ABSTRACT

This study aims to describe in Law Islamic Students in using listening strategies. According to Scarcella & Oxford, (1992) as cited by Rebbeca (2003) Learning strategies defined such as specifications, behaviors, steps, or techniques, such as looking for a partner conversation, or giving herself handling a difficulty language task, used by the students who need enhance their own learning. Same with Feyten (1991) as cited by Jou (2010) who said that almost 45% people allot time to listening, 30% on speaking, 16% on reading, and only 9% people likes to writing. The number of respondents in this research is 92 students of Law Islamic student's batch 2017 in Islamic University of Indonesia. The research use the main instrument in the form of the Metacognitive of Listening Questionaire (MALQ) from Vandergrift, Goh, Mareschal, and Tafaghodtari (2006). The questionnaire is distributed by using Google form with Tinyurl.com for Links from the website is easy to spread. Furthermore, the result of this research is the highest learning strategies is problem solving with the score (4, 7). In this dimension, the students use their experience and knowledge to help them understand the materials. Meanwhile, the lowest score of learning strategies is directed attention (4, 2) which the students try to get back on track when their lose contrition.

Keywords: Survey, listening strategies, Law Islamic Students.