INFORMATION LITERACY OF INTERNATIONAL STUDENT, INDONESIAN AS FOREIGN LANGUAGE (IFL), IN INDONESIA

Ilsa Nurul Oktaviani
ilsa.nurul@ui.ac.id

Margareta Aulia Rachman MAR
Universitas Indonesia, margareta.aulia@ui.ac.id

INFORMATION LITERACY OF INTERNATIONAL STUDENT, *INDONESIAN AS FOREIGN LANGUAGE (IFL),* IN INDONESIA

Abstract

This research aims to analyze information literacy skill of Bahasa Indonesia bagi Penutur Asing (BIPA) (Indonesian Language for Foreign Student) at Universitas Indonesia in accordance with their foreign language learning need, Bahasa. BIPA students are foreign students who study Indonesian language as their foreign language or it can be called as Indonesian as Foreign Language (IFL). Most existing researches discuss English as foreign language/second language (EFL/ESL), but no research on information literacy related to Indonesian as foreign language/second language. Therefore, this research is going to fill the gap between the previously conducted researches on information literacy related to language skill. This research can also be used as a reference for information literacy research with speakers of other languages. Information literacy skill of BIPA students will be analyzed using Big6, consisting of problem defining stage, information finding strategy, location and access, information use, synthesis and evaluation. This research is using qualitative approach with case study method. The result of this study shows that international students of BIPA program conducted process of information literacy without their realizing it directly. The process occurs due to information needs that come from the cognitive and affective needs of informants as international students, not from learning activities. The information literacy skill of BIPA students also influenced by the length of stay in Indonesia.

Keywords: information literacy; Indonesian as Foreign Language (IFL); Big6 model; Bahasa Indonesia bagi Penutur Asing (BIPA) program; international student; information need

INTRODUCTION

Information literacy is a skill that can be owned and applied by everyone in order to meet their information needs. The skill is considered important to solve the problems and making decisions. Nowadays, information literacy skill becomes essentials for students in supporting lectures and fulfilling their various information needs. Faculty of Humanities, Universitas Indonesia (namely FIB UI), is the only faculty in Universitas Indonesia that provide Indonesian Language Program for Foreign Speakers (namely BIPA in Indonesian: Bahasa Indonesia untuk Penutur Asing). This program is available for foreign students who wills to study Indonesian language (bahasa Indonesia). The BIPA students comprises of international students whose their information needs are different than the other students in Universitas Indonesia. It is assumed that their information needs will affect the process of information literacy conducted by BIPA students in order to fill their information needs.

It is important for university students to master the information literacy skills, including BIPA students. It is because information literacy skill provides advantages that support lifelong learning, workplace, career, and the future (Association of College and Research Libraries, 2000). Therefore, it can be concluded that information literacy skills for BIPA students is important as valuable assets that can be applied in their workplace, career, and future. This would be in line with their own purpose to settle in Indonesia. Einsberg (2004) also stated that the information literacy skill is important in learning foreign language. This can be seen from the foreign language learning objectives which includes communication, culture, relationships, comparisons, and communities that will increase the need to master information literacy skill in order to solve problems related to learning activity. Conteh-Morgan (2001) in his research stated there is a need for collaboration between foreign language teachers and librarians. The collaboration is needed to improve the match between the concept and objectives of learning a foreign language with the information literacy skills. Aytac (2016) also stated that international student's academic staff is encouraged to advise and improve their students' information literacy skills by holding longer information literacy class time.

The analysis towards information literacy process in this study uses the Big6 information literacy model. The model is used because it can be applied more flexible and can be combined with other theories according to the research needs. Another theory used in this research is theories related to information needs, information resources, and foreign language learning. Research on the information literacy of Indonesian as Foreign Language (IFL) related to the language learning curriculum has not been done before. Therefore, this research finding is important as a valuable suggestions and inputs to BIPA program staff and directores to collaborate with the university library to improve the information literacy skills of BIPA students. On the other hand, this research also expected that BIPA students can pay more attention to their information literacy skills as international students in Indonesia.

RESEARCH METHOD

This research uses qualitative research with case study method. The inclusive criterion of informants is international students of BIPA program at Faculty of Humanities University of Indonesia whose active enrollment. The following table provides information regarding the selected informants:

Table 1. Informants

Code	Anonymous	Sex	Country	Length of Stay	Occupation
KI-A	Jourdy	Male	South Korea	7 months	Employee
KI-B	Risa	Female	South Korea	3 months	Student
KI-C	Feri	Male	Dutch	7 months	Employee
KI-D	Agus	Male	Slovacia	7 months	Student
KI-E	Dimas	Male	Japan	3 months	Student
KI-F	Luna	Female	Vietnam	5 months	Student

Interviews were conducted with in Indonesian language and English. Both language were used to make the informant feel comfortable and answer the questions directly from the researcher. The researcher asked the informants to tell the stages of information literacy process which they applied based on their experience in Indonesia.

In addition to interviews, other data collection technique conducted was observation. The observation was conducted in BIPA at FIB UI, especially in BIPA building: building 5 and building 6 of FIB UI. Observation activities were conducted to see the interaction between BIPA students and information sharing activities among them as one of the process of using information in information literacy. Furthermore, based on the collected data, coding and analysis were carried out, interpreted then drawn into conclusions.

DISCUSSION

1. **Information Literacy of BIPA Student, Faculty of Humanities, Universitas Indonesia**

Information literacy of BIPA students is analyzed by using the Big6 information literacy model. This model was developed by Einsberg and Berkowitz in 1988. The analysis of information literacy skill will be divided into six parts, according to the process in Big6 theory. This process consist of task definition, information searching strategy, location and access, the use of information, synthesis, and evaluation. The answers gained from informants are a concept obtained from the description of the informant's explanation regarding the process of information literacy in addressing information problems while living Indonesia. Below is the following analysis results of information literacy skill of informants in accordance with Big6 model:

a. Task Definition

The task definition stage in this model is a person's stage in recognizing the existence of his/her information needs, defining a problem, and identifying the type and amount of information needs (Eisenberg, 2004). Regarding to that, the analysis is carried out by understanding the way informants formulating their information needs. As an international student who is joining BIPA program, all informants give an idea that their information needs do not come from their task as a student. Problems in information needs arise regarding daily activities in Indonesia, such as language, work needs, hobbies and interests. Regarding to their information needs, the most demanded information needs of informants are basic information needs to addapt live in Indonesia and their daily activities. This kind of need is stated by all informants. Below is the details of the type of information needs regarding to informant's answer.

Table 2. Information Needs

Information Needs	Details
Basic Information Needs	Transportation, daily activities and service (e.g. laundry), places of interest, roads, fashion
Language	The differences of meaning or terms
Work/Business	Indonesian government rules and law
Hobbies and Interest	History, culture, foods, palces of interest

Regarding to information needs, Wilson (1996) stated that information needs can be influenced by psychological factors, demographics, role of person, environment, and information resource characteristics. Based on Wilson's explanation, information needs of informants were influenced by the new environment experiencing by the informant as well as their goals and roles to live in Indonesia. From the table above, basic information needs were much influenced by environmental factors such as transportation, daily activities and service (e.g. doing laundry), street / direction, fashion, daily activities, and language. In addition, information needs were also influenced by their roles while living in Indonesia. For example, informants who are living in Indonesia as workers have information needs related to history, culture, and law; while informants who lives in Indonesia as students have information needs related to their hobbies and tourist attractions.

From the explanation above, it can be concluded that the problem of information needs formulated by the informant shows that the information needs did not come from their tasks at BIPA program. Information needs formulated by informants were information needs to adapt live in Indonesia and doing their roles in Indonesia. Therefore, the process of information literacy carried out by informants is driven by environmental factors (transportation, service, roads, daily culture, language), the role of a person (government law, history, culture), and psychological factors (special interest in culture, tourist attractions and food) and all of these information needs are considered as non-academic information needs.

b. Information Searching Strategy

Information searching strategy is an important part in determining information resources that allows a person to search according to their information needs (Einsberg, 2004). In determining the information searching strategies, one must be able to determine possible sources of information. There are three types of information that can be divided into personal sources of information: our self and others, as well as non personal information sources like books, newspapers, the internet, and others (Bystrom, 1995).

Tabel 1.Characteristic of Information Sources

Information Sources	Type	Reasons
Personal	Friends	Considered to have furhter knowledge regarding any information needs
	Family (Wife)	Considered to be trusted and have furhter knowledge regarding any information needs
Non Personal	Internet	The information provided is considered valid
	Books	The information provided is considered valid
	Official bodies	The information provided is considered valid

The table 3 above illustrates how informants applied their information search strategy. The answer is according to the theory of Bystrom and Jarvelin (1995) that another type of information source is someone else. For informants who use the internet is considered as non personal of information sources. These sources are considerd as strategy that applied by informants to meet their information needs. In addition, their reasons for choosing the sources which they explained are their own criteria for assessing the source of information they choose. In accordance with the theory described by Einsberg (2004), the informants have already done the stage of information searching strategy by evaluating the source of information, although the strategy and criteria in the source evaluation is not systematically implemented but rather self-directed.

At this stage, there are differences that influenced by the ability of informants to speak Indonesian language. For informants who already speak Indonesian language fluently, they have their own strategy in searching for more specific and valid sources of information (such as governmental agencies, books / articles / journals, or printed newspapers). As for informants who do not speak Indonesian language fluently, they conducted a wider search through search engines or asking the closest person they have: a friend. For internet searching, all informants conducted online information searching through search engine. The Informants also use online newspaper as a unique strategy in information searching. The reasons why they use online newspaper sources as their information searching strategy, they

considered that the information provided on online newspaper about Indonesia (according to their information needs) is reliable.

c. Location and Access

Location and access stages are someone's stage in developing and implementing search strategies that has been previously formulated. This stage also focuses on utilizing various forms of information sources that have been previously evaluated (Einsberg, 2004). Based on this explanation, there are several differences in location and access based on different informant backgrounds. As explained by Jourdy, who is a worker and has been living in Indonesia for seven months

"I search the internet, I read newspapers on the internet or regular newspapers, or I ask my friends"; "Indonesian, or sometimes I use English, because it is difficult if there is a difference of words"; "... information is often different, but I usually ask friends. I want to ask the government, but the answer is still different " (Jourdy)

Different answers were explained by Risa, a student and has been living in Indonesia for three months, Risa did not show this stage in depth.

"Immediately, I search on google, but it's a bit difficult because the language is different. For example, like rainbows, there are seven colors, red, orange, em ... In Korean, there's red and purple rainbow, but there is no nila. I found difficulty "; "I do believe it. Because I usually search on the Kompas (Indonesian newspaper). "; "... I still use Indonesian language" (Risa)

The quote above shows that the background of the informant regarding the role and the duration stay in Indonesia influences the process in conducting in-depth searching regarding to location and access to information. The informants who have just lived in Indonesia and seem to be unfamiliar with the living environment in Indonesia have not made more efforts in conducting in-depth information searching and easily trust the information obtained. In accordance with all the various answers of informants regarding the location and access of information literacy, it can be concluded that all informants have conducted the location and access stages even though they are unaware and the process is influenced by the level of Indonesian informants' abilities. The following is the conclusion of the answers from informants regarding the location and access to information:

a. Only one informant use the book as a search location (to obtain information)
b. Four of the six informants used both online and printed newspapers as locations to obtain information.
c. One informant utilizes the official institution's website or contact the official agency for information locations.
d. All informants use blogs / sites they find on search engines to add information

e. Five informants made their friends as their access to information, while one informant made his wife as an access to information.

f. One informant only uses Indonesian language as his strategy in determining the keywords

g. Four informants used English as their strategy in determining the keywords

h. Three informants use their own languages they control such as Japan, Germany, and the Netherlands as their strategy in determining the search keyword information.

i. Five of the six informants made the process of collecting information from various sources they determined from the stage of the search strategy

In accordance with these conclusions, it can be seen that 5 of the 6 informants have done the location and access stage completely because they have been able to search information from various sources. Regarding to access to information, all informants access open access-information, but one informant used directly access to official institutions. To access information, all informants already have a strategy of using the language in accordance with the comfort, ability, and trust.

d. The Use of Information

The stage of information use is a stage that includes activities in analyzing information sources by identifying the accuracy, relevance, and completeness of information. In addition, activities in this stage also include activities in distinguishing facts, opinions, and point of view (Einsberg, 2004). The use of information carried out at this stage can be conducted consciously or unconsciously by informants. Based on the informant's explanation, the use of information activities creates a sense of confusion and curiosity towards the clarity of information that the informant gets. The following is a detailed answer from the informant which describes the process of using information.

"I search on the internet, I read newspapers on the internet or regular newspapers, or I ask my friends"; "I am often confused because information is often different, but I usually ask friends. I want to ask the government, but the answer is still different "(Jourdy)

"I search on the internet, newspaper, or I asked my friend to find out"; "I am confused ... sometimes but I ask my friends to make sure" (Agus)

I usually read books, or search on google for information"; "Never before, I usually ask my wife if I want to know about something, I search on google and then I ask my wife. My wife is Indonesian "; "... I asked my friend who is Indonesian" (Feri)

"But often the information is different, and I get confused and doubt" (Luna)

"First, i collected information in Japanese, reading websites in Japanese later started to speak Indonesian language, so I use Indonesian language as well"; "I made some friends with UI students and they gave me some information"; "I often feel confused because a lot of information I found on the internet" (Dimas)

The quotation of the answer above shows that there are two informants (workers) making the stage of using information clearly. There were five of the six informants who had made the stage of using information unconsciously and one informant did not aply the stage of information use because he did not conduct the process of gathering information from various sources. There are two informants with workers' backgrounds illustrating that they are more critical in extracting information. These results indicate that Indonesian language skills and background of living in Indonesia influenced the synthesis process on information literacy of BIPA students.

d. Synthesis

Synthesis is the stage of information literacy which includes activities in managing and communicating the results to solve the problems. Activities in this stage include information management from various sources and information delivery activities (Einsberg, 2004). Information delivery activities which can be seen from BIPA students are information sharing activities both orally and recorded/using medium and informants are a source of information from the information they have previously processed. In accordance with the theory explained by Vickery (1987) that there are oral and recorded sources of information.

Based on the results of the interviews, all informants had a tendency to present information at the synthesis stage by discussing with other fellow international students. It is also seen from the result of observations. The results of the observation show that there are BIPA student groups that gather and discuss each other about information they know.

"I was sick yesterday, and then I felt better after taking medicine," said one BIPA student to his friends.
"Where do you know the medicine?" asked another one

Then, the BIPA student answered his friend's question by using Korean language. From the observation, it is known that hhe explained about the way he knew the drug because he searched on *google.* The phenomenon shows that the process of presenting information in the synthesis stage is occured by discussing and sharing opinions with friends. Some informants also said that they will discuss and asked each other about the information they got.
"I used to discuss or ask with friends if I found information" (Jourdy)

"I talk with my friends if I find information or news about Indonesia" (Agus)
"We had lots of discussion, and presentation too" (Ferry)

The answers provided by informant shows that presentation of information is not only done in a formal way. Many BIPA students were identified discussing and sharing information about Indonesia they found. In addition, when observations conducted by researchers on social media, there were several people who shared information about Indonesia through blogs such as http://www.5seem.com/. Therefore, it can be concluded that the dissemination of information by informants was carried out with discussion and some of BIPA students doing blog writing to present the information that they got about Indonesia.

f. Evaluation

The evaluation stage is one of the processes of information literacy which includes the assessment of the processes that have been carried out and also the results of the process (Einsberg, 2004). Based on the interview with informants, it is shown that informants performing information literacy stages unconsciously, so the evaluation is done by looking at the feelings or opinions of informants about the search results and meeting information needs.

Tabel 2.Evaluation Process

Assesment	Stunted stages	Quantity
Difficulties in the process of understanding and tracking information due to differences in vocabulary	Stage 3: Location and access (Finding potential information for use from various sources)	Results of evaluation of 2 informants
Difficulty in determining the source as needed	Stage 2: Determine information sources that allow related searches	Results of evaluation of 2 informants
Obstacles due to differences in information found from various sources	Stage 4: Extract relevant information (differentiating facts, points of view and opinions)	Results of evaluation of 2 informants

The evaluation informan also indicates that there are difficulties in the process of understanding and tracing information due to differences on verbs, determining valid sources, and different information from various sources (see Table 4). These difficulties prohibits stages of location and access, information searching strategies, and the use of information and evaluation results can be part of the barriers in information literacy process. According to foreign language learning, the conclusion between information and Indonesian literacy are:

    a. Indonesian language skill influences the process of understanding information;

    b. Indonesian language skill of BIPA students influences their ability in determining valid information sources;

    c. Indonesian language skill of BIPA students influences the process of using information and synthesis on information literacy;

d. BIPA students who have better Indonesian language skills performed critical thinking in the process of information literacy;

e. One of BIPA students who has good Indonesian language skill did not find any difficulty in the information literacy process and stage;

f. Information literacy process is needed to achieve the learning objectives of Indonesian Language for International Students Programs.

The results also show that BIPA students need more information about valid information resources and keywords to do searching. In addition, the informant's answers also illustrate the lack of libraries' roles, lecturers's roles, and librarians's roles in fulfilling the information needs of BIPA students besides non-academic information. Therefore, based on the answers from interviewee, an additional class is needed. The additional class is expected to provide information about information resources according to their individual needs.

2.2 Information Literacy Skilss and Foreign Language Learning

Einsberg (2004) explained that information literacy skills are important for foreign language learning and the achievement of learning goals such as communication, culture, comparison relations, and community. This can be seen from the BIPA material presentation methods presented by Surajaya in Suyitno (2007). He explained that BIPA material presentation method are not only applied in the classroom, but also out of the class. The various recommendations including tips from native speaker informants, identification on cultural and general behavior, how to identify cultural connotations, suggestions for minimizing stereotypical perceptions and suggestions from using authentic reading. These recommendations require active participation of foreign students in utilizing their information literacy skills.

The information literacy skills of identifying potential sources of information, accessing sources of information including computer-based and other technologies, organizing information including application, integrating new information into existing body of knowledge, and using information in critical thinking problems are all necessary to study of a foreign language (Einsberg, 2004).

The above quotation indicates that the the information literacy skilss will be useful for foreign language learning. In addition, there are other activities on foreign language learning which aims to undertand Indonesian culture more comprehensively, as follow:

1. Doing learning activities with Indonesian language information resources such as newspapers, magazines, books, films, radio, television, and mass media from native speakers

or countries. Furthermore, international students of the BIPA program are required to use the Indonesian language information resources. Therefore, the process of information literacy conducted can be usefull to fulfill their information needs.

2. Interacting with the native speakers. These activities can be supported by BIPA students' information literacy skills. Utilization of native speakers' communities as an intrapersonal information source and mediator in the assessment of information products will enhance the interaction between BIPA students and the native-speaking community.

3. Comparing local cultures of foreign students with the local cultures of studied foreign languages, analyzing, identifying, and understanding the perspectives of native-speaking communities, as well as recognizing the cultural behaviour and attitudes of native-speaking communities. With the development of information literacy skills, BIPA students can be more critical in comparing cultures. This activity requires the ability to extract information that includes understanding and distinguishing between facts, opinions, and points of view.

4. Understanding the nature of the foreign language learned in their own native language. By developing information literacy skills, BIPA students will also develop their habits in reading various articles / information in Indonesian language. Information understanding activities in information literacy will assist BIPA students in learning grammar and recognizing the nature of Indonesian language and comparing with their native language. This will help in enriching the understanding of meaning between languages. (Suyitno, 2007)

Based on the analysis above, it can be concluded that there is a relationship between the learning of Indonesian language as a foreign language by international students, with the information literacy skills. Therefore, increasing the ability of international student information literacy skills will also increase the effectiveness of Indonesian language learning by international students, especially the BIPA program in FIB UI.

2.3 Barriers and Supporting Factors

a. Barriers

The result of the analysis on the process of information literacy indicates that there are some obstacles that occur in the process of information literacy. These barriers are related to Indonesian language skills of informants and lack of knowledge of valid sources of information in Indonesia. Barriers in the process can be seen during the evaluation stage on the information literacy could be seen on Table 4. There are five out of six informants explaining that they found some barriers in the process of information literacy. The bariers are are, 1)

different information from different sources, 2) the vocabulary differences between Indonesian and the informant's native language, 3) the lack of knowledge about valid information sources in Indonesia. Therefore, the informants have not conducted the stage of information literacy as well.

b. Supporting factors

Factors that support the information literacy process will be related to the information needs. The result shows that the information literacy stage started from the information needs which have been formulated at the beginning of the process. As explained by Wilson in Savolainen (2017) that information needs is encouraged by basic needs such as environment, role, and personal / psychological factors. Therefore, the information needs of informants would be a supporting factor of the process of information literacy. Below are the details of the information needs that have been analyzed at the task definition stage:

Table 5. Supporting Factors

Informants	Information Needs
Jourdy	Daily activities, Language exchange, law and government reguation
Agus	Place of interest, foods
Risa	Daily activities, transportations, roads and maps
Feri	History, Indonesian Culture and Daiy Activities
Dimas	Transportation, Daily services, valid information resources
Luna	Daily life culture

The list of information needs encouraged informant to conduct information searching related to their information needs (see Table 5). If associated with the theory of learning a foreign language, the need is in accordance with the type of purpose or motivation of learning a foreign language, namely instrumental and integrative motivation. Instrumental motivations comprises information needs for tourist attractions, government / law regulations, daily culture, reliable and valid source of information, word meanings, and transportation / services. Integrative motivation comprises of information needs on food, history, and culture of Indonesia. Therefore, motivation that encourages someone to learn a foreign language can also encourage to carry out the process of information literacy.

In addition, the thing that drives the information literacy process is the background of the international students which are represented by the informant. The background of informant's objective to live in Indonesia supports the process of information literacy. The following is a detailed explanation of the informant:

a) Jourdy is an informant who lives in Indonesia for work purposes. His ability in Indonesian language made Jourdy look more critical in explaining the information literacy process that she does even though it is explained indirectly. His background as a worker made him to solve his information problems for his business. This eventually encouraged Jourdy to collect information from various sources: internet and official government bodies. Hancock (1993) explained that there are benefits of information literacy for workers in developing themselves in their work environment.

b) Having the same background as Jourdy, Ferry also an expatriat worker in Indonesia. He has good Indonesian language skills during interviews. Besides working, Feri also planning to stay for a long time in Indonesia, it is because he has an Indonesian wife. It encourages Feri to be able to find out more information about Indonesia and encourage the process of information literacy. Hancock (1993) explained that information literacy has benefits for society to be able to get involved in a social environment. This condition encourages Feri to carry out the information literacy process.

c) As an informant with student background, Risa, Dimas, Agus, and Luna are more likely to conduct information literacy process which is not due to BIPA program learning needs. They need more information to adapt living in Indonesia. Their basic information needs were not fulfilled in the class only. This encouraged them to conduct process information literacy in solving the particular problem, especially problems on those information needs to adapt living in Indonesia. Regarding to Hancock (1993), information literacy is beneficial for lifelong learning. Life-long learning is not limited only with the lecture tasks, but also the information problem that must be solved independently by these four informants.

The explanation above shows that various factors of information problems and international student background encourage the process of information literacy. Therefore, it can be concluded that the process of information literacy in international students can be driven from the student's information needs, the motivation of learning the foreign language, and from the background of the student to live and learn Indonesian language.

CONCLUSION
The result of this study shows that international students of BIPA FIB UI program conducted the process of information literacy without their realizing it directly. This process has more flexible stages and not always applied in sequential stages. With the flexible pattern of the Big6 stage, the information literacy process of BIPA students can be conducted unconsciously

without following the standard stages. This research also shows that the process occurs due to information needs that come from the cognitive and affective needs of informants as international students, not from learning activities. Needs that encourage informational literacy process are basic needs (to adapt to the Indonesian environment), information needs related to work, information needs related to language differences, and information needs related to hobbies / interests.

The information literacy skill of BIPA students also influenced by the length of stay in Indonesia. For BIPA students who have just living in Indonesia, they do not conducted in-depth information literacy processes and are more likely to trust the information they have got. Meanwhile, BIPA students who have been living longer in Indonesia seemed more critical in doing information searching. The critical attitude encourages awareness of the need for more information on valid sources that meet their information needs. In addition, the results of the study also show that their Indonesian language skills influenced the information literacy process. Informants with good Indonesian language skills are more critical and have more skills in understanding information to fit the needs. Meanwhile, BIPA students who are not fluent in Indonesian language found difficulties in understanding information that provided in Indonesian language and conduct information searching in Indonesian language.

SUGGESTIONS

a. For BIPA students

1. Conducting discussions and confirmation to lecturers, friends, and librarians to increase knowledge about valid information sources in Indonesia, especially on the internet and social media.
2. Increasing the utilization of information resources in Indonesian language.
3. Utilizing library reference service facilities and utilizing library collections.

b. For the University Library

1. Improving cooperation between UI Library with BIPA program organizer to conduct an information literacy training for BIPA students, and collaborated with BIPA learning program.
2. Conducting a special international student reference service and providing a bibliography guide for international students.

c. Institution

1. Cooperation between BIPA program organizers with UI Library for conducting a literacy training program for BIPA students

2. Implementing information literacy program to the curriculum of BIPA programs.

BIBLIOGRAPHY

Aytac, S. (2016). Use of Action Research to Improve Information Literacy Acquisition of International ESL Students. *New Library World, 117 (7/8)*, 464–74. Retrieved from https://doi.org/10.1108/NLW-03-2016-0017

Bystrom, K. &. (1995). Task complexity affects information seeking and use. *Information Processing & Management, 31(2)*, 191-213.

Conteh-Morgan. (2001). (M)other tongue: a selected annotated bibliography of world "Englishes". *Collection Building, 20*(2), 73-80,.

Eisenberg, M. B. (2004). *Information Literacy: essential skills for the informaion age.* London: Libraries Unlimited.

Hancock, V. E. (1993). Information Literacy for Lifelong Learning. *ERIC Clearinghouse on Information Resources and Technology*, (ERIC Digest EDO-UR-93-1).

Houlihan, M. C. (2017). *International Students and Information Literacy : A Systematic Review.* Retrieved from https://doi.org/10.1108/RSR-06-2016-0038

Johnston, N. H. (2014). Understanding the Information Literacy Experiences of EFL (English as a Foreign Language) Student. *Reference Services Review, 42*(4), 552–68. Retrieved from https://doi.org/10.1108/RSR-05-2014-0015

Savolainen., R. (2017). Information need as trigger and driver of information seeking: a conceptual analysis. *Aslib Journal of Information Management, 69*(1), 2-21.

Suyitno, I. (2007, April). Pengembangan Bahan Ajar Bahasa Indonesia untuk Penutur Asing (BIPA) berdasarkan Hasil Analisis Kebutuhan Belajar. *Wacana, Vol 1*, 62-78.

Vickery, B., & A. Vickery eds. (1987). *Information Science in Theory and Practice.* London:: Butterworth.

Wilson, T. (2010). Fifty Years of Information Behavior Research. *Bulletin of the American Society for Information Science and Technology, 36*(3).