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Editorial

The current issue of the International Journal of Action Research brings to the readers a collection of articles that show, once more, the diversity that can be found in the action research community. The journal's intention has been to provide a platform for building bridges among consolidated traditions, and to open space for the generation of new initiatives in the field, also welcoming new authors. The collaborators in this issue come from Norway, Vietnam, Indonesia, Chile and Brazil. Let us welcome all of them!.

Håvard Aaslund and Sissel Seim, in "The Long and Winding Road": Collective action among people experiencing homelessness" deal with the question: "What possibilities exist for collective action among marginalised people?" Through participatory action research (PAR), they study possibilities for collective action among people affected by homelessness and substance use. Developed together with a shelter for homeless persons in Norway, this study aims to expand earlier knowledge on action research with homeless populations, by using theories from the social movement literature and describing the process of mobilisation for action through collective identity. The reader will find important conceptual discussions about collective action and collective identity, as well as a well-documented action research process. The results suggest that solidarity and collective identity among different marginalised groups is possible, but the common feature of being stigmatised or precarious is not sufficient for such an identity

In "Consistency of socio-economic theory of organizations and organizational innovation: An example of customer complaint management strategy" Anh Tu Nguyen discusses the appropriate selection of research paradigm and research strategy in the socio-economic theory of organisations for organisational innovation in general, and customer complaint management in particular. The research indicates how to produce and generalise theoretical and practical knowledge, through abductive reasoning and early-versus-later-stage research design, for pragmatic-oriented action research. In the conclusion, the author highlights the contribution to theory of action research, socio-economic theory of organisations, services marketing, relationship marketing and socio-economic theory of organisations methodology.

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The article “Enhancing English Speaking Skills through Self-Assessment-Based Action Research”, by Ariadna Pinto Avilez and Claudio Díaz Larenas, presents an action research study conducted in an English communicative course at a Chilean university aimed to improve university students' speaking skills through the self-assessment methodology. The results show that self-assessment-based action research provoked a turning point among university students: they were able to examine their own learning and assessment experiences through dialogic inquiry, and unfold their difficulties, challenges and successes when they were learning their second language. As English is increasingly becoming the global *lingua franca* in business and academia, this article provides interesting insights for combining research and teaching.

Dwi Bambang Putut Setiyadi and Hersulastuti, present themselves in this issue with the article “How Indonesian Junior High School Students Comprehend the Reading Text? A Digital Media Literacy Utilisation”. This article focuses on the students’ ability or capability (literacy) in using the digital media in order to enhance their reading interest. The cycles of action research with the students are described, and each one of them analysed in terms of practical results for enhancing the reading ability. The results of this study conclude that the use of digital media literacy in learning can improve reading comprehension skills for students.

Danilo Streck presents a review article for the book *The Heart of Community Engagement: Practitioner Stories from Across the Globe* (London & New York: Routledge), written by Patrícia Wilson. The book is structured as a journey. In the first part, “The Journey Begins”, we have two experiences from Latin America where practitioners are confronted with questions and dilemmas faced while beginning a change process in their communities. The second part of the book, “Going Deeper”, is made up of stories of facilitation and leadership in community engagement by practitioners with a consolidated professional and vocational trajectory. There are stories from South Africa (“Building Deep Democracy in South Africa’s Shantytowns”), from India (“Collective Reflection in Rural India”) and from Colombia (“Cultivating Peace in Colombia’s Cauca Valley”), among others. The last part of the journey comprises two chapters: “Generative Patterns of Practice” and “Ensemble Awareness and the Interconnected Whole” where Patricia presents a conceptual analysis, which is especially relevant for action research.

Finally, there is a call for applications from a recently created PhD Programme in Action Research at Sabanci University, in Turkey. As part of the international action research community, we welcome this initiative for providing a space where theoretical and practical knowledge can be developed, and researchers properly educated for action research practice. Besides, IJAR has been present in the first seminars offered by the programme, directly through the participation in seminars by editors, members of the editorial committees and authors, and indirectly through texts in the course syllabi.

Danilo Streck
Editor-in-chief

‘The Long and Winding Road’ — Collective action among people experiencing homelessness.

Håvard Aaslund and Sissel Seim

Abstract
What possibilities exist for collective action among marginalised people? Through participatory action research (PAR), we study possibilities for collective action among people affected by homelessness and substance use. We describe the process of collective action in a single case, the X-street project, and scrutinise how collective identity can contribute to understandings of collective action. Findings of collective identity in boundary work, consciousness-raising and negotiations suggest that identity work and collective action are closely linked in processes of empowerment and created in mutually reinforcing processes. The case shows that the group succeeded in building a collective action project by simultaneously challenging its members’ public identity and providing them with home and work. More research is needed about the processes of collective action, and the relationship between material change and identity work.

Key words: Participatory action research, self-organisation, collective identity, collective action, homelessness, substance use

El camino largo y sinuoso: Acción colectiva entre personas que viven sin hogar

Resumen
¿Qué posibilidades existen para la acción colectiva entre personas marginalizadas? A través de la Investigación-Acción Participativa (IAP), estudiamos las posibilidades para de acción colectiva entre las personas afectadas por la falta de vivienda y el uso de sustancias. Describimos el proceso de acción colectiva en un solo caso, el proyecto de la calle-X, y examinamos cómo la identidad colectiva puede contribuir para comprensiones de la acción colectiva. Los hallazgos de identidad colectiva en el trabajo de frontera, en la concientización y en las negociaciones, sugieren que el trabajo de identidad y la acción colectiva están estrechamente vinculados en procesos de empoderamiento y creados en procesos que se refuerzan mutuamente. El caso muestra que el grupo consiguió construir un proyecto de acción colectiva desafiando simultáneamente la identidad pública de sus miembros y proporcionándoles una vivienda y trabajo. Se necesita más investigación sobre los procesos de acción colectiva y la relación entre el cambio material y el trabajo de identidad.

Palabras clave: Investigación-Acción Participativa, auto-organización, identidad colectiva, acción colectiva, falta de vivienda, uso de sustancias

Introduction

This article aims to explore the possibilities and challenges of collective action for marginalised people through the lens of collective identity. We discuss findings from a Norwegian participatory action research project, the "X-street project", that emerged amongst people with problematic relations to substances and marginalisation in the housing market. The homeless population in Norway is small compared to other countries, but the group is more marginalised and problem-ridden than in many other countries. Norwegian housing policy is largely based on home ownership and free market policy. Shelters are widely available, but run in a way that resembles institutions rather than homes (Dyb, 2016, 2017). In contrast with multiple examples from USA (Cress & Snow, 2000; Snow, Soule & Cress, 2005), Norway has not seen any organised protest from homeless people, but there have been collective actions related to poverty and substance use, sometimes also addressing housing problems (Seim, 2014).

The collective action X-street took place in Oslo, the capital of Norway, and started at a shelter for women without a stable housing situation. The shelter was managed in partnership between employees and the women using the shelter. Together with an NGO, the women and the employees initiated a project aimed at mobilising people who were homeless after substance treatment or prison, with the intention of creating a self-managed housing facility with attached social enterprises. They named the project "X-street": a collective action project attempting to establish their own affordable self-governed solution to homelessness and unemployment. By carrying out the project they also wanted to challenge the public image of 'people like us' by showing that they were capable of running their own housing facility and related enterprises.

In this article we will discuss possibilities and challenges for collective action among marginalised people, using the X-street project as a case study. We ask:

- How can collective identity contribute to understandings of collective action among people experiencing problems relating to housing and substance use?
- How was collective identity negotiated and developed in the X-street project, and how did the action researchers contribute in this process?

Collective identity has been suggested as a prerequisite for collective action and the pluralities and tensions constituting it, especially regarding new social movements (Calhoun, 1995; Melucci, 1995).[1] This study aims to expand earlier knowledge on action research with homeless populations, by using theories from the social movement literature and describing the process of mobilisation for action through collective identity. Our study links earlier findings related to shifts away from the homeless identity (Clover, 2011; Wang, Cash & Powers, 2000), with findings related to empowerment, service delivery and grassroot organisation (Paradis, 2009; Walters & East, 2001; Yeich, 1996). We thereby show how action research processes can simultaneously lead to actual housing and identity development for the homeless.

1 Resource mobilisation theory (Cress & Snow 1996) may also shed light on the support and possibilities necessary for such an action, and this will be discussed elsewhere.

In the following pages, we present our theoretical framework, previous research on collective action and action research related to substance use and homelessness, and describe the subject of our study, the X-Street project. After that, we present the methodology for this study, followed by a presentation and discussion of the findings.

Theoretical framework

Collective action may take several forms, and it is difficult to find an analytical definition that distinguishes collective action from similar phenomena, such as interest groups, political parties, social movements or forms of political protest (Diani & Eyerman, 1992). Collective action must be understood as complicated processes where the actors participate in constructing their action (Melucci, 1996).

Collective identity can be described as the way a group experiences and defines themselves as a group: the 'we, that distinguishes from 'the others' who do not belong to the group (Calhoun, 1995). Collective identity must be understood as a process, an agreed definition of common traits in a group, a definition that is open to negotiation and change regarding ends, means and relationship with the environment (Melucci, 1995). The social construction of a "we" is continually at work when collective action occurs and may with Giddens (1991:54) be understood "in the capacity *to keep a particular narrative going*", in this case to keep a narrative about 'we', going.

Collective identity may have a more comprehensive meaning, including that "[the actors] also share (a) ideas and beliefs which allow them to frame such issues into broader and more meaningful perspective; (b) solidarity and sense of belongingness." (Diani, 1992:111).

Collective identity also touches upon *public identity and politics of identity* (Calhoun, 1995; Johnston, Laraña & Gusfield 1994). The concept *public identity* refers to the dominant or prevailing perceptions of the group in wider society, as "the influences that the external public have on the way social movement adherents think about themselves." (Johnston et al., 1994:18). The *politics of identity* may involve consciousness raising, a group's engagement to change their own understanding of their situation, their experience of self-respect and recognition; as well as changing the public identity of a group that is marginal or excluded (Calhoun, 1995; Johnston et al., 1994). Another important aspect of the politics of identity is fighting for recognition of the group's material interests and rights to representation and participation.

We understand the processes of collective identity, public identity and the politics of identity as ongoing negotiations about relations and status, which also include structures of power. Taylor and Whittier (1992) suggest three analytical elements to study collective action and collective identity: boundaries, consciousness and negotiation.

Boundaries mark the social territories of the group by highlighting differences between the group and others. However, a dilemma often overlooked by collective identity scholars is that identity categories are the basis both for oppression *and* for resistance. For example, the queer movement specifically aims at deconstructing such identities, seeking liberation through a demolition of collective identity (Gamson, 1995). This dilemma is even more complicated when fighting for acceptance of identities linked to poverty, homelessness or substance use. Here identity is specifically linked to problems that most people want to overcome, and may thereby undermine the basis for the collective identity if they succeed (Seim, 2006).

Group consciousness relates to the significance of the collective and the interpretive framework of common interest, experiences and opportunities (Taylor & Whittier, 1992). Consciousness work and the need to reconsider language have been emphasised in participatory action research and empowerment (Glassman & Erdem, 2014; Ledwith, 2011). By challenging the public expectations of how they should be treated, marginalised people challenge discriminatory labels and public identities.

Negotiation highlights the process by which a collective action works to change symbolic meanings. Interactions between groups tend to reinforce established public identities (Taylor & Whittier, 1992). For example, social services are constructed differently to different target populations based on the sympathy and degree of power attributed to the group. These characteristics reinforce both the individual's self-identity and their public identity (McLaughlin, 2009; Schneider & Ingram, 1997). The concept of negotiations points to the myriad of ways people work to resist negative social definitions embedded in everyday life, normally not considered tactics or strategies. These negotiations can be private or public, informal or formal (Taylor & Whittier, 1992).

The expression of collective identity is an emerging social transformation (Furst & Balletto, 2012; Neil 2002), but also a powerful motivation for individual action (Friedman & McAdam, 1992) and linked to narratives and mobilisation of feelings (Ganz 2011; Jasper 2010). We will use theories of collective identity, public identity and the politics of identity as a basis for discussing the emerging collective action in X-street, focusing on boundaries, consciousness and negotiations (Taylor & Whittier, 1992). Central questions when analysing collective action in the case of X-street are: Through which processes is the practice of collective action constructed? How are the different elements negotiated or produced? In which processes are the actors involved or not involved in the collective action? How do the actors make "sense of what they are doing"?

Previous research

Protest and collective action are not always available to all groups: such possibilities are also determined by structural conditions. Large numbers of marginalised people are fatalistic and consider themselves helpless; they accept the authority and the legitimacy of institutional arrangements (Piven & Cloward, 1979). Public opinion about people affected by homelessness is strongly influenced by the idea that a person's circumstances are determined by their will, character and choices (Schwan, 2016; Scullion, Somerville, Brown & Morris, 2015; Teixeira 2017). Topics of social inequality are often individualised and naturalised by professionals (Juberg & Skjefstad, 2019), and professional narratives are fatalistic and construct substance use as a personal problem, obstructing the process of creating 'new identities' not linked to substance use (Alexander, 2008; Järvinen, 2002; Selseng, 2017; Teixeira 2017). Research on 'homeless identities' has also been argued to construct homelessness as an identity problem, depersonalising people and making what they *lack* their defining characteristic (Parsell, 2010), as well as opening for dehumanising policy and 'care' (Herring, Yarbrough & Alatorre, 2019). The homeless identity has been characterised as 'atomistic' and lacking any sense of temporality, being present-centred and ego-centred. Such a characterisation is rooted in psychological or cultural explanations (Elias & Inui, 1993; Lemke, 2016; Loehwing, 2010; Van Doorn, 2010), but could also be explained by the situation for the homeless people on the street (Flåto & Johannessen, 2010; Snow & Anderson, 1993). Critical researchers have argued that decontextualised analyses, psychiatric focus and a language of disability in the research industry about homeless people, have distorted homeless people to a highly dysfunctional population (Snow, Anderson, & Koegel, 1994), which are reproduced by professionals to fit clients for housing or shepherd them into rehabilitative programmes (Smith & Anderson, 2018; Stuart, 2014, 2016). On the other hand action research projects and ethnographic research has shown that homeless people comprise a range of different groups and engage in collective actions, research, sharing of modest resources, advocacy entrepreneurship and services, while also having chronic distrust and fragile social bonds (Snow & Anderson, 1993; Stuart, 2016; Wagner, 2018 [1993]).

The call for research contextualising homelessness and lifting their voices would make a good argument for participatory action research, which has been called for in the field of homelessness (Power et al., 1999). Several action research projects have been conducted with homeless populations. Action research with homeless women and men have shown that arts-based participatory research and photovoice can challenge stigma and allow for new identity formation instead of the homeless identity (Clover, 2011; Wang, et al., 2000). Also, action research can facilitate political empowerment and effective advocacy (Paradis, 2009), and lead to examinations of needs and models for non-professional service delivery (Walters & East, 2001). Other studies have shown the potential of participatory action research as a tool for grassroots organisation and creation of a union (Yeich, 1996), for building strengths and resources (Razpotnik & Dekleva, 2012) and facilitate dynamic interactions between different stakeholders related to an "open-air drug scene" (Arantes do Amaral & Hess, 2018). Although many of these touches upon relevant issues, few projects seem to have focused on establishing a material solution to the problem of homelessness in relation to identity.

Interaction with institutions and professionals may increase attributions of personal responsibility while negating structural inequalities (Farrugia, 2011), thus reinforcing identities of being needy and incapable (Takahashi, McElroy & Rowe, 2002). Beck (1997) calls this the "individualisation of structural risk". Negative experiences with helping services can have oppressive and harmful consequences that may lead to further exclusion or material deprivation, but could also serve as a platform for resistance and negotiations over exclusion, knowledge and power (Lavee, 2017). The inclusion of housed allies in collective actions can make opportunities for collective action not otherwise available for the homeless population, but could also reproduce structural violence (Norman, 2015).

The emergence of collective action and social movements entails a transformation of consciousness: the system loses legitimacy, and people begin to assert their rights and believe in their own capacities (Piven & Cloward, 1979). Challenging the public identity of a 'typical' homeless person is a suggested collective path for reframing homelessness, in a way that restores the possibility of change for people affected by homelessness (Teixeira, 2017). Earlier research has demonstrated collective action to be an effective strategy for mutual support and voice for stigmatised groups (Slettebø, 2013). People experiencing homelessness in USA who have a feeling of collective identity are far more likely than others to participate in protest, and to believe that participation will affect their own situation (Corrigall-Brown, Snow, Smith & Quist, 2009). Lemke (2016) identified collective identity as a key component of the successful "homeless movement" in USA, and collective identity is seen as a central element in recovering from substance use (Matto & Cleaveland, 2016; Weinberg 2001).

Although a solid body of research is written on homeless collective action and identity many of the studies regard collective identity as a fixed variable, rather than having a process-oriented and dynamic character, including time and material changes (Corrigall-Brown et al., 2009; Lemke, 2016; Snow et al., 2005). The few studies using a process perspective to study collective action related to housing highlight the importance of framing the group, and a clear identity (Bradley, 2012; Croteau & Hicks 2003). People inhabit more than one identity, and a literature review found a striking paucity of research on women's economic justice organisations in social movement journals, which usually centres on white masculinity as the ideal typical subject of political activism (Ernst & Luft, 2017). In this article, we throw light on the dynamics between action and collective identity, material and symbolic change, in the case of collective action: X-street, carried out by a group of people with intersecting marginal identities but all with experience of homelessness.

The case of our study: X-street

We have anonymised the case of investigation as X-street. The project, initiated by guests and employees at a women's night shelter, attempted to create a resident-managed housing accommodation for the women and people in the same situation, also including men. They wanted the house to include a stable housing facility and be a base for their newly started washing firm, as well as constituting a 'think-tank' for other social enterprises.

X-street was born out of a crisis when the night shelter was experiencing cuts in public funding. To avoid closing, the women chose to help run the shelter in partnership with the remaining employees. This proved to be a success: for guests as well as employees, and spurred further ideas: For example, the women said: "If we can wash for ourselves, we can wash for others!", and so they formed a washing company. After a year, most of the women had improved their life situations; they had work, used drugs less, re-engaged with their families and gained self-confidence. However, they still lacked a permanent place to live, as the shelter was closed during the day.

With their improved sense of capability and self-confidence, some of the women decided that since they were practically running one house, why not run another? They initiated a process to establish a self-governed house for themselves and other people in the same situation, and for both genders. Together with employees at the shelter and representatives from an advocacy group for people with a problematic relation to substances, they worked out plans for the project and lobbied to convince the NGO running the shelter to support the project with a house and funding. The original plan was a completely self-governed house, but the project was reframed as a development project and the NGO funded three project staff to plan and start up the project, two of whom had experienced substance use or homelessness themselves. The staff, interested future residents, and the researcher started the planning process in autumn 2015. The X-street project opened in March 2016, and the first residents moved in. By summer 2017, the house had 20 residents and X-street was organised with a board of directors and written statutes. The project was recruiting new participants, and ran a courier company, a cleaning company and a maintenance company.

X-street aimed to include people who wanted to participate in the project by living there or working in the social enterprises. The project consisted of actors with positions and roles transgressing the orthodox dichotomies of paid staff and service user, or of helper and help-seeker. Most of the residents had problematic relations to substances, but not everyone. The participants working in the companies were employed by the NGO, since the companies were not separate businesses. The NGO organised X-street as a separate project, funded it and made the property available. The project co-operated with interested businesses, social service offices and institutions offering treatment for substance-related problems.

As a case study, X-street is hard to categorise. We could categorise it as rehabilitation, activation, self-help, social housing, community work, or as a home or entrepreneurial cluster, but it is neither social work nor an organisation as commonly understood. In this study, we rather interpret it as a *collective action undertaken in partnership by people in marginal positions, employees in an NGO and researchers*. Drawing on existing knowledge, we turned to theories of collective action and empowerment to analyse the case. One central topic during the project was negotiations about *identity*, and it became evident that this was a crucial element in the proceeding action. This lay the ground for an analysis informed by the theoretical concept of collective identity.

Methodology

This research project adopted a participatory action research approach (PAR) to get as close as possible to X-street and the process of collective identity by participating in the project with people working and living in the project (Kemmis, McTaggart & Nixon, 2013). We have chosen to study one emerging collective action on a micro-level, rather than from grand theories (Jasper, 2010).

Studying evolving collective actions and periods of tension can be especially helpful when looking at the dynamics of collective identity (Croteau & Hicks, 2003). Action research is particularly apt when studying constructive research questions: to examine the possibilities for new or alternative actions or practice forms. By choosing a participatory and interventionist research approach (PAR), we acknowledge the constructive features of collective action, and redefine the relationship between the observer and the observed (Melucci, 1995). Rather than being a mirror to reality, our research reflects the circular process of modelling and self-modelling identity and action with the outside context. Intentions of change and action are parts of the research.

Applying PAR, we have maintained a democratic understanding that not only the action and change processes, but also *knowledge production*, should be developed in cooperation with all participants, because neither researchers nor other people have exclusive claims to understand reality (Nowotny, Scott & Gibbons, 2013; Reason, 1988; Whyte, 1991). Melucci (1995) stresses that practice focusing on process should recognise that actors understand the meaning of their actions, and that the researcher-actor relationship is itself subject to observation. Collective identity consists of contradictory systems of meaning which should not be reduced to behaviours and opinion (Melucci, 1995). By attaining knowledge about action and change through participation in action and change, and through analysis and dialogue between the participants in the change process, we have tried to produce actor-oriented, process-aware and reflective data. To avoid the problem of action research assuming a kind of missionary task on the part of the researcher: providing the actors with a consciousness they are presumably not able to produce for themselves, we have taken a dialogical approach to PAR, attempting to be a mirror, rather than an emancipator (Melucci, 1995). The researcher took part in dialogues and negotiations about planning and establishing the project. From the early planning stages until moving into the house, one of the researchers (the first author) participated in conversations and meetings, work, daily chores and social happenings. The participants wanted the researcher to help initiate and take part in reflection work about roles and responsibilities in the ongoing work establishing the project. This took place in an array of different arenas, from all meetings discussing research problems and big topics like stigma, 'who are we?', 'what is this project?', to informal conversations discussing strategies to engage the participants more or to deal with conflicts.

Data production

The project yielded a rich body of data, consisting of field notes, reflective notes, minutes, pictures, sound files, questionnaires, documents and web pages. Data was produced through participatory observation, interviews, focus groups, meetings and informal conversations over four years. For this article, we used the following data sources: 1. Field notes and documents from summer 2015 until spring 2016: collaborative meetings, residents' meetings, planning meetings, informal conversations, social gatherings and practical work. Field notes were done by hand or written on a computer right after the participation. 2. Documents: minutes, reports, web pages, project descriptions and case reports written by the participants. 3. 13 qualitative interviews with the first participants, conducted as semi-structured individual interviews in autumn and winter 2015/2016. The interviews lasted about one hour, were recorded and transcribed for analysis. 4. Transcriptions from two focus groups with nine participants conducted in autumn 2017 were used to validate the findings.

Participants

Through the period, 55 individuals have been engaged in the project in different ways and for different lengths of time. They comprised 22 women and 33 men, although the first participants were all women. 1/5th considered themselves an ethnic minority. All participants bar one were over 35 years old, and most had experienced long-term homelessness and lived below the poverty line. Although all participants were part of the process in some way or another, some participated more in action and research than others.

Research ethics

The research was granted ethical clearance by the Norwegian Centre for Research Data. The women initiating the project agreed early on to collaborate in research, but each participant determined their level of participation. The researchers and participants wrote a written agreement about the aims and methods of the research that we discussed at a general meeting, and the elected board and the researcher signed. In addition, the participants gave written consent in interviews and focus groups where a tape recorder was used. In informal settings, consent was given orally, and at meetings the researcher asked everyone's consent before attending.

Analysis

The experiences from the project were analysed continuously in conversation between the participants and the researcher, by creating meaning out of the ongoing action and discussing new strategies along the way, focusing on the work process, categorisation and concepts. These were revealed by what caught the participants' attention and were therefore underlined as important.

For this article, the first author and the second author, as co-researcher, re-analysed the documents, minutes from meetings and field notes and interviews. We firstly identified themes of identity, possibilities and aims. Themes of interest emerged from answers to questions like "who are we?", "what do we want?" and "what are we capable of?" Themes were both the actual words used, but also reflections on identity, ideas, capability and strategy. However, as the analysis progressed, themes related to identity, language and negotiations appeared, resulting in a more adaptive strategy in the later stages. Focusing on collective identity and looking more specifically for expressions of collective identity, lead to a more theory-informed strategy. We asked what was negotiated as the collective identity, analysing the process based on the analytical concepts of boundaries, consciousness and negotiations (Taylor & Whittier, 1992). The empirical material also included storytelling and emotions, leading to us also including the concept of narrative as an aspect of collective identity (Ganz, 2011).

Although we have analytically distinguished between boundaries, consciousness and negotiation in the presentation, several of the examples could fit into more than one analytical category. There is overlap, but also dynamics between them. For example, negotiations occurred about boundaries, but also about consciousness, and boundary work set off the process of consciousness work. And negotiations with the researcher were also a part of boundary-making. Together this formed what Melucci calls "autonomisation: the process of becoming autonomous (Melucci, 1995). This process is linked to Giddens' view on identity as a way of keeping the narrative going (1991).

Our preliminary analyses were discussed with the participants in the focus groups in fall 2017, where nine participants and one researcher mulled over findings and perspectives on previous understandings of the material. In the focus groups, new data emerged which supplemented and refined the other data. The focus groups served as validation by testing the assumptions and understandings with the project employees, but they also provided analytical data, since the participants presented their interpretations and new perspectives. Most notably, the respondent validation highlighted the need for more diversity and dynamics in the understanding of the respondents' collective identities. The participants expressed different understandings of identity at different stages in time, and they could say contrasting things in public and in private. New participants also added their views. This again directed us to theories with dynamic concepts of collective identity and collective action. By returning to the data and making new analyses and reflections, the data production reflects the shift between reflection and action in PAR. To understand how collective identity developed, we will present our analysis in terms of boundaries, consciousness and negotiations (Taylor & Whittier, 1992).

Findings

As a process involving constructions of ends and means, networks of relationships and emotional investment in a common unity (Melucci, 1995), the collective identity was not as clearly expressed as the literature suggests. The first participants described X-street as a *service user* led temporary housing project, and a social entrepreneurship project providing work and activity. However, the later participants had different opinions about what they wanted the project to become. Several questions arose when trying to describe the initiative; should it be understood as a social work initiative, a research project, or a philanthropical venture? What was the common denominator or common identity for the people using the initiative: client, service user or substance abuser? This led to work on boundary-making.

Boundary-making—who are we?

Boundary-making was there from the very beginning. Initially, on March 25, 2015, an outline of the project, made by the initiators and the NGO, had been accepted as a basis for planning the initiative. In this document, the participants in the project were described as *users*, *homeless people*, and *drug-addicts (rusavhengige)* but also as people with experience of substance-dependence. The project was described as a *social work* or *community work project, a user-led (user-controlled)* project, with a strong emphasis on *user-participation*.

In the fall of 2015 the future residents, representatives from the NGO and the researcher engaged in concrete plans to design the X-street project. Early on, the future residents expressed the desire to change the language in the outline of the project (Minutes from planning meetings, 2015). This sparked an intense debate about the words used to describe them as a group: service-user, user and drug addict, which they found repressive. The ambiguity of the word 'user' in this context is also connected to the term 'drug-user'. They felt that these terms defined them only in relation to their problems, and thus reduced them as human beings, subjects and agents. As one said: "All persons are more than the problems they have with substance use." (Minutes, 25.11.15). In the discussion, they discarded words like narcotics ,and decided that the words or terms 'drug career', 'drug scene', 'misuse' and 'relapse' should never be used. When discussing the term 'drug scene', they argued that drugs are not the most important phenomenon characterising these scenes.

After the discussion, they settled on "people with a problematic relation to substances", because this would better express that the relation to substances was one of many facets in a person's identity. The other stakeholders in the planning group agreed to this, and the description was accepted as a definition for the target group for the project, describing how the people involved perceived their common denominator, or the common trait that can be understood as the *collective identity* for the group of people they wanted to include in the project.

The actors also discarded words they had used initially to describe the content of the project. After discussions, they did not want to describe it as a housing shelter, an institution or a residential facility, they wanted a home. To be an innovative place for creating job opportunities, they wanted to use the word 'job' or 'work' instead of 'activation'. In line with this they agreed to use words that described their situation in the new project, as *residents* in their home at X-street, and as *co-workers* in the X-street project, and as *workers or employees* in the firms that started or were about to start. Instead of user-participation or user-management, they decided to use words and terms like 'active influence', co-operation, co-determination and democracy.

How the participants constructed boundaries also had practical aspects. The residents chose who could move in when there was an available room. Initially, the aim was that the house was to be inhabited by half by students, and half by people who had experienced drug problems. When administrating the scarce resource, the participants had trouble accepting students as residents when there where homeless people in need, and this aim was abandoned. At times some of the participants wished for more 'normal people' to move in, especially when there were situations with drug use or aggression among the participants. The solidary criteria however tended to be most important. The participants stated that they wanted to reach people who were willing to be part of the project and wanted to help run it and work in the enterprises. Sometimes these were not the people in most urgent need of a place to live, and the project tended to offer rooms to people who could be relied upon to contribute to the project. As the project developed, they included people who had experienced homelessness even if they had not experienced drug problems but had other experiences of exclusion like trafficking, poverty or mental health problems. The common experience of being excluded from housing and labour opened for including them in the collective identity of a 'we', with the possibilities to run the project.

In time the collective identity became less related to the problems experienced, and more to being people in the process of changing their life. One said: "We are all people on our way to getting better from something, whether it is substance use, poverty, health problems, homelessness or other things". Although the first naming of the collective identity focused on substance use, inclusivity was a part of the project from the early stages.

Boundary-making and discussions about the language used to describe aims, content and organization were critical parts of creating a collective identity. An important part of this work was also defining *who we are not*, constructing multiple roles related to function instead of all-encompassing traits of members, and the importance of making a 'home'.

Later, when the group encompassed people without experiences of using drugs, some used the terms "people who have experienced exclusion" or "people who have experienced precarity". Others were less interested in a common name. One woman said to me when asked about participating in the focus group validation: "Ask someone else about that language stuff. I am more concerned with action". The relation between action and language became a topic when recruiting new participants: mostly men from prisons or institutional treatment, and became linked to the development of consciousness.

Consciousness

The consciousness work in X-street consisted of examining the participants' experiences, their common interests and their agency. In the 'new' language, they defined X-street as a *home*, referred to the *residents* in the house, and described the project as a job-creating entrepreneurial initiative. A central element of this construction of an identity was that the project was something new; it was not something that could be incorporated in existing social work theory, or designated by other existing models for participation. A central theme in planning the project was how to organise and handle co-determination and democratic participation. This was discussed in the project meetings in which the future residents, representatives from the NGO and the researcher participated.

A strong motivation for X-street was that the first women saw possibilities for collective action. They had mostly managed their rehabilitation on their own, and had worked hard to advocate for a resident-managed house. One of them expressed it thus:

> I was taking part from the beginning of the beginning. We decided maybe we could get this place to a new project. At the start it was… we didn't think it was actually gonna happen, because we had to make people believe in what we wanted to do, to permit us to do it. It's fun to think about that just from a little idea: "Yeah, maybe we can do it". Now it is actually happening. I never thought we would get permission. So, it is strange when I'm thinking back. But it has been very stressful. So many meetings. A lot of work. But the result… a little hard to say right now. It has been open for a short time. I think it will be good. (…) I think and hope that I have influenced how this house has become, but I don't know. (female participant)

This narrative, the results of thinking they could do it, and then seeing it happen, affected the perception of what was possible. As we see, the female participant attributed the outcomes to the collective action. However, there were also doubts and discord. Several of the male participants recruited later felt that it was impossible to create engagement and participation with the kind of people living in the project, and questioned whether it was even desirable. At one meeting the leader of the residents said: "This is supposed to be a 'user-managed' house. If we are not able to do that, if people do not show up at meetings, maybe the project gets shut down. Then none of us will have a place to live". The bottom line was that the people were there to get a place to live, and sometimes the aim of running the place themselves seemed like a burden they had to carry, something imposed on them from above.

Several participants reported that being part of the project had given them hope for the future and that they felt a sense of dignity. During a break in one of the big planning meetings held at a conference centre paid for by the NGO, one of the participants told me that he could not imagine that it was *him* sitting there in the conference room with the nice lunch. Enthusiasm was also a big part of this mobilization period. Many were also grateful for getting the chance to participate. Taking part in the narrative contributed to agency for the participants: especially on an emotional level, through hope, courage and motivation. In the narrative the participants could position themselves as protagonists, they had agency. In this way, being part of the action also became a way of changing or confirming another identity. One of the male participants expressed how he felt before joining the project:

> What he [the project manager] first presented was this lofty idea. I was a bit reserved in the beginning, but I see the possibility to realize some dreams I have been having for a long time (…) I got a feeling that I could master it, or succeed, the same feeling I got when I was admitted at the writing academy years ago.

The project offered him a possibility to take part in the narrative of the women activists/protagonists in the story. At the same time, it also allowed for the agency to spill over onto other parts of his identity, as he saw the possibility to realise the role of an artist within. A part of this came also from the "lofty ideas". Presenting the project as something that had never been done before, and the participants as people who could do anything were important aspects.

The *idea of the project* was another central motivation for the participants:

> It was work, housing and the idea. Those three things. Work and housing first and foremost. But the idea that John [project manager] came with, as an entrepreneur, that's what made me feel this might be a bit bigger. Here, then, all possibilities are open. That sounded real. (male participant)

This "idea of the project" was a common phrase often brought up in resident meetings, especially when certain aspects of it seemed to run toward more conventional shelter rules or ways of doing things. The "idea of the project" became a counterstrategy against what has been termed *mimicry*, the tendency of service user-led projects to mimic the relations of conventional social work.

Central in this counterstrategy was to challenge what the participants described as the *institutional mindset* [institusjonstankegangen]. Many of those joining the project had received institutional rehabilitation, and they felt that this experience had reduced their self-agency, made them expect that others should do things for them, and nullified any sense of agency and control of their own life. One of the participants explained it like this when interviewed in residential treatment before moving into X-street:

> So, already first meeting, I got that I have to put away a lot of the institutional mindset. Take a couple of years here, and you'll find out. It sits in the body. It's this sticky pulp. (…) I have asked if we could get a calendar book to write appointments and stuff like that to get some more… like now we get to know our appointments the day before. But it hasn't been accepted yet. So, I kind of get to know what I'm gonna do the same day as I'm gonna do it.

The experience of "the institutional mindset", also referred to as "treatment injuries", was a recurrent theme through the processes of negotiating responsibility, power and participation in the project. The tension between "the institutional mindset" and the idea of the project also spurred some paradoxes. Some participants were unhappy with having to do the work in the housing co-operative: one resident said: "If we had known that we had to do everything ourselves one year ago, it would have been nice". Others expressed that the point was to prove that it was possible to change this mindset both in the individual participants and in the surroundings, to challenge stigma and the public identity, and raise consciousness and agency.

Consciousness work was an ongoing process that constantly needed reaffirmation. The narrative of the history of the women, the idea of the project, and institutional mindset were central themes in processes of 'regaining consciousness'. Another theme linked with consciousness was negotiating with their surroundings.

Negotiations—changing symbolic meanings

Throughout the collective action, collective identity was constructed in relation to other actors as negotiations. Some negotiations took place in various relations with the NGO, with the outside world and within the group. To make the project less risky for the NGO's board, X-street was negotiated as a development project. When the project was established, the active initiators and a representative from an organisation for substance users were employed as staff members.

> What we really wanted was a self-governed house with just one part-time social worker to help with applications and stuff. But the [NGO] did not dare support that. So, we had to re-phrase it as a developing project [fagutviklingsprosjekt] and add three project workers to the application. Then it was ok. (female participant)

In this way, the project stuck to their plan of a *mostly* self-led project, since some participants were included as employees. This was part of the ambition to create real jobs:

> People [like us] are not supposed to go into the work force and get a real job. Funding goes to street magazines and 'activation' programs that the employers don't want to hire people from. It is social dumping. We want real jobs and real wages. (…) Well, we have started a cleaning company without any knowledge. We just did it. (female participant)

Negotiating for real jobs was closely connected to opposition towards symbolic repression; the experience of being an object for activation techniques as described by a male participant: "You feel forced to be active. It was supposed to do me good: 'It will make the thoughts go away'. Instead of because it is normal, it is because you have a drug problem."

A parallel to this was the negotiations needed to realize the concept of a home. This had to be negotiated first with the NGO that owned the house. The property had to be re-regulated as a residence, rather than an institution, so the residents could register as living there. The NGO agreed to invest time and money in this, and the property was re-regulated. The local social welfare office, however, did not accept the residents as registered in their district, claiming that they should seek help at their former social security offices because it was not "normal housing". The residents had to negotiate with the City Department, before reaching a settlement.

Negotiations also occurred within the group about what was possible. Some participants had high expectations for the project: "…here I feel that we are going to have real responsibility and real involvement. I really have faith in the project manager. He will give us the wheel as soon as it works" one of the residents asserted before moving in. At the same time, some residents stated that things were moving too fast, especially when they had to handle conflicts and the limitations of in-house drug use. One of the participants commented: "Is resident management to start at once letting go of everything? I imagine standing in that situation I would experience it a little traumatic if I came from a rigid system". She also lamented that participants got insufficient attention at the meetings: "I am used to that it's the users talking at the meetings, but here the staff is talking, and the users are for show."

Negotiations were an important part of the collective identity and took place with the NGO, the outside world and within the group. Central themes for the negotiations were real influence, real jobs and real housing, changing the symbolic meaning from *other* to *normal*.

Discussion

In the case of X-street, building collective identity through collective action was part of a participatory action research context, aiming to construct local knowledge and new practice (Pålshaugen, 2014). The project was not initiated by a researcher to mobilise or emancipate marginalised people. It was a joint process of dialogue, with the action researcher as a mirror for reflections on collective identity (Melucci, 1995; Kildedal & Laursen, 2012). These reflections encompassed practical challenges like mobilisation or how to get a voice, or advocate for funding, as well as knowledge production, language and collective identity. Working with these topics with an action research approach, in real-time and in the specific context, meant that both the action researcher and the participants had to adjust their primary assumptions to meet the aims of the project, establishing a self-governed house for marginalised people. Participating in attempts to change a phenomenon generates different knowledge than just observing (Lewin, 1951). This study adds to earlier research based on interviews, focus groups or ethnography. It also adds to the body of identity-based action research with homeless people, since aiming to create a material solution to housing produces different challenges to meet.

As Melucci (1995) stressed, studying collective identity means redefining the relationship between the observers and the observed. In our view, the theoretical perspective of collective identity is both well-suited with and an expansion of PAR theories about dialogue and being a mirror for organisations (Kildedal & Laursen, 2012; Pålshaugen 2014). Although research, in this case, was a collaborative effort, the process of collective identity involved different roles. The researcher was not part of the collective identity but was (often) seen as an outsider inside the process. When co-operating in collective action, the researcher became part of a "we". One of the actions taken in the project was to write a collaborative book chapter about stigmatisation and language. Writing this, the other participants saw the researcher as part of the "we", working together on an action to change the public identity of the group.

This article aims to describe the research knowledge our work revealed. This is the responsibility of the action researchers, and needs to be related to the research field as constructive supplements and critical perspectives to existing research (Pålshaugen, 2014).

Our analysis shows that collective action is possible among marginalised people affected by homelessness or substance use. The development of collective identity through boundary-making, consciousness-raising and negotiations was crucial for success. On the other hand, there were also substantial barriers on the cultural and structural levels. Heterogeneity seems to have contributed to more potent mobilisation: which is in line with earlier research (Granovetter, 1973; Marwell & Oliver, 1993), but this also made it hard to formulate a clear identity, which has been argued to be a necessary precondition for action (Croteau & Hicks, 2003; Taylor, 2013). Institutionalisation of social problems and fatalism were challenges to the collective identity. However, these challenges also include possibilities for consciousness-raising, collective identity, and subsequently, collective action.

Their new collective identity as people who were capable of 'doing it' opened for new possibilities (Melucci, 1995), and empowerment. This included visions of what to create, as well as narratives of what was achieved, and what the collective was capable of. The collective identity is not just a change of mindset, it must be recognised and negotiated with the surroundings and materialised in social change. It is therefore dependent on action. Anti-stigma campaigns which do not attempt to address broader issues of poverty and discrimination risk solidifying hegemonic accounts (Tyler & Slater, 2018). The participants needed a place to live. The surrounding actors' evaluation and recognition affected the material outcomes for the group: for example through lobbying for a house, and making strategic changes to the concepts for action. Without the material outcomes of the action, the foundations of the collective identity would probably have withered.

Strategies of changing public identity are about how people want to be represented. In looking at success in homeless mobilisation, Lemke stresses identity and a clear vision as criteria for success, especially emphasising the forging of collective identity through a name when changing the public identity (2016). Our findings show that a collective identity is not necessarily about a name, but about creating a 'we' and a horizon of possibilities and limits. In X-street mass communication was not the aim. Rather the aim was to illustrate: also for researchers, social workers and the fellow excluded, what was possible. In that sense, the action, the project and the house were just as important as the name.

Our action research project challenges the previous research position that homeless people are present- and ego-centred. This could rather be understood as a symbolic burden stemming from the public identity imposed on the participants (Farrugia, 2010), but one that is subject to change. Our findings of the creation of collective identity: understood as keeping a collective narrative going, long-term planning, investment in long-term ends, fixed-time meetings and attribution of outcomes to collective action and collective identity, are proof of solidarity and a sense of temporality among the participants. In fact, our material suggests that present-centredness could be something enforced upon people in rehabilitation, for example through refusal of proper planning tools like a daily planner. The notion of the present-centred homeless people legitimises exclusion and fatalism, and implicitly indicts the sufferers as unable to become democratic citizens (Loehwing 2010), thus creating another facet of the stigma of 'the homeless person' or 'drug addict'. By attributing egotism and present centeredness to people in precarious situations, or upholding such a picture, symbolic barriers to collective identity and social movements can persist, causing further individualisation. Being present- and ego-centred and fatalistic, might also be a natural or common reaction to the homeless situation (Flåto & Johannessen, 2010), however an orientation that: as the action research project showed , can be changed under certain conditions. In this case these conditions included a somewhat stable housing and community, a purpose and ideological and social support from a change agent. These factors might prevent the condition of homelessness to generate personal outcomes like fatalism.

The collective identity in X-street did not appear without work and negotiations. There were differences between the early activist women who had struggled hard to be recognised as capable of undertaking such a project, and the later participants (mostly men), who came straight from prison or rehab, and were accustomed to an institutional mindset. The latter expressed far less confidence in the project's aim and their own abilities in the beginning. The process of negotiating and reconciling these views was an ongoing process, intertwined with the collective action: the efforts and the achievements. The understanding of the situation was heavily influenced by this discrepancy. Without both the experiences of the "sticky pulp", and the experiences of "doing it", the understanding of the institutional mindset as a barrier would not be possible. This was a crucial element in the process of consciousness work, and in triggering the work on changing the public identity.

The collective identity, the 'we' in the X-street project encompassed contradictory meanings. There were differences between negotiations in private and in public, creating an identity for the group as well as a public identity. The collective identity was local, but flexible. When new people joined who did not have the same experiences as the first initiators, the collective identity proved flexible enough to integrate other people who struggled with having a home and work. However, it was not an all-encompassing solidarity project, including groups far away from each other. This suggests that solidarity and collective identity among different marginalised groups is possible, but the common feature of being stigmatised or precarious is not sufficient for such an identity. In X-street, intersectional identities of class, gender and ethnicity influenced the process of collective identity and enhanced the definition of who the project was for: moving from mobilising on behalf of *collective identity* to focusing on mobilszing for an *issue* (Taylor & Whittier, 1992).

Conclusion

In this article we have shown how collective action and negotiations about collective identity can operate dynamically in an action research project, mobilszing people who have experienced substance use and homelessness. X-street had both material aims of housing and work, and existential aims which were dependent on each other. Gains in one aspect enabled breakthroughs in the other. This process consisted of boundary work, consciousness work and negotiations. Consciousness work and negotiations seemed to be equally important for empowering this marginalised group to challenge the institutional mindset and the public identity of the present- and ego-centred homeless. There is a need for more process-oriented microstudies of collective action, to throw light on the possibilities for empowerment among marginalised groups.

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Consistency of socio-economic theory of organisations and organisational innovation: An example of customer complaint management strategy

Anh Tu Nguyen

Abstract
This present study discusses appropriate selection of research paradigm and research strategy of socio-economic theory of organisations for organisational innovation in general, customer complaint management (CCM) in particular. Ontology and epistemology of socio-economic approach to management (SEAM) methodology, mixed quantitative and qualitative methods are proved to be consistent with the implementation of CCM in small-to-medium sized enterprises (SMEs).

The research indicates how to produce and generalise theoretical and practical knowledge through abductive reasoning and early-versus-latter-stage research design for a pragmatic-oriented action research. The conceptual model highlights that CCM can positively and simultaneously impact technical innovation, economic performance and social performance. One more interesting result is that economic performance can positively affect social performance.

The research process includes two five-step action plans in the early stage and empirical study in latter stage. The two five-step action plans (2015-2016 and 2017-2018) analyse customer complaints, explore the causes of customer complaints from employees' viewpoints, put forward action plans, implement action plans and evaluate organisational performance. The empirical study applies structure equation modeling, to test whether technical innovation mediates the relationship between CCM and organisational performance.

Keywords: Action research, Customer complaint management, SEAM, organisational innovation, abductive reasoning

Consistencia de la teoría socioeconómica de las organizaciones e innovación organizacional: Un ejemplo de estrategia de gestión de reclamos de clientes

Resumen
El presente estudio discute la selección apropiada del paradigma de investigación y la estrategia de investigación de la teoría socioeconómica de las organizaciones para la innovación organizacional en general, y la Gestión de Reclamos de Clientes (GRC) en particular. La ontología y la epistemología de la metodología del enfoque socioeconómico para la gestión (SEAM, en inglés) y los métodos mixtos cuantitativos y cualitativos, han demostrado ser consistentes con la implementación de la GRC en pequeñas y medianas empresas (PYMES). La investigación indica cómo producir y generalizar cono-

cimientos teóricos y prácticos a través del razonamiento abductivo y el diseño de la investigación de etapa inicial versus etapa tardía para una investigación de acción orientada y pragmática. El modelo conceptual destaca que la GRC puede impactar positiva y simultáneamente en la innovación técnica, el desempeño económico y el desempeño social. Otro resultado interesante es que el desempeño económico puede afectar positivamente el desempeño social. El proceso de investigación incluye dos planes de acción de cinco pasos en la etapa inicial y un estudio empírico en la última etapa. Los dos planes de acción de cinco pasos (2015-2016 y 2017-2018) analizan las quejas de los clientes exploran las causas de las quejas de los clientes desde el punto de vista de los empleados, presentan planes de acción, implementan planes de acción y evalúan el desempeño organizacional. El estudio empírico aplica el modelo de ecuaciones de estructura para probar si la innovación técnica media la relación entre la GCR y el desempeño organizacional.

Palabras clave: Investigación-Acción, gestión de reclamos de clientes, SEAM, inovación organizacional, raciocínio abductivo

Introduction

The relationship between action research and organisational innovation attracts attention from numerous researchers with regard to topics such as action research and organisational learning (Eikeland, 2012), action research and individual knowledge use in organisational innovation process (Sousa et al., 2015), action research innovation cycle (Salehi et al., 2015), systematic approaches to designing and implementing change in organisations (Benn and Baker, 2009; Molineux, 2018), and design-led innovation (Price, 2018). They confirm that "flexible loop which allows action (exploration and exploitation Innovation) and research (organisational learning and feedback system) to be achieved at the same time". However, evaluation of the strategic action plans after implementation stage of action research and generalisation of the case study research have not been focused. Therefore, SEAM is considered as a methodology to shorten this gap.

Customer complaint management (CCM) strategy is often considered at functional level by empirical studies applying deductive reasoning. A few researchers implement this strategy, based on action research with deductive reasoning. Therefore, there has not been any research adopting abductive reasoning and SEAM to recognise both operational specificities of organisation as well as stability of core knowledge for broader community of SMEs over the world.

The study including two stages: early and latter, uses abductive reasoning that means a process of deductive – inductive – deductive logics. In the abductive approach, the research starts with "surprising facts", and then is devoted to their explanation (Bryman et al., 2015).

First, deductive reasoning is applied to suggest a CCM project. The reason is that the intervention research project starts with "puzzles" of a SME in passenger transport industry of Vietnam such as significant decline of customers, strong decrease of profits of flagship service: inter-city bus, high turnover rate of employees, receiving many customer complaints about service quality, serious competition on the crowded market, and needs a framework with specific intentions to be implemented as soon as possible. In the early stage or production of knowledge called professional knowledge (or practice knowledge), a five-step CCM framework is suggested with regard to analysing problems of the company and literature review on intervention methodology, customer relationship management (CRM) and customer complaint management combined with SEAM. In this stage, knowledge is science-based, with characteristics of relevance and responsibility. CCM framework is approached from system and relational approach of relationship marketing; integrated and holistic combination between people, process and technology of CRM from a strategic angle; aggregate complaint analysis; organic aspects of exit-voice theory; led to achieve multifaceted organisational performance, and human capital development.

Second, inductive reasoning is applied during the implementation of the CCM project. Key ideas occurred through transformations created by the processes of interactions between researcher and organisational actors, as well as transferring tools of management. These keywords are necessary actions formulated in the CCM project. Then, they are coded into constructs including organisational learning, human resource management and strategic management led to form customer complaint management; as a result technical innovation of innovation capabilities is created, including types of innovations such as service, process, technology and marketing; economic performance, social performance, customer complaint management profitability, and hidden costs are coded into organisational performance.

Third, deductive logic is repeated. The three variables stemmed from the inductive process are customer complaint management, technical innovation and organisational performance, that will be tested through an empirical research in order to be actionable in a larger social context, applied and disseminated to a broad network of audiences.

Research design

Buono et al. (2018) suggest a research process applying SEAM methodology including two stages as presented in the below figure.

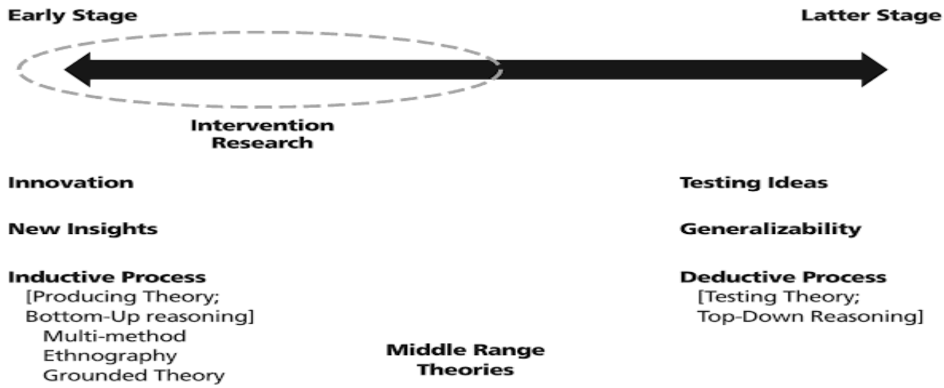

Figure 1: Conceptualising intervention research: Early-versus latter-stage research (*Source*: Buono et al., 2018)

Early stage – Innovation and new insights

Early stage (Production of knowledge) is a longitudinal intervention research with innovations, new insights and inductive process through productive interactivity of knowledge between researcher and actors (Buono et al., 2018). Results of the first stage are not only improving organisational performance of the case by implementing CCM combined with SEAM, but also suggesting the conceptual model for the relationship between CCM and organisational performance mediated by technical innovation. Raw materials are written documents, oral expression and acts of actors, making the first axis called intervention research in services marketing and organizational development.

Research question of the early stage

How does a transportation SME in Vietnam improve organisational performance by implementing customer complaint management through a socio economic approach to management?

To this end, five sub-research questions are posed to develop a more refined analysis.

Sub research question 1: What do customers complain about?
Sub research question 2: How do employees view customer complaints?
Sub research question 3: How does an SME act to reduce customer complaints?
Sub research question 4: How does an SME implement strategic action plans?
Sub research question 5: How does an SME evaluate its organisational performance after resolving customer complaints?

Epistemology of the early stage – generic constructivism and epistemology of SEAM

Generic constructivism of SEAM is situated between constructivism and positivism, meeting demands of management science research whose main scope of knowledge development and transmission is not individual but team or organisation.

Epistemology of SEAM consists of three principles. First, cognitive interactivity is an interactive process of knowledge production between company actors and researchers, through successive feedback loops with the goal of increasing values of information processed by scientific work. Second, contradictory inter-subjectivity is a technique for creating consensus based on the subjectivity perceptions of different actors, in order to create more objective grounds for working together through numerous interactions between the actors. Third, generic contingency means that while recognising the operational specificities of organisations, postulates the existence of invariants that constitute generic rules, embodying core knowledge that possesses a certain degree of stability.

Dysfunctions of SEAM

The socio-economic theory of organisations was developed by Savall and his colleagues in ISEOR, Lyon, France, began in 1973, provides an alternative to traditional management. The micro and macro isomorphism paradigm in macroeconomics (Savall, 1975) is the origin of the socio economic theory. SEAM is the methodology incubated by this theory.

An organisation is a complex whole, made up of five types of organisation structures (physical, technological, organisational, demographic and mental) that interact with five types of human behaviors (individual, trade, group, occupational group, affinity group and collective). This interaction creates the enterprise‘s functioning. Such functioning, however, is permeated with anomalies, disturbances, and discrepancies between the desired functioning (referred to as orthofunctioning), and the observed functioning (i.e., dysfunctions). These dysfunctions can be classified into six families: working conditions, work organisation, communication, communication – coordination – cooperation (3C), time management, integrated training, and strategic implementation.

Hidden costs of SEAM model

According to ISEOR researchers, these dysfunctions generate hidden costs for the organisation. They taint the relevance, effectiveness and efficiency of decisions.

They prove that the socio-economic method of hidden cost analysis includes five headings of socio-economic indicators in which three predominantly social (absenteeism, work accidents, occupational sickness and personnel turnover), and two predominantly economic (product/service quality and direct productivity). Savall et al. (2011) instruct that hidden costs constitute the destruction of value – added, which affects the overall economic performance of the enterprise. Such hidden costs have six components, including excess salaries, overtime, overconsumption, nonproduction, non-creation of potential and risks endured by the enterprise.

Research strategy of the early stage

The research strategy is context driven and comprehensive participations of employees. Some techniques are used such as 10 open interviews with customers, 131 semi-structured interviews with employees in the first period (2015-2016), 16-in the second period (2017-2018); qualitative observations, quantitative measurements, analysis of documents, discussions, ideation, shared action, monitoring and evaluation during the two periods. Dysfunctions and hidden costs are investigated by the interactions between company actors and the researcher, and approved by Board of directors of the company through mirror effects of SEAM.

Research process

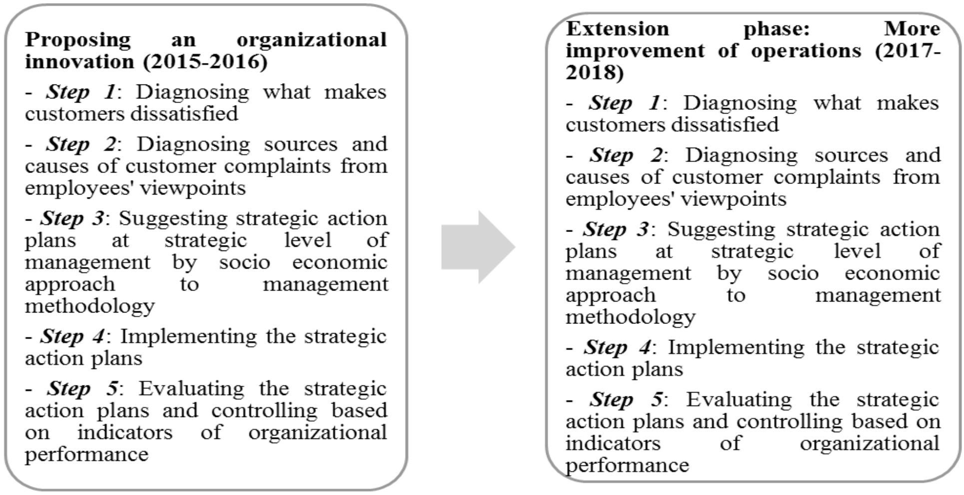

Figure 2: The two cycles of CCM framework

Step 1 and step 2 are to find out dysfunctions and hidden costs confirmed by mirror effects. Step 3 and step 4 are to use management tools of SEAM. Step 5 is to evaluate organisational performance by indicators such as economic performance, social performance, customer complaint management profitability and decreased hidden costs.

Latter stage – Testing ideas and generalizability

Latter stage (or conditions of validation of knowledge) is to test construct validity and generalisability based on deductive reasoning and empirical research. In this research, constructs include customer complaint management, organisational performance and organisational performance. Raw materials are questionnaires for transport SMEs of Vietnam. Sampling of 400 questionnaires ensures a large number of observations, creating the second axis in which customer complaint management and technical innovation of the organisation are researched.

Research question of the latter stage

To what extent does technical innovation mediate the relationship between customer complaint management and organisational performance?

Epistemology of the latter stage

Deductive reasoning and empirical research are applied in the latter stage, in order to test whether the conceptual model of the early stage is generable.

Research strategy of the latter stage

Survey questionnaires were randomly distributed to 400 members of Association of transport enterprises in Vietnam and 301 transport companies. Mediation analysis technique is used to confirm the relationship between integrated-SEAM customer complaint management, technical innovation and organisational performance.

Literature review

Outcomes of the literature review are to explore the relationship between CCM and organisational performance through SEAM; and mediation role of technical innovation in the relationship between customer complaint management and organisational performance.

Customer complaint management and organisational performance through socio economic approach to management

Literature review before the first action plan

The research develops customer complaint management framework based on important intentions of effectively managing services employees in services marketing by pragmatic orientation of action research in which customers, top management as well as front line employees all join the process to provide useful knowledge, and their participation will reduce their resistance to organisational change related new CCM strategy.

Customer complaint management is a sub-component of customer relationship management that is a component of relationship marketing. Therefore, in this study, customer complaint management is approached from systems and relational perspectives of relationship marketing; holistic and integrated combination between People, Process and Technology of customer relationship marketing. The relationship between customer complaint management and organizational performance is proved in studies by Faed et al. (2015), Yilmaz et al. (2015), Johnston (2001), Fornell and Wernerfelt (1987), Fornell and Wernerfelt (1988), Zang and Kim (2010), MacLeish (2010), Homburg et al., (2013) through empirical research methodology. Furthermore, implementation of customer complaint management is conducted in some researches by action research such as Hsiao et al. (2016), Arash (2014); other qualitative methods such as Johnston and Mehra (2002), Katrien and Yves (2014) (*Please see the Appendix 1*). As a result, there is no research on implementation of customer complaint management by SEAM methodology.

The reasons for the combination of CCM and SEAM are to solve service failure, reveal human capital development in this process, and new comprehensive evaluation of organisational performance. This study approached from organic aspect of exit-voice theory (Hirschman, 1970) meaning making favorable internal environment for CCM success through SEAM.

SEAM is a systematic approach to organisational change, appropriate to strategic level of customer complaint management. Savall (2003) concludes as follows: “based on bio systemic, SEAM integrates human resources and financial management by calculating the costs of the dysfunctions related to a lack of quality management; integrates marketing, sales and strategy through the use of strategic vigilance indicators at every departmental level within the company; integrates the operations and production management with organisational development, in a participative way, by involving the actors in the defining of solutions for process improvements within the company according to technological appropriation principle". SEAM therefore is expected to accelerate holistic integration of People, Process and Technology of the organisation in combination with CCM.

Almost all previous researchers use quantitative indicators that are insufficient to measure achievements of all management functions on organisations. However, SEAM analysis of organisation performance is based on qualitative, quantitative and financial data, not only based on financial data as traditional management, reflecting multi-dimensional aspects of empowerment of CCM such as profitability, retaining customers and employees. So, this research shorten the gap by considering organisational performance as a CRM success that decreases in hidden costs (Savall, 2003; Lakshmi et al., 1996); increases corporate social performances including economic performance (productivity, profitability and return on complaint management) and social performance (Working conditions/health and safety, Employee opportunities and relations, Internal communications, Community relationships, turnover rate and absenteeism rate) (O'Connor et al., 2008); rises customer complaint management profitability (Stauss et al., 2003; Gupta et al., 2005). The measurement method is more comprehensive than the previous.

Literature review after the first action plan (Figure 3)

Organisational learning means leaning how to manage employees, how to operate the new service system, leading to positively impact operating performance through strategic decisions (Bergh et al., 2008). Organisational learning provides clues as to how to best implement a new strategy to enhance performance.

Human resource management is implemented to improve the poor working environment and employees' stress levels (Hoffman, 2007; Linnenluecke et al., 2010), enhance the managerial capacity of mid-level managers (Toderi et al., 2015).

That seriously competitive market and poor customer relationship result in poor reliability of service operations needs service innovation, a new corporate strategy (Porter, 1987) and a new more offensive marketing strategy (Bolton et al., 1995) rather than a defensive marketing strategy or service recovery strategy. This is the reason why a new intercity bus limousine service is launched (Bessant et al., 2015; Nada et al., 2015; Panou et al., 2015). Furthermore, the guaranteed dimension of the service quality was reflected in the physical facilities and equipment with poor technology. This was solved by investing in new vehicles (Plantinga et al., 2001; Schueth, 2003) and new information technology (Bessant et al., 2011; Davis, 1980).

Innovation capability refers to the implementation or creation of technology as applied to systems, policies, programs, products, processes, devices or services that are new to an organisation (Chang and Lee, 2008). Innovation capability is also the ability of firms to assimilate and utilise external information for transfer into new knowledge (Cohen and Levinthal, 1990). In terms of scope of innovation, there are administrative innovation and technical innovation. Technical innovation includes service innovation, process innovation and marketing innovation. Service innovation is the introduction of a new service (inter-city limousine bus) to the market in terms of function, quality consistency of appearance (Liao et al., 2007). Process innovation involves creating and improving the method of production, and the adoption of new elements. Marketing innovation means new marketing strategies such as offensive and defensive.

From status of action plan implementation, customer complaint management impacts technical innovation by formulating service innovation, marketing innovation and process innovation.

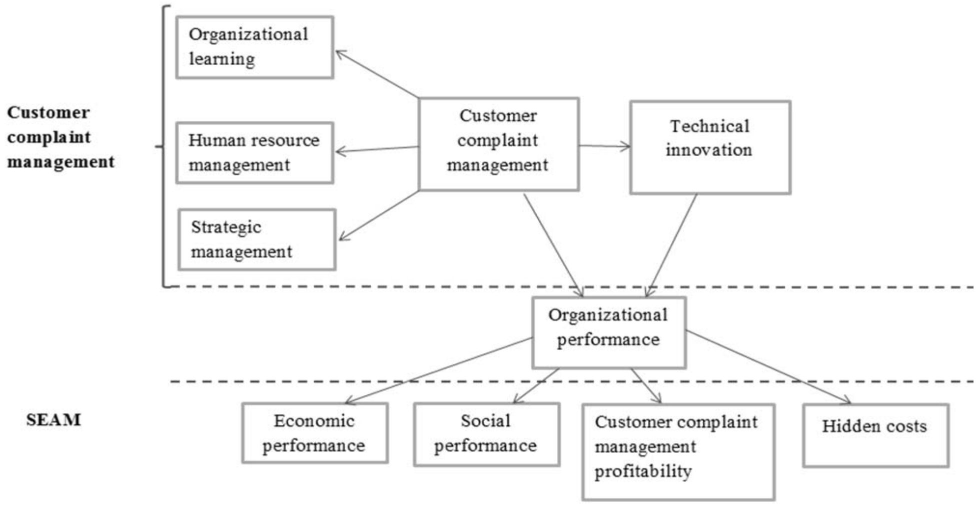

Figure 3: Conceptual model after the first action plan

Literature review after the second action plan (Figure 4)

First, from perspectives of human resource management, some important actions are training, rewarding, regulations, promotion procedure and internal communication. Training direct employees and managers are prioritised to be implemented. Jalal Hanaysha (2016) proved that employee training has a significant positive effect on organisational commitment. According to Lawler et al. (1992), rewards systems are often implemented within organisations as a key management tool that can contribute to a firm's effectiveness by influencing individual behaviour and motivating employees at work. Schuler et al. (1987) agreed that the relationship between rewards, motivation and job satisfaction of employees are strategically important to organisation success, and are sources of competitive advantage, because it helps to create a unique and dynamic competencies level to the organizations (Khalid et al., 2011). Internal regulation (also called directive, guideline, code, instruction etc.), which is an internal normative act of an employer regulating rights and obligations of its employees, is proved to be in Kaplan and Ferris' (2006) study. If sufficient efforts and resources are allocated for assuring that personnel manage to translate the strategy to their roles, the organisation will have a committed workforce who know how to execute the plan (Baron, 2006). It is worth mentioning that employees get their communication from how the company operates as well, e.g. what is accepted, what is noticed, who was hired and who was laid off.

Second, from perspectives of standardised process, Davenport (1993) defines a business process as a structured, measured set of activities designed to produce a specific output for a particular customer or market. It implies a strong emphasis on how work is done within an organisation, in contrast to a product focus emphasis on what is done. A business process is a complete, dynamically co-ordinated set of activities or logically related tasks, that must be performed to deliver value to customers or to fulfill other strategic goals (Guha et al., 1997). Organisational responsiveness on social media reveals responding to customers' requests/complaints fast because the response speed is more important in online customer satisfaction than offline (Cho et al., 2002).

Third, in marketing policies manner, from perspectives of membership policy, the market share of a firm is generally positively correlated to its profit (Buzzell et al., 1987). Therefore, increasing market share is one of the main targets of a firm. Hung et al. (2017) propose a multi-year membership pricing policy for a service business like a gym chain, in which membership pricing is long – term contracts. However, passengers cannot predict and plan seat bookings for long – term contract. Therefore, the company should give loyal passengers incentives after 1 year of using Limousine service. Customers with the highest number of times per year will receive incentives. Weick et al. (2005) suggest that mental model of business–customer interactions affect the sense making of social media. In the year of 2020, after the action research, the company should focus on Perceived quality and credibility of fan page. Therefore, revising, uploading detailed information about all services on Facebook and responsiveness strategy should be implemented immediately in 2017.

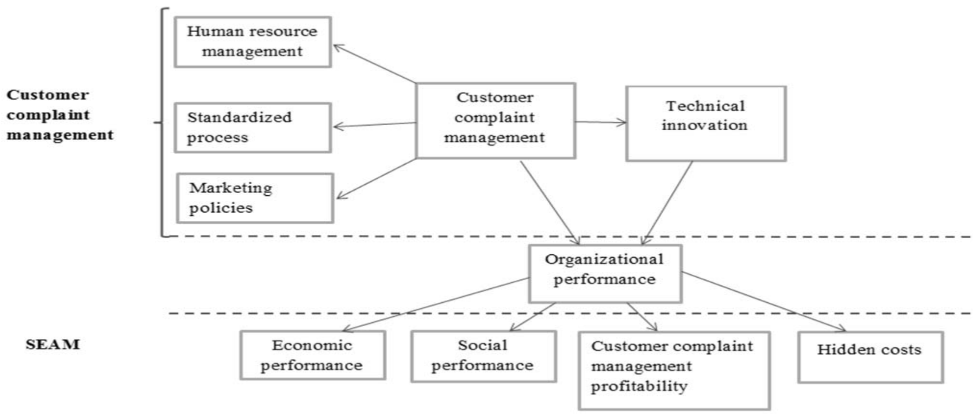

Figure 4: Conceptual model after the second action plan

Mediation role of technical innovation in the relationship between customer complaint management and organisational performance

That customer complaint management positively impacts organisational performance is approached from organic and mechanistic approach of exit-voice theory and empirically proved in studies of Yilmaz et al. (2016), Faed et al. (2015), and Homburg and Furst (2005).

Many researchers explore the relationship between customer complaint management and innovation capabilities, for example, Dow et al. (1999), Lin et al. (2010). However, the relationship between customer complaint management and technical innovation has been an under researched field of customer integration into service innovation processes. Meik et al. (2014) by combining knowledge from two substantive research areas: customer complaint management and service innovation management, develop and discuss a conceptual framework for a promising form of (indirect) customer integration to stimulate service innovations; and suggest companies to make use of multichannel complaint management since it bears potential to access unique customer experience information.

Battor and Battor (2010) demonstrate how customer relationship management capability and innovation work together to produce performance advantages; investigate the mediating role of innovation between CRM and performance. Their results support the direct impact of CRM and innovation on performance, and the indirect effect of CRM on firm performance through innovation.

The mediation role of technical innovation in the relationship between customer complaint management and organisational performance through structure equation modeling is analysed in the latter stage.

Findings

Findings of early stage – Innovation and new insights

The first period – Proposing an organizational innovation (2015-2016)

Results of the first and second steps are dysfunctions and hidden costs. Dysfunctions include strategic implementation, working conditions and work organization. From perspectives of strategic implementation, the two sub-themes are strategic orientation and information system. In working conditions manner, some problems are downgraded infrastructure and vehicles, bad attitudes of employees. Based on aspects of work organisation, the company faced stressed employees and limited managerial capacities.

The 20 actions are coded into 5 baskets that are implemented step-by-step. The organisational learning group consists of learning how to select departures and destinations (stations), learning how to operate the service system with information technology, learning how to directly interact with customers, and learning how to manage drivers and other direct employees. Reinforcing human resource group composes new uniform for employees, changing organisational chart, training direct frontline employees: communication skills, facility upgrades for accommodation, offices, parking areas, developing outdoor and visiting activities, internal regulations, new slogan: "Customers pay our salaries" for all employees, training plan for line managers: management skills and communication skills. Group of suggesting corporate strategy includes designing content of new strategy, suggesting functional level of strategic management: offensive marketing strategy and designing limousine service to replace old inter-city bus service. Investment into new vehicles comprises of preparing capital to buy new cars and purchase of 30 new cars – Ford Limousine D-Car. Investment in new information technology contains setting up hotline booking number, Fan page of the company, and responsiveness on these two communication tools.

Total actions that are successfully implemented are 19 out of 20. One action has not been conducted, that is about training for line managers, and will be transferred to the second action plan.

Second period – Extension phase: more improvements of business operations (2017-2018)

Dysfunctions are identified in the second period compose strategic implementation (not-on-time or delay in service process, under-skilled marketing employee, vehicle maintenance, insufficient marketing tools), integrated training (training direct employees and training managerial employees), work organisation (overloaded works, unsatisfied and stressed employees, unclear internal regulations, bad c-oordination between call-center department and others).

In the second action plan, 12 actions are grouped into human resource management, commitment to improve service quality, and marketing policies. Human resource management includes professional training programmes for frontline employees, training programme for mid-level managers (Management skills and Communication skills), suggestions for reward/encouragement policies, more internal regulations and promotion procedures, suggestions for internal communication procedures and promoting labour union to create activities as well as attention paid to complaints from stressed employees. Total 12 actions are successfully implemented.

As a result, in this second period, the company fosters process innovation and marketing innovation. Organisational performance is improved overtime.

Table 1: Customer complaint management profitability after the two action plans

Customer complaint management profitability at the end of a year	**2014**	**2016**	**2018**
Profit of complaint management (VND)	None	36,200,000,000	531,749,000
Total investment in customer complaint management (VND)	None	60,487,900,000	262,461,000
Return on complaint management (%)	None	60%	202.60%

After implementing customer complaint management, from perspectives of economic performance, the company decreased risk of failure of customers, risk of failure of machinery and risk of failure of labour. Besides, competitiveness of the company is gradually increased through higher average wages, higher corporate income taxes paid and higher revenue from new branches of the company. Also, Profitability, Productivity, Total revenue and Total production per each flagship type of business have grown every year.

Although the first period action plan focused on economic performance, it also contributes to improve social performance. Employee satisfaction index is raised up because of better human resource management, for example, increased number of training programmes / hours of training, number of employees trained, professional development. Customer – oriented corporate culture is developed by implementing means developed within the company to prevent exclusion such as not allowed to drink alcohol, drugs and other stimulants, comply with traffic law of the government, comply with the company's regulations, customers are right in any case, customers pay salaries for us, meet all demands of customers. Therefore, the company decreased number of accidents and turnover rates.

Last, hidden costs are presented in the below table. Regarding to the two cycles of the intervention research, hidden costs were decreased year by year.

Table 2: Hidden costs before and after the two action plans

Hidden costs at the end of 2014	Hidden costs at the end of 2016	Hidden costs at the end of 2018
SEAM model – Economic impact of employees' bad behaviors is VND 5.298 billion. – Employee turnover cost is VND 464.1 million. – Quality defects cost is VND 6.484 billion. – Direct productivity gap cost is VND 5702.1 million. →Total costs = VND 17.9482 billion	**SEAM model** – Economic impact of employees' bad behaviors is VND 3294 million – Employee turnover cost is VND 260 million – Quality defects cost VND 216 million – Direct productivity gap cost is VND 108 million →Total hidden costs = VND 3.878 billion **Lakshmi model** – Lose 3,430 customers per year, because of 3 new rivals	– Economic impacts of employees' bad behaviors at total of VND 2436 million – Employee turnover costs at total VND 195 million – Quality defect costs at total of VND 144 million – Direct productivity gap cost is VND 46 million →Total hidden costs = VND 2.821 billion **Lakshmi model** The number of lost customers at the end of 2018 is estimated 1996 people

Findings of latter stage – Testing ideas and generalizability

Reliability analysis

Reliabilities of observed variables: Cronbach's Alpha is more than 0.6, Cronbach's Alpha if item deleted is lower than Cronbach's Alpha, and Corrected item-total correlation is more than 0.3. So, observed variables (organisational learning, human resource management, strategic management, technical innovation, economic performance, social performance, customer complaint management profitability and decreased hidden costs are selected to continue factor analysis.

Exploratory Factors Analysis

EFA result shows that there are four factors satisfying standards such as KMO>0.5, p-value<0.05, eigenvalue >1. However, Cumulative Extraction Sums of Squared Loadings is approximately 50% that can be acceptable, because the research model is stemmed from an action research, so it is not too high from theory testing. The four factors are described as the below table "Pattern Matrix". They have factor loading more than 0.55 excluding customer complaint management profitability and hidden costs; and are used to do confirmatory factor analysis.

Confirmatory factor analysis

Chi-square /df is lower than 3, CFI, GFI and TLI are more than 0.9, and RMSEA is less than 0.05. Therefore, the researcher can continue to analyse structure equation modelling.

Structure equation modelling

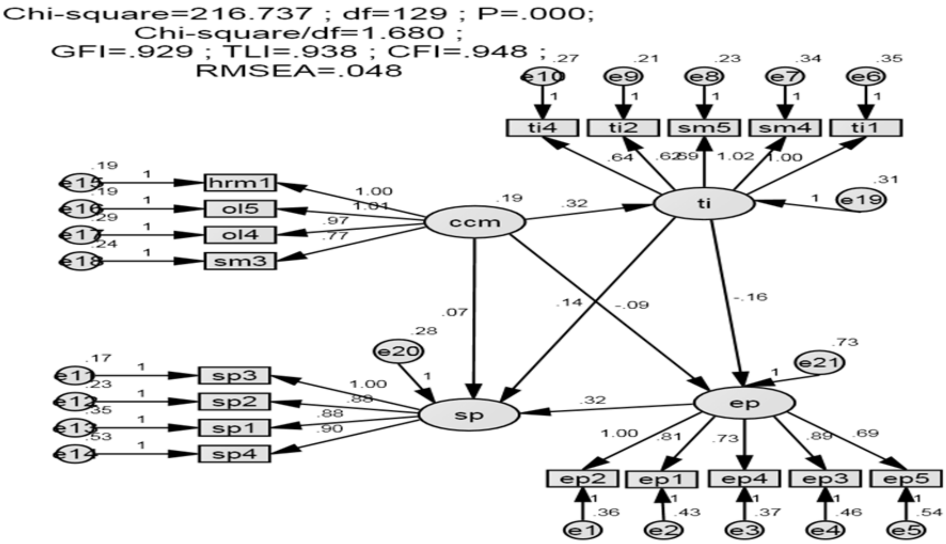

Figure 5: SEM modeling

In general, indicators of the model such as Chi-square/df, GFI, TLI, CFI and RMSEA are statistically significant. In particular, latent variable "customer complaint management" positively impacts technical innovation, social performance and economic performance. Especially, economic performance positively affects social performance that ISEOR researchers have not proved in their socio-economic theory of organisations. So, the final model of the study is illustrated as follows:

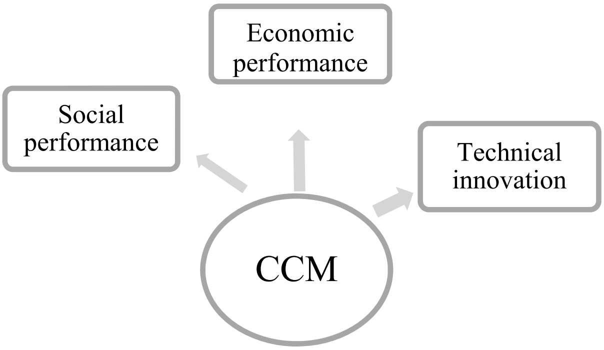

Figure 6: Research outcome

Discussions and implications for SMEs

To summarise, the early stage focuses on the methodological role of SEAM to foster the relationship between customer complaint management and organisational performance. Advantages of the combination between SEAM and CCM are superiority of socioeconomic diagnostic, strength of maintenance or extension phase of SEAM, reinforcement of structured actions to organisational performance, similarity between socio economic evaluation and organisational performance, employee motivations in organisational change. The latter stage generalises the conceptual model generated from the early stage that describes the mediation roles of technical innovation in the relationship between integrated-SEAM customer complaint management and organisational performance.

There is no evidence to prove the mediation role of technical innovation in the relationship between customer complaint management and organisational performance. However, it is confirmed that customer complaint management directly and positively impacts technical innovation, economic performance and social performance. It is interesting that economic performance can foster social performance, if an SME implements customer complaint management.

If an SME implements this research model in which CCM is combined with SEAM, it can achieve outcomes that not only affect service quality, but also overall quality, by simultaneously developing structural and behavioral quality, including service quality, functioning quality and management quality.

In order to attain higher organisational performance, SMEs should pay attention to investment in organisational learning, human resource management and strategic management, that are actionable professional knowledge for any SME.

First, the company in this case study research has prominent attributes of Vietnamese SMEs as well as international SMEs, for example, size, limitations in resources, dynamic, adoption of technology innovation, impacted by support policies from the government. Other SMEs in Vietnam can apply research results from this study.

Second, dysfunctions of CCM were proved over 40 years by thousands of case studies that are large-sized and small-and-medium sized enterprises. SMEs of Vietnam can adopt step-by-step guidelines to implement CCM based on employee engagement, two cycles of the intervention research process, and pay attentions to roles of CCM in fostering technical innovation as well as enhancing organisational performance.

Third, this model reflects the trend of action research in which stakeholders are considered as co-researchers, related to consistency between bio systemic approach of SEAM and system, relational approach of relationship marketing. Moreover, if leaders of the SMEs well understand SEAM and train their subordinates to be internal interveners, they will carry out organisation innovations by themselves.

Fourth, the CCM framework does not involve special features of specific industry or its operations that is difficult to implement. Any SME of any industry can apply the CCM framework, management tools of SEAM (priority action plan, internal and external strategic action plan, etc.) and encourage its employees as well as customers in CCM implementation. Based on hidden costs model of SEAM, multi-faceted organisational performance is measured by economic performance, social performance, customer complaint management profitability and decreased hidden costs, solving weaknesses of accounting methods.

Theoretical contributions

This study is expected to contribute theory of intervention research, socio-economic theory of organisations, services marketing, relationship marketing and SEAM methodology.

First, for theory of intervention research, it is providing materials referring to how creating formal and professional knowledge through two-stage conceptualising intervention research. In this case study of action research during the first stage, the interactions between company actors such as top management, middle managers, front-line employees and the researcher (consultancy) formed the 6 dysfunctions, the 4 hidden costs, the 2 action plans with the 32 actions during the period of 5 years approved by the Board of Directors of the company, through mirror effects of SEAM that reflect effective co-operation between the researcher and company actors.

Moreover, "bio systemic" base of SEAM that integrates management functions (human resources and financial management; marketing, sales and strategy; operations and production management with organisational development to explore dysfunctions, calculate hidden costs and propose solutions for improvements) is appropriate to system approach of relationship marketing, because it composes all relevant actors and represents process nature of marketing (Sheth, Gardner, & Garrett, 1988). Furthermore, it also fosters the relational approach of relationship marketing, through long-term focus, consideration of humanism, improvement of quality of customer interaction and attention to internal marketing within the organszation, contributing to the formal link between knowledge (theory) and professional knowledge (practice).

Second, for socio – economic theory of organisations, this study is expected to add more meaningful measurements for firm performance in relationship marketing manner, such as customer complaint management profitability, develop construct validity of dysfunctions and hidden costs in SMEs of Southeast Asia. Besides, it confirms logical adequacy of the theory by proving the most important proposition of the theory that is "organisational dysfunctions will generate hidden costs which are not considered either in accounting information systems or in decision making models". Hidden costs are decreased after the first and the second action plan of the research. Moreover, it expands utility of variables and constructs of socioeconomic theory in services marketing.

Third, for services marketing, the author develops aspects of managing services employees from pragmatic-oriented intervention research approach, and the organic perspective of exit-voice theory of Hirschman (1970,) leads to decrease of economic impacts of bad behaviours of employees and human capital development in a successful services marketing project.

Fourth, for relationship marketing, combining "bio-systemic" base of SEAM with system and relational approach of relationship marketing is to rise up the societal impacts of academic research to managerial practices through finding out how to promote the relationship between passengers and transport service provider, top management and frontline employees, intervener-researcher and organisational actors (Gummerus et al., 2017). More specifically, "bio systemic" base of SEAM that integrates management functions (e.g., human resources and financial management; marketing, sales and strategy; operations and production management with organisational development to explore dysfunctions, calculate hidden costs and propose solutions for improvements) is appropriate to the system approach of relationship marketing that composes all relevant actors and represents process nature of marketing (Sheth et al., 1988). Besides, it also fosters the relational approach of relationship marketing through long-term focus, consideration of humanism, improvement of quality of customer interaction and attention to internal marketing within the organisation.

Fifth, in terms of pragmatic oriented action research, the study contributes to increase workability of humans, promotes co-operation and collaboration through training programmes, strategy participating permission and appreciation of their ideas, leading to their satisfactions and loyalty.

Last, but not the least, this study develops SEAM methodology. SEAM focuses on co-creating knowledge by researchers and actors inside organisations (top management, middle managers, frontline employees). This research supplements new trends of innovation and customer relationship management that are co-creation of customers. In the CCM, customers participate in improving customer values through collecting and analysing their complaints in the first step of the framework. Diagnosing what makes customers dissatisfied; evaluating customer satisfaction in the last step. Evaluating the strategic action plans and controlling based on indicators of organizational performance. Hence, from perspectives of epistemology level, adding external actors' involvement in organisation innovation is consistent with a seriously competitive context. Furthermore, company sustainable performance of SEAM is more in-depth evaluated by four indicators (economic performance, social performance, CCM profitability and hidden costs) with more measurement methods such as O'Connor (2008), Stauss (2004) and Lakshmi (1996).

Limitations

The cultural change model has not received attention, although the organisational change needs cultural change from an "entitlement culture" towards a "performance culture" (Molineux, 2018).

The author has not applied individual complaint handling and mechanistic approach of the exit-voice theory. In the future, researchers and organisational actors should combine individual complaint handling and mechanistic approach to formalise organisational policies for customer complaint management at functional level.

Besides, hidden costs and hidden values can be considered as vague ones or it is not easy for researchers and organisational actors to find out.

Furthermore, this analytical technique is time intensive by intervention research for several years, and requires broad literature review to transform practical knowledge to formal knowledge of theories.

Conclusion

With regards to organisational innovation, quantitative and qualitative methods should be mixed to implement pragmatic action research. These improvements in measurement of what company actors think and act represent a methodological advance supporting subsequent research. Abductive reasoning and epistemological principles of SEAM (e.g. cognitive interactivity, contradictory inter-subjectivity and generic contingency) result in transforming outcomes of action research to be actionable for broader organisations. Researchers can approach them to design action research strategy in various approaches of different organisational theories.

Implementing CCM (considered as a functional strategy) combined with SEAM results to strongly increased profitability of functional strategy, decreased economic impact of employees' bad behaviour, turnover, quality defects, and direct productivity gap, leading to reinforcing the closed relationship between researcher and organisational actors of businesses. These successful consultancy outcomes of the action research project in business field are rooted from in-depth research about science and art of functional management, as well as pragmatic-oriented intervention methodology.

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Appendix 1: Summary of related studies about CCM

Name of author	Research title	Methodology	Limitation of research
Hsiao et al. (2016)	A novel framework for customer complaint management	– Action research in Taiwanese restaurant chain Approached from aggregate complaint analysis Method of integrating a decision tree inductive learning algorithm (DT) into the Six Sigma analysis	– The study only determines problems of service process Results of solutions are just simple indicators insufficient to prove effectiveness of project implementation such as number complaint per month, % of working time to deal with customer complaints, customer satisfaction.
Arash (2014)	Customer Complaints Management and Empowerment	– Literature review- Comprehensive CCM system is considered as function level	– The 7 step process is quite complicated and steps should be merged to ensure logics. The measurement is based on economic aspect that is customer complaint management profitability, but this indicator is not enough to prove impact of CCM on organizational performance because organizational performance must be calculated also based on social performance.
Faed et al. (2015)	Intelligent customer complaint handling utilising principal component and data envelopment analysis	– Empirical research Prove the relationship between customer complaint handling and firm performance moderated by types of business (business to business, business to consumer, manufacturing, service) with methodology of PDA (principle component and data envelopment analysis).	One of weaknesses of empirical research is not to implement recommendations in the field.
Yilmaz et al. (2015)	How do firms benefit from customer complaints?	– Empirical research Symmetric testing using hierarchical regression analysis of data obtained from complainants and firm managers	– Organizational performance is sparely evaluated by only financial performance. Recommendations are not proved to be effectively implemented or not.
Johnston (2001)	Linking complaint management to profit	– Operational value of complaints Empirical benchmarking study Ensuring complaint processes are ``staff-friendly'', rather than simply trying to satisfy customers. Appreciating role of service recovery.	– Financial performance is the main outcomes of customer complaint management
Johnston and Mehra (2002)	Best-practice complaint management	The research took a grounded-theory approach based on rich case studies of the five outstanding United Kingdom service organizations identified in an earlier study (Cross-case analysis)	Twelve insights into best complaint-management practice were identified including the need not only for speed of resolution but also a human touch, the need for closure not just follow-ups, top-level involvement in complaints, the strategic use of complaints, a combination of decentralized and centralized tasks, and parallel systems for staff suggestions/complaint
Fornell and Wernerfelt (1987)	Defensive marketing strategy by customer complaint management: A theoretical analysis	Economic model of defensive marketing strategy is developed for complaint management based on Hirschman's exit-voice theory	The research does not consider the possibility of customer abuse. Besides, defensive marketing strategy is more focused than offensive one.
Fornell and Wernerfelt (1988)	A model for customer complaint management	A model of customer complaint management is developed in terms of defensive marketing strategy. A consideration of the trade-off between defensive marketing strategy in the form of complaint management and various offensive marketing tools such as advertising and pricing	The research doesn't explore why customers are dissatisfied. That is a weakness of mathematics model that cannot indicate causes and sources of human behaviors.

Name of author	Research title	Methodology	Limitation of research
Liang (2013)	Exit and voice: A game-theoretic analysis of customer complaint management	The study develops a multi-agent communication model involving participation decisions to address customer complaint behavior and the corresponding management policy.	This study is limited by the availability of reliable data. Although there are many attempts to measure the customers' satisfaction across countries, industries and firms, a suitable measure of complaint resolve is still absent.
Zang and Kim (2010)	A systematic knowledge management approach using object-oriented theory in customer complaint management	The application of object-oriented theory for which the notation of unified modeling language has been adopted for the representation of the concepts, objects, relationships and vocabularies in the domain of hotel industry is approached from in the context of systematic knowledge management. This application is to systematically support customer complaint management.	The study focuses on individual complaint handling that deals with symptoms rather than causes.
MacLeish (2010)	Customer complaint management systems (CCMS) in a food processing industry	To improve the total quality of the system, the study established a defensive method of addressing customer complaints by connecting methods such as Quality Functional Deployment (QFD), Fuzzy Logic, Kano's methods, Voice of the customer, and Go-See-Think-Do.	The research provides a methodical approach to addressing customer complaints and correcting the associated manufacturing components. However, it hasn't been consider human factor in CCMS.
Katrien and Yves (2014)	Turning customer feedback into gold: challenges and hindrances	The content of positive and negative customer feedback largely overlaps. The feedbacks are related to environmental, interactional, administrative and technical quality. Regarding the degree to which firms act upon customer feedback in relation to the quality dimensions, the results demonstrate the importance of customer-oriented culture, a commitment-based strategy and innovation capacity.	Although the study illustrates the critical roles of culture, strategy and innovation, it doesn't designate how businesses improve them by holistic approach of People, Process and Technology.
Homburg et al., (2013)	How Organizational Complaint Handling Drives Customer Loyalty: An Analysis of the Mechanistic and the Organic Approach	This article addresses how an organization's complaint management affects customer justice evaluations and, in turn, customer satisfaction and loyalty. In delineating an organization's complaint management, the authors draw a distinction between two fundamental approaches, the mechanistic approach (based on establishing guidelines) and the organic approach (based on creating a favorable internal environment). The empirical analysis is based on a dyadic data set that contains managerial assessments of companies' complaint management and complaining customers' assessments with respect to perceived justice, satisfaction, and loyalty.	The data is analyzed based on small sample size, limited number of customer responses in a B2C context. It did not explore a possible causality between the two approaches. There is a lack of studies "that offer a comparison across consumer goods, consumer services, business goods, and business services firms."

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Enhancing English Speaking Skills through Self-Assessment-Based Action Research

Ariadna Pinto Avilez and Claudio Díaz Larenas

Abstract
This paper presents an action research study conducted in an English communicative course at a Chilean university. This investigation aimed to improve university students' speaking skills through the self-assessment methodology. The intervention was held during four weeks, in which participants were exposed to English through task-based lessons that required their systematic self-assessment to develop their speaking skills. With the use of an analytic rubric to measure whether or not there was improvement in pre and post oral interviews, a learning journal and a focus group interview, findings showed that there was a positive change in their speaking performances, and learners appreciated this methodology as a way to improve their academic results.

Key words: self-assessment, awareness, speaking, English language, action research.

Mejoramiento de las habilidades de expresión oral en inglés mediante la investigación-acción sustentada en la autoevaluación

Resumen
Este artículo presenta una investigación-acción realizada en un curso de inglés comunicativo en una universidad chilena. El objetivo del estudio fue mejorar las habilidades de expresión oral de los estudiantes mediante la metodología de la auto-evaluación. La intervención tuvo una duración de cuatro semanas en las cuales los participantes estuvieron expuestos al inglés mediante clases basadas en tareas que requirieron una constante autoevaluación para el desarrollo de su habilidad de expresión oral. Se utilizó una rúbrica analítica para medir si es que hubo mejoras en las entrevistas pre y post, una bitácora de aprendizaje y un grupo focal. Los resultados mostraron que hubo un cambio positivo en sus desempeños orales y que los estudiantes apreciaron esta metodología como una forma de mejorar sus resultados académicos.

Palabras clave: auto-evaluación, conciencia, expresión oral, lengua inglesa, investigación-acción.

Introduction

As English has become a worldwide language, learning how to speak it is a must now for most people around the globe, especially for students who are not born in English speaking countries, in which the foreign language is seen as a very important professional skill, and educational systems work hard to implement foreign language curriculums that are not always successful in allowing learners to really master the language. Aware of this situation, a private university in Concepción, Chile, developed an online multimedia platform, in which students from most majors in their first or second year, have access to practice all four English language skills: speaking, reading, writing and listening, as part of their curriculum. This English online course is not yet compulsory to all majors in the university, because it is currently financially impossible.

Speaking is the skill that the English Online Programme focuses on in more detail. The main aim of the course is to provide students with the necessary tools to help them communicate in English as fluently as possible, managing appropriate vocabulary, intonation, and grammar. Students should be able to comprehend and produce the language in a natural, contextualised way. Oral interviews are part of this English course and are conducted at three different stages: initial, midterm and final. The last two oral interviews are graded, 25% and 35% of their final course load, respectively. 20% is awarded to written online quizzes and the remaining 20% is assigned to oral recordings students submit through the platform, which can be rehearsed and recorded as many times as they want before the submission of the final draft to be graded. The course modules are divided into four levels, following *The Common European Framework* scale starting from the A1 level and finishing in B2.

However, many of these university students have failed to accomplish the minimum requirements to pass from one module to another; therefore, they cannot move from A1 to the higher levels. Students have stated that this is because they do not know how they are assessed; they claim they have not received feedback about their performance, and/or simply because they have never understood the requirements needed in order to achieve satisfactory results to be promoted from one level to another. Unaware of how the speaking assessment process works, students keep failing the course. In some cases, students have had to take the course even three times. In some other worse scenarios, some students have had to drop their majors, since the university policy allows them to fail any subject only a maximum of three times.

The university in which this action research was conducted has twenty-five thousand students and it offers classes to diverse majors. Most of these students come from different parts of the country. Their English proficiency level is measured when they have to take the English course, since the Chilean reality is extremely different, depending on their secondary studies. Few students come to the university with a reasonably good English level, and most of them do not recognise the very basic language commands.

Chilean education distinguishes three types of educational establishments at the primary, secondary and tertiary levels: public, semi-public and private. Several official reports have claimed that these three levels are unfortunately associated with education quality. Private education is almost always the one that achieves the best academic results in terms of national exams, and the number of students who successfully enter higher education.

Universities receive students who come from all three public, semi-public and private sectors, which translates into having students who have different language levels. Once again those learners who come from semi-public and private education tend to be the ones who have better entrance English levels and, therefore, seem to achieve better results in their university studies. That is why all learners have to initially go through a diagnostic process to place them in the right level, and specifically support those students whose entrance oral performance in English is weak.

Not all the students of the university have this course as a compulsory requirement of their majors. Yet, all of the university majors will eventually include it as mandatory. That is why we chose one of the classes in which there is mixture of majors; most of them belong to Engineering. These students show great enthusiasm towards learning English, and all of them have a basic language level, that is why they are so eager to learn. They all recognise how valuable to master a second language will be once they graduate. They all agreed that, despite the fact that this could be hard for them, learning English would be beneficial for their future professional careers. On this line, the self-assessment methodology seemed appealing for them. Since they showed great willingness to learn, being aware of their learning and assessment process became something urgent to them as well.

Self-assessment can be offered as an opportunity to understand the quality requirements involved in a specific speaking task, especially for students who claim to be confused about the assessment criteria used when giving their oral interviews. In this action research, learners will be required to assess themselves in order to raise awareness of their own learning process and thus improve their academic results by the end of the course. To conduct this self-assessment intervention, students were offered mock interview sessions after midterms. They were asked to record themselves, and self-assess based on a self-assessment rubric. Teacher guidance and feedback were offered throughout this study. This paper is in the context of the research grant FONDECYT 1191021 entitled *Estudio correlacional y propuesta de intervención en evaluación del aprendizaje del inglés: las dimensiones cognitiva, afectiva y social del proceso evaluativo del idioma extranjero.*

Theoretical Framework

Language Assessment

Many teachers confuse the term grading with the term assessment. This usually happens because sometimes assessing leads to a grade. According to Martinez del Campo (2013), assessment goes beyond grading, and it presents itself as a procedural phenomenon of the students' development. To assess, teachers do not necessarily need to grade their students. The main goal of assessing students is to gather information to check if in the process of learning, they have acquired all the knowledge, skills and attitudes they are supposed to.

Martinez del Campo (2013) states that there are three different phases in the process of assessing a student. The first stage involves a systematic gathering of information about the student's performance. The second stage is where the teacher gets all the information possible that would help him or her determine the student's progress and flaws, which would allow teachers to take action in order to improve and facilitate the student's learning. During the last stage, feedback is present. Feedback allows teachers to communicate with their students about their strengths and weaknesses, to contribute to their learning process.

Assessing is a process which pretends to analyse students' performance in order to do something about it. That is why grading and assessing are different. While assessing is a process that develops along the whole learning process, grading takes place at a particular moment, and aims to judge the degree of sufficiency of knowledge demonstrated by the student (Fulcher & Davidson, 2007). While both grading and assessing are important, assessment becomes a matter of greater importance. This is because when assessing, teachers have the opportunity of giving feedback to students, in order for them to improve and become more aware of their own learning process.

Self-assessment and Learning Awareness

Self-assessment can be of great help when it comes to learning another language. This is defined by Bound & Falchikok (1989, p. 49) as "the involvement of learners in making judgement about their achievements and the outcomes of their learning". By conducting this type of assessment students become more aware of their learning process. According to Brew (1999), this is connected to power, control and authority, and how all these are transferred from the facilitator to the learner, which means that the assessment itself is not only on the teacher's behalf, but students have a say in their own learning.

Figure 1. Learning of self-assessment (Taras, 2010)

Figure 1 shows the existing relationship between outcomes and goals, content and students' personal development. For self-assessment to be meaningful, students have to be able to understand what self-assessment means, and to what extent this will help them achieve the expected learning outcomes of a particular course. Students have to understand the purpose of a lesson, and what they are expected to accomplish at the end of it.

Tan (2008, p. 16) defined self-assessment as "the involvement of students in making judgements of their learning". By being involved, students can make different judgements on their learning process. Self-assessment has become more popular since the student-centered approach has a more formative purpose. When using language self-assessment, it is expected that students can make judgements about their own language learning achievement and proficiency. By doing so, students become more autonomous about their language learning process. In Figure 2, the benefits of self-assessment are listed.

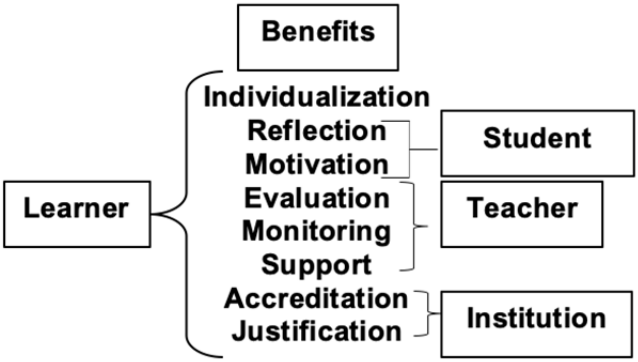

Figure 2. The benefits of self-assessment

There are a number of factors that have to be combined to have a successful self-assessment methodology implemented in the classroom. Students should be able to reflect upon their work, and be motivated enough to accomplish what is expected, that is self-assessment. The teacher plays a major role in which she or he must be monitoring and assessing students' work. The institution in which the self-assessment process is taking place must act as a guardian of the learning process. It must guarantee that the process is actually happening and should feel confident about its efficiency and practice.

Self-assessment is one of the most important skills that learners need to have for future professional development and lifelong learning, as it develops learners' ability to be self-assessors of their own learning (Wride, 2017). By asking students to self-assess, the teacher is not only preparing them for a singular subject, but is making them acquire the ability of reflecting upon mistakes that could be a lesson for life. If the teacher takes the role of teaching the student to reflect on his or her own learning process, this will be a characteristic and ability that the learner in question would keep more than just during the duration of a course, but for his or her realisation as a professional.

According to McMillan & Hearn (2008), learners can lead to higher achievement with significant motivation when they set goals that lead to better understanding, when they define criteria, self-assess their learning improvement, reflect on their learning, and create strategies that promote learning. To achieve full proficiency in a particular subject, learners need to become fully aware of how they are being assessed; this way, when self-assessing, students can fully understand the purpose for which the entire assessment is taking place.

Self-assessment is different from other types of assessments such as testing, because it is a process that happens in the learner internally. It is also conducted and monitored by him or herself. When self-assessing, the process of feedback is done by the learner itself, is not carried out externally. In the procedure of self-assessment, feedback can be provided by comments and external scores given by the marker, as well as documents with quality criteria expected; however, elements such as learners' own ideas, emotions, values and ideas can be more easily accessed (Yan & Brown, 2017). As important as obtaining assessment results externally, it is mandatory to give importance to what the learner has to say about his or her own learning process. By making them say something about it, they are becoming more aware of the learning process they are going through. Reflection is key when talking about self-assessment.

Self-assessment is a continuous procedure that involves editing and review. In formative assessment, this may take the form of involving learners to critique their work, as long as they monitor their progress and review (Perumanathan, 2014). At this point, self-assessment can be changing. This means that maybe the student thought he or she had achieved something, but when reviewing it, he or she might not have done so. That is why it is important to be constantly making the reflection on what has been learned, and what is under the process of achieving learning.

Self-assessment is one form of alternative assessment which seeks to make the assessment process more student-centered (Shepard, 2000; Weisi & Karimi, 2013). By creating a student-centred type of assessment, then teachers are involving students, making them part of their own learning process. By doing so, students can develop awareness of it. Self-assessment is a valid and reliable technique for assessing student performance, particularly in contexts in which self-assessments are used for formative rather than summative purposes (Ross & Starling, 2008). The purpose of self-assessment necessarily needs to be formative. For students to have something to look back to when achieving proficiency, self-assessment can be of great help. The purpose of conducting self-assessment has to be formative, and not only with the purpose of grading. If confused with that, then the entire process does not achieve any purpose.

Methods

Type of Research

The following is an action research study that is grounded in practical action, since it involves the active participation of university students in their own classroom settings (Burns, 2011). It stresses the collective dialogue between learners and research practitioners, as social and active agents who engage in producing knowledge that aims at transforming the dynamics of power inside the classroom (Fals-Borda & Rodríguez, 1987; Freire, 1982). This type of action research transforms learners, research practitioners and their own realities (Trinidad, Eos & Radley, 2019). By employing self-assessment as part of their own realities, participants become aware and reflexive of their own praxis, they rediscover learning and knowledge, and view action as transformation (Doqaruni, Vahid, Ghonsooly & Pishghadam, 2017).

Participants question and reflect critically their own learning experiences, and the way they are assessed. They become central in the process of language assessment, and significantly reduce the hierarchical relationship with the assessor. Assessment in the context of action research should be characterised as a complex process that involves different, sometimes conflicting, interests (Rahmani Doqaruni, Ghonsooly, & Pishghadam, 2018). And a process in which there is a need of empowering learners in dealing with their own learning and professional goals, creating a sense of belonging to a community of reflexive learners who seek for effective participation (Mcniff, 2014). For teachers, on the other hand, action research becomes a tool of dialogic, pedagogical and social intervention to apply necessary change in language teaching contexts (Giannikas, 2019; Taylor, Wilkie, & Baser, 2008).

Reason and Bradbury (2001, p. 79) stress that "action research is about working towards practical outcomes, and also about creating new forms of understanding, since action research without understanding is blind, just as theory without action is meaningless". This is directly related to self-assessment since it requires students' participation and learning awareness when implemented.

The research aims were:

- To assess the effectiveness of self-assessment on students' speaking skills.
- To explore the participants' perceptions on self-assessment as a strategy to improve their English-speaking skills.

This study was conducted in four weeks in which the aim was to find out how the implementation of a self-assessment methodology could help to improve students' speaking skills. In four sessions, students were asked to self-assess. Intervention instruments were conducted in Spanish due to students' lack of proficiency in the target language. The purpose was to identify if, through self-assessment, students could improve their speaking skills and to explore their perceptions towards this methodology. The sessions covered the content described in Table 1 below:

Table 1: Sessions of the research

Session	Topic	Session objective
1	Initial oral interview and analytic rubric	To measure students' English-speaking abilities regarding different topics.
1	Household Chores	To describe the frequency of household chores in pairs using frequency adverbs.
2	Directions	To locate places in the city by using different prepositions of place in oral activities.
3	Directions	To ask and give directions in the city using prepositions of place in role play situations
4	Shopping	To identify pieces of clothes, materials, designs, and colors by describing pictures orally
5	Focus group	To explore the participants' perceptions on self-assessment to improve their English-speaking skills.
6	Final oral interview and analytic rubric	To assess the effectiveness of self-assessment on students' speaking skills.

The study was divided in six sessions.

Before the intervention sessions started, participants had the initial oral interview. In sessions one, two, three and four, the second specific objective was addressed. Task based learning classes were held in order to have students constantly participate in different oral activities throughout the development of the class. A learning journal was used at the end of the class, once all the language contents had been covered.

In session five, a focus group was conducted in order to identify students' perceptions as stated in specific objective two. Only seven participants were asked to be part of the focus group. These students were chosen based on their satisfactory results during the first oral interview held before the implementation of the self-assessment methodology.

In session six, twenty-two students took their final oral interview. The oral interview together with the analytic rubric were used to assess students' oral performance. During the first part of the semester, students took an initial oral interview. Then, the self-assessment methodology was implemented. At the end of this methodology, students took another oral interview. Students were assessed using the same analytic rubric. By doing this, it was expected to accomplish specific objective one.

Participants

Twenty-two A1 level students were studied. A1 level of English as stated by the Council of Europe is the first and most basic level of English. Students are between eighteen to twenty-two years old. There were eight women and fourteen men. The students have had many different experiences with English language instruction. In some cases, they had only had one hour of English instruction per week in secondary education.

The students are part of an English programme at the university level. Most students have to take this course because it is part of the curriculum; it is a sixteen-week course that has two different units. Each unit contains three different topics. Each week students have one class with their tutor (Chilean teacher of English) for ninety minutes, and one class with an English language native speaker, that lasts sixty minutes. Tutors are in charge of covering grammatical aspects of English, whereas native speakers foster communication through cultural classes which involve vocabulary. Both classes are communicative. By the end of lesson three, students take midterm assessments: an oral interview plus an online unit quiz. After that, once lesson six has been covered, students sit for final assessments which follow the same format as midterms.

Data Collection Techniques

During the implementation of the intervention plan, five instruments for data collection were used.

Oral Interview Task and an Analytic Rubric

The analytic rubric was used with the purpose of assessing both oral interviews, one before the intervention, and one at the end of it. The oral interview had three different parts. The first part was about direct questions to a student, based on the topics covered. The second part was a photo description in which students had to apply all vocabulary covered. The final part was a conversation in which students had to role-play a situation based on the contents studied. The analytic rubric used to assess this covers the following dimensions: *Vocabulary, Grammar, Pronunciation, Fluency, and Comprehension and Communication*. This instrument is formed by different levels of achievement that go from *Outstanding to Insufficient*, which are expressed as a scale to foresee a student's different levels of achievement.

Focus Group

Due to the quantity of participants (22 students), only 7 of them were asked to participate in the final focus group that was held. The questions of the focus group were in students' native language, because of their lack of proficiency in the target language. This method of data gathering was chosen due to its nature of encouraging participants to share a variety of viewpoints on the researched topic. It differs from other procedures of data collection that aim to reach consensus or solutions (Kvake & Brinkmann, 2009).

The focus group was divided into three different dimensions. The first dimension was *Methodological*. In this dimension, participants were asked questions to seek if the methodology was useful for them, their peers' reaction towards the methodology, the usefulness for the subject, the difference between their previous and actual oral performance, and if the methodology should be implemented for other students in the future. The second dimension was about the *Speaking improvement*. In this dimension, participants were asked if they believed they had improved their English-speaking abilities after the self-assessment methodology, which were the abilities of English they had struggled the most, what they could do in order to improve their English-speaking abilities, what they believed they had to do in order to improve their English-speaking abilities, and if they thought the implementation of the self-assessment methodology after every topic was meaningful for their learning. Finally, the third dimension was about this *Methodology's projection into the future*. Participants were asked about any difficulties they had experienced during its implementation, and if they would modify anything about it. For every single question, students were asked to justify their answers. There were no fixed turns assigned. The idea was for them to freely participate and convey their ideas.

Learning Journal

Learning journals are diaries to keep a record, in which students reflect upon *what* and *how* they learn. This instrument allows students to self-regulate their own learning about the subject being covered, and the different problems that could come up. To write a learning journal, each student must write a reflection of the content seen in a class at the end of it. Before the session ends, the teacher provides a few minutes for students to complete their journals. This record can be done freely or can include pre-stablished set of questions given by the teacher (Martinez Del Campo, 2013).

In this research, participants were asked to complete their learning journal in Spanish at the end of the lesson. The questions were common for each session. Therefore, for each topic, the same questions. The first question was about what had been the most important content for them. The second question aimed at knowing what topic had caused questions. Question three asked participants to reflect on what had been the most meaningful for them in the lesson. The last question was about the least important thing in the lesson. The learning journal also included a section in which students could include comments about the lesson itself.

Data Analysis Techniques

The data in this research consisted of two kinds. The first one was quantitative data associated with the two oral interviews assessed through a numerical analytic rubric. One of the interviews was at the beginning of this research, and one at the end. The second was qualitative data, drawn from a learning journal, and a focus group activity. The techniques mentioned before were used all along the intervention sessions, except for the focus group, which was run at the end of this research.

To analyse the data of the analytic rubric, the Kolmogorov-Smirnov test of normality was applied. Also, the T-test was employed to see if there was a statistical difference before the initial and final application of the oral analytic rubric. With the learning journal, all results were translated into English and transcribed and processed through content analysis. Content analysis was used to process the qualitative data. The frequency was determined depending on how many times each subcategory was repeated in participants' answers. Finally, the focus group, frequency was measured according to the number of participants who agreed with each subcategory. Results were also transcribed.

Findings and Discussion

All the data gathered during and after the intervention will be presented according to each specific objective.

Specific Objective 1: To Assess the Effectiveness of Self-assessment on Students' Speaking Skills.

Findings about the Oral Interviews and the Analytic Rubric

To verify if there was improvement in participants' oral performance before and after the implementation of the self-assessment methodology, Table 2 below details participants' scores during the first oral interview versus the results of the participants once the self-assessment methodology was implemented.

As shown in Table 2, out of the twenty-two participants, sixteen improved their results after the implementation of the self-assessment methodology. In average, each participant made an improvement of three points. Four participants managed to keep their initial results showing no improvement, yet they did not lower their results. This may be due to the fact that some participants declared they already managed the language content beforehand; therefore, this methodology was not significant for them to acquire new knowledge in the subject. Two participants lowered their results after the implementation of the methodology. However, this change cannot be considered as significant, because they still managed to be under the passing score. It is also worth mentioning that all the participants of this action research passed the course.

Table 2. Comparison chart before and after the self-assessment methodology.

Participants	Before intervention oral interview		After oral intervention interview	
	Points obtained (Out of 25)	Percentage of achievement (Out of 100%)	Points obtained (Out of 25)	Percentage of achievement (Out of 100%)
Participant 1	17	68%	21	84%
Participant 2	16	64%	16	64%
Participant 3	23	92%	21	84%
Participant 4	14	56%	18	72%
Participant 5	18	72%	18	72%
Participant 6	19	76%	21	84%
Participant 7	19	76%	19	76%
Participant 8	18	72%	19	76%
Participant 9	21	84%	22	88%
Participant 10	19	76%	21	84%
Participant 11	21	84%	19	76%
Participant 12	15	60%	18	72%
Participant 13	13	52%	18	72%
Participant 14	18	72%	20	84%
Participant 15	19	76%	21	84%
Participant 16	16	64%	14	56%
Participant 17	14	56%	15	60%
Participant 18	19	76%	19	76%
Participant 19	15	60%	18	72%
Participant 20	13	52%	16	64%
Participant 21	10	40%	18	72%
Participant 22	11	44%	14	56%

In order to measure the normality of the data, to analyse this objective statistically, the Kolmogorov-Smirnov test of normality was applied. Since the oral interview and analytic rubric were given before and after the intervention, Table 3 shows its p-value.

Table 3. Normality test before and after intervention

Instrument	P-value before the intervention	P-value after the intervention
Oral interview and Analytic rubric	.6376	.33837

Twenty-two students participated in this study (N=22). The p-value represents the statistical significance of the data obtained. The coefficient is measured between 0 and 1. The point here is to find out whether this data behaves normally or if it does not. The p-value indicated that there is evidence for the Null Hypothesis. The p-values were more than 0.05, which proves the normality of the data in this study. Once the Kolmogorov-Smirnov test of normality was applied, the mean scores of the oral analytic rubric were analysed before and after the intervention as shown in Figure 3.

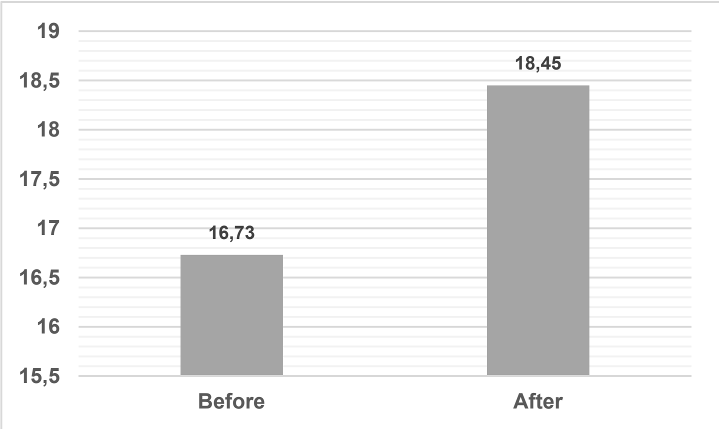

Figure 3. Mean scores before and after the intervention

Figure 3 represents both mean scores before and after the intervention. Before the intervention, the mean score corresponded to 16,73 and after the intervention the mean score was 18,45. The T-test was applied to see if there was statistical difference before and after the application of the oral analityc rubric. There are two types: paired and unpaired. Paired means that both samples consist of the same test subjects. A paired t-test is equivalent to a one-sample t-test. Regarding p-value and statistical significance, the two-tailed p-value equals 0.0530. By conventional criteria, this difference is considered to be not quite statistically significant. The *before* mean score minus the *after* mean score equals -1.73, which means there is a 95% confidence interval of this difference (from -3.48 to 0.02). A review of the data employed for this research is expressed in Table 4, which shows there was no significant improvement after the implementation of this methodology.

Table 4. T-test results before and after the intervention

Criteria	Before intervention	After intervention
Mean Scores (MS)	16.73	18.45
Standard deviations (SD)	3.34	2.32
Standard error of the mean (SEM)	0.71	0.50

It is important to mention that the implementation of the self-assessment methodology was a formative process. To improve learning and indeed teaching, assessment must be formative in both function and purpose and must put the student at the centre (Elwood & Klenowski, 2002). In this study, students were the centre of the process, since the entire purpose of the study was to help them improve their results through self-assessment. Grading was not part of the study itself, since the implementation of all the self-assessment tools was new to them. It can also be inferred that after the implementation of this methodology, the vast majority of participants improved their speaking results after taking their oral interview. None of them lowered their scores, and only few of them were able to keep them constant.

Self-assessment provides learners with personalised feedback on the effectiveness of their learning strategies, specific learning methods and learning materials (Gardner, 2000; Tsagari & Csépes, 2011). By including self-assessment, it is expected that learners can monitor their learning process individually. By monitoring their progress, learners can effectively know how and what they are learning. If learners reach that goal, then the implementation of self-assessment as a tool to improve their speaking skills is complete.

Specific Objective 2: To Explore the Participants' Perceptions on the Use of Self-Assessment as a Strategy to Improve their English Speaking Skills

Students were exposed to the self-assessment methodology at the end of each intervention session. In each session, students were reminded of how to complete each instrument. In all sessions students were asked to self-assess using a self-assessment scale per topic covered.

Findings about the Learning Journal

The third instrument applied was a learning journal. Students were asked to reflect upon each topic on certain questions. The topics they were asked to reflect upon were the following: *Household chores, Directions* (locations), *Directions (ask and give)*, and *Shopping*. Frequency was determined depending on how many times the subcategory was repeated in participants' responses. Table 5 below shows how the data was categorised after conducting content analysis.

Table 5. Transcription of learning journal

Categories	Subcategories	Frequency	Sample answers
Participants' most important learning goals	Using vocabulary	71	*[I think it is important to learn new words to expand our vocabulary.] (Part. 1)*
	All language content was important	60	*[I think everything was important. I did not know much of this particular content.] (Part. 9)*
	Giving directions	41	*[To apply the content to give directions was meaningful for me because you use that vocabulary every day.] (Part. 7)*
	Using prepositions	23	*[I know how to use prepositions to give and ask for directions because they might appear in an everyday conversation.] (Part. 8)*
	Using adverbs	17	*[I know how to use frequency adverbs in sentences; to know where to put them in a sentence.] (Part. 1)*
	Interaction in class	12	*[I think that interacting in English with my classmates is meaningful. To be and keep in touch with them is useful.] (Part. 14)*
	Using grammar	4	*[I learned the difference between wearing and using.] (Part. 5)*

Categories	Subcategories	Frequency	Sample answers
Participants' questions along the lessons	Questions about vocabulary	33	*[I realized the vocabulary I knew was too basic.] (Part. 2)*
	No questions	25	*[I do not have any questions but I do think I need to practice more.] (Part.13)*
	Questions about directions	8	*[I do not know how to say some things about directions.] (Part. 11)*
	Questions about prepositions	4	*[I was not sure how to continue after giving instructions. How to use prepositions properly] (Part. 14)*
Participants' least important learning goal	Colors	13	*[I think color because I knew almost all before coming to class.] (Part. 6)*
	Location of places	2	*[I think it is not important to describe where places are in Concepción, exactly.] (Part. 3)*

Table 5 summarises participants' responses along the four sessions of the intervention. Below each category is represented in Figure 11.

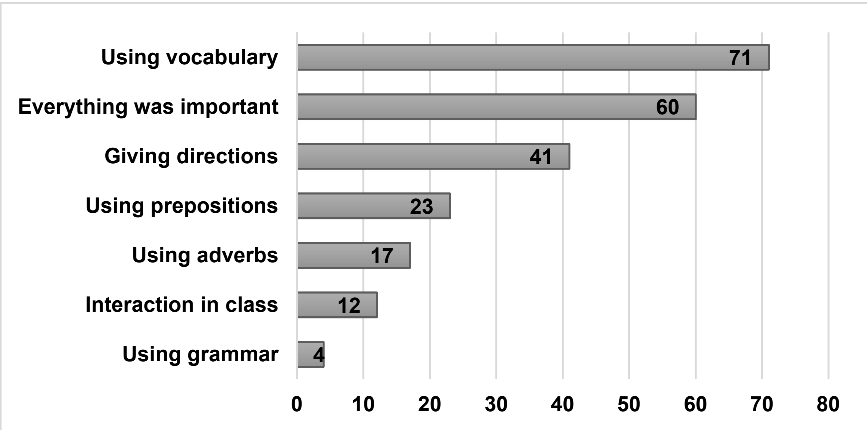

Figure 4. Participants' most important learning goals

Figure 4 shows that, to the majority of the participants, the most important aspect of each lesson was to learn vocabulary. Even though in some lessons the objective was not to learn vocabulary, students considered it a must-learn objective for each session. The grammar section of the lesson seemed not to be as relevant as vocabulary. This can be due to the fact that grammar itself is not taught explicitly but in context. Another important factor that is relevant is interaction. Participants started giving value to the instances in which they had to speak and interact with their classmates, which is important because of the communicative nature of the course they were all part of.

In Figure 5 above it was revealed how participants appreciated the classroom instances that they had to interact with peers, and how they felt the class was an instance in which they had an enjoyable time, as well as an opportunity to learn the language content.

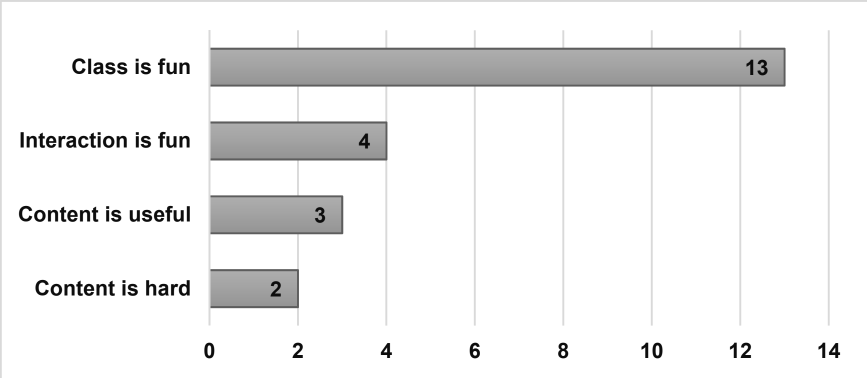

Figure 5. Participants' impressions on lessons

After session four finished, a focus group was conducted. Out of the twenty-two participants of this study, seven high achieving students were asked to participate in the focus group. Frequency was measured according to the number of participants who agreed with each subcategory. Below categories and subcategories are listed based on participants' responses (See Table 6).

Table 6. Focus group transcription

Categories	Subcategories	Frequency	Sample answers
Self-assessment usefulness	Useful for future students	9	*[I think all subjects should include self-assessment (…) in English class I realize what I actually learned. In some other subjects, I never know what (or if) I learned anything.] (Part. 3)*
	Becoming aware of what I learned	7	*[I realized I knew a lot about each topic because I had the chance of evaluating what I knew first… and also what I wanted to learn at the end of the lesson and see if I actually did.] (Part. 3)*
Peers' reaction towards self-assessment	Peers' laziness	2	*[Maybe they were lazy when using this methodology, because we had to write at the beginning and at the end of each class.] (Part. 3)*
	Peers' positive reaction	2	*[I think they took it in a good way because it was applied to improve our knowledge.] (Part. 9)*
Self-assessment inclusion	Formal inclusion of self-assessment	2	*[I think we have become more aware of what we are learning once this methodology began. (Part. 3 & 7)*
	Self-assessment is difficult for students	2	*[I think this methodology was very student-friendly. It was just a matter of answering the questions.] (Part. 6)*
Improvement of English-speaking abilities	Difference between before and after self-assessment	3	*[I think that the difference is that before, I came to class, listened to you, did the activities and went home. Now, before anything I get to think about what I know and what I learned in class.] (Part. 6)*
	Better English-speaking activities after self-assessment	2	*[I think my abilities did improve but not directly related to self-assessment. I think you also need to practice at home or using the platform.] (Part. 6)*

Categories	Subcategories	Frequency	Sample answers
	Practicing more to improve	2	*[I think I need to practice more. Not just here in class.] (Part. 3)*
	English-speaking abilities improved	2	*[I think it did but not in a direct way, because by self-assessing I could realize what I managed and focus only on the things I didn't.] (Part. 6)*
Struggling English-abilities	Pronunciation	5	*[(…) I think it is pronunciation because it is not the same as in Spanish. In this classes, you have to speak, not writing.] (Part. 9)*
	Fluency	4	*[In my case, fluency is mixed with pronunciation. I don't think I'm even that fluent in Spanish so it is more complicated in English.] (Part. 8)*
	Grammar	4	*[In my case it is grammar because all the rules come to my head and I can't remember how to conjugate (…)] (Part. 6)*

After analysing the focus group answers given by participants, it can be said that most participants had a positive reaction towards the self-assessment methodology implemented. Even though they admitted there were some difficulties at first, most of them agreed that this methodology helped them improve their English-speaking abilities indirectly. This is explained in the sense that self-assessment contributed to help them reflect upon what they had learned during the lesson, and what they needed to reinforce to become more proficient in the language. They also agreed that self-assessment made them become more aware of their learning. Therefore, they highly recommend for self-assessment to be formally included as part of the course, so that future students can also benefit from this learning experience.

As stated by Tan (2008), self-assessment has been defined as the involvement of students in making judgements of their learning. Based on the data gathered, many learners remarked that what they learned the most was vocabulary during the sessions. By doing this, learners could somehow show the teacher what the tendency was after each session ended. Self-assessment helps students take more responsibility for their own learning and facilitates collaborative relationships among teachers and students (Elwood & Klenowski, 2002; Shepard; 2000). The teacher could have access to more direct feedback on what should be covered or changed as each session went by. Teacher and students were able to collaboratively direct the way in which the further lessons went on.

Most students agreed that, in order to improve motivation and to feel involved with the subject, the self-assessment methodology worked for them. Self-assessment does not always demonstrate success but where it does, even on a small scale, learners' motivation will be enhanced (Gardner, 2000). By saying this, it can be proven that even though the purpose of the self-assessment methodology was not to grade and, therefore, not to intervene directly in students' grades, they felt involved with the subject and could see the importance of applying the different instruments in order to improve their own speaking performance.

By applying self-assessment, autonomy is what is being sought. Autonomous learners decide what to learn, when to learn and how to learn. Autonomous learners take full responsibility for their own learning process. In Chilean university classrooms, there is little evidence of the application of any sort of self-assessment. As stated by many students, initially they did not see this as something that could actually help them improve but as something that would improve their final grade only. The application of this methodology changed what they thought and had said about self-assessment.

Regarding the implications of this study, self-assessment indicates a change in the roles of learners and teachers (Gardner, 2000). This means that teachers would have to share the responsibility for assessment with learners. There might be a problem when there are few autonomous learners who might not fully understand the nature of self-assessment, confusing it with the possibility of improving their grades. By considering self-assessment as an opportunity for obtaining a better grade, then the whole purpose of implementing self-assessment is lost.

Self-assessment in foreign language classes can be seen as something of great advantage. By implementing a system of self-assessment, students can identify what are the areas in which they need the most help and the areas which do not need too much reinforcement. It is also helpful to have students reflect upon their own learning process and pacing. This helps students realise how they learn and in which way the learning process becomes more comfortable for them.

Conclusions

With respect to the first specific objective, which was to assess the effectiveness of self-assessment on students' speaking skills, it can be said that there was an improvement in students' results after the intervention. Out of the twenty-two participants of this action research study, fifteen students were able to improve their scores, compared to the ones from the oral interview conducted before the intervention. Four students maintained their initial scores, and only three of the participants lowered them. Regarding the first group of students, the ones who were able to improve their scores, it can be said that, as it was observed by the class teacher, there was a great deal of involvement with the self-assessment methodology.

The majority of the students who were able to improve their scores paid close attention to the implementation of this methodology, taking it seriously and consciously. They seemed involved with the new teaching practice, and showed commitment every time they were asked to participate in class to practice for their oral interview assessment. Although participation in this class was never a problem, since students showed great enthusiasm towards this English course since day one, the group who improved managed to stand out among the rest of the participants. Whenever asked to voluntarily participate in mock oral interviews in class, they had no problem with doing so. Participation was key during this action research, since all participants were being prepared to take a final oral interview. During this preparation process, they were taught how and what to answer during specific times of the interview. For example, they were taught to always answer in complete grammatically correct sentences, and to describe pictures properly, including all the vocabulary taught during the semester.

Regarding the second specific objective, to explore the participants' perceptions on the use of self-assessment to improve their English-speaking skills, it can be pointed out that the vast majority of the students felt comfortable once acquainted with self-assessment. As expressed through the focus group, many students felt at the beginning of the implementation that they did not know how to assess their own work. Some of the participants even mentioned that they had never been asked to think what they were expected to learn in a class, or even if they had learned anything. Some of them mentioned the only opportunity they had to reflect upon what they could have learned in a subject was when they studied on their own for a specific written test at the end of the semester. That is why the entire process of getting used to answering the questions in each of the self-assessment instruments applied took a while.

Once acquainted, they felt confident answering all the instruments applied for the implementation of this methodology. Some students even mentioned that they got used to the process and once the self-assessment intervention sessions finished, it felt strange for them to start and finish the class not having to reflect upon what they wanted to learn at the beginning of the class, and what it had been learned after the class ended. Most of the students agreed that this methodology should have been used since the beginning of the semester. They agreed that if they had done the process of reflecting before and after a lesson, their results would have been better. Motivation was also mentioned by many students during the focus group. The participants mentioned and agreed that knowing the purpose of the lesson and having to think about the content before and after the lesson helped them to be more motivated when learning English. By being motivated they also felt involved with the lesson, that is why, many students declared they enjoyed the class because they felt they were asked about their opinions about the lesson itself and that those opinions were taken into account.

When analyzing the findings of this research, it is worth mentioning how useful it was as a research practitioner to identify students' perceptions about the implementation of self-assessment. As an educator, we truly believe that students need to be given the opportunity of reflecting about their own learning process. As the intervention sessions went by, we realized more and more that students were rarely asked to do so in other subjects. Many of them mentioned this, once the intervention sessions finished. Some even commented that the only chance they had to see if they had learned anything was by the end of the semester when preparing for finals. By the end of this action research, we realised how valuable it was for students to think about the content they were going to learn at the beginning of the lesson, and the content they actually managed to cover and internalise once the class was over. We could realise how valuable it was for them to have the time to reflect upon their mistakes, and also learn that in some cases, there was previous knowledge about particular content. Some students commented that it was interesting for them to realise that in some cases they managed the content before it was covered.

It is also important to mention that the purpose of this action research was to show that by the implementation of self-assessment, students would be able to improve their speaking results when assessed at the end of the semester. By having the chance of assessing their own learning, students were able to become more aware of what they needed to learn, what they knew already, and what they wanted to learn. While self-assessing, students became more conscious about their own personal learning process, it called our attention that nobody asked if they had to grade themselves. Nobody asked if a grade was associated to this methodology. As in Chilean culture the process of self-assessment is associated with grading, it is often confused with the opportunity of receiving a passing grade '*for free*'. None of the participants of this action research study saw this as an opportunity to get a free passing grade. According to what was observed, most of them participated because they were interested in seeing that if by incorporating this methodology, they could actually improve their speaking results. In particular, this group of students were extremely interested in improving their results and to learn more English.

Regarding the instruments that were used in this action research study, the analytic rubric showed positive results. It was helpful in the sense that the results showed there was improvement comparing pre and post oral interview results. The learning journal allowed to gather a lot of data regarding students' views and perceptions of the implementation of self-assessment by which the analysis of the results became richer. The focus group used gave positive insights about the implementation of self-assessment; students manifested the usefulness of this methodology, and how they found it meaningful, considering having it as something permanent. The participants of the focus group even suggested that all university teachers should include self-assessment as a regular teaching practice. Self-assessment allowed them to think about their own learning process, and become more aware of their English language needs.

As recommendations for further research, the implementation of self-assessment would be of great help if applied at the beginning of the semester rather than in the middle of it, as it was applied in this research. Results may be much better than the ones obtained in this study. By applying this methodology at the beginning, the process of learning awareness could be more beneficial if conducted through a longer period of time than just four sessions. However, the response of students in this study proved to be satisfactory and meaningful for most participants.

This methodology should be kept as a permanent practice in English courses. Students should be able to reflect upon their learning process on their own. Teachers can act and guide the process, but at the end, students should be able to get most of this experience on their own. Having this methodology as permanent should be given some weight of the overall grade for the subject. Even though this is not the real purpose of self-assessment, students should also be given part of the responsibility of assigning themselves a grade. Culturally, Chile is not a country in which students behave maturely enough to be critical of their work, yet, if not given the chance, the paradigm of believing that students will not be honest about their work, will continue to exist and will never change. If not given the chance, then a change will never occur.

For further research, it would be interesting to continue this research in time to have results to compare and contrast. Four weeks of action research were useful to understand and to realise how useful the implementation of this methodology was. Deeper research could be conducted on this topic to study the benefits of self-assessment thoroughly. Perhaps, conducting this research with different teachers could be interesting, to see if more students agree or not upon the usefulness of this practice. Having teachers' perceptions about this could also be a matter of further study. Maybe if self-assessment is conducted by different people, it could lead to different opinions about it.

Last but not least, we would like to refer to a suggestion made by one of the participants of this study. The student suggested a paper-free method through google forms, or another technological tool to gather data. By doing this, the results could be obtained easily and much faster.

In brief, self-assessment-based action research provoked a turning point among university students, they were able to examine their own learning and assessment experiences through dialogic inquiry, and unfold their difficulties, challenges, and also successes when they were learning a foreign language. They were able to develop their own participatory consciousness through constant reflection and questioning of their individual and collective learning practices, which, clearly, resulted in an expansion of their sense of self, much on the line of the work of Wilson, Walsh & Bush (2011).

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How Indonesian Junior High School Students Comprehend the Reading Text? A Digital Media Literacy Utilisation

Dwi Bambang Putut Setiyadi and Hersulastuti

Abstract

Digital media is currently very familiar with the students'daily activities. However, as one of school policies, most Junior High Schools in Klaten, including SMPN 5 Klaten, prohibit their students from using digital media, specifically Smartphones, in the learning process. The objective of this present study was to describe the improvement of students' ability in comprehending the reading text through digital media literacy. This research applied Classroom Action Research with its cycles. Each cycle was executed through sets of activities consisting of planning, acting, observing, and reflecting. By involving the eighth graders of SMPN 5 in Klaten, tests, observations, interviews, and document studies were used to obtain the data, and the data were qualitatively and quantitatively analysed. The results showed that the use of digital media literacy could improve the students' ability in comprehending the texts. The improvement was shown by the increase of the percentage of the students obtaining the mastery criteria stated by the school by 22% in pre-cycle, increased to 63% in the first cycle, and 100% in the second cycle. How their ability in comprehending texts improved by the use of digital media literacy is also discussed.

Keywords: digital literacy, digital media, reading comprehension skills, e-learning media

¿Cómo comprenden la lectura de los textos los estudiantes indonesios de la secundaria? Una utilización de la alfabetización de medios digitales

Los medios digitales están actualmente muy familiarizados con las actividades diarias de los estudiantes. Sin embargo, como una de las políticas escolares, la mayoría de las escuelas secundarias en Katlen, incluido el SMP N5 Katlen, prohíbe a sus estudiantes usar medios digitales, específicamente Smartphones, en el proceso de aprendizaje. El objetivo del presente estudio fue describir la mejora de la habilidad de los estudiantes para comprender la lectura del texto a través de la alfabetización de los medios digitales. Esta investigación utilizó la Investigación-Acción en el aula con sus ciclos. Cada ciclo se ejecutó a través de un conjunto de actividades que consistieron en planificar, actuar, observar y reflexionar. Al involucrar a los alumnos de octavo grado de SMPN 5 en Katlen, se utilizaron pruebas, observaciones, entrevistas y documentos de estudio para obtener los datos y los datos se analizaron cualitativa y cuantitativamente. Los resultados mostraron que el uso de la alfabetización en los medios digitales podría mejorar la habilidad de los estudiantes para comprender los textos. La mejora se mostró por el incremento del porcentaje de estudiantes que obtuvieron los criterios de dominio establecidos por la escuela en un 22%en el pre-ciclo, se incrementó al 63% en el primer ciclo y al 100% en el segundo ciclo. También se discutió como su habilidad para comprender textos mejoró por el uso de la alfabetización de medios digitales.

Palabras clave: Alfabetización digital, medios digitales, habilidades de comprensión lectora, medios de aprendizaje electrónico.

Introduction

The reading ability of Indonesian students at the international level is classified as low, based on the literacy test by PIRLS (Progress in International Reading Literacy Study) in 2011 and the PISA (Program for International Student Assessment) in 2012 (Wiedarti & Kisyani, 2016, Eds.). In this regard, it is necessary to improve students' literacy skills. To that end, the government has made efforts to improve the literacy capability by conducting the National School Literacy Movement (Gerakan Literasi Sekolah – GLS) which is then called the National Literacy Movement (Gerakan Literasi Nasional – GLN). Literacy activities then become part of students' activities in schools.

This article is focused on the students' ability or capability (literacy) in using the digital media in order to enhance their reading interest in comprehending the various texts. We believe that the students' lack of interest in reading would be solved by improving their digital media literacy; knowledge and ability in using or utilising digital media. We do not only define literacy as the ability in writing, reading, and mathematics, but literacy has now a broad definition that refers to the ability or capability in certain area or aspect, including the digital or electronic media use. We hope that their literacy on digital media will become their learning experiences, especially in how they comprehend the texts in various contents and contexts. We hope that the schools would be concerned with providing their students more digital or electronic media of reading to enhance students' interest in reading.

However, it turns out there are still many schools that lack reading materials, what is more digital or electronic reading materials in the context of learning at Junior High School, specifically digital reading materials provided by the schools. For this reason, it is necessary to provide reading materials not only from printed books, but also electronic reading materials obtained through digital media and at the same time "reduce the cost of using printed books" (Medley-Rath, 2018) and the students' familiarity with such media can improve their skills in literacy, especially for comprehending the reading texts (Pischetola, 2011). Digital media requires other tools in the form of internet networks. With the internet network, digital devices such as computers and smartphones can be used. However, Babarinde, Babarinde, & Dike (2017) suggest that "interesting books are still available and accessible to students. In addition, students must find ways to utilise electronic media to read". Things that need to be considered in this regard are the age of the child, because 1-4 year olds prefer to read printed books rather than electronic or digital books, specifically printed picture books (Strouse & Ganea, 2017), likewise for children in grades four and five of elementary school, Halamish & Elbaz (2019) and Kao, Tsai, Liu, & Yang (2016) show that children's reading comprehension is better when reading on paper (improving motivation, understanding, and chromatic concepts) rather than on screen, because reading on the screen (electronic) can interfere with children's understanding, compared to reading on paper (print).

In addition to the implementation of the GLS programme, in the teaching and learning process, various media have also been used by teachers. Among the various media, there are some that have not yet been utilised, namely digital media while still considering the results of research on the age and use of printed reading material. Moreover, research conducted by Hou, Rashid, & Lee (2017) shows that it is not a matter of reading material; printed or electronic, but on the issue "the extent to which text presentations facilitate or hinder the reader's ability to construct cognitive maps that affect the reading process". Indeed, if it is associated with reading comprehension, children have more significant results when reading on paper, however, if it is associated with preferences then children prefer to read on a digital screen (Dahan Golan, Barzillai, & Katzir, 2018). Digital media is currently very familiar in student life, but in the teaching and learning process has not been widely used and this preference can be utilised. It can be said that in this era, digital media has never been separated from student activities, since they were in elementary school. The familiarity of students with the media can be utilised to improve their skills in literacy, especially in understanding reading texts.

For the implementation of the use of these media, the presence of digital media in schools is crucial. The lack of digital media in schools is also an obstacle in this activity. However, the lack of it can take advantage of smartphones that are currently generally owned by students. Thus, the prohibition on carrying a smartphone needs to be reviewed. As long as the smartphone is used as a learning medium, it can be tolerated while using it to prevent dyslexic use in children (He, et al., 2014). The use of newer technology, such as the internet, can also increase students' interaction with a reading text (Peregoy & Boyle, 2013). The advantage of using media also makes students' knowledge increase. Based on his knowledge of all things (knowledge of the world) obtained through the readings contained in digital media, students are expected to be able to more easily understand various kinds of texts, so that they can more easily understand different types of reading.

Based on the description, the problem was formulated: (1) Can digital media literacy improve the skills in comprehending reading texts of junior high school students in Klaten Regency? (2) Does the habit of using digital media make it easier for students to understand reading texts? While the specific objectives of the study are to: (1) reveal increased reading comprehension skills through digital media literacy for junior high school students in Klaten Regency, (2) describe the level of activeness and ease of students in understanding reading text using digital media?

This research has urgency for the development of education and teaching technology, in this case digital or electronic media, which is expected to be an alternative learning model. With digital media literacy, it is also expected to be able to improve students' skills in reading according to the type of text. Because the ability to understand reading is related to understanding knowledge and with digital media literacy, it is hoped that it can improve the digital media literacy rank, not only their reading literacy, of students at the international level. With successful reading, learning can simultaneously support the development of the Indonesian nation's Science, Technology, Social, and Culture (IPTEKSOSBUD).

Literature Review

Digital media is one of the gadgets in new media. The new media includes computers, the internet, telephones, Personal Digital Assistants (PDAs) and other digital equipment, all of which are important issues in the world of professionalism and the world of work in general, and are an important aspect of personalised learning (Kurniawati & Baroroh, 2016; van Laar, van Deursen, van Dijk, & de Haan, 2018; Moreira & Rocha, 2019). In this research, what is meant by digital media are computers, internet, and smartphones. These media are familiar among students because, in the community, they have become part of the necessities of life. At present, the people of Indonesia in their daily lives and activities are never separated from digital media, especially smartphones. This habit can have both negative and positive effects (Harju, Koskinen, & Pehkonen, 2019; Webb, 2019; Pazio & Ntonia, 2019). The negative effects, among others, can cause someone to be lazy to do other work because the concentration is based on the media, while the positive benefits can improve one's skills in reading text and have a wealth of knowledge. In this context, positive benefits are taken, namely to increase literacy skills in reading text by utilising digital media in learning, and at the same time to participate in society (Turner, et al., 2017). By utilising digital media, it is hoped that it can make students more easily capture the contents of reading texts. If students understand the text easily, it is hoped that reading comprehension skills will also improve.

Computers and smartphones are devices that can access the internet to find out all kinds of knowledge so that it can be used as a medium in learning. This was revealed by several researchers who stated that one of the benefits of internet media is as a learning tool (Sucahyono, 2016; Rahim, 2011; Pischetola, 2011). As a learning tool, the internet contains various sciences that can enrich one's knowledge of the world. The internet has been used as a medium of learning in schools from elementary to tertiary levels (Kaliky, 2013; Sujoko, 2013; Purvis, Rodger, & Beckingham, 2016). However, digital media in the form of smartphones and computers have not been widely used by Indonesian students, even though now Indonesia has entered the era of the industrial revolution 4.0.

Digital media literacy is related to reading and writing activities through digital media. Literacy is synonymous with reading and writing activities and includes how a person communicates in society (Wiedarti & Kisyani, 2016, Eds.). Furthermore, it is said that literacy also means practices and social relations related to knowledge, language, and culture. In relation to literacy, a School Literacy Movement activity has now been carried out which aims to improve the reading and writing skills of students from elementary school to tertiary levels. However, it is no less important that "parents must be made aware of the importance of engaging in reading and writing activities at home with their children because these activities can still play a role in their children's interest in reading" (Boerma, Mol, & Jolles, 2018). In addition, it is also to increase the ranking of Indonesian students who in the literacy test PIRLS and PISA rank low in reading comprehension skills.

Digital media literacy is the expertise or ability of someone to use a computer, internet, telephone, PDA, and other digital equipment as a means of supporting communication properly and optimally (Kurniawati & Baroroh, 2016). So, someone uses the media to meet the needs of communication between individuals, or between members of the community.

Someone who has knowledge of the world, in the sense of knowing about various fields, is easier and can communicate with others. When someone reads knowledge through digital media it means that the person gets knowledge about what he reads. From the knowledge of what is read it can make him able to restate ideas as read both verbally and in writing because "metacognitive knowledge and meta-comprehension are aligned with the level of information provided in a text" (Soto, et al., 2019).

Learning bahasa Indonesia in elementary and secondary schools based on the 2013 curriculum is based on text, both oral and written, by placing Indonesian as a vehicle for knowledge. It also continued at the tertiary level in general Indonesian compulsory subjects. Text-based learning can also be said to be genre-based learning. Various texts were introduced to elementary and middle school students in the learning. Each type of text has a different structure that reflects the structure of one's thinking. With the mastery of various types of texts, more and more thinking structures controlled by students are useful in social and academic life.

The term discourse is often interchangeable with text. In this discussion, the two terms are equated (Setiyadi, 2012 & 2018; Setiyadi & Setyandari, 2018; Wulan, 2017). The text is also called genre (Wiratno, Purnanto, & Damaianti, 2014). In the Indonesian Language Textbook, both for primary and secondary education based on the 2013 Curriculum, the term chosen is text. Text is a unit of language that can be provided in writing, or verbally arranged according to a particular text structure that expresses contextual meaning (Wiratno, 2009). Text can be either written or oral, even in multimodal it can be in the form of a combination of oral text, written, and images in the form of animation or film.

It was mentioned earlier that the text is also called a genre. In a narrow sense, genre is defined as a type of text, broadly defined as a goal-oriented social process that is achieved in stages or as a form of "textual agency in which generic texts and organisational actors form agency performance relationships that shape action and shape professional epistemology" (Jahn, 2018). People use certain types of texts to do something, for example to explain the procedure for registering new students at the University, so the procedure texts are used. To influence someone, hortatory text is used, to tell something, the reconfiguration text is used, and so on. To produce it all, the text is arranged in stages. It is through these stages that the social purpose or function of the text can be achieved. Even in understanding reading, people must know and understand the types of reading text structure they read because "categorisation of genre is the starting point for an interpretation" (Woods, 2017) so that it can more easily understand the reading text.

There are four main language skills that need to be fostered and developed, namely listening, speaking, reading, and writing (Tampubolon, 2015). Reading is a communicative activity that has a reciprocal relationship between the reader and the contents of the text, and then factors such as education, intelligence, attitude, and language ability will determine the process of absorption of reading material. As a basic language skill, reading is one of the language skills that students need from elementary to college (Setyawati, 2013). Types of reading include reading for beginner and advanced reading. Reading for the beginner is reading for childhood, especially in the beginning year at school. Advanced reading is said to be for reading comprehension (Tampubolon, 2015). The emphasis of the problem in this research is about understanding the reading text, which is included in advanced reading.

Reading comprehension is the process of constructing the meaning of a text (Omar, 2015). It involves some complex co-ordination which includes several processes, namely coding, understanding and recognition of words, background knowledge, and previous experience. Reading comprehension is also achieved through successful interaction between the reader and the text (Al-Faki & Siddiek, 2013; (Gilakjani & Sabouri, 2016). Another opinion states that reading comprehension is the readiness of the reader in utilising all cognitive / mental functions to understand the symbols / symbols of written language such as words, phrases, clauses, sentences contained in reading, both explicitly (literal understanding) and implicitly (interpretive understanding, critical, creative) appropriately (Supriyono, 2014).

Methodology

This study was designed with Classroom Action Research conducted in cycles (Kemmis & McTaggart, 1988; Hopkins, 2011; Creswell, 2012; Triyono, 2016). The object of the study was the students of class VIII Junior High School 5 Klaten, Central Java Province with a total of 32 students. Data collection used tests, structured interviews, and observation techniques. The instruments used were tests, interview manuals, and observation sheets. The test technique was carried out to find out the students 'skills in pre-actions and actions, to measure the increase in students' reading comprehension skills using digital media. Structured interviews were conducted with teachers, students, and collaborators during the learning process. Interviews with teachers were conducted to find out whether there were obstacles in carrying out learning using the media, also related to learning materials, methods, and other matters related to the learning process.

Interviews of 15 students, individually and in groups, were conducted to find out their responses to the media, methods, and learning models implemented or related to their activities using digital media and absorbing learning material. Field notes were made to document things that were found in the implementation of learning, during interviews, and when conducting tests. Observations during learning were recorded in an observation sheet that was carried out during the learning process, to observe the actions of the teacher using digital media, student activities, planning and implementation of digital media literacy learning in reading learning. Records were carried out to document the learning process that took place, so as to know more detailed things about the learning implementation process that was missed from observation.

Data analysis techniques used was the mixed-method (Creswell, 2012), namely a mixture of quantitative and qualitative analysis. Quantitative analysis was performed using descriptive statistics techniques to determine the average student scores in the pre-cycle, each cycle, and to find out the improvement. Qualitative analysis was carried out for matters relating to conclusions that describe the findings of planning results, observations of learning, evaluation of learning, reflection, and other qualitative data. Research indicators, in this case, the tests were used as benchmarks to find out the success of students in reading through digital media. The indicator of success was the results of the assessment showing an increase in learning outcomes with students' scores equal to or higher than 75 (in accordance with the value of the KriteriaKetuntasan Minimal – KKM – Minimum Completeness Criteria) reaching 100%.

Results and Discussion

Results

Pre-cycle was carried out before carrying out research to determine the condition of the students in connection with the material to understand the reading text. Implementation of learning did not use digital media, students were only given a reading text in the form of text sheets that were distributed one-by-one to students. The results of the pre-cycle showed that there were none in the student grades that were categorised as Good. The highest students' marks were those of sufficient categories (70-79) there were 7 students, while the others were categorised as less, totaling 25 students. The data showed that some students had not shown the level of skills to understand reading texts well, because there were still 78% getting grades below the KKM. In addition, based on observations, students seemed less enthusiastic in carrying out reading assignments through non-digital media. This is probably due to the lack of reading interest, while their low reading interest is certainly inseparable from the level of interest and motivation possessed by students, both intrinsically and extrinsically.

Furthermore, we conducted classroom action research with various reading text material using digital media. In the action planning stage, researchers, teachers, and collaborators developed learning scenarios, with reading text material sourced from digital media in the form of smartphones or computers. The first cycle was carried out in two meetings. At the first meeting, the teacher explained the implementation of learning in the form of literacy of reading texts using digital media. Students were invited to do literacy of various types of texts, especially narrative texts, exposition, persuasion, and news through digital media. Because junior high school students were prohibited from carrying smartphones according to the school management, and not all students have them, students were invited to a computer laboratory to do the intended thing. Furthermore, students were given directions to open reading texts from the internet in the form of articles related to education, social knowledge, and sports as a stage of digital media literacy practice to understand reading texts before entering an evaluation. We provide reading topics relating to the three domains of knowledge because we know that students' interests in the three fields of science are very low. This is known when considering the overall results report of students in all fields of science. The reason is that we provide three domains of science that they are not interested in so that we can be clearer in determining the results of students' actual reading interest. Another case when we provide a domain or reading topic that suits their interests, of course it can just show good reading comprehension.

Students were divided into 8 groups with each group totalling 4 students. At this first meeting, students were given time until the end of the lesson and each of them practiced reading two texts and then asked each other questions about the type of text, structure, and content of the reading to other students and also to the teacher if it was not clear. At the end of the lesson, students were given homework to do the same and report readings at the next meeting. At the second meeting, students were asked to collect their homework assignments. After that, we immediately gave a test to read a historical story text titled "Prince Diponegoro, Hero and Leader of the Nation's Example" (adapted from Agung, 2012). Students were given time to understand the reading text by answering reading questions totalling 20 multiple choice questions and 5 essay questions with a time of 30 minutes. Evaluation results can be seen in the following Table 1.

Table 1. Learning Outcomes of Understanding Text Skills through Digital Media in Cycle I

Score	Category	Total	Percentage
90-100	Very Good	5	15.62 %
80-89	Good	6	18.75 %
70-79	Average	21	65.63 %
< 70	Bad	–	0 %
	Total	32	100 %

The results of the study in the first cycle as presented in Table 1 shows that there has been an improvement in the results if compared with the results in the pre-cycle, however, according to the performance indicators, this result has not achieved the criteria stated as most students are still classified into the Good category.

Referring to the result, we did reflections with the teacher and collaborator regarded to the action performed by the teacher. Several points were noted as the reflection towards the learning, such as (1) the teacher had implemented the learning according to the lesson plan; (2) the teacher had an effort to implement the active learning; (3) teacher was good enough in the classroom management even though the students are so noisy when doing the group discussion; (4) teacher was still less in the use of digital media, especially when browsing the reading text needs to be faster to suit with the allotted time; (5) students were active and have high spirit in doing the task given by the teacher; (6) students enjoyed the learning using digital in reading classes. The following Figure 1 and 2 indicate the observation results regarding how students are active and how teachers teaching during classrooms using digital media in the first cycle.

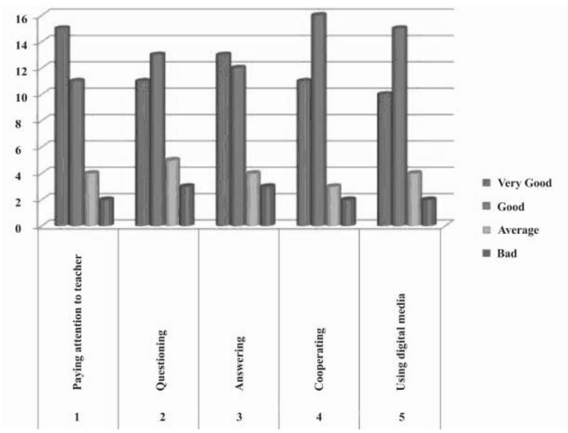

Figure 1. Observation results for students in the learning with digital media in Cycle I

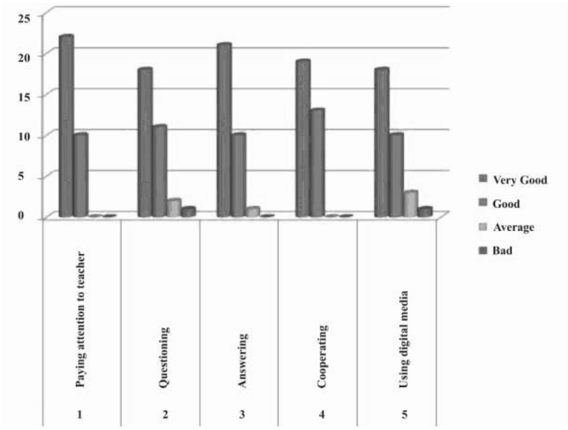

Figure 2. Observation results for teacher in the teaching with digital media in Cycle II

Figure 1 shows that the activity level of students during learning is categorised Good with very prominent aspects of Co-operation. In connection with how the teacher conducts the learning process, and when viewed from the average value between categories, the learning process that the teacher does during class is categorised as Good as shown in Figure 2. There are five aspects related to the mean value such as the preparation of lesson plans, apperception, the ability to convey material, the ability to use media, and the ability to evaluate, while 4 other aspects such as preparation to start learning, class management, the ability to ask questions, and the ability to apply methods are categorised Very Good. For the category Average, it only exists in the aspect of time management.

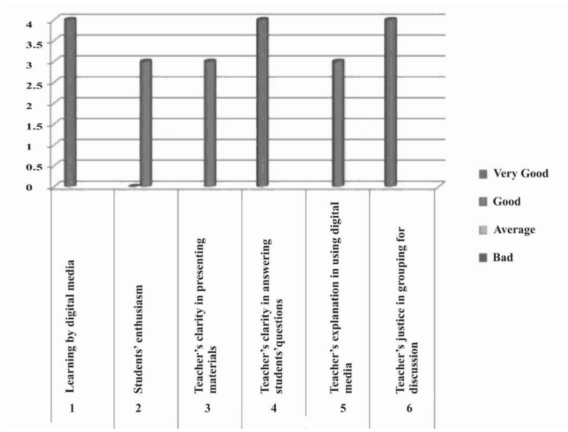

Figure 3. Results of interviews with students in the learning with digital media in Cycle I

In the interview session with students, teachers, and collaborators in the first cycle, it was found that the teacher and students said that the learning process was categorised as Very Good as shown in Figures 3, 4, and 5. However, the collaborator gave a Good category for this. So, objectively we relied on the assessment of collaborators and the results of observations where the results of the first cycle were still categorised Good so we planned to design the second cycle.

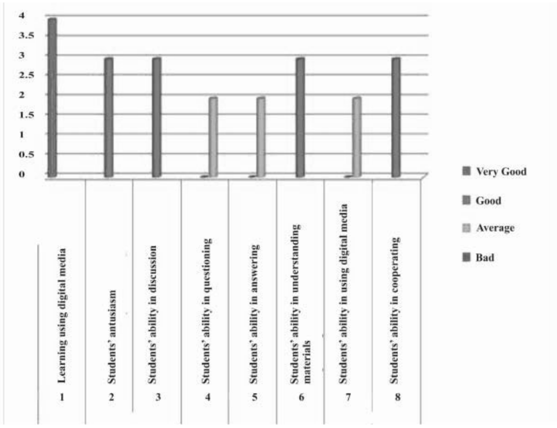

Figure 4. Results of interviews with teacher in the learning with digital media in Cycle I

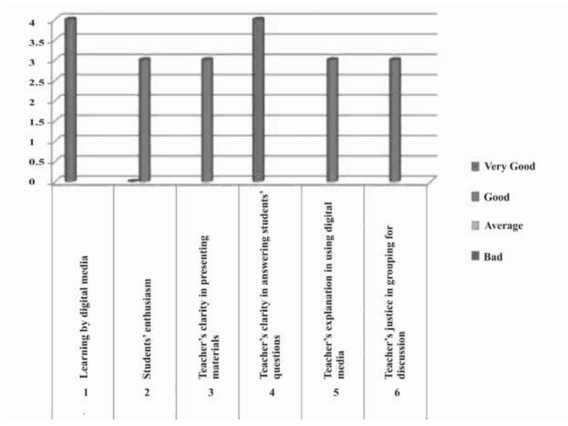

Figure 5. Results of interviews with collaborators in the learning with digital media in Cycle I

The second cycle was designed so that the implementation of actions is further refined. The learning steps were the same as those done in the first cycle, only the reading material varied in practice and tests. Learning was also carried out in two meetings. The first meeting was done by group learning and question-and-answer among group friends, and then followed by question-answer with the teacher. The second meeting was immediately given a test with the topic reading "Lukuifaksi: When Land in the City of Palu and its surrounding areas collapsed" (adapted from Www.bbc.com, 2018). The test results can be seen in the following Table 2.

Table 2. Learning Outcomes of Understanding Text Skills through Digital Media in Cycle II

Score	Category	Total	Percentage
90-100	Very Good	16	50 %
80-89	Good	12	37.50 %
70-79	Average	4	12.50 %
< 70	Bad	–	0 %
Jumlah		Total	100 %

The results of the action in the second cycle showed that students who received Very Good scores were 16 (50%), those who received Good scores were 12 students (37.50%), and Average scores were 4 students (25%) with the lowest score of 75, and not some get less marks. So, if the percentage between the Very Good, Good, and Average categories are accumulated then the result equals to 100%. The results of this improvement are also evident in the results of observations and interviews conducted after the second cycle process was carried out. The results of observations on the activities of students and teachers in learning look Very Good as shown in Figure 6 and 7. On the student side, aspects of students' attention to teachers are categorised Very Good, while on the teacher side, aspects of time management and the ability to use media are still in the Good category.

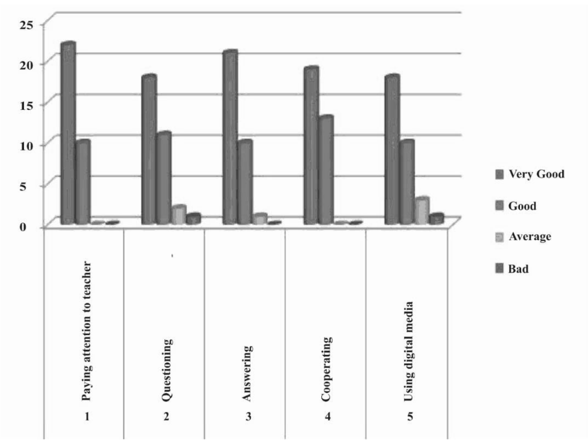

Figure 6. Observation results for students in the learning with digital media in Cycle II

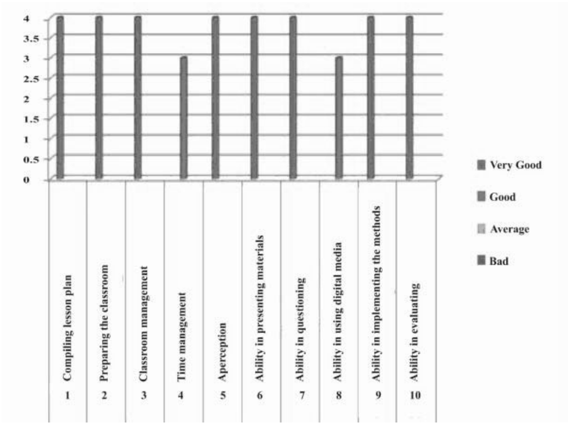

Figure 7. Observation results for teacher in the learning with digital media in Cycle II

Likewise in the interview session with students, teachers, and collaborators, the overall results showed the category of Very Good. All aspects of the learning process are categorised Very Good, especially when seen from the results of interviews with collaborators and students as shown in Figure 10 and 8. However, from the teacher's side when interviewing, students' abilities in asking, answering, and using media are still categorised Good as shown seen in Figure 9.

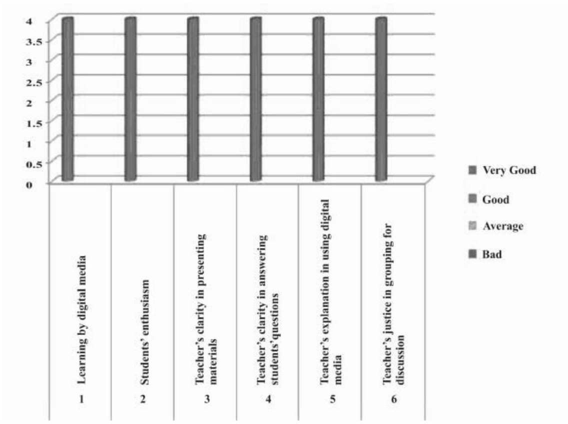

Figure 8. Results of interviews with students in the learning with digital media in Cycle II

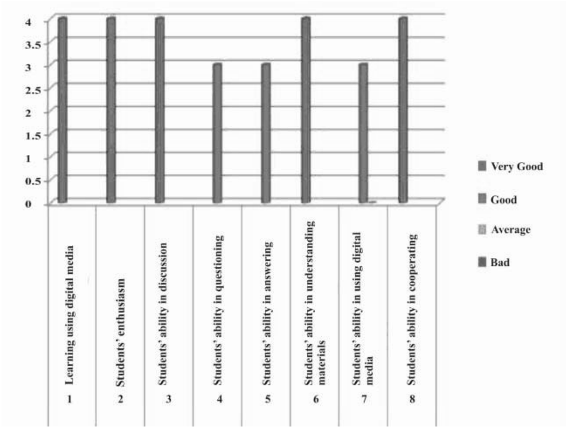

Figure 9. Results of interviews with teacher in the learning with digital media in Cycle II

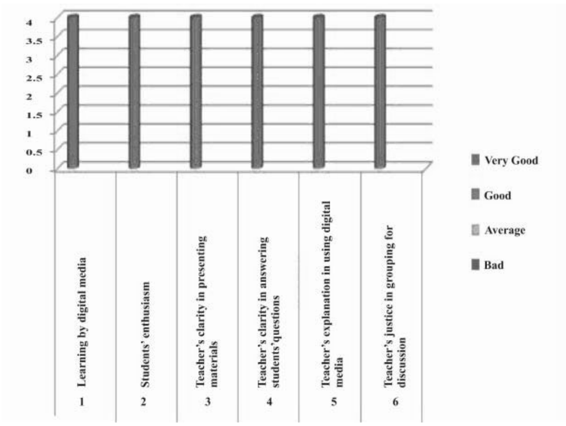

Figure 10. Results of interviews with collaborator in the learning with digital media in Cycle II

The number of students in class VIIIA of SMPN 5 Klaten who received a higher grade or the same as KKM totaled 32 people (100%). Thus, the second cycle has been improved skills in understanding reading text through digital text literacy in grade VIII A students of SMP Negeri 5 Klaten.

Discussion

A very significant increase occurred in this study. In the pre-cycle of learning outcomes only reached the value of Average with the highest score of 78 as many as 2 people, while others were below that value with details, a value between 70-77 there were 5 people, the remaining numbered 25 people who had less grades, and this condition occurred in pre-cycle where digital media has not been used. This condition has improved after taking action with digital media literacy. In the first cycle, students who scored higher or equal to 75 (KKM in SMPN 5 Klaten) numbered 20 people or had increased by 62.50% and there were no less grades. As we mentioned earlier that this condition, especially in pre-cycle, is certainly influenced by a lack of interest in reading. However, even though in the first cycle students scored quite high, the increase, for us, was not significantly and overall influenced by the use of digital media. That is why the increase had not yet reached the set standard. Because the action research process focuses on a learning experience where students can learn more than before, then further action is needed to achieve a real learning experience, not only on the ability of students to use digital media.

However, this still does not meet the specified criteria, so action is taken again in the second cycle. Results The second cycle has reached the specified criteria (75), which is 100% with details of 16 people of excellent value, 12 people of good value, and 4 people of sufficient value with a minimum number of 75. Thus, digital media can improve students' skills in understanding the type, structure, and reading text (Kaliky, 2013; Kurniawati & Baroroh, 2016; McDougall, Readman, & Wilkinson, 2018; Omar, 2015). However, the results show several important things to consider such as issues of teacher time management and the ability to use digital media, the ability of students to ask and answer, and the ability of students to use digital media should continue to be acted upon given that "the tendency to use digital media is clearly seen in younger people and more educated, and because digital education can create entrepreneurial knowledge and capacity" (Puspitasari & Ishii, 2016; Sousa, Carmo, Gonçalves, Cruz, & Martins, 2019). Teachers' time management seems to be related to the students' time needed for questioning and answering. In the other word, we believe that the teacher has already managed his time in lesson planning prior to teaching, but the students' low ability in questioning and answering may consume time. In fact, teacher must be eager to have their students able to do questioning and answering during learning, so as to enhance their critical thinking. In this case, we recommend facilitating students in doing questioning and answering efficiently and effectively according to the time allocated.

It is time for students to improve their reading comprehension skills through digital media literacy. This is considered by the entry of the era of the industrial revolution 4.0, all of which are completely computerised. Students should not be out of date, so parents and teachers need to take advantage of their children's perceptions of the use of new media because children see themselves as new media users who are more advanced than their parents (Hendriyani, Hollander, d'Haenens, & Beentjes, 2014). Digital media literacy is not only a requirement of students but also of teachers with the aim of "overcoming future challenges and improving the quality of Indonesian human resources through digital literacy education" (Rahmah, 2015). Teachers, specifically ICT teachers, must adapt to this modern era by deepening knowledge related to digital media literacy through education and training because according to Yusri, Goodwin, & Mooney (2015), "knowledge and readiness for mobile learning of teachers teaching ICT subjects are lower than other subject teachers". These needs to be considered and thus learning that uses digital media can be carried out properly without obstacles.

To understand reading texts, in this case the type, structure, and content of reading texts, needs to be done through digital media literacy by which students may improve their interest in doing reading even becoming their learning experiences. Hidayati & Wuryandari (2012) and Gan, Menkhoff, & Smith (2015) show that high school and undergraduate students' attention to e-learning media is very high so that it can attract students to learn, because it has the potential to create a pleasant learning atmosphere and make learning more easy, useful, and collaborative for students to understand the topics presented. Digital media intended here are smartphone and computer media that are connected to the internet to carry out literacy on reading texts. The digital media contains a variety of knowledge that can be absorbed by students so it is advisable to "instill alternative technologies that are better suited to the learning and teaching environment of schools" (Abidin, Mathrani, Hunter, & Parsons, 2017). These various kinds of knowledge will enrich students' knowledge of the world. Therefore, teacher's self-motivation is also needed as a Mediator for Teacher Readiness in Applying ICT in Teaching and Learning (Copriady, 2014). With the wealth of students' knowledge, it will be easier to understand various texts, the structure of the text, the contents of the text more easily.

The existence of a smartphone as a digital medium can be used for scientific literacy in education and its outcomes depend on the age of the child, the contents of the application, and the context of its use (Courage, 2019). In language learning, it can be used as an effort to improve language skills, such as reading, listening, speaking, and writing so that it will take an independent domain such as conceptual, functional and audio-visual to use and even create digital media for learning (Reyna, Hanham, & Meier, 2018). In particular, digital media relating to understanding reading texts can improve reading comprehension skills so that digital media literacy also needs to be socialised as a learning medium so that its presence becomes a medium that has a positive impact. Miyake, Takeuchi, & Toda (2018) show that students can evaluate their own media usage and hope that future use will be better for themselves and their classmates than it is today.

However, regarding the security system for large amounts of personal data, Breitinger, Tully-Doyle, & Hassenfeldt (2020) recommend installing third-party security products. Therefore, regulations regarding the prohibition of carrying cellphones or smartphones need to be revised by the school by allowing them to be used if they are to be used for learning media. More else, from the research conducted at the SMP 5 Klaten, it can be seen that there is an increase in students' learning outcomes using these media. In the era of the industrial revolution 4.0, digital media plays an important role in the progress for the world of education.

Conclusion

Digital or electronic media in the form of smartphones or computers can be used as media in the learning process in all fields of knowledge, especially the field of languages; reading. There are various type of texts and contexts in the internet that the students may read. Therefore, they need literacy in digital media to facilitate their reading interest and finally they can comprehend any texts provided. Learning can be carried out using a smartphone or in a computer laboratory. This media needs to be applied for students so that the presence and closeness of the media can be used positively and creatively for them. If the regulations do not allow using digital media in the form of smartphones, learning can utilise computer laboratories as learning spaces. In the learning with digital media, it is required for the teachers who are able to use these media well.

This can be done through training in the use of the media. The results of this study conclude that the use of digital media literacy in learning can improve reading comprehension skills for students of the SMP 5 Klaten with the students' scores equal to or higher than 75 (according to KKM scores) reaching 100%. Finally, further actions are needed to overcome the students' ability in questioning and answering and the use of the digital media, as well as for the teachers' time management and the use of the digital media.

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Book Review Essay

Community Engagement and Action Research

Danilo Streck

Wilson, Patrícia (2019). *The Heart of Community Engagement: Practitioner Stories from Across the Globe*. London & New York: Routledge.

A learning journey

> I offer these stories as a mirror for community-engaged professionals to reflect on their own practice as catalysts for sustainable community development and social justice. The readers may see themselves and their work in these stories and draw their own meanings from them. Practitioners will likely recognise many of these turning points in their stories (p. 4)

This quotation from the Introduction captures the spirit that guides Patricia Wilson's thinking and writing in the book. The stories she shares with us are presented as "parables for learning". A parable, as we know, is an instructive example, a comparison that entails lessons that connect with our daily life experience. It is this apparent simplicity that makes the reading so captivating and inspiring. I say apparent because, as with parables, the stories lead us to deep reflections on what we do, and how we do it, when we engage in research or in transformation projects.

The book is structured as a journey. In the first part, "The Journey Begins", we have two practices from Latin America where practitioners are confronted with questions and dilemmas, faced while beginning a change process in their communities. Patricia helps us to reflect on how to deal with defensiveness, with distrust within a divided neighborhood, with dissention and opposition. However, it is not only a beginning for local practitioners and community leaders. It is also a beginning for the "outsider" who constantly asks herself about her role in these places. In the case of the "Cabildo Abierto" (Open Municipal Council) in El Salvador, Patricia realised that it was necessary to build the awareness of a bigger picture while conducting *dialogic interviewing*. The name she gave to this larger social, historical, cultural and economic picture is *issue ecosystem*. This is just one example of how Patricia uses reflexivity in her research practice for developing relevant concepts, and contributing to theory building in action research.

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The second part of the book, "Going deeper", is made up of stories of facilitation and leadership in community engagement, by practitioners with a consolidated professional and vocational trajectory. On their way, there were difficult choices to be made, there were mistakes and learnings, and there was pain and joy. I understand that Patricia regards this part as the heart of the book, not only because of eventual positive outcomes of the involvement, but because it takes us to what really matters for persons and communities who embark in movements for social and environmental justice. In "Building Deep Democracy in South Africa's Shantytowns" she sums up Charlotte´s transformation experience as a participant of South African Homeless People's Federation in four key turning points:

> "I can" – the awareness that I can do something to change my situation, that I am not powerless and isolated.
>
> "I care" – the awareness that I am part of an ever-widening circle of community, and that I feel a sense of responsibility for that widening circle.
>
> "We can" – the realisation that together we can find our voice and engage the powers 'out there' to make big changes in our community.
>
> "We care" – and ultimately, we feel a sense of solidarity and stewardship not just for our own community, or even other communities like ours, but for those communities and institutions that we used to perceive as 'others'. (p. 112)

This quote about Charlotte's experience is representative for many other stories told by Patricia. There is always a personal commitment to the process: it has to do with me: "I can", "I care". In this sense, when presenting the case from India, "Collective Reflection in Rural India", one of the key takeaways is that development from below is not enough. "The key for sustained social change is development from within: i.e., a change in individual and group consciousness" (p. 149). At the same time, there is always a participatory and collective dimension inherent to the change processes. The "I can" and "I care" go hand in hand with the "We can" and "We care". It is not a matter of what comes first, since the I and the We are constituted in the same engaged change process.

Besides the examples from South Africa and India mentioned above, there are stories from community peace-building efforts in Colombia, and from a participatory research process in peri-urban Mexico. Part 2 closes with a call for "Engaging Global Community with Depth and Breadth", when Patricia shares the result of six hours of recorded interviews with Otto Scharmer[1] about his personal journey, and about his theory for understanding and building the foundations for societal transformation on a global scale. Based on multidisciplinary studies, Scharmer's Theory U advocates "presencing", as opposed to "absensing/hubris", not only as a means for promoting changes in organisations, but as an approach for addressing the three big divides that threaten our future: the concentration of wealth, the ecological survival of the planet, and the cultural schisms that divide persons and peoples.

So far, I have mentioned briefly the larger structure of the book. However, I would also like to shed some light on the structure of each chapter. There we find a thorough description of the context and the program or project, with a careful introduction of the main stakeholders, who are actually the protagonists in the book. And they have names: from Cynthia Curtis, a North American NGO activist based in El Salvador, to David Arizmendi,

1 For more information on Otto Scharmer and his U Theory see https://www.presencing.org/

a community activist in the US-Mexico border; from Father George and his experience with community based groups in South Africa, to Varun and Amla, two group facilitators in India who integrate the Hindu practice of satsang, which means “gathering in a group to share the truth of one’s own consciousness through dialogue” [p. 130].

Each chapter includes lessons learned, often with the subtitle “Key takeaways”. They have a very concise formulation, and are important tools for individual and group reflection. I transcribe some of them as examples:

– Define your sense of self in a way that opens your heart, mind, eyes, and ears.
– Being a good facilitator requires more than knowing techniques. It requires mística.
– Plant seeds. Some will sprout if people take ownership of them.
– Group creativity and learning are enhanced through ongoing dialogue and reflection-on action.

At the end of the chapters, questions are included for individual and collective reflection. They challenge us to immerse into our own being as persons and professionals, as well as acquiring a deeper understating of key concepts and, above all, they are tools for dialoguing with others about research, social transformation and personal commitment. Again, some examples:

– Think about your current or next project. How have you defined your purpose in undertaking it? How might you redefine it in a way that galvanises you further?
– How would you describe your own positionality? How does that definition serve you? How might your sense of self differ from your positionality?
– Three different words are used in this chapter [Chapter 3: Building Community in a Texas-Mexico Border Colonia] to describe the community change agent: organizer, facilitator, and catalyst. What differences and commonalities among them do you see? What implications does each hold for the practice of community engagement? What words would you use to describe your own approach to change processes?
– Three concepts were briefly introduced in this chapter: deep democracy, learning organisation and action research. How would you define each of these terms, based upon what you read, and your own experience?

The last part of the journey is made up of two chapters: “Generative Patterns of Practice” and “Ensemble Awareness and the Interconnected Whole”. In the first of them, Patricia returns to the previous chapters to identify what she calls “generative patterns for community engagement practice”. There are thirteen of these patterns, each one of them with a short description: 1) The relationship between Self and the Social Field; 2) Purpose and Field Awareness; 3) From Head to Heart: Building Relationship; 4) From Heart to Soul: Using the Arts to Celebrate, Inspire, and Connect; 5) Starting from Where People Are; 6) Creating Fertile Spaces; 7) Deep Listening; 8) Deep Dialogue; 9) Flows and Cycles; 10) Holding the Tension of Opposites Together; 11) Addressing Judgement, Cynicism, and Fear; 12) *Mística* and the Facilitator’s Toolkit; 13) Creating New Structures. Even those who have not yet read the book can easily, using their imagination, make sense of these patterns and extract important leanings for practice, as well as for theorising upon practice.

In the closing chapter, Patricia reconnects us with the Introduction where the key concept is ensemble awareness. In her words, "Ensemble awareness is the term I use to describe the ability of the community engagement practitioner to sense the invisible web of relationships in which he or she is engaged" (p. 1). From the first paragraph, she warns the reader that action research or community engagement is not about controlling this web of relationships, but attuning with it to promote the community's own potential for change. In a box in this chapter, Patricia exposes her "personal credo for practice" as a *practitioner for deep democracy*, as a *change agent for deep democracy* and as a *trainer of change agents for deep democracy*. It is, again, an invitation for everyone to develop his or her own understanding, and not a model to be copied and followed. Let us listen to her:

> As a trainer of *change agents for deep democracy*, I aim to replicate and exemplify the practice of deep democracy in the classroom: self-reflection, dialogue for building shared understanding, collaborative learning and inquiry, group deliberation and decision-making, and participatory action learning. I aim to facilitate a transformative learning experience. Thus, I am not a trainer at all. Rather, I create a space for the participants' own learning, action and reflection. The critical learning is not mastery of the methods of participatory engagement but rather the inner practice of the facilitator (p. 220).

A brief dialogue with action research

There is neither a single entrance point to the book nor a definitive point where everybody should exit. The book is a platform where people from different professions and interests meet with the author, and with the many practitioners and community members. The community leaders and workers will find inspiring examples of professionals and engaged community members; teachers in schools and universities will find helpful examples to create spaces for collaborative and dialogical learning; government officials on municipal level can be helped to identify empowering movements within communities. However, based on the above comments on the content, the book has very clearly a special relevance for action research, or more broadly, for participatory research methodologies. It is from this perspective that I want to share: using Patricia's word, some takeaways. The book based on stories from the global south resonates very strongly with the action research tradition in Latin America, and it is within this framework that I selected some generative themes for short comments.

Action research has an explicit ethical and political dimension. It has become a basic axiom in action and participatory research that there is no neutrality in the process of knowing. While objectivity will always be a horizon for intersubjective inquiry, political and ethical assumptions guide the decisions from the selection of the topic and formulation of the problem to the sharing of results. The praxis of Orlando Fals Borda and Paulo Freire, referred to in this book, today resonates in many experiences of Latin America. In this sense it may not be by chance that four out of the eight stories are from Latin America. Patricia's great contribution lies in connecting these stories with the stories in other continents, evincing a movement in knowledge generation and social transformation that crosses national borders and cultural differences.

La mística suggests that there are alternative epistemological approaches. La mística, a basic concept for Patricia, originates from practices that are very common in the educational activities in popular education all over Latin America. They are symbolic actions and gestures that trigger the imagination and create spaces for people's expression. In a group meeting during a research process (Streck, 2012), we asked participants to tell us about their understanding of *mística*. The answer of one of the participants is an interesting summary of key ideas contained in the concept:

> *La mística* gives a voice to the person, it identifies our group, it cannot be missing; it brings people closer, makes them think and reflect, awakens other senses, it's a part of the values. We use sentences of Paulo Freire, food, symbols, the Bible .

First, participation in action research cannot be taken for granted in a context that Paulo Freire characterized as a *culture of silence*. The researcher, as we heard in the stories told by Patricia, has to deal with resistance or even hopelessness within a reality where one's voice never counted. Second, there is the issue of identity of the group, that which gives the participants a sense of purpose and brings them together, from housing to peace building. Third, *la mística* provokes thinking and reflection at a cognitive level, but also awakens other senses, as when there is shared food, a flower, a drawing or a song as materialities that mediate communication. Four, *la mística* fosters values, such as solidarity and sense of justice, which are at the core of the experiences analysed by Patrícia.

"Sensing" and "presencing" are requirements for action research. According to Patrícia, "action research practice is built upon the relational and process capabilities of the practitioner" (p. 233). The researcher is not a detached observer, but a person who is present with his or her wholeness as a precondition to "bring out the inherent wisdom of the whole embodied in each individual and group" (p. 237). That is why action research should not be taken as intervention. Marianne Kristiansen and Joergen Bloch-Paulsen (2005, p. 254) have made a distinction between intervention and mutual involvement, which is relevant for coming closer to understand *presencing* in action research: "The interventionist has to risk his logical-analytical sense, while we, in a way, end up risking ourselves as human beings". This implies creating what they call "midwifery conversations" in the context of "maieutic spaces", which contain three patterns of relationship: co-humor, relaxed mutual availability and verbal co-production. This is just one possible connection with the richness of the book's stories about being there, with body, mind, heart and soul.

From knowledge democracy to deep democracy. Action research, while based on the co-production of knowledge, is a way of promoting knowledge democracy (Tandon et.al, 2016). Patricia challenges us to see that it is not enough to see knowledge democracy as a cognitive process, obviously a necessary ingredient for an integral view of democracy. Instead, she advocates *deep democracy*, which grows out of small daily life experience. "Deep democracy will not be created by a master plan, or government officials, but rather by small daily acts of engagement" (p. 232). It is about the creation of "habits" of listening, of reflecting and revealing one's own assumptions and values, of sensing together the potentialities for growth and transformation. On one hand, the concept suggests that there are limits to the researchers' eagerness to change the world and the need to be realistic about the actual possibilities. On the other hand, it demarcates a clear and feasible starting point for real and lasting change. As Gustavsen (2020) has argued, single cases may grow together in a movement for larger scale transformations. Patricia helps to set parameters for building bridges among stories across the globe.

Ensemble awareness and the education of action researchers. A question often raised by the action research community is about the education of researchers. Where did professionals engaged in action research learn about action research? Who were the educators that educated them? Can action research be taught in conventional methodology classes? Through the stories Patricia functions as a *facilitator* and *catalyst*, as an educator for action research as much for beginners as for experienced researchers. It is also a book on research methodology in the broad sense and in particular for action research. Olav Eikeland (2007) helps us to clarify the idea of methodology we are talking about:

> My contention is that, basically, methodology is built on the self-reflections of the research community, founded on the community members' long-term, practically acquired experience from doing research, i.e. as research practitioners. Methodology, then, is knowledge developed "inside-out", "bottom-up" by practitioners within a certain community of practice by sifting and sorting similarities and differences in their own acquired habitus and experience. (p. 52).

As Patricia tells us in the Introduction, the stories chronicle the path from *self-awareness*, to *ensemble awareness* by community engagement practitioners. The individual and collective biographies that compose the stories reveal that this is neither a simple nor a linear process. However complex reality presents itself, the book ends with a message that sums up the whole book:

> We are the change agents for the future that is wanting to emerge. And we begin with our own inner practice: at the heart of community engagement (p. 237)

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ABOUT THE INTERNATIONAL JOURNAL OF ACTION RESEARCH

IJAR – International Journal of Action Research provides a forum for an open and non dogmatic discussion about action research, regarding both its present situation and future perspectives. This debate is open to the variety of action research concepts worldwide. The focus is on dialogues between theory and practice. The journal is problem driven; it is centered on the notion that organizational, regional and other forms of social development should be understood as multidimensional processes and viewed from a broad socio-ecological, participative and societal perspective.
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