issue of how note-takers actually undertake the practice of practicing note-taking or manage note-taking activity needs to be empirically investigated. It will be interesting to identify totally confident note-taker and explore how they differ from low performing note-takers in the way they undertake or manage note-taking activities.

Note-taking is a very important skill that students need to acquire. Although it takes considerable practice to become a totally confident-note taker, the effort they make will be amply repaid in the improved quality of notes they make.

Typing out the notes students have made can be a useful means of revision in itself as it forces them to recall and expand the notes they made earlier. If this is too-much consuming, they should at least review their notes at the end of the session to ensure that their references are clear and their handwriting is legible.

In conclusion, language function affects summary writing and note-taking which involve finding the important parts of the writing and speech.

5. CONCLUSIONS

According to the data, analysis, and discussion above, we can have several conclusions as follows:

- 1) Language function has affects on note-taking that this factor allows note-takers to make notes for a variety of reasons: a) *Time*; they don't have enough time to write everything in full, for example, in a lecture or from a phone message, b) *Space*; they don't have enough space to write down everything in full, for example, when they're running out of paper, c) *Planning*; they write notes to help them plan a formal piece of writing, for example, planning an essay or organizing ideas, d) *Memory*; they write notes to help them remember certain things, for example, in a lecture, from text books, or key words for a presentation.
- 2) Note-taking is a very important skill that students need to acquire. Although it takes considerable practice to become a totally confident note-taker, the effort they make will be amply repaid in the improved quality of notes they make.
- 3) Summary writing and note-taking involve finding the important parts of the writing or speech.

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